

# Grade 3 Social Studies Unit

## A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780-1850

	Curriculum Expectations	Pages
A1.1	Describe some of the similarities and differences in various aspects of everyday life of selected groups and communities living in Canada between 1780 and 1850.	7-8, 13-49, 71-85, 98-99, 138-145, 152-159
A1.2	Compare what life was like between 1780 and 1850 in a few First Nations, Métis, and Inuit communities with the ways that later colonial policies, including the residential school system, changed life in these communities.	9-10, 12, 57-70, 88-92, 107-113, 119-120, 152-159
A1.3	<p><b>Preview of 100 pages from this product that contains 226 pages total.</b></p>	88-92, 120, 159
A1.4		120, 159
A2.1	Formulate questions to guide investigations into some of the major challenges facing various groups and communities in Canada from around 1780 to 1850.	143-145, 152-159
A2.2	Gather and organize information on major challenges facing various groups and communities, including at least one First Nations, Métis, or Inuit community, and on measures taken to address these challenges, using a variety of primary and/or secondary sources.	143-145, 152-159
A2.3	Analyze and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing various groups and communities, including at least one First Nations, Métis, or Inuit community, in Canada during this period, and measures taken to address these challenges.	143-145, 152-159
A2.4	Interpret and analyze information relevant to their investigations, using a variety of tools.	143-145, 152-159
A2.5	Evaluate evidence and draw conclusions about some of the major challenges facing various groups and communities in Canada, including at least one First Nations, Métis, or Inuit community, during this period, and measures taken to overcome these challenges.	143-145, 152-159

# **Grade 3 Social Studies Unit**

## **A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780-1850**

	<b>Curriculum Expectations</b>	<b>Pages</b>
<b>A2.6</b>	Communicate the results of their inquiries, using appropriate vocabulary and formats.	143-145, 152-162
<b>A3.1</b>	Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program.	7-10, 12-14, 23-24, 37-49, 71-73, 138-145, 152-159
<b>A3.2</b>	Identify various settler communities in Canada during this period, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program.	7-8, 57-59, 62-63, 67-70, 88-92, 152-159
<b>A3.3</b>	Identify some of the main factors that helped shape the development of settlements in Canada, including First Nations, Métis, and Inuit communities, during this period, and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life.	11, 27-36, 50-56, 98-109, 152-159
<b>A3.4</b>	Describe some of the major challenges facing communities in Canada during this period, including at least one First Nations, Métis, or Inuit community.	50-70, 88-92, 110-116, 152-159
<b>A3.5</b>	Describe the impact of some different kinds of settlements on the natural environment and on any existing settlements.	98-99, 107-109, 146-150, 152-159
<b>A3.6</b>	Describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children.	13-77, 88-92, 138-145, 152-159
<b>A3.7</b>	Identify a few key treaties relevant to Indigenous people in their region during this period, including wampum belts exchanged, and explain how some of these agreements affected various peoples and communities in that region and beyond.	130-137, 152-159
<b>A3.8</b>	Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation.	93-97, 114-129, 152-159



NAME: \_\_\_\_\_

# COMMUNITIES IN CANADA

## 1780-1850

**PREVIEW**



## Canada In The Early 1800s

### Canada in the Early 1800s

You know what life is like in the 2000s, but do you have any idea what life was like in the early 1800s? Well, it was much different!

First off, Canada wasn't even a country! In the early 1800s, many different communities lived in the region we now call Canada. Some of these communities came to the region that we call Canada here, while other communities already lived here.

### Settlers

In the early 1800s, settlers from European countries like France and England came to the region of Canada. They found many great natural resources like beaver furs, trees, and minerals.

The Kings and leaders of these European countries sent more of their people to the "New World" to try to claim it for them. These people built their houses, started farming and settled in the region we now call Canada. We call these people **settlers**.

### Indigenous People

When Europeans came to the New World, they met people who already lived there. **Indigenous communities**, including many First Nations, had lived on this land for thousands of years.

The word 'indigenous' means already living in a place. The Indigenous people belonged to First Nations, Inuit, or Métis communities.

The Indigenous people welcomed and helped the European explorers. They taught them how to build good shelters and find food and medicine.





**Ordering**

Put the events of early Canadian history in order. Number 1 to 5.

	Explorers arrived in the region we now call Canada.
	Settlers built log houses and started farming the land.
	Indigenous people lived on the land for thousands of years.
	Explorers found natural resources like beaver furs and minerals.
	Indigenous people helped explorers survive by sharing their knowledge.

**Questions**

Answer the questions below using evidence from the text.

1) Why did the first European people come to Canada?

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2) What does the word "indigenous" mean?

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3) Name two countries that sent explorers to Canada.

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**Draw**

Draw a picture of an Indigenous person helping a settler in the 1800s.

## First Nations Communities

### What Are First Nations Communities?

**First Nations** are the groups of **Indigenous people** who lived in Canada long before the **European settlers** came. They had their own **languages, cultures, and ways of life**. Today, there are 634 different First Nations communities in Canada. These communities spread across many parts of the country.

### Where Do First Nations People Live?

First Nations people live in different **regions** of Canada. Each region has different **landscapes** and **resources** that affect how they live. Here are some of the main regions they live:

- **Northwest Coast:** This area has lots of trees and oceans. People here are skilled at fishing.
- **Plains:** This flat land is good for **hunting buffalo**.
- **Eastern Woodlands:** This area is covered with forests and rivers. People here build canoes and hunt.
- **Subarctic:** This cold region has thick forests. People here are good at trapping and fishing.
- **Arctic:** The land is icy and cold. **Inuit** people live here and hunt seals and whales.



### What Happened to First Nations Communities?

Before European settlers arrived, there were more First Nations communities. Sadly, many members of these communities died from diseases brought by the settlers and from wars. The arrival of Europeans greatly changed their way of life.



**Matching**

Draw a line to match each region to its main activity.

Northwest Coast ☐☐ Building canoes and huntingPlains ☐☐ Hunting seals and whalesEastern Woodlands ☐☐ Hunting buffaloSubarctic ☐☐ Trapping and fishingArctic ☐☐ Fishing**Questions**

Answer the questions below using evidence from the text.

1) What is a community? Do you belong to one? Explain.

2) How many First Nations communities are there now? How many more before the Europeans came? Explain.

**Word Scramble**

Unscramble the words below using the word bank.

First

Nation

Community

Woodland

Arctic

Plains

NLWADOOD

MCUTYIOMN

IPLSAN

TSIFR

NNATIO

TIACCR

**Label** Label where each First Nations group lived in Ontario. Use the word bank.

This is a map of Ontario. The blanks are where 6 different First Nations communities lived before the European settlers arrived. Research and label the map using the word bank.

Algonquin

Mississaugas

Ojibwe

Cree

Nipissing

Wendat





## Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

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

Mark

Is the statement true (T) or false (F)?

1) The Eastern Woodlands people build canoes and hunt.

T

F

2) The Arctic region is warm most of the year.

T

F

3) The Inuit people lived in the Eastern Woodlands.

T

F

4) People in the Plains region mainly fished for food.

T

F

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

Mark

Is the statement true (T) or false (F)?

1) The Eastern Woodlands people build canoes and hunt.

T

F

2) The Arctic region is warm most of the year.

T

F

3) The Inuit people lived in the Eastern Woodlands.

T

F

4) People in the Plains region mainly fished for food.

T

F

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

Mark

Is the statement true (T) or false (F)?

1) The Eastern Woodlands people build canoes and hunt.

T

F

2) The Arctic region is warm most of the year.

T

F

3) The Inuit people lived in the Eastern Woodlands.

T

F

4) People in the Plains region mainly fished for food.

T

F

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

Mark

Is the statement true (T) or false (F)?

1) The Eastern Woodlands people build canoes and hunt.

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2) The Arctic region is warm most of the year.

T

F

3) The Inuit people lived in the Eastern Woodlands.

T

F

4) People in the Plains region mainly fished for food.

T

F

## First Nation - Algonkin

### Background

The **Algonkin First Nation** can also be spelled **Algonquin** and the word means "our allies". The Algonkin people lived in the Great Lakes-St. Lawrence region in southern Ontario and Quebec.

### Shelter

Most Algonkin lived in **wigwams**, which are domed-shaped, smaller shelters made of birch bark. Only one family lived in a wigwam. Algonkin lived in **longhouses**, which were larger shelters made of birch bark. Many families would share these longhouses.



### Daily Life and Gender Roles

The day-to-day life of an Algonkin man depended on how old they were and which gender they were. Children did a lot of the same things you do – play outside with friends and help around the house.

They also enjoyed hunting and fishing with their families. Men were responsible for hunting and fishing as well as protecting the community in war. Women took care of the children, gathered plants and took care of the shelter and cooking.

### Food

The Algonkin were hunting people. They ate deer, moose, small game, as well as fish. They grew corn, squash, and berries. They used bows and arrows, spears, and traps to hunt their food.

Maple syrup was a treat they would enjoy from tree sap that came out of maple trees.





**Questions**

Answer the questions below using evidence from the text.

1) What was life like as an Algonkin child?

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2) Which weapons did the Algonkin use to hunt? What did they eat?

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**Multiple Choice**

Circle the correct answer.

1) The Algonkin used what to hunt?

Bows/Arrows

Guns

2) The Algonkin ate berries, deer, and...

Fish

Ice Cream

3) Women took care of the children and gathered...

Fruit

Plants

4) What was a treat for the Algonkin to eat?


Chocolate

Maple Syrup

5) Fisherman used what to catch fish?

Hooks

**Draw & Describe**Imagine you live in a **wigwam**. Draw and describe what it looks like.

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## Wigwam Shelter

First Nations people lived in many different shelters. One of the most popular is named the **wigwam**. Wigwam shelters are simple to make and easily transportable. A wigwam can be built in just an hour! The steps to building a wigwam are listed below in the wrong order. Can you figure out the correct order?

**Directions** Order the steps 1-6 beside each instruction



	Instructions
	Tie the top of the saplings together.
	Make a hole at the top for smoke.
	Put saplings in the ground to make a circle.
	Put leaves on the floor and cover it with fur rugs.
	Bend the saplings to form a dome shape.
	Cover the frame with birch bark and cover the hole.

### Questions

Answer the questions below.

1) Why do you think the wigwam was such a popular shelter?

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2) Why didn't First Nations people use brick, steel and other strong materials?

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## Activity: Build A Wigwam Shelter

### Objective

What are we learning more about?

Students will learn about First Nations people and how they built wigwams as shelters. They will build a model wigwam using natural and simple materials to understand how the structure provides protection and warmth.

### Materials

What do we need for our activity?

- ✓ Small sticks or pipe cleaners (for the frame)
- ✓ A sturdy piece of cardboard (for the base)
- ✓ Twine or string for tying the frame
- ✓ Brown construction paper or fabric scraps (for covering the wigwam)
- ✓ Scissors and glue
- ✓ Crayons or markers (for decoration)
- ✓ Cotton balls (for adding snow if desired)



### Instructions

How do we complete the activity?

- 1) Start with a brief discussion about wigwams and how First Nations people used them as shelters.
- 2) In groups of 3 to 4, gather your materials and discuss your design.
- 3) Use small sticks or pipe cleaners to create the frame of the wigwam.
- 4) Tie the tops of the sticks together with string to hold the shape.
- 5) Cover the frame with brown paper or fabric to form the walls.
- 6) Cut a small entrance at the front and add details like patterns or decorations.
- 7) Add finishing touches like cotton balls for snow or toy animals for the scene.
- 8) Present your wigwam model to the class and explain its purpose.

## How To Guide

Follow these steps to build a wigwam shelter.

	Step	Description
1	<b>Make the Base</b>	<ul style="list-style-type: none"> <li>Find a sturdy piece of cardboard. This will be the ground for your wigwam.</li> <li>Use crayons or markers to colour the base to look like grass, dirt, or snow.</li> <li>Let it dry before moving to the next step.</li> </ul>
2	<b>Build the Frame</b>	<ul style="list-style-type: none"> <li>Gather small sticks or use pipe cleaners to build the frame.</li> <li>Push them into the cardboard in a circle.</li> <li>Make sure they are standing up straight.</li> </ul>
3	<b>Tie the Frame Together</b>	<ul style="list-style-type: none"> <li>Bring the ends of the sticks toward the middle.</li> <li>Use string or yarn to tie them together at the top.</li> <li>Make sure the frame is sturdy before moving on.</li> </ul>
4	<b>Cover the Wigwam</b>	<ul style="list-style-type: none"> <li>Cut brown paper or small fabric pieces into wide strips.</li> <li>Wrap and glue the paper or fabric around the frame to form the walls.</li> <li>Leave a small opening for an entrance.</li> </ul>
5	<b>Make the Entrance</b>	<ul style="list-style-type: none"> <li>Cut out a small doorway at the bottom of the wigwam.</li> <li>Make sure it is big enough for a tiny figure to fit through.</li> </ul>
6	<b>Decorate the Wigwam</b>	<ul style="list-style-type: none"> <li>Use crayons or markers to draw traditional First Nations patterns on the walls.</li> <li>You can also add beads or small decorations for extra detail.</li> </ul>
7	<b>Add Surroundings</b>	<ul style="list-style-type: none"> <li>Place small cotton balls around the base to look like snow.</li> <li>Add small rocks, toy animals, or tiny trees to complete the scene.</li> </ul>
8	<b>Let it Dry</b>	<ul style="list-style-type: none"> <li>Once your wigwam is finished, let it dry completely.</li> <li>Display your wigwam in the classroom and discuss what you learned!</li> </ul>



**Criteria**

Use the criteria below to assess the activity.

Criteria	Description
Teamwork	The group worked together and shared tasks to build the wigwam.
Building Structure	The sticks were placed correctly and tied securely to form a strong dome shape.
Use of Material	The walls were neatly covered with paper or fabric, and the entrance was clearly made.
Creativity	Extra details like patterns, small animals, or snow were added to the scene.
Explanation	The student explained how wigwams provided shelter and warmth for Native Americans.

**Example Model**

Wigwam made by "Team Shelter"



**Planning - Wigwam Model**

Answer the questions below.

**1) Materials:** Circle the materials you will use for your wigwam model.

Small Sticks	Cardboard	Fabric /Paper	Scissors	String/Twine	Glue
Crayons	Markers	Cotton Balls	Toy Animals	Small Rocks	

**2) Plan your model:** How will you build your wigwam?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3) Purpose:** Why did First Nations people build wigwams?

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**4) Details:** What details will you add to your wigwam?

Snow (Cotton)	Animals (Toy or Drawn)	People	Wood Logs	Grass/Dirt
Other:				



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

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Curriculum Connection  
A1.1, A3.6

**Sketch Your  
Model**

Draw your Wigwam to help you plan what you will make. Include details like the entrance, frame, and decorations.

**PREVIEW**

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

**Peer Assessment**

Assess your peer's wigwam model.




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

Your Peer's Name: \_\_\_\_\_

Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Is the wigwam strong and steady?				
Is the entrance neat and clear?				
Are the materials used properly?				
Are there creative and fun details?				
Did they explain the purpose of wigwams?				

**Two Stars And A Wish**

Look at your peer's wigwam and give two things you liked (stars) and one thing to improve (wish).



**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Teamwork</b>	Group did not work well together	Group worked together sometimes	Group worked well together	Group worked very well together
<b>Building Structure</b>	The wigwam did not hold its shape	The wigwam was built but not sturdy	The wigwam was mostly sturdy	The wigwam was strong and well-built
<b>Materials</b>	Materials were used messily	Some materials were used neatly	Materials were used well and neatly	Materials were used very well and arranged carefully
<b>Creativity</b>	Model had no extra details	Model had some extra details	Model was creative with good details	Model was very creative with many details
<b>Explanation</b>	No explanation was given	A brief explanation was given	A clear explanation was given	A detailed and clear explanation was given

**Teacher Comments**

_____ _____ _____ _____	Mark _____
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**Student Comments – What Could You Do Better?**

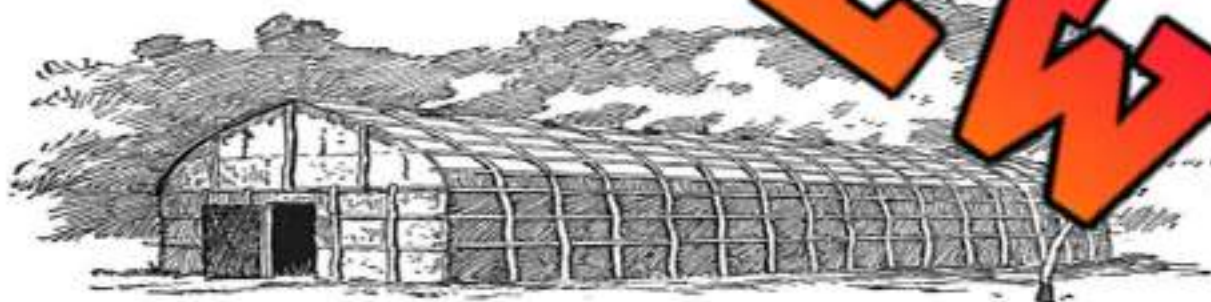
_____ _____ _____ _____
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## Longhouse Shelter

The **Mohawk** lived in permanent shelters named **Longhouses**. Longhouses were permanent because they were difficult to build, and impossible to move. The steps to building a Longhouse are written below in the incorrect order. Can you figure out the correct order?

**Directions:** Number the steps 1-7 beside each instruction

Step	Instructions
	Find long poles with bark.
	For the roof, find more wood poles to run the opposite direction of the U poles.
	Find long poles for the frame.
	Make small holes in the roof for smoke to escape.
	Bend the wooden poles to form a U shape.
	Build sleeping platforms on the sides of the house.
	Build a row of hearths for the fire.



Question

What are the benefits and drawbacks of a longhouse?

Benefits	Drawbacks
_____	_____
_____	_____
_____	_____



# Exit Cards

**Cut Out**

Cut out the exit cards below and have students complete them at the end of class.

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

Mark

**Match the part of the longhouse to its purpose.****Bark** ☐☐ Fire pits inside the longhouse for warmth and cooking.**Roof holes** ☐☐ Covered the frame to keep out wind and rain.**Hearths** ☐☐ Allowed smoke from fires to escape.

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

Mark

**Match the part of the longhouse to its purpose.****Bark** ☐☐ Fire pits inside the longhouse for warmth and cooking.**Roof holes** ☐☐ Covered the frame to keep out wind and rain.**Hearths** ☐☐ Allowed smoke from fires to escape.

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

Mark

**Match the part of the longhouse to its purpose.****Bark** ☐☐ Fire pits inside the longhouse for warmth and cooking.**Roof holes** ☐☐ Covered the frame to keep out wind and rain.**Hearths** ☐☐ Allowed smoke from fires to escape.

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

Mark

**Match the part of the longhouse to its purpose.****Bark** ☐☐ Fire pits inside the longhouse for warmth and cooking.**Roof holes** ☐☐ Covered the frame to keep out wind and rain.**Hearths** ☐☐ Allowed smoke from fires to escape.

## Transportation - Canoes

### First Nations - Canoes

Before Europeans came to the land that is now Canada, there were no horses or cars. To get around, many First Nations people used canoes. They fought over territory close to water so they could use **canoes** to travel far distances with ease.

With canoes, walking was the only other option in seasons other than the winter. In winter, dogsleds were often used as well as snowshoes.

### Mohawk Types of Canoes

The Mohawk used two types of canoes. One canoe was made from elm bark and was light and fast. The other was a dugout canoe made from hollowed-out logs, which were stronger and made to carry many people.

To dig out a canoe, they would follow the steps below:

- 1) Find a large log, the wider the better.
- 2) Shave the bark off the log.
- 3) Carve it so it is shaped like a 'V' on the front and back.
- 4) Carve the top so that it is flat.
- 5) Carve the bottom so it is pointed at the bottom.
- 6) Start a controlled fire on the top, flat part of the log.
- 7) Let the fire burn deep into the log.
- 8) Dig out the ashes.
- 9) Carve symbols like animals that were important to their communities.
- 10) Add seats for passengers.





**Ordering**

Put the steps for making a dugout canoe in order. Number 1 to 5.

	Start a controlled fire to help hollow out the log.
	Find a large log and shave the bark off.
	Add seats inside the canoe for passengers.
	Dig out the ashes and carve symbols into the canoe.
	Carve the log into a 'V' shape on the ends.

**Questions**

Answer the questions below using evidence from the text.

1) How did First Nations people travel around before Europeans arrived?

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2) Draw a dugout canoe. Draw symbols that are important to you on it

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**True or False**

Circle whether the statement is true or false.

1) First Nations people used horses before Europeans arrived.	True	False
2) First Nations people used snowshoes and dogsleds in the winter.	True	False
3) There was fighting between nations for territory close to water.	True	False
4) Mohawks used fire to help dig out canoes.	True	False
5) Mohawks used Elm bark to make large and slow canoes.	True	False

## Activity – Making A Haida Canoe

**Objective** What are we learning about?

Students will learn about what Haida canoes looked like and the artwork that is done on the canoe.

**Material** What do we need?

- ✓ Thick paper
- ✓ Scissors
- ✓ Markers, pens, pencils, crayons
- ✓ Glue or tape
- ✓ Haida canoe template



**Method** How do we complete the activity?

- 1) Print the template on thick paper, like cardstock.
- 2) Have the students colour the canoe (both sides). Encourage them to look at Haida art and designs for inspiration but also let them create their own designs.
- 3) Instruct the students to carefully cut out the canoe template along the solid lines.
- 4) Have the students fold the paper along the folding line, creating the shape of the canoe.
- 5) Paste or tape the bottom edges of the canoe together (do not paste the top of the canoe together). This should allow the canoe to hold its shape.
- 6) Cut the seats out (two rectangular pieces). They should be coloured brown.
- 7) Use tape or glue to secure the seats to both sides of the inside of the canoe. The seats will help hold the canoe together.
- 8) Let the canoe dry before displaying it.



**How To Guide**

Follow these steps to make a small Haida canoe.

	Step	Description
1	<b>Print the Template</b>	<ul style="list-style-type: none"> <li>Print the canoe template on thick paper like cardstock.</li> <li>Make sure it is large enough to fold into a canoe shape.</li> </ul>
2	<b>Decorate the Canoe</b>	<ul style="list-style-type: none"> <li>Colour both sides of the canoe.</li> <li>Look at Haida artwork for inspiration or create your own designs.</li> </ul>
3	<b>Cut Out the Pieces</b>	<ul style="list-style-type: none"> <li>Carefully cut along the solid lines of the template.</li> <li>Be sure to cut out the two seat pieces as well.</li> </ul>
4	<b>Fold the Canoe</b>	<ul style="list-style-type: none"> <li>Bring the canoe halves together along the dotted line in the centre.</li> <li>This will help the canoe hold its shape before gluing.</li> </ul>
5	<b>Assemble the Canoe</b>	<ul style="list-style-type: none"> <li>Use glue or tape to attach the edges of the canoe.</li> <li>Do not glue the top edges together, leaving it open like a real canoe.</li> </ul>
6	<b>Add the Seats</b>	<ul style="list-style-type: none"> <li>Take the two small seat pieces and place them inside the canoe.</li> <li>Glue or tape them inside the canoe to make it sturdy.</li> </ul>
7	<b>Final Details</b>	<ul style="list-style-type: none"> <li>Add extra decorations like Haida patterns.</li> <li>Draw waves or a background scene to display with the canoe.</li> </ul>
8	<b>Let It Dry</b>	<ul style="list-style-type: none"> <li>Allow the canoe to dry before displaying it in the classroom.</li> <li>Share your canoe with the class and explain its purpose.</li> </ul>

**Criteria**

Use the criteria below to assess the activity.

Criteria	Description
<b>Folding and Gluing</b>	The canoe was folded and glued neatly so it held its shape.
<b>Seat Placement</b>	The seats were put in the right spot and attached well.
<b>Haida Artwork</b>	The canoe was decorated with Haida designs using red, black, and white.
<b>Neatness Effort</b>	The craft was made carefully, with no torn paper, smudges, or too much glue.
<b>Presentation</b>	Student explained why Haida canoes were important for fishing.

**Example Craft**

Haida Canoe made by "Team Paddle"

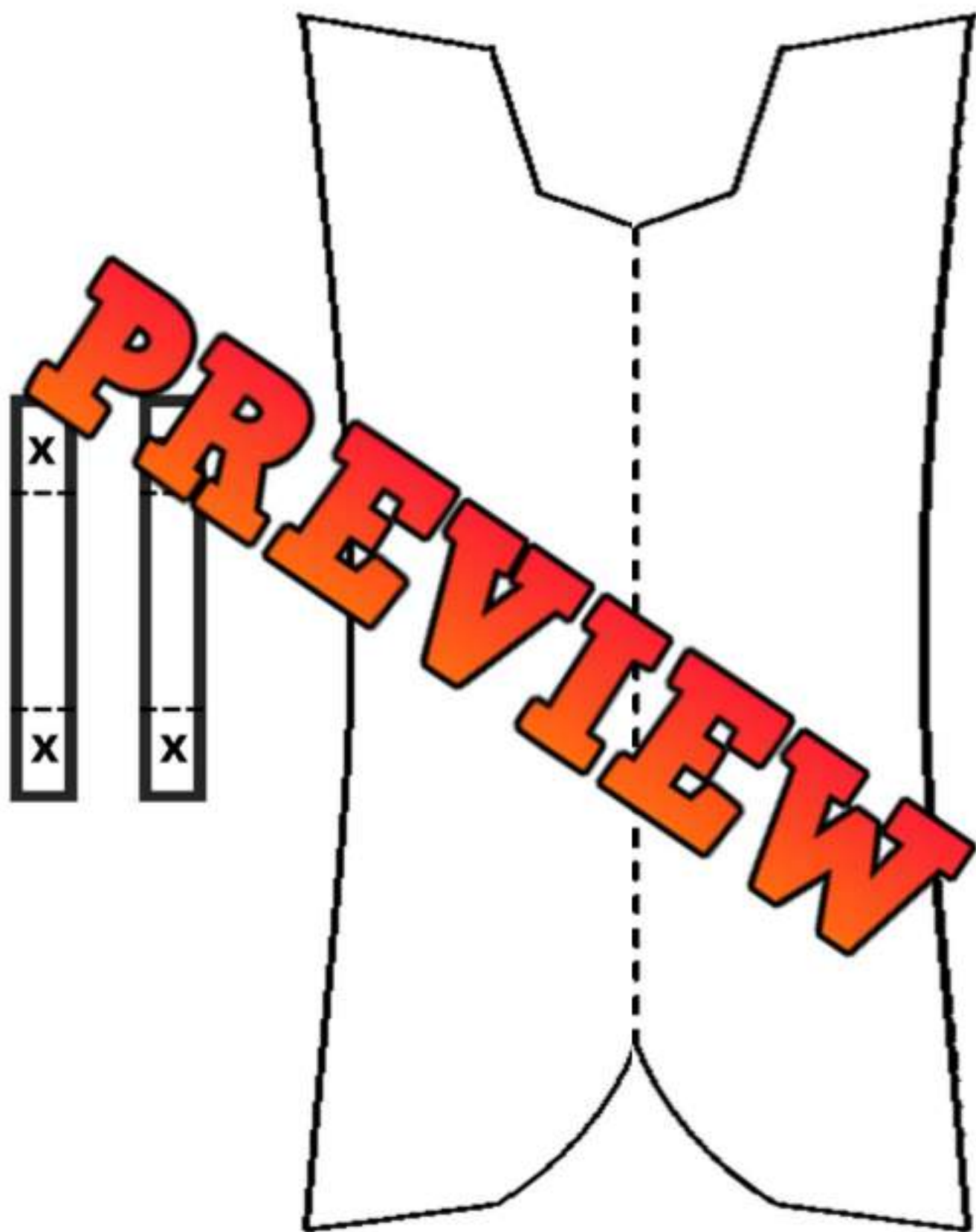




Name: \_\_\_\_\_

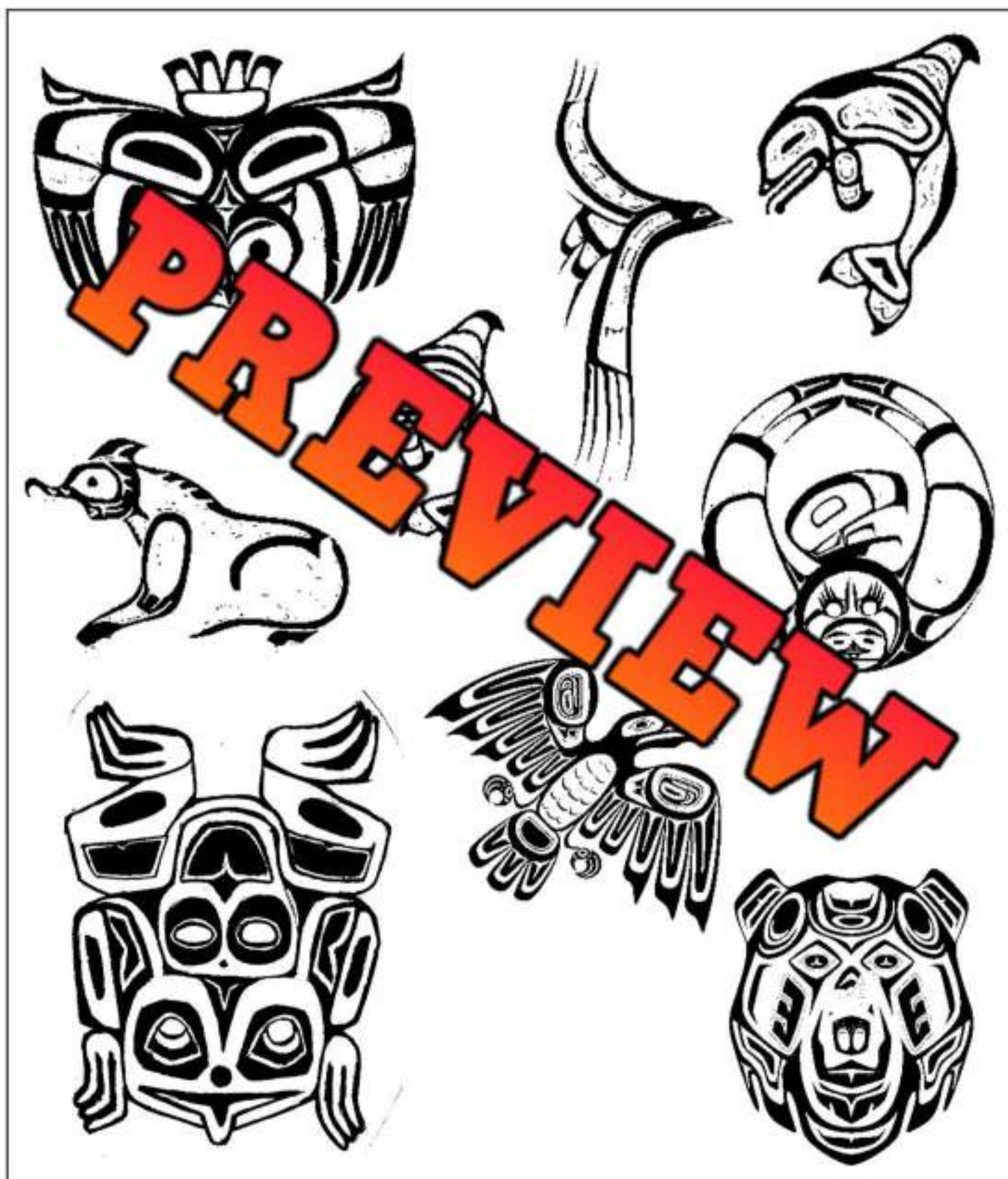
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Curriculum Connection  
A1.1, A3.3, A3.6



**Haida  
Artwork**

Get inspired by various Haida artworks and add similar patterns to your canoe.





**Planning – Haida Canoe**

Answer the questions below

**1) Materials:** Circle the materials you will use for your wigwam model.

Paper	Scissors	Glue/Tape	Markers	Crayons
Haida Art Examples	Coloured Pencils	Ruler	Pencil	Eraser

**2) Planning your canoe:** How will you build your Haida canoe?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3) Purpose:** Why were Haida canoes important?

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**4) Art Pattern:** Draw your Haida-inspired design below. Use red, black, and white to create patterns like those seen on Haida canoes.

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**Class Gallery  
Walk**

Walk around the classroom to look at everyone's Haida canoes.  
Write down three things you learned.

1

2

3

**I Am Proud  
Because...**

Write a sentence about why you are proud of your canoe and what  
message it represents.

**Next Time I Will  
Improve By...**

Write a sentence about what you would do better next time to  
make your canoe even more detailed.





**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Folding &amp; Gluing</b>	Canoe fell apart or uneven	Loose, not well-shaped	Mostly sturdy, few gaps	Neat, strong, well-shaped
<b>Seat Placement</b>	Seats missing or incorrect.	Loose or uneven seats	Seats mostly secure	Seats placed neatly, secure
<b>Artwork</b>	Few patterns, little detail	Few patterns, little detail	Simple, clear designs	Detailed, creative patterns
<b>Neatness &amp; Effort</b>	Mostly neat, small smudges	Mostly neat, small smudges	Mostly neat, small smudges	Very neat, well-crafted
<b>Presentation</b>	No explanation given	Very short explanation	Clear, basic explanation	Detailed, thoughtful answer.

**Teacher Comments**

_____ _____ _____ _____	<b>Mark</b> _____ _____
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**Student Comments – What Could You Do Better?**

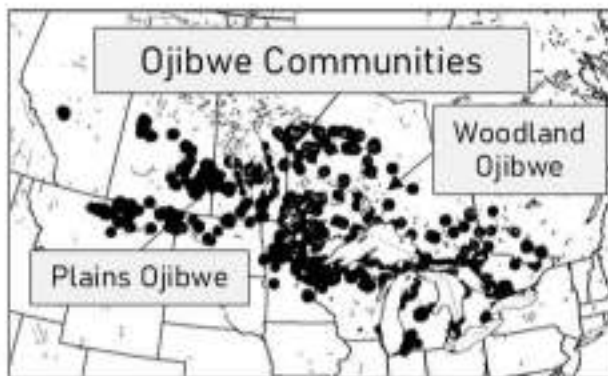
_____ _____ _____ _____
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## First Nation - Ojibwe

### Location

The **Ojibwe First Nations people** are also called **Chippewas** in the USA. In Canada, they are named Ojibwe.

They lived near the Great Lakes and moved into northern Ontario when the Wendat left a trail of fables with the Seneca and other **Haudenosaunee First Nations**. Later, many Ojibwe moved west to the Plains region in search of fur-bearing animals to supply for trade. They lived up in northern Ontario, Manitoba, and Alberta.



### Language

The Ojibwe language is part of the Algonquian language family. It is still spoken by over 25,000 people. The language is called Anishinaabem.

English	Ojibwe	Ojibwe
Welcome/Hello	Boozhoo/Pooshoo	Peewig
Thank you	Miigwech	Two
I am good	Nimo'aya	Three
What is your name?	Aniin eshinikasoyan?	Four
Where are you from?	Anindi wenjiyan?	Five
		Nanan

### Food and Hunting

The **Woodland Ojibwe** were mostly farming people who ate corn, wild rice, small game and fish.

The **Plains Ojibwe** were big game hunters who hunted mainly buffalo. They hunted with bows and arrows, clubs, flails, and snares. When they hunted buffalo, they set up controlled fires to get herds of buffalo to run over a cliff or into traps.



**Questions**

Answer the questions below using evidence from the text

1) Where are the Woodland Ojibwe located?

2) Where are the Plains Ojibwe located? Why did many move from the Great Lakes to the Plains location?

3) What is the Ojibwe language – Anishinaabemowin.

**True or False**

Circle whether the statement is true or false.

1) The Woodland Ojibwe lived around the Great Lakes.	True	False
2) The Ojibwe speak their own language called Anishinaabemowin.	True	False
3) The Ojibwe hunted seals and moose.	True	False
4) The Plains Ojibwe live in Ontario.	True	False
5) The Ojibwe language is still spoken by more than 25,000 people.	True	False

**Translate**

What do these Ojibwe words mean in English?

1	Niiwin	
2	Miigwech	
3	Pezhig	
4	Aniin eshinikasoyan?	
5	Nimo'aya	

## Story: Lily And The Dreamcatcher

**Illustrate**

Illustrate the story by drawing pictures.

Lily loved bedtime stories. One night, her grandmother gave her a dreamcatcher. It had a round frame, a web in the middle, and colourful beads and feathers hanging down. "This will protect your dreams," Grandma said.

Lily held the dreamcatcher carefully. "How does it work?" she asked. Grandma explained that dreamcatchers come from the Ojibwe people, an Indigenous group. She said the web catches bad dreams, and the hole in the middle lets good dreams pass through. The feathers help guide the dreams down to the sleeper.



**PREVIEW**

Long ago, Ojibwe parents made dreamcatchers from willow branches and animal sinew (a strong thread from animals). They were shaped like a spider's web. The Ojibwe people believed in a Spider Woman who protected children. As families moved farther apart, dreamcatchers were made to help keep her protection close.

Lily turned the dreamcatcher in her hands. She noticed eight points on the web. "Why are there eight?" she asked. Grandma explained that the number represents the eight legs of a spider, which is important in Ojibwe stories. Some dreamcatchers also have beads. A single bead can represent a spider, while several beads can symbolize caught dreams.

Ojibwe parents used to hang dreamcatchers over their babies' cribs. The morning sun was believed to burn away the bad dreams stuck in the web. Good dreams were free to reach the child.

**PREVIEW**

"Do all Indigenous people use dreamcatchers?" Lily asked. Grandma shook her head. "No, they started with the Ojibwe. Over time, other groups began using them, but each Nation has its own unique traditions and stories."



Today, dreamcatchers are made from many materials. Some use yarn, ribbon, or metal rings instead of willow. Many people around the world now use dreamcatchers, but it is important to respect their origins and understand their meaning.

**PREVIEW**

Lily carefully hung the dreamcatcher above her bed. "Now my dreams will be safe," she whispered. As she fell asleep, she imagined the web catching her bad dreams, leaving the good ones to float gently down.

## Activity: Create Your Own Dreamcatcher

### Objective

What are we learning more about?

Students will learn about the importance of dreamcatchers in Ojibwe culture. They will build their own dreamcatchers using simple materials to understand how they were used for protection and to encourage good dreams.

### Materials

What do we need for our activity?

- ✓ Paper plate or cardboard (for the base)
- ✓ Hole punch or pencil (for making holes)
- ✓ Twine or string (for weaving)
- ✓ Beads (for decoration and meaning)
- ✓ Feathers (for the bottom of the dreamcatcher)
- ✓ Scissors and glue or tape
- ✓ Markers or crayons (for decorating)



### Instructions

How do we complete the activity?

- 1) Start with a discussion about dreamcatchers and their significance in Ojibwe culture.
- 2) Work in groups of 3 or 4 to create your dreamcatcher together.
- 3) Cut out the centre of the paper plate to make a ring shape.
- 4) Use a hole punch or pencil to create holes evenly spaced around the ring.
- 5) Tie one end of the string to a hole and begin weaving it across the ring to form a web.
- 6) As you weave, add beads to the string to represent important dreams or memories.
- 7) Once the web is complete, tie the string securely and trim any extra length.
- 8) Attach feathers to the bottom by tying them with string or using glue.
- 9) Decorate the dreamcatcher with markers, crayons, or extra beads.
- 10) Present your dreamcatcher to the class and explain what the design means to you.



**How To Guide**

Follow these steps to create your own dreamcatcher.

	Step	Description
1	<b>Make the Base</b>	<ul style="list-style-type: none"> <li>✓ Cut out the middle of a paper plate to make a ring.</li> <li>✓ If using cardboard, cut a big circle with a hole in the middle.</li> <li>✓ This will be the dreamcatcher's frame.</li> <li>✓ Decorate it with markers or crayons if you want.</li> </ul>
2	<b>Poke Holes</b>	<ul style="list-style-type: none"> <li>✓ Use a hole punch or carefully poke holes around the ring.</li> <li>✓ Make sure the holes are spread out evenly.</li> </ul> <p>You should have at least 8 to 10 holes.</p>
3	<b>Create Web</b>	<ul style="list-style-type: none"> <li>✓ Tie one end of the string to a hole.</li> <li>✓ Weave string across the ring by looping it through different holes.</li> <li>✓ Keep weaving until it looks like a web.</li> <li>✓ When the web is finished.</li> </ul>
4	<b>Add Beads to the Web</b>	<ul style="list-style-type: none"> <li>✓ As you weave, add beads to the string before pulling it through the hole.</li> <li>✓ Beads can stand for good areas or special memories.</li> <li>✓ Add as many as you want.</li> </ul>
5	<b>Secure the Web</b>	<ul style="list-style-type: none"> <li>✓ When the web is done, tie the string tight to one of the holes.</li> <li>✓ Cut any extra string so it looks neat.</li> </ul>
6	<b>Attach Feathers</b>	<ul style="list-style-type: none"> <li>✓ Cut small pieces of string and tie them to the bottom of the dreamcatcher.</li> <li>✓ Add feathers to the ends using knots or glue.</li> <li>✓ You can also add more beads to these strings.</li> </ul>
7	<b>Decorate the Dreamcatcher</b>	<ul style="list-style-type: none"> <li>✓ Use markers, paint, or stickers to make your dreamcatcher special.</li> </ul> <p>You can also draw patterns or symbols that are meaningful to you.</p>
8	<b>Display Your Dreamcatcher</b>	<ul style="list-style-type: none"> <li>✓ Hold up your dreamcatcher to check your design.</li> <li>✓ If you used glue, let it dry first.</li> <li>✓ Then, share your dreamcatcher with the class and explain what it means to you.</li> </ul>

**Criteria**

Use the criteria below to assess the activity.

Criteria	Description
<b>Teamwork</b>	The group worked together, shared materials, and helped each other complete the dreamcatcher.
<b>Web Design</b>	The web is woven using string, with an attempt to create a pattern inside the ring.
<b>Use of Materials</b>	The cardboard or paper plate ring is decorated with markers, crayons, or paint. Feathers and beads are attached securely.
<b>Creativity</b>	The dreamcatcher includes unique decorations such as patterns, colors, or details like stickers or drawings.
<b>Neatness</b>	The dreamcatcher is carefully assembled with minimal glue spills, even stitching, and securely attached decorations.
<b>Explanation</b>	The student explains the meaning of their dreamcatcher and why they chose certain colors or symbols.

**Example Models**

Handmade student dreamcatchers





**Planning – Dreamcatcher Model**

Answer the questions below.

**1) Materials:** Circle the materials you will use for your dreamcatcher.

Paper Plate	Cardboard	String/Yarn	Scissors	Glue/Tape
Crayons	Markers	Beads	Feathers	Hole Punch

**2) Plan your model:** How will you build your dreamcatcher?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3) Purpose:** Why did the Ojibwe people create dreamcatchers?

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**4) Details:** What decorations will you add to your dreamcatcher?

Colours	Patterns	Painted Designs	Glitter	Stickers
Other:				

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

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Curriculum Connection  
A1.1, A3.1, A3.6

**Sketch Your  
Dreamcatcher Model**

Draw your dreamcatcher to help you plan what you will make. Include details like the ring, web, beads, and feathers.

**PREVIEW**



**Reflection**

Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

❖ How much did you enjoy making the dreamcatcher?



❖ How much did you learn about the meaning of dreamcatchers?



❖ How well did you and your group work together to create the dreamcatcher?



❖ How challenging did you find weaving the string into a web?



❖ How creative do you feel your dreamcatcher design was?



2) How creative do you feel your dreamcatcher design was?

3) Would you like to use your dreamcatcher to catch good dreams or remove bad ones? Why or why not?

**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Teamwork</b>	Did not work well together	Worked together sometimes	Worked well together	Worked very well together
<b>Web Design</b>	No clear web pattern	Some web design but uneven	Web is mostly complete and neat	Web is complete and well-structured
<b>Use of Materials</b>	Materials were not used well	Some materials used neatly	Materials were used well	Materials were used very well and arranged carefully
<b>Creativity</b>	Very little creativity	Some creativity	Creative with good details	Very creative with many thoughtful details
<b>Neatness</b>	The dreamcatcher was poorly assembled	Some neatness in assembly	Mostly neat with a few details	Very neat and carefully made
<b>Explanation</b>	No explanation was given	A short explanation was given	A clear explanation was given	A detailed and thoughtful explanation was given

**Teacher Comments**


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**Mark**


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**Student Comments – What Could You Do Better?**


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## Inuit Communities In Canada

### Inuit Communities

The **Inuit** are Indigenous people who live in northern Canada. Since they are Indigenous, this means they lived on this land before others moved to Canada.

There are 53 different Inuit communities, each with their own culture and way of life. They live mostly in the provinces and territories of:

- Quebec
- Labrador
- Nunavut
- Northwest Territories



### Climate in the North

The Inuit communities in Canada live in the very northern part of the country, close to the North Pole. Because of this, the climate there is very cold and there is snow on the ground for most of the year.

In the winter, the temperature can be very low, sometimes as low as -30 degrees Celsius! It's so cold there, that the Arctic Ocean can freeze. People can walk or drive on it. This is helpful to the Inuit as they can move across the ice to get to places that they need to visit.

In the summer, it can get a little bit warmer, but it still stays pretty chilly. The warmest temperature will get to around 10 degrees Celsius. Even in summer, you can still wear pants and maybe even a sweater!

The Arctic is a **tundra** because it is covered in snow all year and the ground stays frozen. It is also a desert because it doesn't rain much there. **Iqaluit, Nunavut** gets about 300 mm of rain a year, while Edmonton gets 500 mm.

**Multiple Choice**

Circle the correct answer.

1) In the Arctic, it is...	Warm	Cold
2) The Arctic is a...	Desert	Rainforest
3) Since the ground is frozen all year, it is a...	Desert	Tundra
4) Since it doesn't rain much, it is a...	Desert	Tundra
5) The Arctic is near the...	Equator	North Pole

Question 6: Answer the questions below.

1) Who are the Inuit?

2) What is the climate like in the northern parts of Canada?

**Word Search**

Find the words in the wordsearch.

Inuit	Arctic
Tundra	Iqaluit
Snow	Frozen
Culture	Labrador
Nunavut	Quebec

Y	D	Q	I	I	T	C	O	A	A	U	J	O	R	M	Q	E	G
B	P	R	X	V	V	L	U	N	G	K	U	T	J	T	R	D	Y
G	K	F	Y	L	A	K	X	S	Z	T	Q	U	E	B	E	C	T
O	M	E	Y	H	R	O	Y	L	Y	U	E	V	N	O	V	I	V
N	F	L	U	C	D	F	Q	R	J	V	G	X	G	W	U	I	F
E	G	D	J	I	N	L	S	Q	I	A	Z	N	O	L	A	C	D
Z	C	U	L	T	U	R	E	M	N	N	B	N	A	U	I	K	I
O	H	I	L	C	T	T	A	J	U	U	S	Q	I	P	Z	X	K
R	L	A	B	R	A	D	O	R	I	N	I	Q	U	X	P	E	B
F	P	S	O	A	L	E	S	Y	T	X	E	U	P	U	S	W	I



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark

**Circle yes or no for each question.**

1) Is the Arctic also called a desert because it gets little rain?

Yes

No

2) Do Inuit communities live in Nunavut?

Yes

No

3) Does Iqaluit get more rain than Toronto?

Yes

No

4) Are there 53 different Inuit communities in Canada?

Yes

No

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

Mark

**Circle yes or no for each question.**

1) Is the Arctic also called a desert because it gets little rain?

Yes

No

2) Do Inuit communities live in Nunavut?

Yes

No

3) Does Iqaluit get more rain than Toronto?

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4) Are there 53 different Inuit communities in Canada?

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4) Are there 53 different Inuit communities in Canada?

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No

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

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**Circle yes or no for each question.**

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Yes

No

2) Do Inuit communities live in Nunavut?

Yes

No

3) Does Iqaluit get more rain than Toronto?

Yes

No

4) Are there 53 different Inuit communities in Canada?

Yes

No



## Labrador Inuit

### Inuit Community – The Labrador Inuit

The **Labrador Inuit** live in northern Labrador. They like storytelling, music, and dancing. They also have games and sports, like igloo building and sledding.

Hunting and fishing are important parts of Labrador Inuit culture. These activities provide not only food but also a way to connect with the land and wildlife. Labrador Inuit have a deep respect for animals. They use every part of the animals. Bones are used to make tools. Animal furs are used to make clothing.

The Labrador Inuit believe in spirits that live in animals and other parts of the environment. They perform ceremonies to ask the spirits' guidance.

### Labrador Inuit Language

The Labrador Inuit language is called **Inuktitut**. Inuktitut is spoken by many Labrador Inuit and is an important part of their cultural heritage.

Here are a few common words in Inuktitut:

"Ilga" (Hello)

"Nanuq" (Polar Bear)

"Qujannamiik" (Thank You)

"Quaqqarsuaq" (Seal)

"Tariuqaq" (Snow)

"Nuna" (Land)

"Aanaaq" (Father)

"Ivana" (Mother)

"Inuit" (People)



**True or False**

Is the answer true or false?

1) The Labrador Inuit only hunt animals for food, not clothing.	True	False
2) Inuktitut is a language spoken only by the older Inuit.	True	False
3) The Labrador Inuit live in southern Labrador near forests.	True	False
4) Igloo building is a sport enjoyed by the Labrador Inuit.	True	False
5) The Labrador Inuit believe spirits only live in the ocean.	True	False

**Question** Answer the questions below.

1) Do the Labrador Inuit respect animals? Explain.			
2) Translate the words below from English to Inuktitut.			
Thank You		hello	
Snow		Q	
Seal		Land	
Father		Mother	

**Visualizing**

Draw what you were picturing while you were reading. Explain it.

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## Inuit Travel Methods

### Getting Around in the Arctic

Inuit communities in the Arctic have different ways of getting around, depending on the time of year and the land. Here are a few of the ways they travel:

#### Dogsledding

In the winter, Inuit communities often use sleds pulled by dogs to travel across snow and ice. The dogs are strong and fast!



#### Umiak

In the summer, Inuit communities used to use **umiaks** to travel by water. These large boats had a wooden frame covered with animal skins. They were used for moving families and hunting animals.



#### Hiking

Inuit communities also sometimes travel by foot, especially when they are hunting or exploring. They use **snowshoes** in the winter to keep from sinking into the snow, and they use waterproof boots in the summer to keep their feet dry.



#### Kayak

In the summer, when the ice has melted, Inuit communities sometimes use **kayaks** to travel by water. Kayaks are small boats that are easy to paddle and are good for exploring the coast and rivers.



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

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Curriculum Connection  
A3.3, A3.4, A3.6

Yes or No

Is the answer yes or no?

1) Do the Inuit use Umiak in the deep snow?

Yes

No

2) Do the Inuit wear boots in the snow?

Yes

No

3) Do snowshoes help when walking in the snow?

Yes

No

4) Do the Inuit kayak in the frozen ocean?

Yes

No

5) Do the Inuit use dogsleds to get around?

Yes

No

Questions Answer the questions below.

1) How are dogsleds and snowshoes different?

2) When did Inuit use umiak and kayak?

Draw

Draw the objects below.

Snowshoes

Umiak

Sled

Kayak



## French Settlers

### Who Were the French Settlers?

A **settler** is a person who moves with a group of others to live in a new country or area. Therefore, **French settlers** were people who moved from France to a region that is now called Quebec. They called this region 'New France'.

### New France

The region of **New France** was located mostly in the area that is now Quebec.

The French chose this location because it was close to where they landed their ships, in the ports of what is now Nova Scotia.

This land was perfect because it offered plenty of farmland that had rich soil. It was also home to the St. Lawrence River, which was a source of water and a method of transportation.

They used the St. Lawrence River to deliver trading items like beaver furs. Remember, they didn't have cars or trucks back then. Instead, they used sailboats to send things to new places.



### Challenges for French Settlers

Life was hard during the early 1800s. There was no electricity or power to run machines or even turn on a lightbulb. Instead, settlers had to do everything by hand. Imagine living through the winter months with nothing but a fire for warmth that you need to keep going yourself!

**Questions**

Answer the questions below using evidence from the text.

1) Who were French settlers? Where did they live?

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2) What was life like for a French settler?

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**Multiple Choice**

Circle the correct answer.

- |   |              |            |
|---|--------------|------------|
| 1) New France was in which Canadian province? | Ontario      | Quebec     |
| 2) A settler is someone who moves to a new... | City         | House      |
| 3) Life was hard because there was no...      | Shops        | Farms      |
| 4) Ships were powered by...                   | Sails        | Wind       |
| 5) Which river was important to the French?   | St. Lawrence | St. John's |

**If You Were**

If you were a settler, draw one thing you would bring to New France and write one sentence explaining why you chose it.

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	<hr/>
	<hr/>
	<hr/>



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

**Guess who I am and write the answer!**

New France

Beaver

Mark

Settler

St. Lawrence River

1) I am a person who moves with a group to a new country.

2) I am the animal whose fur was traded for goods.

3) I am the place where French settlers made their homes.

4) I am the river settlers used to trade furs.

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

**Guess who I am and write the answer!**

New France

Beaver

Mark

Settler

St. Lawrence River

1) I am a person who moves with a group to a new country.

2) I am the animal whose fur was traded for goods.

3) I am the place where French settlers made their homes.

4) I am the river settlers used to trade furs.

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

**Guess who I am and write the answer!**

New France

Beaver

Mark

Settler

St. Lawrence River

1) I am a person who moves with a group to a new country.

2) I am the animal whose fur was traded for goods.

3) I am the place where French settlers made their homes.

4) I am the river settlers used to trade furs.

## The Life of French Settlers

### Trading and Work

Most of the French settlers survived as farmers who worked on the fields. They prepared and weeded the soil for planting and harvested the plants.

Preparing farmland wasn't easy. Much of the land had been used by Native Americans. In a year, a family of settlers would have to clear about three acres of land for their farm. They had to pull down trees and remove roots and boulders.

Some settlers became skilled at trades like woodworking and blacksmithing. A **blacksmith** is someone who works with metal to make tools, weapons, and other items.

Some settlers became wealthy by trading with First Nations communities. They would trade metal items like pots, pans, knives, and guns to the First Nations communities for furs, mainly beaver furs. These beaver furs were used to make clothing items, especially hats.

### Daily Life – Food

So, what's to eat in the early 1800s? Bread was the staple for food, which meant farmers grew a lot of wheat. Farmers also grew cabbage, carrots, celery, beans, lettuce, peas, and onions in their fields. They would grow apples and other fruits in their garden.

Animals were important because they provided different sources of food. Cows gave milk, which was used to make butter and cheese, and chickens laid eggs.





**Questions**

Answer the questions below using evidence from the text.

1) Was being a French settler difficult? Explain.

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2) What did French settlers eat? Did they have grocery stores to shop in?

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**True or False**

Is the statement true (T) or false (F)?

1) French settlers only traded with other French communities for furs.	T	F
2) Preparing farmland was easy because there were no forests.	T	F
3) Blacksmiths made food and clothes for the settlers.	T	F
4) Farmers used metal tools made by blacksmiths to plow the land.	T	F
5) Settlers used furs to make clothing items like hats.		F

**Name and Colour**

Can you name these jobs of the French settlers and colour them?



## English Settlers In BNA

### Who are the English Settlers?

**English settlers** are people who came from England to the region that is now Canada.

The First Nations communities lived on this land first, then the French settlers came after them from France. They named the new French territory New France.

King Charles II of England heard about the money to be made in this region, so he sent English settlers to the region for England.



### Where Did They Land?

The first English settlement was set up in Jamestown in 1610, but the English mainly settled south of New France in the cities of Jamestown and Boston. With the fur trade becoming a money maker, King Charles II decided that the northern parts of Canada belonged to England.

By then, the English settlers owned all the land in New France, which was not good news for the French.

### The Battle on the Plains of Abraham

The fight between the French and the English for the rights to the fur trade was on. The two armies met on the **Plains of Abraham**, which was in New France. The British stormed the area and took control of New France in the 30-minute battle.

This battle gave the English settlers control of the region that we now call Ontario and Quebec. England ended up controlling all the land that is now Canada. They named their new land **British North America (BNA)**.



General Wolfe



**Questions**

Answer the questions below using evidence from the text.

1) What was British North America? What was it split into?

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2) What was the Battle on the Plains of Abraham? Who won?

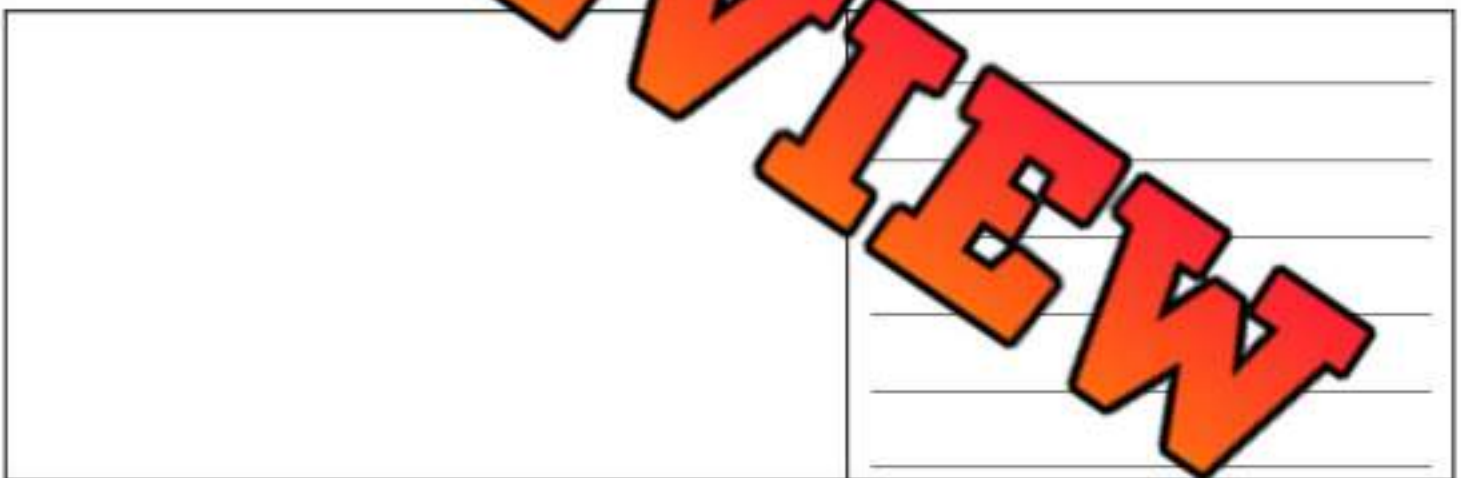
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**Draw**

Draw a picture of the Battle on the Plains of Abraham. Describe the picture.

**Multiple Choice**

Circle the correct answer.

1) Who won the Battle on the Plains of Abraham?	British	French
2) British North America was controlled by...	British	French
3) BNA was split into Upper and _____ Canada.	Down	Lower
4) Who was the king of England?	Charles	George
5) England surrounded _____	Upper Canada	New France

## Irish Settlers

### Who were the Irish Settlers?

Between 1825 and 1845, more than half of all settlers who came to Canada were Irish. An **Irish settler** was someone who moved from Ireland to North America.

Many of the Irish settlers who came to BNA were farmers.

They settled in places like Ottawa, Toronto, and along the St. Lawrence River in Upper Canada.

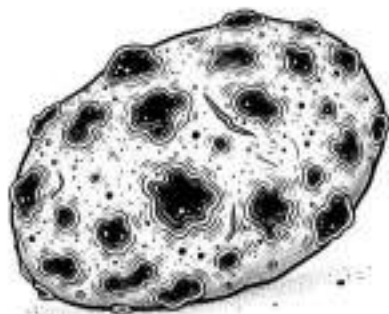


### Why did the Irish Leave Ireland?

Irish settlers left Ireland in huge numbers because of the lack of food in Ireland.

The **Irish potato famine** was a time of starvation and disease in Ireland between 1845 and 1850.

The potatoes were destroyed by a disease called **potato blight**, which is a disease that causes potatoes to rot and turn black.



Since potatoes were their main source of food, they had little else to eat. Without potatoes, many people grew weak from hunger, and many died from illnesses or starvation.

The blue line on the graph shows the decline in the number of potatoes.





**Questions**

Answer the questions below using evidence from the text

1) Who were the Irish Settlers? Where did they come from?

2) Why did the Irish Settlers leave Ireland?

3) Where did most of the Irish Settler communities in BNA?

**Fill In The Blank**

Fill the blanks using the words in the word bank below

Toronto	Corn	1825	Quebec
1846	Potato Blight	St. Lawrence	potatoes

- 1) Irish settlers left \_\_\_\_\_ in huge numbers during the famine.
- 2) The disease that ruined potatoes in Ireland was called \_\_\_\_\_.
- 3) Most Irish settlers lived along the \_\_\_\_\_ River in Upper Canada.
- 4) The Irish potato famine happened between \_\_\_\_\_ and 1850.
- 5) The main food for Irish settlers in Ireland was \_\_\_\_\_.
- 6) Many Irish settlers lived in cities like Kingston, Ottawa, and \_\_\_\_\_.

## The Métis Community

### Background – Who are they?

The **Métis** are a group of Indigenous people who have lived in Canada for a long time. The Métis are people who have both First Nations and European ancestors.

This began when European explorers and settlers came to North America and met the First Nations communities that were already living here. Together, they became called Métis!

They live across Canada, mostly in the northern parts of Manitoba, B.C. and Saskatchewan.

### The Arts – Music, Dance, and Art

Music and dance are very important to the Métis. They are famous for their fiddle music and creative dances. They hold competitions that showcase their music and dancing.

The fiddle was first introduced to the Métis by French and Scottish settlers. The music played was up-tempo, which was perfect for dancing the *Red River Jig*.

### Kinship – Relationships within the Group

It would not be unusual to have three generations – grandparents, parents, and their children – living under one roof. Men would go hunt for large game to provide meat for the family. Women would take care of the children and the household matters. The grandparents would tell stories to the children so they could learn about the Métis worldview.





**Questions**

Answer the questions below using evidence from the text.

1) Who are the Métis?

2) What do the Métis enjoy?

**Multiple Choice**

Circle the correct answer.

- |  |          |         |
|--|----------|---------|
| 1) Which instrument do the Métis play?         | Violin   | Fiddle  |
| 2) Métis music is...                           | Fast     | Slow    |
| 3) How many generations lived under one roof?  | 1        | 3       |
| 4) What were the men responsible for?          | Fishing  | Hunting |
| 5) The Métis are a mix of First Nations and... | European | Asian   |

**Questioning**

Write three questions you have about the reading.

1)

2)

3)

## The Importance of the Buffalo

The **Métis** hunted **buffalo** for more than just food. Check out all the different things they could make from the remains of a buffalo.

**Food** – meat, liver, heart, kidneys, tongue

**Skin** – clothing, bags, drums, tipi covers

**Sinew** – bow strings

**Hoofs** – boiled for glue, rattles

**Bones** – saddle horns, needles, games

**Horn** – spoons, drinking cups, ladles

**Rough tongue skin** – combs

**Stomach** – cooking pots, water bucket



**Beard** – decorative, antlers, bows

**Tail** – brush to kill mosquitoes

**Teeth** – necklaces

**Ribs** – arrow shafts

**Shinbones** – knives

**Shoulder Blades** – digging tools, hammers

**Skull** – painted and used in sacred ceremonies

**Bone marrow** – fat, fuel for fires

**Bone-ends** – paint brushes

**Hide from neck** –

Drying rack

### Questions

Answer the questions below.

1) What does this tell you about how the Métis lived? Was life easy for them?

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2. Do you think today we waste more than the Métis? Explain.

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Colour

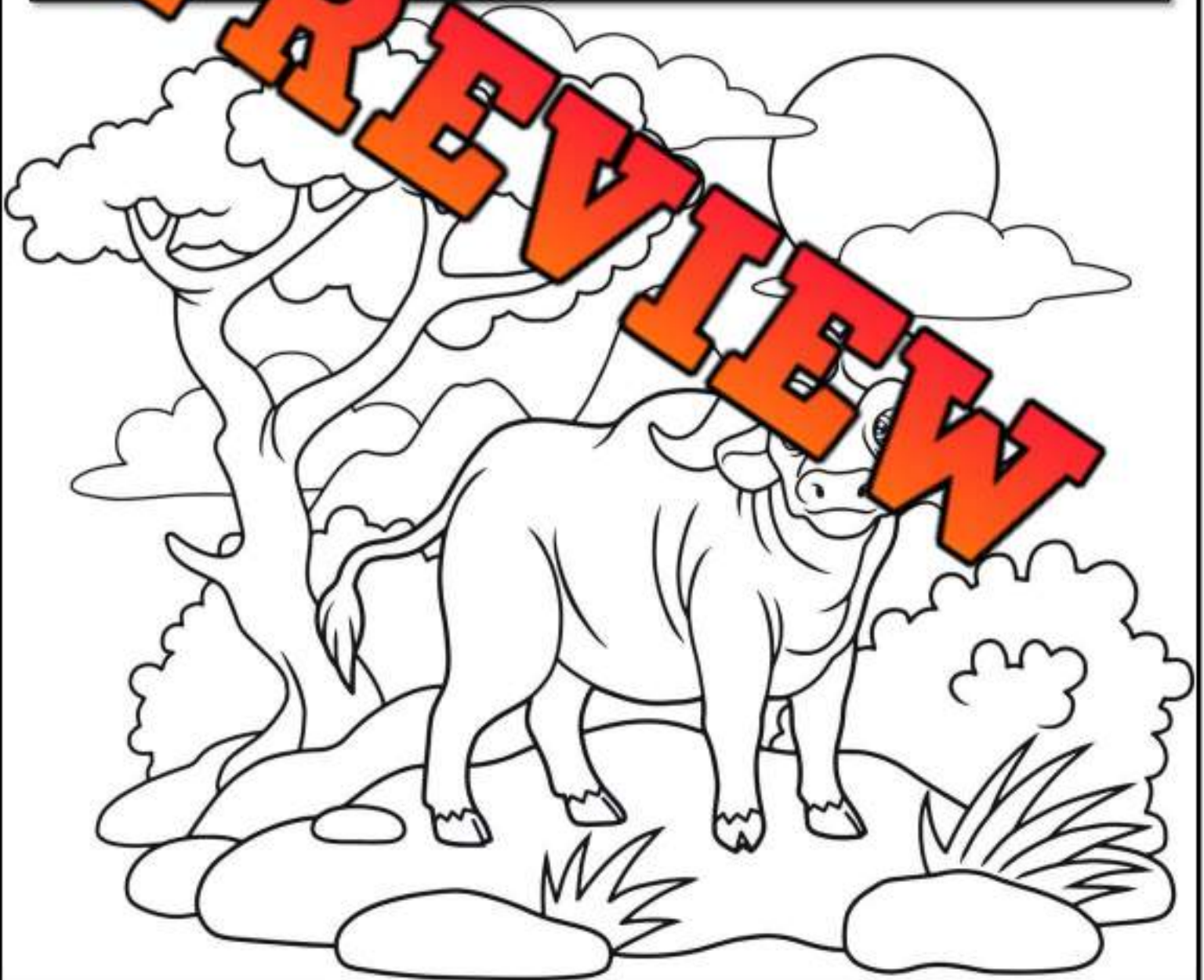
Colour the picture below

Hi! My name is Bruno. I am a buffalo. I live on the prairie.

I am big and strong. My hooves help me walk on grass and dirt. My thick fur keeps me warm in winter. I like to eat grass and plants. I can eat a lot every day!

Buffalo like me help the land. Our hooves spread seeds to grow new plants. We also make paths for other animals to follow. A long time ago, the Métis hunted buffalo for food, clothes, and tools. They used every part of us.

Now, we protect buffalo in parks. You can help too by keeping nature clean and safe. **Now, grab your crayons and colour me!**



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

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

**Unit Test - 1****Communities In Canada, 1780-1850**

Mark

Total

/

/

1. If a person has both First Nations and European ancestors, that person is...

- a) First Nation
- b) Métis
- c) Inuit
- d) European

2. The most common mode of transportation for Indigenous peoples was...

- a) Cars
- b) Canoes
- c) Motorboats
- d) Wagons

3. Indigenous people lived in which type of shelter?

- a) Tipi
- b) Wigwam
- c) Longhouse
- d) All of the above

4. Which community won control of the New World (the land that is now Canada)?

- a) French
- b) Irish
- c) English
- d) First Nations

5. Why did the Irish community come to Canada?

- a) The Potato Famine
- b) War in Ireland
- c) Disease in Ireland
- d) To get a job

6. How many First Nations communities are there in Canada today?

- a) 3
- b) 10
- c) 30
- d) 634

7. Which region of Canada is icy and cold?

- a) Eastern Woodlands
- b) Plains
- c) Northwest Coast
- d) Arctic

8. Which of the following are First Nations?

- a) Algonquin
- b) Inuit
- c) Ojibwe
- d) Cree

9. Which Inuit travel method uses dogs to travel over snow and ice?

- a) Hiking
- b) Umiak
- c) Dogsledding
- d) Kayaking

10. Someone who works with metal to make important tools and weapons is called a...

- a) Blacksmith
- b) Carpenter
- c) Farmer
- d) Weaver



**Matching**

Draw a line from the term to the description.

Mark

/

Métis ☐Buffalo ☐Inuit ☐Longhouse ☐Wigwam ☐New France ☐British North America ☐☐ Land that was owned by France☐ A smaller house that many First Nations used☐ Part First Nations and part European people☐ Land that was controlled by England☐ A main source of food for many First Nations☐ A large house lived in by First Nations people☐ Indigenous people who live in northern Canada**Short Answer**

Answer the questions.

Mark

/

1) What was the Battle of the Plains of Abraham? Who won the battle?

2) List three parts of a buffalo and explain how the Métis used each.

3) What was a coffin ship? Describe its conditions.

## Freedom and Settlement in Grey County

### Ending Slavery in British North America

In 1807, slavery became illegal across British North America. This meant you could no longer own, buy, or sell human beings.

Many newly free African people travelled to Grey County and settled there. Grey County is the largest area of land in southern Ontario. Grey County is north of London and northwestern Ontario.

### Meet Mary Taylor, A Black Slave of Grey County

Mary Taylor was born a slave who worked in the fields. She was able to run away from her owner so she could be free.



She settled in Owen Sound, which is a part of Grey County. Mary Taylor was carrying a basket full of apples, oranges, or sweets. She opened up a small restaurant in the market square.

Her time as a slave made her stronger. She was strong and able to work with her husband as a blacksmith. She swung a sledgehammer well and she loved challenging and beating men in wrestling contests.

She never let her difficult childhood of being a slave affect her ability to be successful later in life.





**Questions**

Answer the questions below using evidence from the text.

1) When was slavery ended in BNA? Where did many former slaves move to?

2) Who was Mary Taylor?

**Multiple Choice**

Circle the correct answer.

1) Slavery ended in...

5

1807

2) Many free African people moved to...

Coron

Grey County

3) How did Mary become free?

San

Paid Money

4) Mary settled in which city in BNA?

H

Owen Sound

5) Grey County became a community of...

African Settlers

s

**Word Scramble**

Unscramble the words below using the word bank.

African	Sound	County	Owen	Slave	Taylor	Grey	Mary
---------	-------	--------	------	-------	--------	------	------

CTONUUY		MRAY	
SNUOD		GYRE	
AFICRAN		SALVE	
ONEW		TAOYLR	

## The Fur Trade

### What was the Fur Trade?

The fur trade was a booming business from the 1500s to the 1800s. In 1534, Jacques Cartier was looking for gold and spices, but he found fish instead. A lot of



While he was in North America cleaning up after the First Nations people became interested in the European metal items and tools. They were trading their mink, beaver, and fox furs to the Europeans to be sent back to Europe for fashionable hats.

### French Explorer - Samuel de Champlain

The fur trade became very profitable when Samuel de Champlain saw the opportunity to keep the trade flowing throughout the year. He built a trading post in Quebec City, which was the first European settlement in North America.

Before this, Europeans would only travel to and from North America, but now they lived there all year round. This steady flow of trade was very profitable for France.



The French had made good relationships with the First Nations people, who were the best at trapping and hunting animals for furs. The Europeans would trade metal items, like pots, pans, knives, and guns in exchange for furs.



**Questions**

Answer the questions below using evidence from the text.

1) Who was Jacques Cartier and what did he find in North America?

2) What did the French and the First Nations people each get in the fur trade?

First Nations People

French

**Yes or No**

Is the statement true or false?

1) Did Samuel de Champlain build the first European settlement?

Yes

No

2) Did the French live in North America only during the winter?

Yes

No

3) Did the Europeans come to North America for the fur trade?

Yes

No

4) Was Samuel de Champlain the first to build a trading post in Quebec?

Yes

No

5) Did the First Nations teach the Europeans how to trap animals?

Yes

No

**Word Search**

Find the words in the wordsearch.

French	First
Nations	Cartier
Fur	Trapping
Hunting	Beaver
European	Metal

Q	D	C	N	Y	H	R	P	Q	W	U	A	X	K	Y	B	R	Z
A	B	K	W	J	G	L	B	E	B	W	U	C	R	N	W	Z	I
P	B	V	T	R	A	P	P	I	N	G	V	A	M	V	J	O	M
S	R	Q	E	T	Q	G	W	Q	Q	Z	V	F	T	R	O	T	N
R	E	L	E	V	M	A	R	B	W	S	C	O	O	O	P	N	C
E	I	M	S	F	R	E	N	C	H	F	I	R	S	T	Q	G	D
V	T	E	U	R	O	P	E	A	N	C	N	A	T	I	O	N	S
A	R	P	V	N	K	T	E	T	R	E	Z	E	N	E	H	J	O
E	A	F	F	N	N	N	K	U	C	L	V	O	E	C	D	T	F
B	C	T	S	P	U	W	F	Q	C	S	H	U	N	T	I	N	G

## Nomadic Settlements

### What is a Nomadic Settlement?

A **nomadic settlement** is when a group of people move from place to place to find food. A **nomad** is someone who lives in a nomadic settlement. Nomads do not have a permanent settlement like you do. Your permanent settlement is your house.

If you were always moving from place to place, what would you bring?

Nomads often brought a herd of cattle, weapons to hunt with, and materials to build a shelter. Many nomadic groups built small shelters, like wigwams or tipis. They would take these shelters with them when they moved. These shelters could be made in just a few days.



### The Métis – Nomadic Groups

Most of the **Métis** were nomadic, meaning they did not do much farming. When farming became more popular, the Métis no longer needed to look for food. They could just grow their own!

The Métis were nomadic because they were following the buffalo. They used wagons called Red River carts to carry their stuff. They would bring all their things in these carts, including tents.

### Semi-Nomadic and Seasonal Cycles

Many Métis communities were semi-nomadic. Being **semi-nomadic** means you move only a few times a year. Many semi-nomadic communities would move when the seasons changed.

For the Métis, they would spend winter trapping and hunting bison. They spent the spring near the water to fish and the summer on farmland where they planted wheat and gathered berries. In the fall, they followed the buffalo and looked for berries.





**Questions**

Answer the questions below using evidence from the text.

1) What is a **nomad**?

2) How were the Métis nomads? Why did they move around?

**True or False** Write whether the statement is true or false.

1) Semi-nomadic groups were very nomadic.	True	False
2) Nomads are people that move to find food.	True	False
3) Nomads will leave an area when the food is gone.	True	False
4) When communities started farming, they became less nomadic.	True	False
5) If you live in a permanent home, you are a nomad.	True	False

**Fill In The Blank**

Fill the blanks using the words from the word bank.

Wigwams

Permanent

Bison

Red

Wheat

1) A nomadic settlement does not have \_\_\_\_\_ houses.

2) The Métis used \_\_\_\_\_ River carts to carry their things.

3) Métis communities planted \_\_\_\_\_ in the summer.

4) Nomadic groups built small shelters, like \_\_\_\_\_ or tipis.

5) During winter, the Métis trapped and hunted \_\_\_\_\_.

## How Settlers Chose Where To Live

### How Did People Decide Where To Live?

If you landed on a deserted island, where would you choose to build your camp? The European settlers faced this decision and ended up choosing areas with good soil and close to water.

### Soil

When you arrive in a new area one of the first things you will need to know is how to farm. The easiest way to create a lasting food source is to choose an area with good soil.



Settlers chose the rich soil found in the Great Lakes region of **Ontario** and **Quebec** because they did not have too many trees and the soil was rich in nutrients. This allowed them to plant easily and grow crops.

### Location of Water

Most successful settlements were established along the **St. Lawrence River** and the **Great Lakes**. This is because these waterways provided transportation routes for people and products to move from one place to another.



The St. Lawrence River connects to the Great Lakes and the Atlantic Ocean. This transportation route connected European countries with the regions of Canada.

Water is also important for the survival of humans and animals. Farmers need water for their plants and their livestock. Farmers would irrigate their plants using the water from the St. Lawrence River and the Great Lakes.



**True or False**

Is the statement true or false?

1) The northern parts of Canada are good areas to farm.	True	False
2) The southern parts of Ontario and Quebec had less trees.	True	False
3) Settlers needed to live on good soil that could grow plants.	True	False
4) Many settlers live near the Great Lakes and St. Lawrence River.	True	False
5) The St. Lawrence River was used mainly for swimming.	True	False

**Question** Answer the questions below using evidence from the text.

1) Where did settlers want to live? Why?

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2) Near which bodies of water did many settlers want to live?

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**Making  
Connections**

Do you live in an area that a settler would want to live? Show your area and write a short sentence explaining why or why not.

	<hr/> <hr/> <hr/> <hr/> <hr/>
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## Cities In Early Canada

This map of Ontario shows 9 of the largest cities in Early Canada. Early Canada was a small country, around the year 1850. These cities became places for many European settlers to call home. Label the map using the word bank below.

**Word Bank:** Hamilton, London, Kingston, Montreal, Toronto, Ottawa, Windsor, Quebec City, Trois-Rivieres





**Matching**

Match each modern place name to its Indigenous name.

Many places in Canada, including cities, rivers, and provinces, have names that come from Indigenous languages. These names carry important meanings about the land, water, and history. Can you match these modern place names to their Indigenous names below?

- PREVIEW**
- |              |                       |                       |               |
|--------------|-----------------------|-----------------------|---------------|
| Toronto      | <input type="radio"/> | <input type="radio"/> | Kebec         |
| Manitoba     | <input type="radio"/> | <input type="radio"/> | Win-nipi      |
| Ottawa       | <input type="radio"/> | <input type="radio"/> | Ongniaahra    |
| Quebec       | <input type="radio"/> | <input type="radio"/> | Odawa         |
| Chicoutimi   | <input type="radio"/> | <input type="radio"/> | Shkoutimi     |
| Niagara      | <input type="radio"/> | <input type="radio"/> | Manitoba      |
| Saskatchewan | <input type="radio"/> | <input type="radio"/> | Misi-zaagling |
| Yukon        | <input type="radio"/> | <input type="radio"/> | Tkaronto      |
| Winnipeg     | <input type="radio"/> | <input type="radio"/> | Shkoutimi     |
| Mississauga  | <input type="radio"/> | <input type="radio"/> | Kisiskâciwan  |

## Life As A Settler

**Think**

If you lived in the pictures below, how would life be different?

**1**

1) With no electricity, what would you do here for fun?

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2) What chores might you have to do if you lived here?

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---

**2**

1) With no electricity, what would you do here for fun?

---

---

---

2) What chores might you have to do if you lived here?

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---

---

3) How would you stay warm if you lived here?

---

---

---



## Choosing A Place To Live

**Think**

You just made it to the New World. You've been given the property below.

Remember some of the important factors when it comes to choosing where to live:

- **Near water** (travel, fish, drinking, to irrigate crops)
- **Flat land** to have a farm
- **Soil** – Can things grow on the soil?
- **Climate** – Is it a cold climate with short growing seasons?

**1**

1) What would you like about this property?

2) What would you not like about this property?

**2**

1) What would you like about this property?

2) What would you not like about this property?

## Surviving The Winter: Thomas's Story

### How First Nations People Lived During The Winter

First Nations communities that had been living in the regions of Canada had already figured out how to survive the winter. Their shelters were better at keeping the heat in, and the cold out.

The Europeans came to the First Nations communities for food and help. Here is a quote from an English settler, Thomas Carter, who learned from a First Nation chief:



"Well, during the summer months, you would see strawberry festivals happen in June for the first fruit of the year. You would have green corn festivals in late June or the month of August, and you would see harvest festivals happen in September.

But one bit of advice I was given was that you would probably spend more time indoors during the winter when you have the elders inside telling stories at night.

The women, children might be making small baskets, playing with toys. All of the men were probably outside quite a bit because that's the best time to hunt, that's when the fur's the thickest and the meat's the best.

And even during the snow, actually, that's the best time to hunt because [it's easier to] track the animals."





**Questions**

Answer the questions below using evidence from the text.

1) During the spring, summer, and fall months, what did the Indigenous people do?

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2) During winter, what did the Indigenous people do?

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**Multiple Choice**

Circle the correct answer.

1) Which season was the hardest to survive?	Winter	Fall
2) Who was better at handling the cold conditions?	First Nations	Europeans
3) Was it easier or harder to hunt in the winter?	Easier	Harder
4) During spring, fall, and summer, the Indigenous people celebrated _____.	School	Festivals
5) Who told stories at night in First Nations?	Children	Parents

**Visualizing**

Draw what you were picturing while you were reading. Explain it.

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	<hr/>
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# Smallpox – Challenge for the First Nations

## Epidemic

An **epidemic** is a disease that spreads throughout a community at a particular time. **Smallpox** is a very contagious disease that is easily spread from person to person.

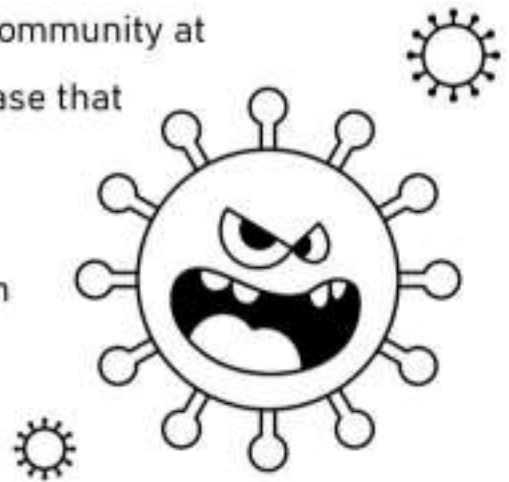
The symptoms of smallpox were high fever, skin rash, headache, body aches, vomiting, and diarrhea.

## First Contact – Transmission

When European explorers came to North America, they travelled in ships that had unhealthy living conditions. The cramped quarters and lack of ventilation on these ships led to sailors developing contagious diseases, such as **smallpox, measles, typhus, and influenza**.

When they landed in North America, the sick passengers spread their diseases to people they contacted. Since smallpox, measles, typhus, and influenza did not exist in North America before Europeans came, the First Nations had never been exposed to them. This meant they had no antibodies that could fight off the diseases.

This led to one of the largest epidemics in history. Historians estimate that these diseases killed up to 93% of all Indigenous people. Smallpox was the most devastating disease.





**Questions**

Answer the questions below using evidence from the text.

1) Why did smallpox hurt First Nations people more than the Europeans?

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2) What are the symptoms of smallpox?

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**Fill In The Blanks**

Missing

- 1) First Nations people had no \_\_\_\_\_ to fight diseases.
- 2) Smallpox was one of the worst \_\_\_\_\_ in history.
- 3) Diseases were caused by poor hygiene on \_\_\_\_\_.
- 4) Smallpox is a very \_\_\_\_\_ disease because it is \_\_\_\_\_.
- 5) It is estimated that diseases killed up to \_\_\_\_\_ % of Indigenous people.

**Multiple Choice**

Circle the correct answer

1) An epidemic is the spread of...	Fire	Disease
2) A symptom of smallpox is...	Joint pain	Rash
3) Disease is spread more because of poor...	Hygiene	Sleep
4) Which disease was the worst?	Typhus	Smallpox
5) What percentage of First Nations people died?	58%	93%

## Scurvy – How First Nations Helped Settlers

### Relationships Between the First Nations and Europeans

Europeans and First Nations people formed relationships as they shared the land. Right from the beginning, the Europeans needed help with finding medicines, building shelters, and staying warm.



First Nations people traded with the Europeans so they could get items they didn't have the technology to make. Many First Nations people and Europeans developed such strong relationships that they even got married and started families of their own. These families are the result of these relationships.

### Medicine

Many of the European settlers arrived very sick off the ships they had been travelling on across the Atlantic Ocean. The first settlers would have died without the advice and care of the Indigenous people, as they treated the sick settlers with medicine.

These settlers often had **scurvy**, which is a disease that affects people

who do not eat enough vitamin C. Scurvy will give you boils on your skin, weakness, and will make you lose your teeth.

The First Nations people gave them boiled water and cedar to make a tea that was rich in vitamin C. This tea cured scurvy almost instantly!

Scurvy Patient





**Questions**

Answer the questions below using evidence from the text.

1) What is scurvy? What does it do to people who have it?

2) How do First Nations people cure scurvy in Europeans?

**Fill In The Blanks**

Write the missing words.

- 1) Scurvy happens when people do not eat enough \_\_\_\_\_.
- 2) First Nations people gave the settlers \_\_\_\_\_ to help them.
- 3) First Nations and Europeans started families who became the \_\_\_\_\_.
- 4) The settlers arrived after travelling across the \_\_\_\_\_ Ocean.
- 5) Scurvy made settlers feel weak and lose their \_\_\_\_\_.

**Questioning**

Write two questions you have about the reading.

1) \_\_\_\_\_

2) \_\_\_\_\_

# Exit Cards

**Cut Out**

Cut out the exit cards below and have students complete them at the end of class

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

Mark

How did First Nations people  
help settlers with scurvy?

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

Mark

How did First Nations people  
help settlers with scurvy?

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

Mark

How did First Nations people  
help settlers with scurvy?

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

Mark

How did First Nations people  
help settlers with scurvy?



## Treaties

### What is a Treaty?

A **treaty** is an agreement between different groups of people. It's a way for them to work together and make sure everyone is happy and safe.

### Treaties in Canada

Many years ago, the First Nations people made treaties with the Canadian government. These treaties helped them keep their lands and way of life. In return, the First Nations people agreed to share their land with the government and settlers.

Some of the important treaties in Ontario include Treaty 3, Treaty 9, and the **Williams Treaties**. These treaties helped the First Nations people get hunting grounds and fishing areas.

### Fairness

When you make an agreement with someone, both sides should get the same amount. That means the deal is fair.

When the treaties were signed, the First Nations gave up a lot of land to the Canadian government. What they got back was very little. They got some land back to live on reserves. They also got money, hunting and fishing tools, and farming supplies.

### CANADA'S NUMBERED TREATIES 1-11



**Questions**

Answer the questions below.

1) What is a treaty?

2) Do you think the treaties were fair? Explain.

**Multiple Choice**

Circle the correct answer.

1) Which treaty is **NOT** in Ontario?

2) A treaty is...

3) The treaties were...

4) Who gave up more land?

5) First Nations people got money and...

9

8

An Agreement

A Tool

Fair

Unfair

Canadian Government

First Nations

Tools

**Spot the Mistake**

Rewrite the sentence correctly.

1) A treaty is a rule that everyone must follow.

2) Treaties only helped the government and settlers, not the First Nations.

3) The Williams Treaties are in Alberta.



# Exit Cards

**Cut Out**

Cut out the exit cards below and have students complete them at the end of class.

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

Mark

**Match the term with its meaning:**Treaty ☐☐ Land where First Nations people live today.Fairness ☐☐ A promise between groups to share and work together.Reserves ☐☐ When both sides get the same amount in a deal.

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

Mark

**Match the term with its meaning:**Treaty ☐☐ Land where First Nations people live today.Fairness ☐☐ A promise between groups to share and work together.Reserves ☐☐ When both sides get the same amount in a deal.

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

Mark

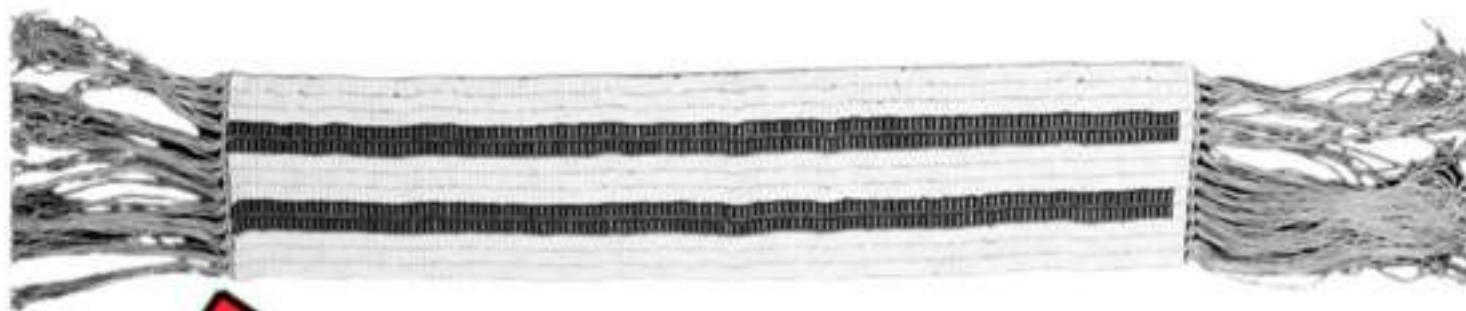
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## Two Row Wampum Belt



### Two Row Wampum – Oldest Treaty Relationship

#### Haudenosaunee and Dutch

In 1613, the Mohawk people came into their territory. The visitors were Dutch, from the Netherlands (land). The Mohawk and the rest of the Haudenosaunee met with the Europeans.

When they met, the Dutch, who had large sailboats, believed they should be called "Father" and the Haudenosaunee should be called "Son". The Haudenosaunee did not agree, and suggested a different name. This would show they were equal.

#### Two Row Wampum

After the two groups began to learn more about each other, they came to an agreement. The Haudenosaunee created the Two Row Wampum Belt to symbolize the agreement. The belt was the first treaty between a European and the Indigenous.

It shows two lines that represent how they will live. One represents the Dutch ship and the other represents the Haudenosaunee canoe. Both will travel down the river of life side by side, and neither will attack the other's vessel.

#### Treaty - Silver Covenant Chain of Friendship

The Dutch recorded this agreement on paper with 3 silver chains. The 3 chains represented 3 principles that the two groups would live by. First, friendship between the Haudenosaunee and the Dutch. Second, peace between their groups. Third, that the agreement would last forever.

The silver chains represented the friendship between the two. The silver symbolized that the chains would rust, but that they could be polished when the brothers met again. The agreement was called the Silver Covenant Chain of Friendship.



Tawagonshi Document –  
Written Agreement of the Two Row  
Wampum Treaty



**True or False**

Is the statement true or false?

1) The Two Row Wampum belt was the first treaty between Europeans and the Indigenous.	True	False
2) The relationship between the two groups was peaceful.	True	False
3) The Haudenosaunee used large sail boats to get down river.	True	False
4) The Dutch also recorded the treaty on paper.	True	False
5) The Dutch thought they were above the Haudenosaunee at first.	True	False

**Question** Answer the questions below.

1) What happened when the Dutch landed on Mohawk territory?

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2) What is the Two-Row Wampum Belt? Why is it important?

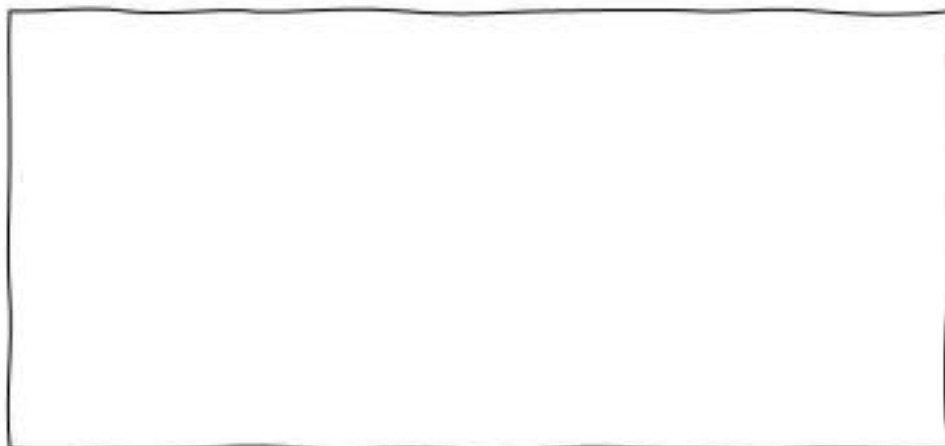
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**Draw**

Draw another wampum belt that could have been used to represent the treaty.



Explain the wampum belt.

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## Four Corners: Life in Early Canada

### Objective

What are we learning about?

Students will explore different perspectives by making choices about life in early Canada. They will listen to questions about settlement, treaties, the fur trade, challenges, and collaboration and move to the corner that matches their answer. This will help them understand different viewpoints and make connections to history.

### Materials

What do we need for our activity?

- A list of questions about life in early Canada
- Labels for each corner of the room (A, B, C, and D)



### Instructions

How will we complete this activity?

- 1) Label the four corners of the classroom with A, B, C, and D.
- 2) Explain that students will hear a question about life in early Canada. Each question has **four possible answers**.
- 3) Read the first question aloud, along with the four answer choices.
- 4) Students move to the **corner that matches their choice**.
- 5) Once in their corners, students **discuss with others** who chose the same answer. They explain **why they made that choice**.
- 6) After discussions, ask a few students to **share their thoughts with the class**.
- 7) Reveal **historical facts related to the question** and discuss how people in early Canada **might have made those choices**.
- 8) Repeat with **new questions** until all are completed.
- 9) Wrap up the activity with a **class discussion** on what students learned.



**Four Corners**

Read the questions to the class.

	Question	Option A	Option B	Option C	Option D
1	If you lived in 1800, what job would you like most?	Fur trader	Farmer	Fisherman	Blacksmith
2	What would be the hardest chore for you in early Canada?	Cutting wood	Carrying water	Hunting food	Making clothes
3	If you were a settler, where would you like to live?	Near a river	In the forest	On open farmland	Near a trading post
4	What would be the best way to travel in early Canada?	Canoe	Horse	Walking	Red River cart
5	Which early community would you like to live in?	Native	Métis	Inuit	Settlers
6	Which animal would be most helpful to have?			Cow	Beaver
7	If you were a fur trader, what would you want in return?	Metal tools	Wampum	Wampum	Beads and shells
8	If you were a settler, what would be your biggest worry?	Cold winters	Wild animals	Getting a home	Getting a home
9	If you were signing a treaty, what would be most important?	Keeping land	Getting help	Sharing resources	Staying safe
10	Which skill would be fun to learn?	Building a canoe	Making moccasins	Fishing through ice	Playing the fiddle
11	What food would you enjoy eating in early Canada?	Fresh fish	Berries and corn	Bread and stew	Pemmican
12	What would you like best about Métis culture?	Red River cart	Bannock and tea	Fiddle music	Beadwork

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Four Corners activity.

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

Mark

**Decide if each statement is correct. Circle "Yes" or "No."**

1) Did most settlers choose to live deep in the forest?	Yes	No
2) Did settlers worry more about wild animals than building homes?	Yes	No
3) Did Métis people use the Red River Cart for long travels?	Yes	No
4) Were cows the most helpful animals for fur traders?	Yes	No
5) Did Inuit communities prefer to live near trading posts?	Yes	No

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

Mark

**Decide if each statement is correct. Circle "Yes" or "No."**

1) Did most settlers choose to live deep in the forest?	Yes	No
2) Did settlers worry more about wild animals than building homes?	Yes	No
3) Did Métis people use the Red River Cart for long travels?	Yes	No
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Name: \_\_\_\_\_

Mark

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4) Were cows the most helpful animals for fur traders?	Yes	No
5) Did Inuit communities prefer to live near trading posts?	Yes	No



## Memory Game – Life In Early Canada

### Objective

What are we learning about?

Students will match key words and descriptions related to settlement, treaties, the fur trade, collaboration, challenges, and environmental effects in early Canada. This game will help them understand how different communities lived, worked, and changed the land.

### Materials

What will we need for our activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



### Instructions

How will we complete this activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards

**Fur Trade**

Buying and selling animal furs for goods.

**Hudson's Bay Company**

Soft fur from beavers used to make hats.

A fur trading business in

**Red River Cart**

A wooden cart used to carry goods.

**Treaty**

An agreement between First Nations and settlers.



## Cards

## Memory Game Cards

**Wampum Belt**

A beaded belt used to record treaty promises.

A place where people build homes and live.

**Log Cabin**

A house made from logs built by pioneers.

**Deforestation**

Cutting down too many trees for farms and homes.

**Overhunting**

Catching too many animals, making fewer left to hunt.

## Cards

## Memory Game Cards

**Canoe**

A small boat used for travel  
on rivers.

Corn, Beans, Squash

Three crops First Nations  
people grew together for  
food.

**Trading Post**

A place where people met to  
trade goods.

**Fort**

A strong building with walls  
used for safety.

**Pollution**

Dirty water and land from  
growing towns and farms.



**Story  
Writing**

Write a story using at least 10 of the spelling bee words. Underline the words in your story.

**The Words**


**The Story**

**PREVIEW**

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

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

## Unit Test - 2

### Communities In Canada, 1780-1850

Mark

Total

/

/

1. Which animal was the most important in the fur trade?

- a) Deer
- b) Beaver
- c) Bear
- d) Wolf

2. The first European settlement in North America was in which city?

- a) Toronto
- b) Quebec City
- c) Vancouver
- d) Halifax

3. Which of the following settlers considered when settling?

- a) Weather
- b) Good soil
- c) Close to roads and markets
- d) Far from water

4. European settlers had a disease caused by a lack of vitamin C called:

- a) Typhus
- b) Scurvy
- c) Cholera
- d) Smallpox

5. After slavery ended in 1807, many free Africans moved to:

- a) Kingston
- b) Belleville
- c) Grey County
- d) Toronto

6. The war between France and Britain for control of the fur trade was called:

- a) The Seven Years War
- b) The War of 1812
- c) The War of 1814
- d) The 8 Year War

7. Many First Nations people were...

- a) Nomadic
- b) Living in one place

8. First Nations people used...

- a) Weapons (guns, axes, knives)
- b) Blankets
- c) Metal pots and pans
- d) All of the above

9. Which disease was deadly to Indigenous people?

- a) Scurvy
- b) Smallpox
- c) Measles
- d) All of the above

10. Which disease was deadly to the Europeans?

- a) Scurvy
- b) Smallpox
- c) Measles
- d) All of the above



**Matching**

Draw a line from the term to the description.

Mark

/

Treaty ☐Slavery ☐Nomadic ☐Chamber ☐Bills ☐Fur Trade ☐Universal  
Health Care ☐☐ A small pot used as a toilet before  
bathrooms were common.☐ A time when people traded animal  
furs for money or goods.☐ Speaking and understanding two  
languages.☐ An agreement between groups or  
countries about land or rules.☐ A system where everyone gets  
medical care for free or low cost.☐ When people are forced to work  
without being free.☐ Moving from place to place instead of  
staying in one home.**Short Answer**

Answer the questions below.

Mark

/

1) Why did European settlers want to live near water?

2) Was it easy for settlers to clear fields? Explain.

3) Why was it hard for settlers to live in present-day Canada during the winter?



# Ontario Social Studies

## Communities in Canada 1780-1850 – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

**Canada In The Early 1800s**

**LEARNING GOAL**

We are learning to understand how people lived in the land that is now Canada in the early 1800s so we can explain how settlers and Indigenous communities worked together to survive.

**Canada In The Early 1800's**

Can you answer these True or False questions?

	TRUE	FALSE
1) Canada was already a country in the early 1800s.	<input type="checkbox"/>	<input type="checkbox"/>
2) Indigenous people had just arrived in Canada at the same time as settlers.	<input type="checkbox"/>	<input type="checkbox"/>
3) Indigenous people taught settlers how to find food and survive.	<input type="checkbox"/>	<input type="checkbox"/>
4) The land had big cities with roads and electricity in the early 1800s.	<input type="checkbox"/>	<input type="checkbox"/>
5) Indigenous people had lived on this land for thousands of years.	<input type="checkbox"/>	<input type="checkbox"/>
6) Explorers found natural resources like beaver furs and minerals.	<input type="checkbox"/>	<input type="checkbox"/>

#### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

**Consolidation**

**PACKING FOR THE PAST**

If I could bring five things from today to live in the early 1800s, I would bring:





# Ontario Social Studies

## Communities in Canada 1780-1850 – Grade 3

### How Settlers Chose Where To Live

Read each settler's need and circle the best place for them to go.

- 1** The settler needs to farm.
- 2** The settler needs to hunt beavers for fur.
- 3** The settler needs to hunt buffalo for food.
- 4** The settler needs to trade beaver pelts.

### Fighting For Land

Put the 7 main events from the battle in the right order from the video.

1	
2	
3	
4	
5	
6	
7	

- British attack Montmorency Falls and fail.
- British ships arrive at the St. Lawrence River.
- Battle begins on the Plains of Abraham.
- British land on Île d'Orléans near Quebec.
- French surrender Quebec City to the British.
- British soldiers climb the cliffs at night near Quebec.
- General Wolfe sends soldiers upriver to find a landing spot.

### How First Nations Helped Settlers

Find the words in the wordsearch.

Scurvy	Cedar
First	Vitamin
Tea	Sick
Cure	Settlers
Medicine	Nations

Wordsearch grid:

S E T T L E R S A B Y Q O O N C  
D A C E D A R F I R S T S J E N  
B E R Z S C U R V Y M A O R N A  
A T C W M E D I C I N E W H F T  
A I U B L S B Y E P W A W W I I  
G Y R J N U Y N O L F H E K I O  
G M E M V D H T Q W E G U C B N  
C L V W Z L X M V I T A M I N S  
I U Y C K Z H T K O D Y N S J L




# Ontario Social Studies

## Communities in Canada 1780-1850 – Grade 3

### Inuit Travel Methods

Read the clues below and move the correct picture to match the travel method.

I am pulled by strong animals and move fast on ice.	I float on water and can carry many people.	I am small, easy to paddle, and used in the summer.	I help people walk in deep snow without sinking.



### The Importance of the Buffalo

Draw lines to match each part of a buffalo to its use.



Brush to swat flies and mosquitoes.	Clothing and teepee covers.
Boiled to make glue and rattles.	Necklaces.
Fuel for fires.	Spoons, drinking cups, and ladles.

### Consolidation

4 PICS - 1 WORD



N I E E M O T V N R N

What word connects all four pictures and shows how land, trees, and water are used and changed?  
Why is this word important when we learn about settlers and First Nations?



# Grade 3 Social Studies Unit

## B. PEOPLE AND ENVIRONMENTS

### LIVING AND WORKING IN ONTARIO

	Curriculum Expectations	Pages
<b>B1.1</b>	Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region.	8-9, 63-65, 89-92, 98-113, 118-132
<b>B1.2</b>	Describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions, including First Nations communities and/or Métis regions, in Ontario.	46-50, 53-55, 58-65, 76-88, 150-156
<b>B1.3</b>	<p><b>Preview of 90 pages from this product that contains 199 pages total.</b></p>	28, 42, 5, 93, 117
<b>B2.1</b>		65, 148
<b>B2.2</b>	Gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use.	14-26, 63-65, 125-127, 136-142
<b>B2.3</b>	Analyze and construct print/digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions, including First Nations communities and/or Métis regions.	35-37, 52, 56, 63-65, 105-113
<b>B2.4</b>	Interpret and analyze information and data relevant to their investigations, using a variety of tools.	14-26, 63-65
<b>B2.5</b>	Evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use in municipal regions of Ontario, including First Nations communities and/or Métis regions, and about key measures to reduce the negative impact of that use.	14-26, 63-65
<b>B2.6</b>	Communicate the results of their inquiries, using appropriate vocabulary and formats.	43-45, 63-65, 94-97

# Grade 3 Social Studies Unit

## B. PEOPLE AND ENVIRONMENTS

### LIVING AND WORKING IN ONTARIO

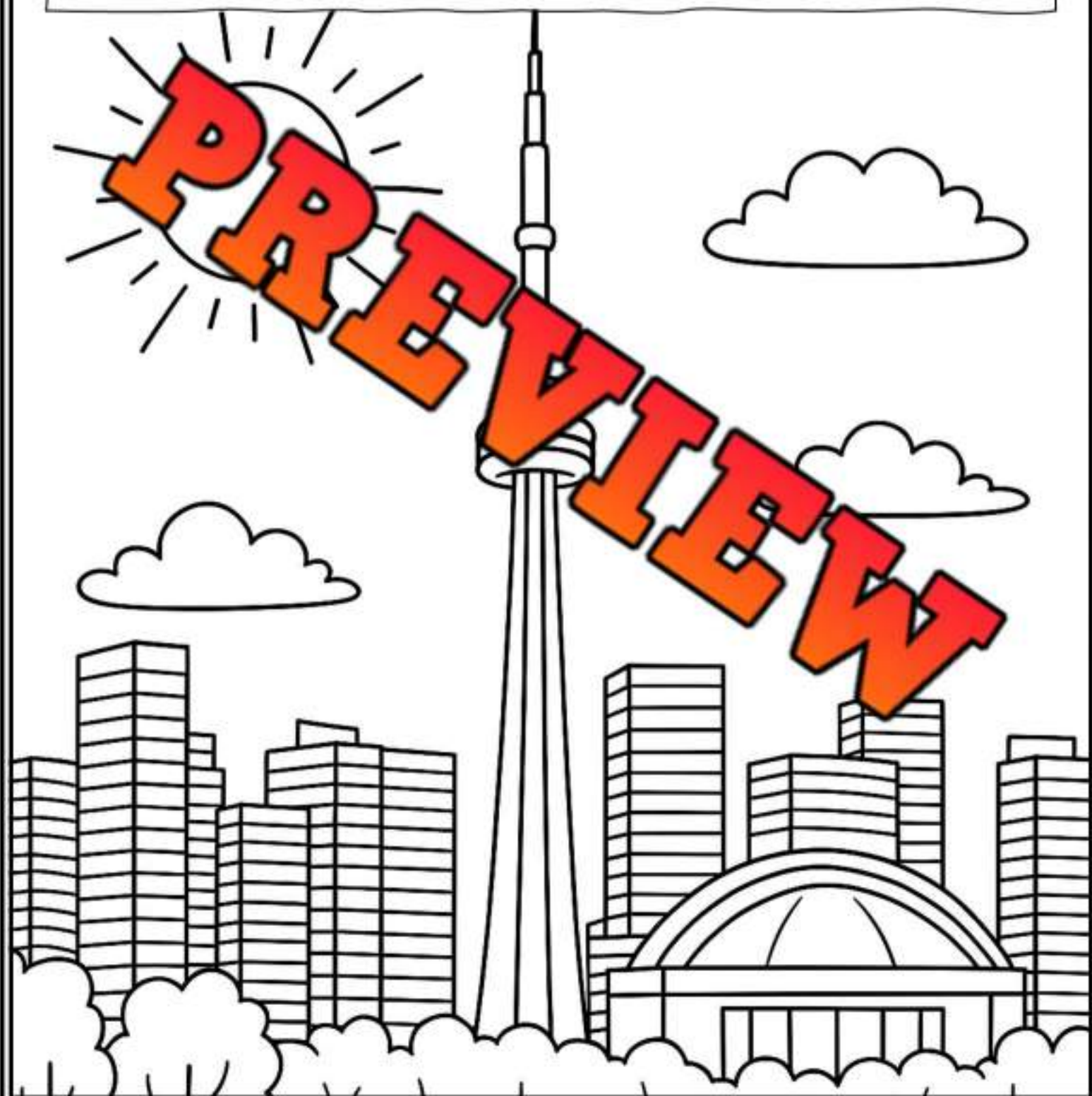
	Curriculum Expectations	Pages
<b>B3.1</b>	Demonstrate an understanding that Ontario is divided into different municipal or regional entities, and that local governments within these entities provide specific services and regulate development according to local needs.	7-8, 10-13, 27-34, 39-40, 42-45, 66-70, 93, 143-149
<b>B3.2</b>	Demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities.	7-8, 35-38, 51-35, 66-70
<b>B3.3</b>	Identify the major landform regions in Ontario and describe the major characteristics that make each distinct.	7-8, 41, 43-70
<b>B3.4</b>	Identify and describe the main types of employment that are available in two or more municipal regions in Ontario, including First Nations communities and/or Métis regions.	7-8, 74-92, 94-97, 118-120, 150-161
<b>B3.5</b>	Describe major types of land use and how they address human wants and needs.	7-9, 98-113, 121-128, 133-142, 157-161
<b>B3.6</b>	Compare some aspects of land use in two or more municipalities, including First Nations communities and/or Métis regions.	7-8, 114-117, 129-150, 157-161
<b>B3.7</b>	Construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, including First Nations communities and/or Métis regions, using appropriate elements of a map, including standard units of measurement.	7-8, 10, 56-37, 157-161



NAME: \_\_\_\_\_

# LIVING AND WORKING IN ONTARIO

**PREVIEW**



# Ontario's Communities And Regions

**Ontario** is a big province. It has many different places where people live. These places are called communities. Some are big like cities, and some are small like villages. These communities are grouped into different types, like **cities, towns, villages, counties**, and **First Nations or Métis communities**. Each one has its own leaders and ways of helping people.

1

## Cities

**Cities** are large places where many people live and work. **Toronto** is the largest city in Ontario. More than 2.9 million people live in Toronto. Other big cities include **Ottawa, Mississauga, and Brampton**. Cities have many buildings, schools, hospitals, and buses. They also have a city hall and a mayor.



2

## Towns

**Towns** are smaller than cities. They have stores, schools, and houses, but not as many people. A town has a mayor and a town council. Some towns in Ontario are **Whitby, Collingwood, and Stratford**. Stratford is famous for its theatre festival.



3

## Villages

**Villages** are very small places. They may only have a few hundred people. Villages often have one or two stores and a few streets. People in villages may know almost everyone living there. A village might have a leader called a "reeve".





## Ontario's Communities And Regions

4

### Townships



**Townships** are areas made up of small communities and lots of land. There are farms and forests in many townships. Townships help take care of roads, garbage, and other services for the people who live there.

5

### Counties and Regions

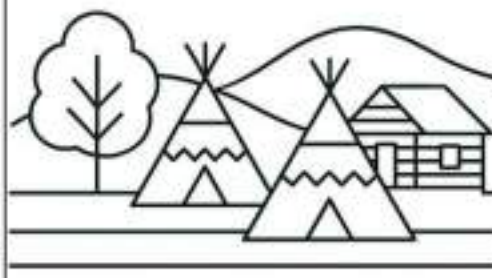
**Counties** and **Regions** are big areas made up of many towns, villages, and townships. They share services like police, garbage collection, and libraries. Some counties in Ontario are **Coastal** and **Central**.

**Bruce County.**



6

### First Nations Communities



**First Nations communities** are from Indigenous Peoples who were here before Canada. They have their own governments and are called Chiefs. Some First Nations communities in Ontario are Akwesasne and Six Nations of the Grand River.

7

### Métis Regions

Métis people have their own culture and history. Métis regions help support Métis citizens. The Métis Nation of Ontario has 9 regions across the province. Each region has its own leaders.



**Fill In The Blank**

Fill in the missing word in the blank.

- 1) A \_\_\_\_\_ is smaller than a city but bigger than a village.
- 2) The leader of a First Nations community is called a \_\_\_\_\_.
- 3) A \_\_\_\_\_ is a very big place with many people and buildings.
- 4) A \_\_\_\_\_ is the leader of a town or city.
- 5) A village has a leader called a \_\_\_\_\_.
- 6) \_\_\_\_\_ is Ontario's biggest city.
- 7) \_\_\_\_\_ is known for its theatre festival.
- 8) There are \_\_\_\_\_ regions in Ontario.

**Compare**

How are villages, towns, cities and counties different from each other?

Village	Town	City
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Sort**Look at the names below. Write them in order from the **smallest place to the biggest place**.

Village	Town	Province	Township	County
_____	_____	_____	_____	_____



# Municipalities In Ontario

## Municipalities in Ontario

Ontario is divided into 444 municipalities. A **municipality** is a city or town that has a local government.

The government makes decisions on behalf of the people living in the municipality. The members of government (mayor and councillors) should listen to the people of the region because they need votes from them to get elected.

## Responsibilities of a Municipality

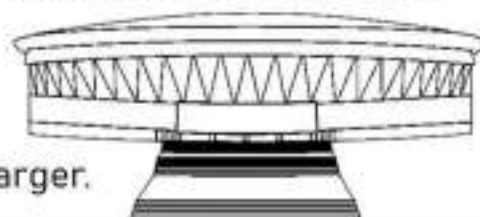
A municipality has limits on what they can change. Ontario's largest municipality is Toronto with over 2.5 million residents. The mayor of Toronto cannot change the legal driving age because setting the driving age is not a municipal responsibility. The municipal government does have power to change things related to:

- Libraries
- Local roads
- Local police
- Arenas
- Garbage pickup
- Snow removal and much more



## Changing Laws

If you thought the arena in your municipality needed to be bigger, you could go to a council meeting and tell the members of your municipal government. They would vote on whether to agree with you and make the arena bigger. If more councillors voted yes than no, the motion would pass, and the arena would be made larger.



**True Or False**

Circle whether the statement is true (T) or false (F).

1) Ottawa is the largest municipality in Ontario.	T	F
2) Ontario is divided up into small regions called municipalities.	T	F
3) A municipality has its own government that can change whatever laws they want.	T	F
4) The municipal government is responsible for garbage pickup.	T	F
5) The municipal government can change the legal driving age.	T	F

**Questions** Write answers to the questions below using evidence from the text.

1) Why do you think it is important to have a local government?

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2) What responsibilities does your local government have? Can they change any laws they want?

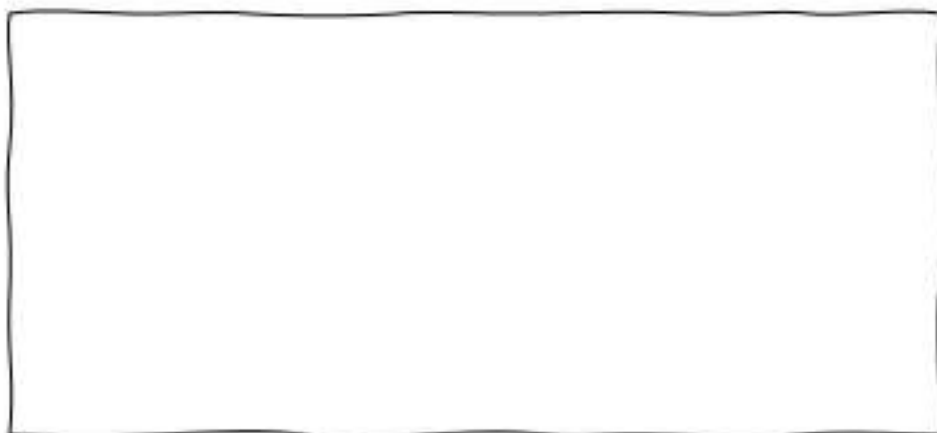
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**Visualization**

What were you picturing while you were reading?



What words from the text made you draw this picture?

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## Activity – Ontario Cities Profile

### Objective

What are we learning about?

Students will choose or be assigned one city in Ontario and create a profile with drawings and facts. They will describe jobs, land use, natural features, and services in the city. This helps students learn how people live and work in Ontario's cities.

### Materials

What will we need for the activity?

- City profile page
- Final city profile page
- List of Ontario cities from (Toronto, Ottawa, Sudbury, Thunder Bay, Mississauga, etc.)
- Research tools



### Instructions

How will we complete the activity?

- 1) Pick or get assigned one Ontario city from the list.
- 2) Use the research page to write facts about your city.
- 3) Research using books, printed articles, or safe websites.
- 4) On your profile page, write the city's name at the top.
- 5) Answer each prompt with a short sentence about the city.
- 6) In each empty box, draw a picture to show what you wrote. Make sure the drawing helps explain your idea.
- 7) Colour your drawings neatly.
- 8) Share your city profile with a classmate or a small group.
- 9) Put your profile on the classroom display wall.

## Example Page 1

## City Profile Example: North Bay

**North Bay, Nipissing District, Ontario**

**This city started or became bigger because...**

North Bay grew because of the **railroad**. The train stopped in North Bay, and many people came to work. Later, people stayed and built homes and schools.

**This city has natural features like...**

- Nipissing
- Hills
- Trails
- Beaches
- Small rivers



**People work in jobs like...**

People in North Bay work at schools, hospitals, and the airport. Some work in the forest or drive big trucks that move things around.

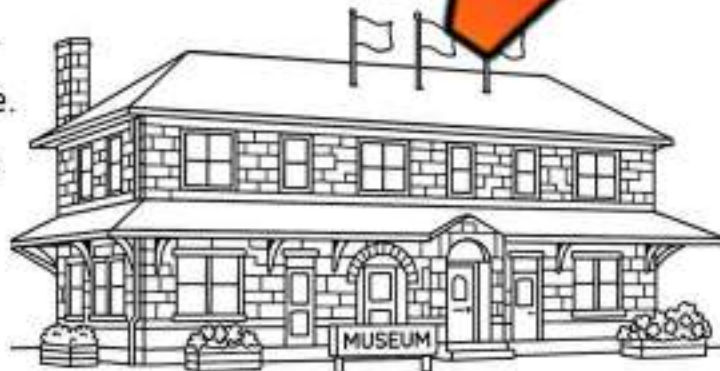
**A fun place to visit in this city is...**

A fun place is the **North Bay waterfront**. You can walk along the water, visit a park, and see boats. There is also a museum and a carousel.

**A popular building or place in the city is...**

**The North Bay Museum** is a popular place.

It tells stories about the city's past. There is also the Capitol Centre where people go to watch plays and shows.



**The weather in this city is usually...**

North Bay has cold winters with lots of snow. Summers are warm and sunny. Spring and fall are cool and sometimes rainy.



## Example Page 2

## City Profile Example: North Bay

**A popular food in this city is...**

People in North Bay enjoy poutine, burgers, and fish from the lake. There are also many small family restaurants with pizza, pasta, and Chinese food.

**This city has events or festivals like...**

North Bay has Summer in the Park with many activities. There is also a

Santa Claus Parade in Canada

Day fireworks in the lake.



Scott Thompson

**One person from this city is...**

Scott Thompson is a funny actor from North Bay. He is known for being in the comedy group "The Kids in the Hall". He has made people laugh and has been on TV for many years.

**The mayor of this city is...**

The mayor of North Bay is **Peter Chirico**. He helps make decisions for the city and works to make the city better for everyone.



Peter Chirico

**This city is a good place to live because...**

North Bay is quiet and close to nature. It has good schools and fun places for families. People are friendly, and there are many things to do.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Learn About the City</b>	Found important facts about the city using the planning page.
<b>Organize Information</b>	Grouped ideas into clear sections to describe the city.
<b>Add Color and Illustrations</b>	Drew neat and creative pictures that match what was written.
<b>Write</b>	Used full sentences to explain why the city is special.
<b>Show Your Learning</b>	Spoke about the city and shared their findings with their class.

**Ontario Cities**

You may choose any city from the list below to research and complete your City Profile activity.

Toronto	Ottawa
Mississauga	London
Hamilton	Windsor
Markham	W Vaughan
Kitchener	Winnipeg
Richmond Hill	Oakville
Burlington	Greater Sudbury
Oshawa	Barrie
St. Catharines	Guelph
Cambridge	Kingston
Ajax	Whitby
Thunder Bay	Waterloo
Milton	Niagara Falls
Pickering	Sault Ste. Marie
Peterborough	North Bay



## Research Page 1

Answer the questions to learn about your city.

1) What is the name of your city?

2) Where is this city in Ontario?

☐ North☐ South☐ East☐ West

3) When did this city begin or grow bigger? Why did people first come to this place?

4) What jobs do people do?

5) What natural features are in or near this city?

6) Who is the mayor of the city?

6) Who is someone famous from this city?

## Research Page 2

Answer the questions to learn about your city.

7) What is a popular building or special place in the city? Why?


8) What weather do you like in this city?

☐ Cold and snowy ☐ Hot and sunny ☐ Rainy and cloudy ☐ Windy and cool

9) What are some things people enjoy in this city?


10) Why is this city a good place to live?


11) Sketch some drawings you will use for your city profile.




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

20

Curriculum Connection  
B2.2, B2.4, B2.5

This city started or became bigger because...

**PREVIEW**

This city has natural features like...

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

21

Curriculum Connection  
B2.2, B2.4, B2.5

People work in jobs like...

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**PREVIEW**

A fun place to visit in this city is...

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

A popular building or  
place in the city is...

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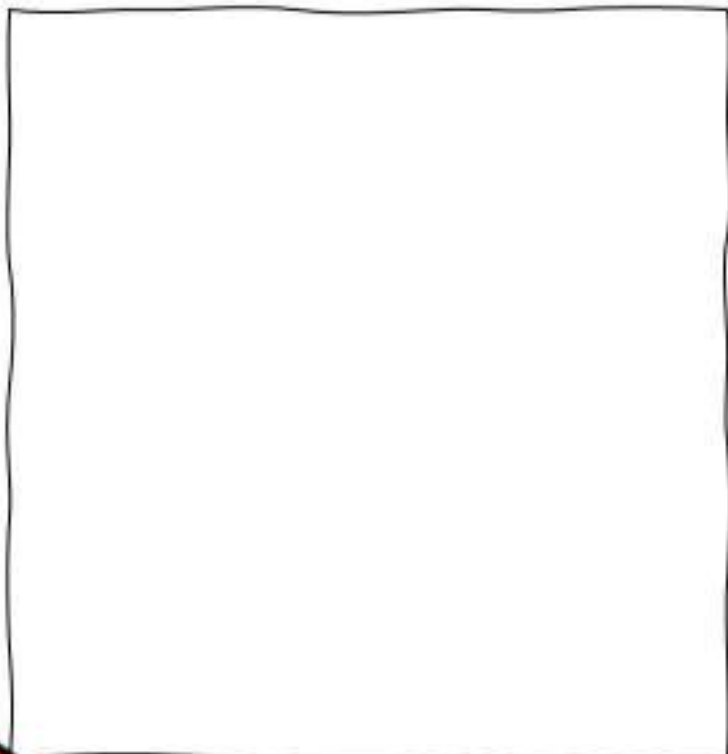
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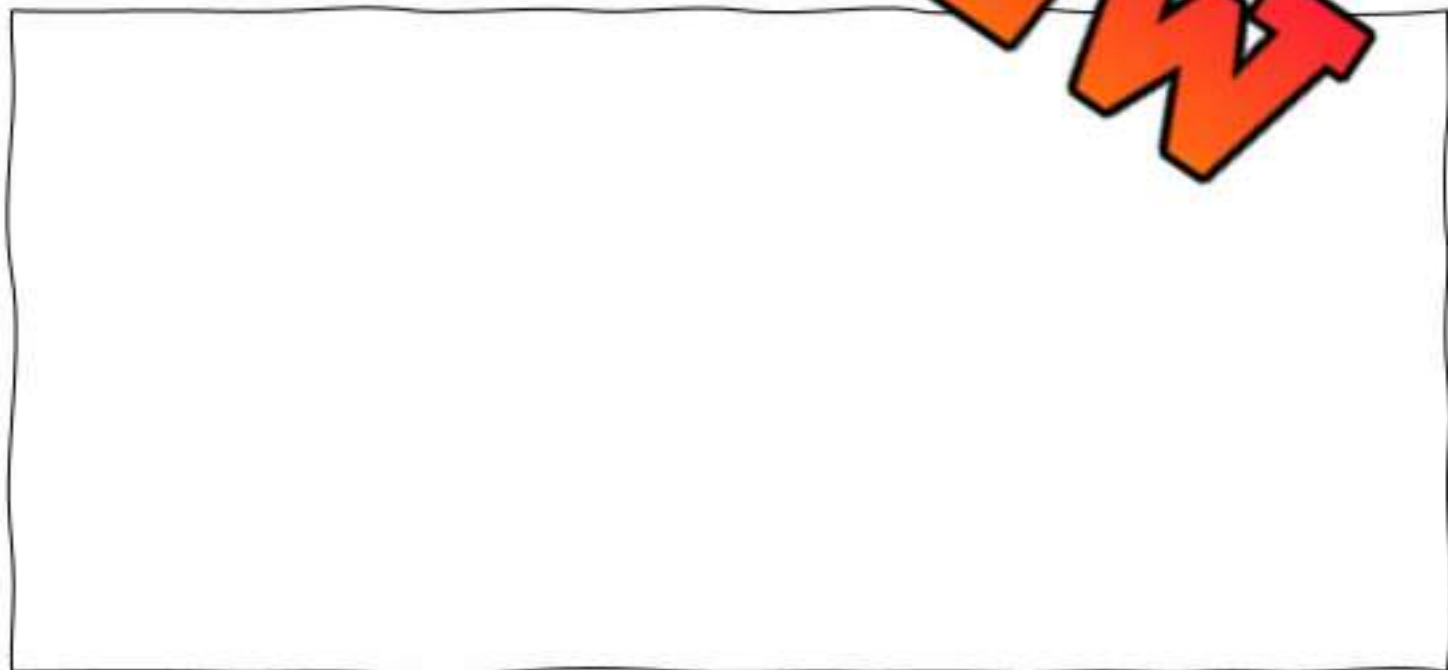


The weather in this city is

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

23

Curriculum Connection  
B2.2, B2.4, B2.5

A popular food in this city is...

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**PREVIEW**

This city has events or festivals like...

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

One famous person from  
this city is...

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The mayor of this city is...

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This city is a good place to live because

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## Rubric

How did you do on the activity?

Criteria	★ (Needs Improvement)	★★ (Good Job)	★★★ (Amazing Work)
<b>Learn About the City</b>	City facts are missing or not clear.	Some city facts are included.	City facts are clear and show great learning.
<b>Organize Information</b>	Ideas are messy or out of order.	Ideas are mostly clear with some parts mixed.	All ideas are neat and in the right places.
<b>Add Illustrations</b>	Illustrations are messy or not clear.	Pictures match but need more detail.	Pictures are neat, clear, and show good effort.
<b>Write City Profile</b>	Writing is messy or not finished.	Writing is mostly clear.	Writing is clear and well explained.
<b>Share Your Learning</b>	Did not share or explain much.	Shared some information with help.	Shared clearly and confidently with the class.

## Teacher Comments

Total Stars

## Student Comments – What Could You Do Better?



## What Are Landforms?

### What are Landforms?

A **landform** is something on the Earth's surface that happens naturally, without the help of humans. There are many different types of landforms that describe what we see on the land.

### Major Landforms in Ontario

There are many different types of landforms in Ontario. The major landforms are hills, plains, waterfalls, rivers, fields, lakes, islands and the Great Lakes.

### Interesting Facts About Landforms

The landforms that we see today were created millions of years ago.

- Landforms are constantly changing, but it is a slow process that takes millions of years!
- Mountains are the highest landforms on Earth. They take millions of years to grow. Mountains are still growing today.

- Landforms are made because of volcanoes, earthquakes, tsunamis, tectonic plate shifts, and other weather patterns.
- People love visiting landforms. Ontario has beautiful landforms that people from all over the world come to visit, including the **Niagara Falls** and the **1000 islands region**.



Niagara Falls

**True Or False**

Circle whether the statement is true (T) or false (F).

1) Landforms are things that people plant or make in the world.	T	F
2) Landforms happen naturally on earth without people making them.	T	F
3) A mountain is a landform that takes millions of years to form.	T	F
4) Landforms bring visitors from around the world to see them.	T	F
5) A really tall building is a landform.	T	F

**Colour**

Use your crayons or pencils to colour the landforms below.

**Question**

How are landforms formed?

<hr/> <hr/> <hr/> <hr/> <hr/>
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## Activity – Landform Pictionary

### Objective

What are we learning about?

To help students understand how local landforms and natural features influence the development of communities.

### Materials

What will we need for this activity?

- Map of local landforms and communities (provided by the teacher)
- List of local landforms and communities (provided by the teacher)



### Instructions

How will we complete this activity?

1. Split the class into two teams, by rows of desks.
2. Have one student from Team A pick up and draw a card. They should keep the card a secret from everyone else.
3. The student then draws what's on the card on a piece of paper.
4. Start a timer for 2 minutes. During this time, Team B tries to guess what is being drawn.
5. If Team A guesses the drawing correctly before the timer goes off, they earn a point.
6. Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7. Alternate turns between the two teams, letting different students draw each time.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count the points. The team with the most points is the winner of Landform Pictionary!

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

44

Curriculum Connection  
B2.6, B3.1, B3.3

Pictionary Cards

Cut out the cards below.

Mountain

River

Hill

Lake

Island

Ocean

Peninsula

Forest

Waterfall

Desert

Plain

Cave

Volcano

Bay

Glacier

Cliff

Stream

Dune

Canyon

Plateau

Delta

Swamp

Marsh

Foothill

Creek

Gulf

Pond

Jungle



## Canadian Shield

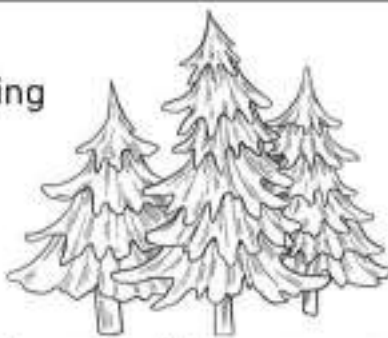


### What is the Canadian Shield?

- The **Canadian Shield** is the largest region in Canada and in Ontario.
- The Canadian Shield is a huge rock!
- The rock is part of the Earth's crust.
- Some rocks are at least 1 billion years old!

### Natural Resources in the Canadian Shield

- The Canadian Shield has a lot of natural resources, including minerals, forests, and lakes.
- Mining in the Canadian Shield is a big industry as there are a huge variety of rocks in the shield.
- There are a lot of different minerals and precious metals like gold, silver, copper, zinc, nickel, iron, and diamonds that are mined in the Canadian Shield.
- The Canadian Shield has a lot of forests, including the boreal forest. A lot of animals live in this forest and the forest helps keep the climate cool.
- The lakes and rivers in the Canadian Shield are a great source of water.



### Jobs in the Canadian Shield

When there are natural resources in an area, there will be jobs in that area as well. This is because people will move to that area and buy the natural resources so they can sell it. In the Canadian Shield, the following jobs are very popular:

- **Mining** – digging up minerals like gold, silver, copper, zinc, nickel and iron
- **Forestry** – cutting down trees, turning trees into logs and lumber, planting trees
- **Fishing** – fishing for pike, walleye, perch, and bass in the many freshwater lakes
- **Hydro Electricity** – creating electricity from moving water in rivers and lakes

**True Or False**

Circle whether the statement is true (T) or false (F).

1) The Canadian Shield contains rocks that are over 1 billion years old.	T	F
2) The Canadian Shield is home to 3 volcanoes.	T	F
3) The Canadian Shield doesn't have many natural resources.	T	F
4) Mining, fishing, and forestry are popular jobs in the Canadian Shield.	T	F
5) The Canadian Shield is a huge rock.	T	F

**Questions** Answer the questions below using evidence from the text.

1) Describe the landscape in the Canadian Shield region.

2) Why is mining a big job for people in the Canadian Shield?

**"Miner Wanted" Job Advertisement**

Draw a picture for a "Miner Wanted" job advertisement. What the job is, what the miner does, and why it's important.



## Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

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

Mark

Circle the correct answer.

1) The Canadian Shield is mostly made of...	Rock
	Sand
2) The forest that grows in the Shield is called...	Tropical
	Boreal
3) Electric power made from rivers is called...	Solar
	Hydro
4) Cutting down trees for wood is called...	Forestry
	Gardening

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

Mark

Circle the correct answer.

1) The Canadian Shield is mostly made of...	Rock
	Sand
2) The forest that grows in the Shield is called...	Tropical
	Boreal
3) Electric power made from rivers is called...	Solar
	Hydro
4) Cutting down trees for wood is called...	Forestry
	Gardening

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

Mark

Circle the correct answer.

1) The Canadian Shield is mostly made of...	Rock
	Sand
2) The forest that grows in the Shield is called...	Tropical
	Boreal
3) Electric power made from rivers is called...	Solar
	Hydro
4) Cutting down trees for wood is called...	Forestry
	Gardening

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

Mark

Circle the correct answer.

1) The Canadian Shield is mostly made of...	Rock
	Sand
2) The forest that grows in the Shield is called...	Tropical
	Boreal
3) Electric power made from rivers is called...	Solar
	Hydro
4) Cutting down trees for wood is called...	Forestry
	Gardening

## Great Lakes and St. Lawrence Lowlands



### Location

- This region is in the bottom part of Ontario near the **Great Lakes region**.
- It also runs along the **St. Lawrence River** from Ontario through Quebec where the river connects to the Atlantic Ocean.

### Land

- This region runs along the St. Lawrence River, a major **shipping route** for business sending goods across the Atlantic Ocean.
- It is also home to the Great Lakes, with large farmlands called plains.



### Climate

- This region is the closest to the equator in Canada, making the weather warmer.
- There is a lot of rainfall in this area as over 100 cm of rain can fall in just one year.

### Natural Resources

- There are a lot of minerals found in the rocks in the Great Lakes.
- These minerals are iron ore, zinc, silver, coal, copper and lead.
- The rich soil in this lowland region makes farming an important resource.



### Industry and Jobs

- Almost 50% of the jobs in this region are manufacturing jobs. **Manufacturing** means making things like cars, cleaning supplies, and computers.
- Electricity is made from the falling water in the Niagara Falls.
- Fishing in the Great Lakes creates many jobs. People catch walleye, whitefish, salmon, and trout.
- Farming is popular because the land is flat in many areas and there is a lot of rain.





**True Or False**

Circle whether the statement is true (T) or false (F).

1) The St. Lawrence River connects to the Atlantic Ocean.	T	F
2) The climate in this region is warmer because it is closer to the Equator.	T	F
3) Farming is popular in this region due to flat lands and rich soil.	T	F
4) Rainfalls of over 200cm have fallen in a year in this region.	T	F
5) This region produces a lot of electricity from the Niagara Falls.	T	F

**Question** Answer the questions below using evidence from the text.

1) Which natural resources are most important to this region?

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2) Would you like to live in this region? Why or why not?

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**Draw**

Draw 3 jobs people do in the Great Lakes and St. Lawrence Lowlands regions.

# Great Lakes

## About the Great Lakes Region

The Great Lakes are 5 lakes that are special because of what they give to Ontario. Check out the benefits below.

- 8 out of 10 people in Ontario get their drinking water from the Great Lakes.
- The Great Lakes have 20% of the total freshwater on the planet! Freshwater is water that is not salty like in Oceans. Freshwater is important because we can drink it, bathe in it, use it to water our plants.
- **Lake Superior** is the largest lake. It contains half of the water in all the Great Lakes. It is owned by Canada and the United States.
- Four of the five Great Lakes are shared between Canada and the United States. By looking at the map, you can see that **Lake Superior** is the only lake not shared because it is owned by the United States alone.
- The Great Lakes are different sizes. They are ranked in order from (1) largest to (5) smallest.



1
<b>Superior</b>
82,100 km <sup>2</sup>
2
<b>Huron</b>
59,600 km <sup>2</sup>
3
<b>Michigan</b>
75,000 km <sup>2</sup>
4
<b>Erie</b>
25,670 km <sup>2</sup>
5
<b>Ontario</b>
19,010 km <sup>2</sup>



## True Or False

Circle whether the statement is true (T) or false (F).

1) The largest Great Lake is Lake Ontario.	T	F
2) 8 out of 10 Ontarians get their drinking water from the Great Lakes.	T	F
3) Freshwater isn't that important because we can use water from oceans.	T	F
4) Lake Michigan is not owned at all by Canada.	T	F
5) Lake Huron is east of Lake Michigan.	T	F

Question \_\_\_\_\_ Use the questions below using evidence from the text.

1) Why are the Great Lakes important to Ontario?				
_____				
_____				
2) Lake Ontario spans furthest in which direction? North East South West				
3) Lake Superior spans furthest in which directions? (circle two) North East South West				
4) Rank the lakes from smallest to largest				
Smallest (5)	(4)	(3)	Largest (1)	
_____	_____	_____	_____	

## Mapping

Label each of the Great Lakes below



## Hudson Bay Lowlands



### Location

- The Hudson Bay Lowlands are located mostly in northern Ontario, but some parts are in Manitoba and Quebec.
- It is located on the southern shores of Hudson Bay and James Bay.

### Land

- This region is mostly flat with swamps, marshes, and bogs.
- With this region having cold winters, the lands stay frozen for most of the year.
- This area has dry grasslands and open waters in the Hudson and James Bay.
- There are a lot of forests in this region.

### Climate

- The Hudson Bay Lowlands are in northern Canada, so it is cold most of the year.
- The average yearly temperature is  $-5^{\circ}\text{C}$ . During the winter, the temperature is  $-17^{\circ}\text{C}$ .

### Jobs in the Hudson Bay Lowlands

- The Hudson Bay Lowlands were an important region for animal fur. The English and French fought over beaver furs taken from this area in the 1600s.
- The three most popular jobs in the area are mining, hunting, and fishing.

### Wildlife

- Summer in this area sees the greatest numbers and variety of wildlife.
- Canadian geese, bears, otters, moose, and caribou are some of the animals that live in this region.
- Famous in this area are the clouds of insects. An area of one hectare can have over 10,000,000 mosquitoes!





**True Or False**

Circle whether the statement is true (T) or false (F).

1) The Hudson Bay Lowlands have the most wetlands in Ontario.	T	F
2) The climate in these Lowlands is cold most of the year.	T	F
3) Fishing, hunting, and trapping are the main jobs found there.	T	F
4) Swarms of insects can live in this region.	T	F
5) The French and British fought over beavers found in this region.	T	F

Questions 1-5: Answer the questions below using evidence from the text.

1) What might you see if you were travelling through the Hudson Bay Lowlands?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What three jobs do people have in the Hudson Bay Lowlands?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Search**

Find the words in the wordsearch.

Hudson	Bay
Lowlands	Ontario
Wetlands	Swamps
Marshes	Bogs
Gravel	Forests

I	M	M	A	R	S	H	E	S	O	R	B	R	R
A	K	X	K	U	L	O	W	L	A	N	D	S	S
N	I	M	Y	Q	J	H	U	D	S	O	N	P	G
B	A	Y	O	N	T	A	R	I	O	E	L	K	O
W	E	T	L	A	N	D	S	W	A	M	P	S	B
O	I	Q	C	G	R	A	V	E	L	D	B	E	Q
F	O	R	E	S	T	S	T	B	E	K	B	U	U

## Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

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

Mark

Is the statement true (T) or false (F)?

1) The Hudson Bay Lowlands are warm all year long.

T

F

2) The Hudson Bay Lowlands are in northern Ontario.

T

F

3) The land here is dry and has no trees.

T

F

4) This region has only one popular job: mining.

T

F

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

Mark

Is the statement true (T) or false (F)?

1) The Hudson Bay Lowlands are warm all year long.

T

F

2) The Hudson Bay Lowlands are in northern Ontario.

T

F

3) The land here is dry and has no trees.

T

F

4) This region has only one popular job: mining.

T

F

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

Mark

Is the statement true (T) or false (F)?

1) The Hudson Bay Lowlands are warm all year long.

T

F

2) The Hudson Bay Lowlands are in northern Ontario.

T

F

3) The land here is dry and has no trees.

T

F

4) This region has only one popular job: mining.

T

F

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

Mark

Is the statement true (T) or false (F)?

1) The Hudson Bay Lowlands are warm all year long.

T

F

2) The Hudson Bay Lowlands are in northern Ontario.

T

F

3) The land here is dry and has no trees.

T

F

4) This region has only one popular job: mining.

T

F



**Label the Map**

Label the places from the word bank on the map below.

**Word Bank**

Hudson Bay Lowlands	Great Lakes-St. Lawrence Lowlands	Canadian Shield
Ottawa	Toronto	North Bay
Thunder Bay	Windsor	Timmons
Fort Albany	Fort Severn	<b>Your Location</b>

**The Great Lakes**

Lake Ontario	Lake Superior
Lake Erie	Lake Michigan
Lake Huron	

**PREVIEW**

**Questions**

Circle which region each city is located.

Which region do you live in? Which region are Toronto, Ottawa, and Timmons in? Use the map of Ontario to figure out which region each of the cities below is located.

City	Region		
1) Your City	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
2) Toronto	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
3) Ottawa	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
4) Timmons	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
5) Fort Severn	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
6) Thunder Bay	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
7) Fort Albany	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
8) Windsor	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
9) North Bay	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
10) Kenora	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
11) Cochrane	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
12) London	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
13) Moosonee	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
14) Dryden	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield
15) Kingston	Great Lakes-St. Lawrence	Hudson Bay	Canadian Shield



**True Or False**

Circle whether the statement is true (T) or false (F).

1) The Hudson Bay Lowlands have the most wetlands in Ontario	T	F
2) The Canadian Shield gives water access to the Atlantic Ocean	T	F
3) The Great Lakes are in the Canadian Shield	T	F
4) The Canadian Shield has lots of mining jobs	T	F
5) The Hudson Bay Lowlands and Great Lakes-St. Lawrence Lowlands have a lot of mining jobs	T	F

**Questions** Answer the questions below.

1) Which region has the most mining jobs (nickel, iron, and zinc)?	
2) Which region has the most marshes?	
3) Which region is the coldest?	
4) Which region is the warmest?	
5) Which region allows ships to carry things from Europe through the Atlantic Ocean?	
6) Which 2 regions are the best for forest jobs (logging and forestry)?	
7) Which region is the best for farming?	
8) Which region has the most lakes?	
9) Which region has the most insects?	
10) Which region is the largest?	

## Blog Post: Ontario's Most Beautiful Nature Spots

### Explore These 5 Natural Wonders in Ontario

*Date: April 2, 2025*

*Author: By Megan Bell*

*5-minute read*

Ontario's full of beautiful nature! Here are 5 amazing spots to explore.

#### 1) Niagara Falls

Over 12 million people visit **Niagara Falls** each year. They are the most powerful and loud. It's one of the biggest waterfalls in the world!



#### 2) Queen's Park

Queen's Park is Ontario's oldest park, opened in 1893. It is home to many beautiful gardens and many moose and black bears. It's a great place for walking and canoeing.

#### 3) Bruce Peninsula National Park

This park has clear blue water and cliffs. You can see the famous **Grotto cave**. In summer 2022, over 619,000 people visited the park.



#### 5) Point Pelee National Park

This is the southernmost part of Canada. Birds stop here when they fly south. In 2023, it had over 325,000 visitors.



#### 4) Thousand Islands

This area has more than 1,800 small islands! You can take a boat ride to see them. It's along the **St. Lawrence River**.





## Matching

Match each place to the right clue.

- |  |  |
|--|--|
| Niagara Falls <input type="radio"/>    | <input type="radio"/> The oldest park with lakes and wild animals.   |
| Thousand Islands <input type="radio"/> | <input type="radio"/> Birds stop here when flying south in the fall. |
| Bruce Peninsula <input type="radio"/>  | <input type="radio"/> Has over 1,800 small islands on a river.       |
| Algonquin <input type="radio"/>        | <input type="radio"/> Has blue water, cliffs, and the Grotto cave.   |
| Point Pelee <input type="radio"/>      | <input type="radio"/> Big loud waterfall with lots of visitors.      |

## Circle

- 1) Point Pelee is (**north** / **south**) of **Canada**.
- 2) Algonquin Park opened in (**1893** / **1930**).
- 3) Thousand Islands is along the (**St. Lawrence** / **Lawrence** **river** / **lake**).
- 4) You can see waterfalls at (**Niagara Falls** / **Thousand Islands**).
- 5) Bruce Peninsula has (**blue** / **red**) water and cliffs.



## Rank

In your opinion, which park is the most fun? Number them 1 to 5.

<b>Algonquin Provincial Park</b>	<b>Niagara Falls</b>	<b>Point Pelee National Park</b>	<b>Bruce Peninsula National Park</b>	<b>Thousand Islands</b>

## Questioning

Write one question you have about the reading.

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# Exit Cards

**Cut Out**

Cut out the exit cards below and have students complete them at the end of class.

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

Mark

Use the word bank to write the name of the correct place.

Point Pelee

Niagara Falls

Algonquin Park

Thousand Islands

Bruce Peninsula

\_\_\_\_\_ is the oldest park with lakes and wild animals.

\_\_\_\_\_ has over 1,800 small islands on a river.

\_\_\_\_\_ is a big loud waterfall with lots of visitors.

\_\_\_\_\_ has blue water, cliffs, and the Grotto cave.

\_\_\_\_\_ is where birds stop when flying south in the fall.

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

Mark

Use the word bank to write the name of the correct place.

Point Pelee

Niagara Falls

Thousand Islands

Bruce Peninsula

\_\_\_\_\_ is the oldest park with lakes and wild animals.

\_\_\_\_\_ has over 1,800 small islands on a river.

\_\_\_\_\_ is a big loud waterfall with lots of visitors.

\_\_\_\_\_ has blue water, cliffs, and the Grotto cave.

\_\_\_\_\_ is where birds stop when flying south in the fall.



## Four Corners: Living In Ontario

**Objective**

What are we learning about?

Students will explore ideas about Ontario's land, jobs, services, communities, and regions. They will share their own opinions and learn how other students think. This will help them better understand how Ontario is divided and how people live and work across the province.

**Materials**

What do we need for the activity?

- A list of questions
- Labels for each corner of the room (A, B, C, and D)

**Instructions**

How will we complete the activity?

- 1) Label the four corners of the classroom with letters A, B, C, and D.
- 2) Tell students that you will read a question out loud and they will choose an answer.
- 3) Each student should listen carefully and choose the answer they think is correct.
- 4) After choosing, students walk to the corner that matches their answer.
- 5) Once in their corners, students talk with others about why they chose that answer.
- 6) Pick a few students to share their thoughts with the class.
- 7) Discuss how the question connects to life in Ontario.
- 8) Repeat with more questions. Use as many as time allows.
- 9) At the end, sit together and talk about what they learned from the game.

**Four Corners**

Read the questions to the class.

	Question	Option A	Option B	Option C	Option D
1	What is the best city in Ontario?	Toronto	Ottawa	Niagara Falls	Thunder Bay
2	What is the best place to live in Ontario?	City	Town	Village	Township
3	What is the best thing a municipality can do?	Clean parks	Safe roads	New houses	More jobs
4	Where would you like to build your dream house?	Beside a lake	In the forest	In a small town	In a big city
5	Which leader would you want to be?	Mayor	Métis Councillor	First Nation Chief	Reeve
6	What would you protect the most?	Wetlands	Wetlands	Wetlands	Waterfalls
7	Which part of a town is the most important?	Homes	Parks	Parks	Parks
8	Which job would you love to do in a small town?	Farmer	Builder	Township	Owner
9	What is the most peaceful landform?	River	Hill	Forest	Meadow
10	What is your favourite place in nature?	Forest trail	Sandy beach	Rocky hill	Snowy field
11	What is the best thing about your community?	People	Places	Nature	Events
12	What is the most important service your town gives you?	Snow plowing	Garbage pickup	Road repair	Public buses



**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Four Corners activity.

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

Mark

**Decide if each statement is correct. Circle "Yes" or "No."**

1) Can local rules be different in two nearby towns?	Yes	No
2) Do First Nations and Métis communities have their own leaders?	Yes	No
3) Is a big city always better than a small town?	Yes	No
4) Do forests and lakes help decide what jobs people can do?	Yes	No
5) Do maps use different letter styles to show cities and provinces?	Yes	No

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

Mark

**Decide if each statement is correct. Circle "Yes" or "No."**

1) Can local rules be different in two nearby towns?	Yes	No
2) Do First Nations and Métis communities have their own leaders?	Yes	No
3) Is a big city always better than a small town?	Yes	No
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Name: \_\_\_\_\_

Mark

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3) Is a big city always better than a small town?	Yes	No
4) Do forests and lakes help decide what jobs people can do?	Yes	No
5) Do maps use different letter styles to show cities and provinces?	Yes	No

## Memory Game: Ontario's Regions and Landforms

### Objective

What are we learning about?

Students will review and remember important terms about Ontario's municipal regions, their leaders, and landforms. They will match words with meanings to better understand local governments and land features.

### Materials

What will we need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear space on the floor

# MEMORY GAME



### Instructions

How will we complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
2. Have each group lay all the cards face down in a grid on a table or on the floor.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.



## Cards

## Memory Game Cards

**City**

A big community with many people, buildings, roads, jobs, schools, and services.

**Municipality**

A smaller place than a city, where people live and work.

A town, or village with its own government to make decisions.

**Mayor**

The person chosen to lead and speak for a city or town.

**Reeve**

A leader in a small rural area who helps make community choices.

## Cards

## Memory Game Cards

**Landform**

The shape of the land, like hills, valleys, rivers, or rocky ground.

**PREVIEW**

A rocky landform with many forests and lakes, good for mining and camping.

**Great Lakes-St. Lawrence Lowlands**

A flat area with cities, good soil, and many farms.

**Hudson Bay Lowlands**

A flat, wet area in northern Ontario with forests, animals, and swamps.

**Chief**

Leader of a First Nation who helps make decisions for the community.



## Cards

## Memory Game Cards

**Province**

A large area in Canada, like Ontario, with its own rules and government.

Band Council

A group of leaders who help the Chief make decisions on a reserve.

**Reserve**

Land set aside for First Nations to live and govern their own communities.

**Great Lakes**

Five large lakes between Canada and the U.S. used for water, boats, and fishing.

**County**

A division of a province that includes towns, villages, and rural communities.

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

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

## Unit Test - 1

### Living And Working In Ontario

Total

/

Mark

/

1) What is the name of a First Nations leader?

- a) Reeve
- b) Councillor
- c) Mayor
- d) Chief

2) Which region has the largest wetland in Ontario?

- a) Great Lakes-St. Lawrence Lowlands
- b) Canadian Shield
- c) Hudson Bay Lowlands
- d) All of the above

3) Which area would you likely find lots of stores?

- a) Big cities
- b) Rural towns
- c) Small villages
- d) All of the above

4) Which is NOT an example of a landform in Ontario?

- a) Hill
- b) Waterfall
- c) River
- d) Skyscraper

5) The Canadian Shield's biggest industry is...

- a) Farming
- b) Fishing
- c) Mining
- d) Forestry

6) Which region is the best for farming?

- a) Great Lakes-St. Lawrence Lowlands
- b) Canadian Shield
- c) Hudson Bay Lowlands
- d) All of the above

7) The largest municipality in Canada is...

- a) Ottawa
- b) Toronto
- c) Montreal
- d) Vancouver

8) Which region is the best for farming?

- a) Canadian Shield
- b) Great Lakes & St. Lawrence Lowlands
- c) Hudson Bay Lowlands
- d) None of the above

9) \_\_\_\_\_ is Ontario's oldest park.

- a) Bruce Peninsula Park
- b) Point Pelee Park
- c) Algonquin Park
- d) Quetico Park

10) Which is the smallest of the Great Lakes?

- a) Lake Erie
- b) Lake Ontario
- c) Lake Huron
- d) Lake Superior



**Matching**

Draw a line from the term to the description.

Mark

/

Landform ☐Township ☐Services ☐Municipality ☐Niagara ☐Forestry ☐☐ A town or city with its own local government.☐ Jobs that help people, like police or garbage pick-up.☐ A very large waterfall between Ontario and New York.☐ A natural shape on Earth like mountains or valleys.☐ The work of growing and cutting trees for wood.☐ A small area with homes, roads, and local buildings.**Short Answer**

Answer the questions.

Mark

/

1) What is a First Nations Reserve?

2) What are natural resources? Provide 3 examples.

3) What responsibilities does your local government have? Can they change any laws they want?

Label

Label the province, territory, cities, and body of water using the word bank. Use the **correct capitalization**. Label Canada in the rectangle with the thick border.

Mark

/

Ontario

Hudson Bay

Ottawa

Canada

Victoria



Long Answer

Choose one region and describe its landforms, climate, and where it is in Ontario.

Mark

/

Regions:

Canadian  
Shield

Great Lakes  
Lawrence Lowlands

Hudson Bay

Handwriting practice lines for the long answer section.



# The Economy – Goods And Services

## What is the Economy?

The **economy** is the money that a region makes. Ontario has a strong economy that makes a lot of money! The people that live in Ontario make that money. They work to make **goods** that are sold, or they offer **services** for other people. When something is made and sold, we call it a good.

## Goods

A **good** is something that has been produced or made. Factories across Ontario make goods that are sold all around the world. This makes money for Ontario's economy. A country's economy that makes lots of money is important because it can build parks, hospitals, and schools. Examples of goods are toys, video games, tools, clothing, computers and more.



## Services

A **service** is something that someone does for you. If you have ever cut someone's grass, you did a service for them! If you mow a lawn, they paid you for it! We pay professionals for their service all the time. When your parents hire a plumber or a realtor, they are paying someone to do something for them. This is a service!



## Examples of Services

- **Waiter or waitress** at a restaurant who serves food
- A **custodian** who cleans a building
- **Doctors, lawyers, and teachers** provide a service
- A **Lifeguard** who keeps people safe in water
- **Firefighters and police officers**

**True Or False**

Circle whether the statement is true (T) or false (F).

1) A good is something you do for someone else.	True	False
2) Shovelling your neighbour's driveway for \$10 is a service.	True	False
3) The economy is how much money a region makes.	True	False
4) A strong economy makes a lot of money.	True	False
5) An iPhone is an example of a good.	True	False

**Question** Answer the questions below using evidence from the text.

1) What is the evidence that shows how we make our economy stronger?

2) Why is it important to have a strong economy?

**Think**

List some examples of goods and services you know about.

Goods	Services



## Jobs In Different Communities

### Jobs in Different Communities

Depending on what city or town you live in, different types of jobs will be available.

#### Jobs in Big Cities

In large cities there are many different types of jobs. There are not likely to be as many jobs that involve taking natural resources. That is because big cities have a lot of buildings and not a lot of land for farming, mining, and forestry.

Instead, there are more stores and large office buildings. In a large city, there are more jobs like policing, fire fighting, banking, teaching, nursing, and many more.



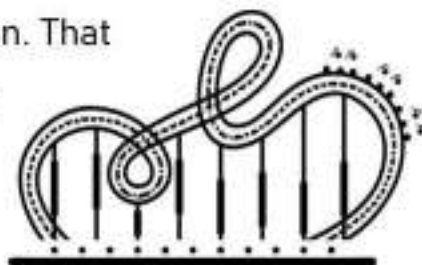
#### Jobs in Smaller Towns

In a smaller town there is more land for workers to take natural resources. Farmers plant crops and then take the crops from the fields and sell them to others. People who work in mining take resources from the earth. They dig for minerals like copper and zinc and then sell them.



#### Tourism

Some cities are great places to go for **vacation**. In Ontario, people visit Toronto to go to Canada's Wonderland. In Whistler B.C., people travel from all over the world to the skiing mountains because they are a tourist attraction. That means there are lots of jobs in these cities at these tourist attractions. In Whistler, you could work as a ski instructor. In Toronto, you could operate a rollercoaster!



**True Or False**

Circle whether the statement is true (T) or false (F).

1) In larger cities, you can find many jobs using natural resources.	T	F
2) In smaller towns, you can find more jobs as a farmer or miner.	T	F
3) Tourist communities have a tourist attraction like huge mountains.	T	F
4) In a large city, you can find many different service jobs.	T	F
5) In a small city, you can find lots of jobs as a waitress or waiter.	T	F

**Questions** Answer the questions below using evidence from the text.

1) What kinds of jobs do you find in your city or town?		
2) What jobs would you find in a town that has a lot of land?		
3) What jobs would you find in a large town that has a lot of people and buildings?		

**Making Connections**

Answer the questions below.

1) What job do you want when you grow up?	
2) Would you like to work in a big city or small town?	
3) Would you like to help people in your job?	
4) What is one job someone in your family does?	
5) Would you rather be a farmer or a firefighter?	
6) What job would you never want to do?	
7) Would you like to work alone or in a group?	



## Manufacturing Jobs

### What is Manufacturing?

**Manufacturing** is when things are made from natural resources. For example, when iron ore is taken from rocks in the ground, it needs to be manufactured into steel to be useful.



### Manufacturing in Ontario

Factories in Ontario manufacture things we need. In fact, Ontario manufactures the most goods in Canada! In Ontario, we manufacture clothing, food, paper and paper products, cars, computers, medical supplies, and much more!

### Examples of Manufacturing in Ontario

- **3M** – tape, masks and 10,000 other things!
- **Kellogg's** – cereals, crackers, and more snacks
- **Ford Motor Company** – makes Ford cars and trucks
- **Cisco** – internet supplies like routers and modems
- **PepsiCo** – makes Pepsi products like Gatorade, and of course, Pepsi!
- **Proctor & Gamble** – makes Swiffer, Bounce, and many more cleaning products



### Manufacturing Workers in Ontario

In Ontario, 673,010 workers have jobs working in factories. That means just over 10% of people working in Ontario work in manufacturing. In other words, 1 in 10 people in Ontario make things in a factory.



Without people working in manufacturing, we would not have the things we have today! Workers who manufacture things also make money for Ontario, as the things they make are sold to other provinces and other countries.

**Questions**

Answer the questions below using evidence from the text.

1) What does manufacturing mean?

2) Name \_\_\_\_\_ things that are manufactured in Ontario.

**True Or False**

Write whether the statement is true (T) or false (F).

1) Half of the workers in _____ have _____ manufacturing.	True	False
2) 1 out of 10 workers in Ontario have _____ manufacturing.	True	False
3) Ford cars and trucks are manufactured in Ontario.	True	False
4) 3M manufactures tape, masks and many _____ things.	True	False
5) Things that are made in Ontario are only used in _____.	True	False

**Making Connections**

What factories are in your city or town? \_\_\_\_\_

1

2

3



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark

**How does manufacturing  
help Ontario?**

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

Mark

**How does manufacturing  
help Ontario?**

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

Mark

**How does manufacturing  
help Ontario?**

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

Mark

**How does manufacturing  
help Ontario?**

# Comparing Jobs In Ottawa Vs Merrickville

## Background Information: Ottawa

- Large city – Population: 994,837 people
- Capital of Canada
- Urban area with many different businesses, stores, and communities

### Jobs in Ottawa

Construction workers  
Waiters and servers  
Government jobs  
Police officers  
Computer and IT  
Airport – Flight Attendants, pilots  
City Bus Drivers – OC Transpo

## Background Information: Merrickville

- Small city – Population: 3,067 people
- Old village with a historic sawmill and lock system
- Rural area with lots of farmlands

### Jobs in Merrickville

Lockmasters  
Librarians  
Shop Owners  
Farmers  
Artists – Paintings and Sculptures  
Bakers  
Bus Station Attendants

**Compare and Contrast** How are the towns/cities the same? How are they different?

Same

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Different

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**Question**

Which city would you rather live in? Explain why.

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## Jobs In Toronto

**Background Information:** Toronto

- Large city – Population: 2,930,000 (2.93 million) people
- Urban area with many different businesses, stores, and communities
- Capital of Ontario – Provincial Government



**Research** What are 10 jobs you could have in Toronto?

Jobs in Toronto	
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

**Question** Answer the questions below.

1) What job would you want to have if you lived in Toronto? Explain.

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2) Why would it be hard for you to work at a farm if you lived in Toronto?

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3) Ontario's provincial government is in Toronto. What jobs would be there?

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## Jobs In Dryden

**Background Information:** Dryden

- Small town – Population: 7,749 people
- A rural area known for forestry
- Has a lot of land but not many people



**Research** What are 5 jobs you could have in Dryden?

Jobs in Dryden	
1)	
2)	
3)	
4)	
5)	

**Question** Answer the questions below.

1) What job would you want to have if you lived in Dryden? Explain.

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2) Why might it be more difficult finding a job as a chef in Dryden?

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3) Would you want to live in Dryden or Toronto? Explain your choice.

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

89

## Case Study: The Port of Thunder Bay, Ontario

### Where is Thunder Bay?

**Thunder Bay** is a city in northern Ontario. It is on the north side of Lake Superior. Lake Superior is the biggest freshwater lake in the world. The port in Thunder Bay is very busy because it connects to the St. Lawrence River and the Atlantic Ocean.



### Why is the Port of Thunder Bay Important?

The Port of Thunder Bay is a place where large ships come to load and unload things. This port is mostly used for shipping grain. Farmers grow wheat, corn, and oats in the **Prairie provinces** like Alberta, Saskatchewan, and Manitoba. These grains are sent by train to Thunder Bay. Then, they are carried to places in Canada and other countries.

- Over 8 million tonnes of cargo are shipped from the port every year.
- Most of the cargo is grain—more than 7 million tonnes.
- The port has over 8 big grain elevators that hold the grain.

### Land Use and Community

The port helps people in Thunder Bay get jobs. Many people work on the ships, in the grain elevators, or on the trains. The port also brings in goods that people in Thunder Bay need, like fuel and equipment. The land near the lake is used for shipping and trade.



**True Or False**

Circle whether the statement is true (T) or false (F).

1) Thunder Bay is found in southern Ontario near Lake Ontario.	True	False
2) The port connects Lake Superior to the Pacific Ocean.	True	False
3) Ships at the port mostly carry grain, like wheat and corn.	True	False
4) Over 8 million tonnes of cargo are shipped every year.	True	False
5) Lake Superior is the biggest freshwater lake in the world.	True	False

**Question** Answer the questions below using evidence from the text.

1) Why do you think Thunder Bay is a good place for a port?

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2) What might happen if the port was closed?

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**Draw**

Draw a big ship loading grain at the Port of Thunder Bay.





# Exit Cards

**Cut Out**

Cut out the exit cards below and have students complete them at the end of class.

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

Mark

**Circle yes or no for each question.**

1) Is Thunder Bay a port in Alberta?

Yes

No

2) Is Thunder Bay next to Lake Ontario?

Yes

No

3) Is wheat one of the grains sent through the port?

Yes

No

4) Is the port important for jobs in Thunder Bay?

Yes

No

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

Mark

**Circle yes or no for each question.**

1) Is Thunder Bay a port in Alberta?

Yes

No

2) Is Thunder Bay next to Lake Ontario?

Yes

No

3) Is wheat one of the grains sent through the port?

Yes

No

4) Is the port important for jobs in Thunder Bay?

Yes

No

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

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Yes

No

4) Is the port important for jobs in Thunder Bay?

Yes

No

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

Mark

**Circle yes or no for each question.**

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Yes

No

2) Is Thunder Bay next to Lake Ontario?

Yes

No

3) Is wheat one of the grains sent through the port?

Yes

No

4) Is the port important for jobs in Thunder Bay?

Yes

No

## Different Land Uses

### Brainstorm

What things can you find in your town or city?

Think about your city or town and the different ways the land is used. Brainstorm a list of things you can find in your city. For example: roads.


There are many ways land is used for **farming, industry, commerce, housing, recreation, transportation, and education**. We will look at the main five.

1

**Transportation** means how we get from one place to another. We use many different forms of transportation to get around. We mainly use roads in our towns and cities, but also railways, waterways, and even airways!



2

### Farming

Many **farms** give us different foods to eat and to sell. Lakes give us fish and wild rice, which are traditional foods. Forests give us plants used for medicine. Most farmland is in rural areas. **Rural** means places in the country where there is a lot of land and not many buildings.





## Different Land Uses

3

### Commercial/Industrial

A **commercial area** is where stores and businesses are. Most stores and industries in a city or town are put together in commercial zones. We need commercial zones to be able to shop for things we need. There are more commercial areas in an urban area than in a rural area. An urban area that is a city or town has a lot of tall buildings and people working there.



4

All cities and towns need to have recreational areas where people can go to have fun. A city or town has parks, arenas, baseball fields, splash pads and more. Many cities use waterfront land for recreation, like walking paths that everyone can enjoy.



5

### Residential

All cities and towns have **residential areas** where people live. Houses, apartments and condos are all part of a residential area. Usually, residential areas are kept away from noisy commercial areas.



**True Or False**

Circle whether the statement is true (T) or false (F).

1) Commercial and industrial areas are where people live.	T	F
2) Farmlands are usually in large urban cities.	T	F
3) Recreational land includes parks, walking paths, and splash pads.	T	F
4) Residential land is usually kept away from noisy commercial areas.	T	F
5) Transportation land uses include roads, railroads, and waterways.	T	F

**Questions** Answer the questions below using evidence from the text

1) What are the different types of land uses?

2) Why is it important for a city planner to be careful when planning where to put different types of land uses?

**Making Connections**

What land uses do you see on your way to school?



**Sort It Out**

Sort these 25 things into the correct land use types.

Write each word under the right land use box. Some words might fit in more than one place - choose the best one!

Mall	Park	Barn	Hospital	Bus Stop
Bike Lane	Factory	Store	Grocery Store	Townhouse
Apartment	Road	Swing	Train	Garden
Tractor	Backyard	Farm Field	Slide	Cow
Splash Pad	Airport	House	Seed Bag	Condo

Transportation	Recreation	Commercial/Industrial	Residential

**Colour & Tell**

Hi! We are playing on the slide and in the sandbox. Can you tell me what kind of land use area we are in? Colour us having fun! Then write your favourite place to go and why you like it.




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## Where People Live In Ontario

Most people in Ontario live in the **south**. This is where big cities like **Toronto, Mississauga, Ottawa, and Hamilton** are. These cities have many jobs, schools, hospitals, and homes. The land is flatter, and the weather is warmer. There are more roads, buses, and trains in the south, so it's easy to get around. That's why more people live there.

The north has fewer people. It has many **forests, lakes, and rocks**. There are fewer towns. It can be very cold in the winter. Some places are very far from cities and can only be reached by airplane or boat. This makes it harder to live there.

Maps show us where people live. Darker areas on a map mean more people live there. These are called **high population areas**. **Light areas** show fewer people. First Nations communities like **Moose Factory** and **Attawapiskat** are in the north. They are smaller, but they are important.

Most farms are also found in the south, around places like **Guelph** and **London**. These areas have good soil for growing food and are close to big cities.

Here are some number facts:

- **Over 14 million** live in southern Ontario; **under 1 million** live in the north.
- Toronto has **2.9 million** people; Moose Factory has under **3,000**.





**True Or False**

Circle whether the statement is true (T) or false (F).

1) Most people in Ontario live near lakes and rivers.	T	F
2) Northern Ontario has many roads and tall buildings.	T	F
3) Toronto has more people than Moose Factory.	T	F
4) Southern Ontario has warmer weather than the north.	T	F
5) Light areas on a map mean many people live there.	T	F

**Question**

Do you think people want to live near cities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making Connections**

Answer the questions below.

1) Where do you live in Ontario?		
2) Is your town or city in the north or south?	North	South
3) Are there lots of people where you live?	Yes	No
4) Do you live near a big city or a small town?	Big City	Small Town
5) Do you see lots of roads, stores, and houses?	Yes	No
6) Do you think your town has a high or low population?	High	Low
7) Would you like to live in a different part of Ontario? Why or why not?		
<hr/>		
<hr/>		
<hr/>		

## Shading

Look at the map of Ontario. Shade the counties based on how many people live there.

- Use a **dark colour** for places with lots of people.
- Use a **light colour** for places with fewer people.





## Challenges Of City Planning - 1

### Comparing Land Uses in Different Cities

Most cities and towns have the same needs. They need houses, stores, farmlands, parks, waste disposal areas, factories, roads and more. However, every city is different in where they have planned to put these things. Read below to learn more about what a **city planner** must understand when they design their city.

#### Houses



People want to live away from busy highways, railroads, and factories. These places tend to be **noisy** and can be **dangerous** for you to live nearby. Houses should also be built away from busy streets and shopping areas. It is best if houses are built away from commercial zones where people are busy shopping.

#### Recreation

Cities need to have places where their residents can have fun. Many cities have placed their parks and paths along their waterways so that the entire community can enjoy. The only issue is that waterfront land is very valuable and could be sold to make money for the city. Also, a city planner cannot make too many parks because they need to hire city workers to take care of the parks.



#### Factories

Many factories need to be built near water so they can use the water to clean things or help make products. It is also helpful for factories to be near railway tracks so they can load their finished goods onto trains.

Factories are big! So, they need a lot of space for their parking lots and buildings. That is why factories are usually found at the edges of cities.

**True or False**

Circle whether the statement is true (T) or false (F).

1) Factories can be built anywhere in a town or city.	T	F
2) Houses should be built in commercial zones.	T	F
3) A city should try to build as many parks as they can.	T	F
4) Parks are often built near waterfronts so everyone can enjoy them.	T	F
5) Factories should be built in the middle of a city.	T	F

**Question** Answer the questions below using evidence from the text.

1) If you were a city planner, what would you build on your waterfront? Explain.

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2) Does your city have enough recreational areas? What places does it have?

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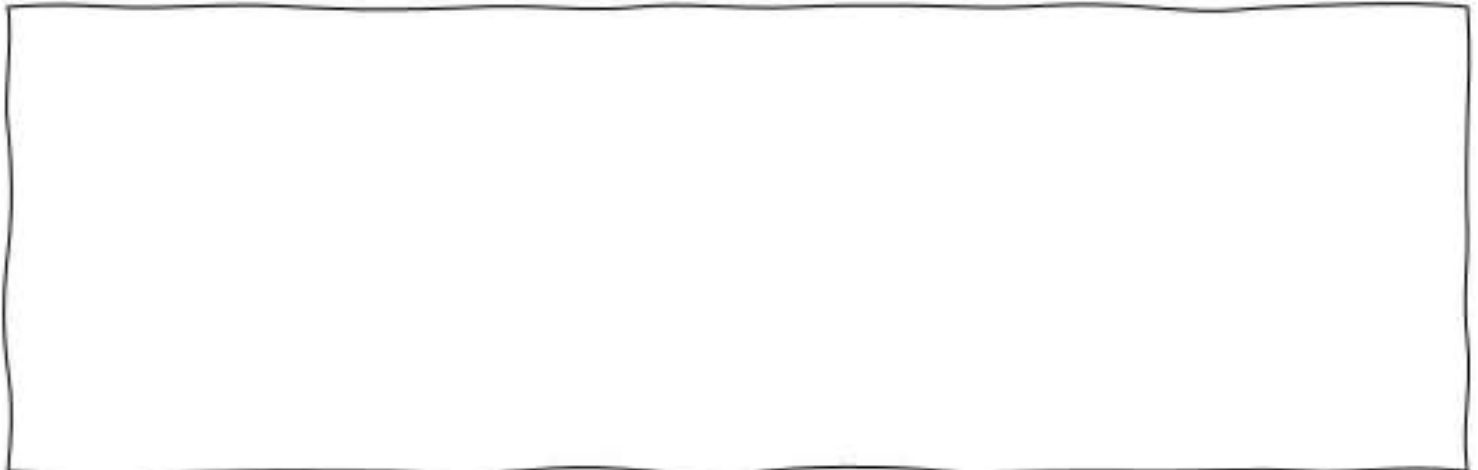
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**Draw**

What kind of place would you like near your house? Draw your idea and the place next to it.





## Challenges Of City Planning - 2

### Waste Disposal Areas

Everyone creates **waste**, which means that every city needs to be able to get rid of the waste we make. These areas are usually not the nicest to look at, so a city planner should put them away from where people live and away from parks.



### Farmland

Farms take up a lot of space. That is why farmland is usually outside of cities and towns. It costs a lot of money to buy the land needed for farming in the middle of a city. Farmers also need a lot of land, which is easier to find outside of the city.



### Stores - Commercial Zones

Most cities have a **downtown** area where stores are located. It is better to keep stores in groups so that shoppers can shop at many different stores without having to travel across the city.



It is also better to keep stores away from residential areas where people live. This is because most people want to live away from traffic and busy places. If a family doesn't own a car, they could live in commercial areas in an apartment or a condo.



**Yes Or No**

Read each question carefully. Circle yes or no to show your answer.

1) Should waste areas be near where people live?	Yes	No
2) Is it better to put all the stores in one place?	Yes	No
3) Do people want to live in quiet and clean places?	Yes	No
4) Do farms need a lot of space to grow food?	Yes	No
5) Do shoppers like to travel far to different stores?	Yes	No

**Question** Answer the questions below using evidence from the text.

1) Why are waste areas usually away from where people live?

\_\_\_\_\_

\_\_\_\_\_

2) Why does farmland need lots of space or in rural areas?

\_\_\_\_\_

\_\_\_\_\_

3) Why do people want stores in one area and not many small ones?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Circle**

Read each sentence. Circle 😊 if it's a good plan. Circle 😞 if it's a bad plan.

1) The garbage dump is beside the playground.	😊	😞
2) Farmers buy small land in the city centre.	😊	😞
3) The garbage dump is far away from parks and homes.	😊	😞
4) A farm is placed in a rural area with room for crops and animals.	😊	😞
5) Waste is placed where people walk their dogs.	😊	😞

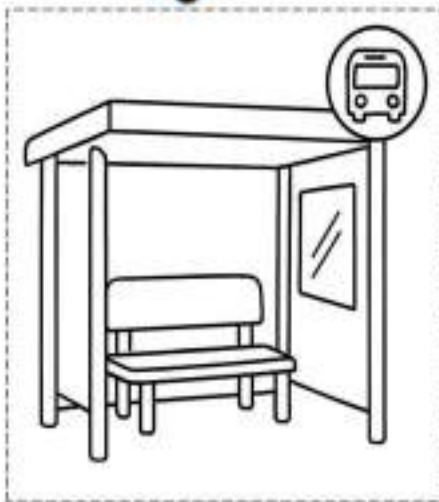
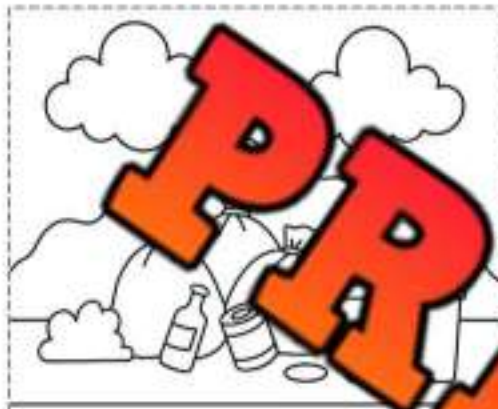


## City Planning

What would you do if you were a city planner?

**Pretend you are a city planner!**

- Cut out all the pictures.
- Glue each picture where it belongs on the next page.
- Think about which areas should be close together.



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

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Curriculum Connection  
B2.2, B1.1, B3.5

Place Your  
City Here

Cut out all the pictures of places from the other page. Glue or tape each picture on this page to build your own city.

**PREVIEW**



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class

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

Mark

**Read each sentence and circle if it is a good or bad plan.**

1) Stores are built together in the downtown area.	Good	Bad
2) A garbage dump is placed far from where people live.	Good	Bad
3) A farm is built in the middle of the busy city.	Good	Bad
4) A condo is placed near many loud stores and roads.	Good	Bad
5) Homes are built beside quiet parks and trees.	Good	Bad

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

Mark

**Read each sentence and circle if it is a good or bad plan.**

1) Stores are built together in the downtown area.	Good	Bad
2) A garbage dump is placed far from where people live.	Good	Bad
3) A farm is built in the middle of the busy city.	Good	Bad
4) A condo is placed near many loud stores and roads.	Good	Bad
5) Homes are built beside quiet parks and trees.	Good	Bad

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

Mark

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1) Stores are built together in the downtown area.	Good	Bad
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3) A farm is built in the middle of the busy city.	Good	Bad
4) A condo is placed near many loud stores and roads.	Good	Bad
5) Homes are built beside quiet parks and trees.	Good	Bad

## Land Use In Toronto

**Toronto** has the largest population in Canada, with 2.93 million people. Toronto is an urban centre that offers Torontonians shopping, entertainment, a lot of different jobs, and more.



### Downtown Toronto

- Known as a business area
- Has a lot of things to visit the attractions
- This area has the tallest crappers than any other city in Canada.
- Has restaurants, shopping, and attractions (CN Tower and sports arenas)
- People live in the downtown area so that many people can live in one area.

### Residential Areas

- Toronto has many neighbourhoods where people live in houses and condos.
- Most residential areas are outside of the downtown and entertainment zones.
- Residential areas outside of big cities are called suburbs.
- Some examples of suburbs are Etobicoke, North York, Scarborough, and York.
- Suburbs are great places to live because the houses are less expensive, there is more land, and are not as busy as the middle of cities.

### Factories, Ports, and Airport in Toronto

- Toronto has fewer factories than it had many years ago because the land is so expensive. The same factory can be built on cheaper land outside of Toronto.
- **The Port of Toronto** brings in ships that are holding things we need. The Port of Toronto is located on Lake Ontario, downtown Toronto.
- Toronto's biggest airport is in **Mississauga**, 30km from Toronto. Airports are big and loud, so they are built outside big cities.





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

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Curriculum Connection  
B1.1, B3.6

### True Or False

Circle whether the statement is true (T) or false (F).

1) There are a lot of houses downtown Toronto.	T	F
2) There are more skyscrapers downtown than anywhere else in Canada.	T	F
3) Airports are built in the middle of cities, so it is easy to get to them.	T	F
4) The Toronto Port was built on Lake Ontario, downtown Toronto.	T	F
5) Suburbs are areas where people live on the outside of big cities.	T	F

Question Answer the questions below using evidence from the text.

1) Why do suburbs have more places to live?

---

---

---

---

2) Why aren't there many houses in downtown Toronto?

---

---

---

---

### Draw the Words

Draw a picture for each word below.

Skyscraper

Suburb

Port

Condo

## Story: Guardians Of The Land

### Illustrate

Illustrate the story by drawing pictures.

A long time ago, the land we now call Canada was cared for by Indigenous peoples. They lived in forests, near rivers, and on wide open plains. They were the first guardians of the land.

One of the guardians was a kind Elder named Nokomis. She knew every tree, river, and animal around her. She taught the children in her community how to care for the land.

**PREVIEW**

Nokomis would say, "The trees are our friends. The rivers are our lifelines. We must take care of them, just like they take care of us."

These lands later became **provincial parks** and **conservation areas**. But long before that, they were special places for Indigenous people, who respected nature and lived in balance with it.



Today, these lands are protected as parks. People come to visit, camp, hike, and explore. But it's not just about fun – it's also about taking care of nature.

When people want to build something new in a park, they don't decide alone. They **talk to Indigenous communities** first. These talks are called **consultations**.

**PREVIEW**

One boy named Liam visited a park with his class. A park ranger told them, "We always ask local Indigenous leaders before we change anything here. They teach us how to care for the land the right way."

Liam listened closely. He felt proud that people were working together to keep the land healthy.

One of these beautiful places is **Algonquin Provincial Park** in Ontario. It has tall pine trees, bright blue lakes, and many wild animals like moose and beavers.

A girl named Ava went canoeing there with her aunt. As they paddled across the lake, they saw fish jumping and birds flying overhead.

**PREVIEW**

Ava's aunt said, "This park is on the land of the Algonquin people. They have cared for it for thousands of years."

At night, they lay on a blanket and looked at the stars. "Nature is our teacher," Ava whispered.



We must remember when we visit these parks that we are on **Indigenous lands** that have been cared for over many, many years.

A boy named Noah saw a chip bag on the ground during a walk. He picked it up and put it in the garbage bin. "I want to help," he said.

**PREVIEW**

Like Noah, we can **all** be guardians of the land. We can pick up litter, stay on trails, and learn from Indigenous stories and traditions.

These lands are special. Let's protect them. Let's listen to those who have cared for them for generations.

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Put a checkmark (✓) on the correct answer!

Mark

What is a **conservation area**?

☐ A place that protects nature and animals.

☐ A place where people build houses and stores.

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

Put a checkmark (✓) on the correct answer!

Mark

What is a **conservation area**?

☐ A place that protects nature and animals.

☐ A place where people build houses and stores.

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

Put a checkmark (✓) on the correct answer!

Mark

What is a **conservation area**?

☐ A place that protects nature and animals.

☐ A place where people build houses and stores.

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

Put a checkmark (✓) on the correct answer!

Mark

What is a **conservation area**?

☐ A place that protects nature and animals.

☐ A place where people build houses and stores.



## Memory Game – Land And Jobs

### Objective

What are we learning about?

Students will review and remember important key terms from the unit by playing a fun memory game. They will match words with their meanings to better understand land use, communities and local jobs.

Materials: What will we need for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor

# MEMORY GAME



### Instructions

How will we complete this activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
2. Have each group lay all the cards face down in a grid on the table or floor.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards

**Land Use**

How people use land for homes, parks, farming, jobs, or buildings.

**Residential Land Use**

Land where people live in houses or apartments with parks and schools nearby.

**Commercial Land Use**

Land with shops or stores where people buy, sell, or work.

**Industrial Land Use**

Land with factories or buildings where people make or fix different things.

**Agricultural Land Use**

Land used for farming, growing crops, or raising animals like cows.



## Cards

## Memory Game Cards

**Recreational Land Use**

Land for fun activities like trails, sports fields, parks, and swimming pools.

**Transportation Land Use**

Land for roads, buses, trains, or airports to help people move around.

**Conservation Land Use**

Land kept safe to protect plants, animals, and nature.

**Deforestation**

Cutting down trees, which can hurt forests, animals, and clean air.

**Rehabilitation**

Helping nature get better again after it has been damaged.

## Cards

## Memory Game Cards

**Forestry**

Cutting trees to make wood,  
paper, or other products  
people use every day.

Seasonal Job

A job that only happens at  
certain times, like farming or  
summer camp.

**Mining**

Dig underground to find  
minerals or metals like gold,  
silver, or copper.

**Tourism**

When people visit  
places for fun, rest, or  
learning experiences.

**Suburban Area**

A neighbourhood near a city  
with homes, parks, schools,  
and small stores.



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

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

## Unit Test - 2

### Living & Working In Ontario

Mark

Total

/

/

1) Which city has the largest population in Canada?

- a) Ottawa
- b) Vancouver
- c) Toronto
- d) Montreal

2) What is the biggest freshwater lake in the world?

- a) Lake Erie
- b) Lake Ontario
- c) Lake Michigan
- d) Lake Superior

3) What do we call areas where people live outside of cities?

- a) Downtown
- b) Suburbs
- c) Countryside
- d) Skyscrapers

4) When you pay someone to shovel your driveway, they are providing a \_\_\_\_ for you.

- a) Service
- b) Product
- c) Good
- d) None of the above

5) What kind of place is a conservation area?

- a) A school zone
- b) A place for protecting nature
- c) A place for farming
- d) A place for building factories

6) Why are commercial zones placed together?

- a) So workers don't have to drive far to get to work
- b) To keep traffic away from schools
- c) So homes are close to schools
- d) So shopping is easy for everyone

7) What do people in Dryden mostly do?

- a) Banking
- b) Fishing
- c) Forestry
- d) Farming

8) What do we call land used for housing?

- a) Residential
- b) Commercial
- c) Industrial
- d) Recreational

9) What kind of energy is made by moving water, like rivers or dams?

- a) Solar
- b) Hydro
- c) Wind
- d) Gas

10) What happens to Ontario's population as we go from north to south?

- a) It increases
- b) It decreases
- c) It stays the same
- d) There is no pattern

**Matching**

Draw a line from the term to the description.

Mark

/

Economy ☐Manufacturing ☐Tourism ☐Seasonal ☐Population Density ☐City Planning ☐☐ A job done only at certain times of the year.☐ Making a plan for roads, parks, homes, and buildings.☐ When people travel to visit places for fun or learning.☐ How many people live in one small area of land.☐ The way people use money and resources to make and share goods.☐ Making things in factories using tools and machines.

Mark

/

**Short Answer**

Answer the questions.

1) Why is it important to conserve some land and not build on it?

2) Why is it harder to build roads in northern Ontario?

3) Why do people build parks and schools near homes? Explain why this is helpful.





# Ontario Social Studies

## Living And Working In Ontario – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

**Ontario's Communities And Regions**

**LEARNING GOAL**

We are learning to name and describe the different kinds of communities in Ontario so we can understand how each one is planned, led, and helps people live and work.

**Ontario's Communities And Regions**

Can you answer these true or false questions?

	TRUE	FALSE
1) Local governments can build roads and fix sidewalks.	<input type="checkbox"/>	<input type="checkbox"/>
2) A councillor is chosen by just the mayor.	<input type="checkbox"/>	<input type="checkbox"/>
3) Municipalities can be towns, villages, or counties.	<input type="checkbox"/>	<input type="checkbox"/>
4) A mayor is picked by the prime minister of Canada.	<input type="checkbox"/>	<input type="checkbox"/>
5) Only the mayor makes decisions in a local council.	<input type="checkbox"/>	<input type="checkbox"/>
6) Municipal governments can collect taxes from people in their area.	<input type="checkbox"/>	<input type="checkbox"/>

#### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

**Consolidation**

**WOULD YOU RATHER?**

Would you rather live in a busy city with lots of people and noise or in a quiet town with fewer people and calm streets? Explain your choice and why.



# Ontario Social Studies

## Living And Working In Ontario – Grade 3

### Municipalities In Ontario

Check (✓) the Jobs That the Municipal Government Does

<input type="checkbox"/> Fix potholes on city roads.	<input type="checkbox"/> Make passports for Canadians.	<input type="checkbox"/> Plant trees in local parks.
<input type="checkbox"/> Build schools across the province.	<input type="checkbox"/> Clear snow from sidewalks.	<input type="checkbox"/> Build hospitals for the province.
<input type="checkbox"/> Pick up garbage every week.	<input type="checkbox"/> Take care of the local library.	<input type="checkbox"/> Repair traffic lights in town.
<input type="checkbox"/> Run the local police station.	<input type="checkbox"/> Make driving rules for Canada.	<input type="checkbox"/> Decide on local bus routes.

### Maps - Text Features

#### MAP TALK

What words do you see? How are they written?

Which words are written in big capital letters?

Do you see any words that are slanted or tilted?

Do all the circle dots look the same? Why?

### Reading Maps - Text Features

#### MAP WRITING

Move each name to the correct box. Choose the way we write it on a map.

A country:		CANADA	Canada
A province:		Ontario	ONTARIO
A capital city:		Ottawa	OTTAWA
A city or town:		Toronto	Toronto
A water body:		Hudson Bay	Hudson Bay





# Ontario Social Studies

## Living And Working In Ontario – Grade 3

### WHERE SHOULD I MOVE?

Help me decide! Where should I move?

1	I like quiet places with forests and lakes.	
2	I want to live where there are lots of jobs.	
3	I want to live where the weather is warmer.	
4	I like small towns with not many people.	
5	I want to live near farms and places that grow food.	
6	I want to live where many people live close together.	

**Northern Ontario**

**Southern Ontario**

### Land Use In Toronto

Move the correct letter (A, B, or C) in the Answer column.

Question	A	B	C
1) Why are there fewer factories in Toronto now?	Land is too expensive	There is not enough water	It is too cold in the winter
2) What can you find in downtown Toronto?	Big farms and barns	Forests and lakes	Hotels and tall buildings
3) Why do people like living in suburbs?	They are closer to the CN Tower	The houses are bigger and it's less busy	They are next to oceans
4) Why is the airport not inside the city?	The airport would block traffic lights	Airports are big and loud	Planes need long runways to take off
5) What is Mississauga known for?	It has a lot of farms and forests	It is home to Canada's tallest mountain	It has Toronto's largest airport

### Smart Talk: Great Lakes

This pie chart shows the five Great Lakes. Can you answer the questions below?

Question	Answer
What is this chart showing?	
How many lakes are on the chart?	
Which lake is the biggest?	
Which lake is the smallest?	
Name two lakes that are close in size.	
Is Lake Erie bigger than Lake Huron?	
Name one lake bigger than Lake Michigan.	
Which lake do you think has the most water?	