



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Social Studies

Interactions & Interdependence– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



INDIGENOUS PEOPLES

LEARNING GOAL

We are learning to **identify** First Nations, Inuit and Métis peoples so we can **describe** Canada's Indigenous communities respectfully.





CHOOSE THE CORRECT ANSWER

1) What does the word Indigenous mean? A) Lived in an area first B) Arrived very recently	4) What makes someone Métis? A) European and First Nation parents B) Two Inuit parents
2) How many First Nations exist in Canada? A) Only about eight B) More than 630	5) Was Canada a country in 1713? A) No, not a country yet B) Yes, already a country
3) Where do most Inuit communities live? A) Southern Ontario B) Nunavut	6) Why is First Nation a general term? A) It names one exact nation B) It does not name one nation

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – I WONDER STATEMENTS

Write two 'I wonder...' statements about First Nations, Inuit or Métis communities in Canada that you would like to learn more about.

I wonder...



Saskatchewan Social Studies

Interactions & Interdependence- Grade 5

CAUSE AND EFFECT

Read each cause. Match it with the effect it would have. Drag the letters

Cause	Effect
Algonquin built fences to guide deer together.	A Different people took responsibility for hunting, gathering, cooking, and other tasks.
Wigwams were covered with birch bark, not heavy walls.	B They collected tree sap to make maple syrup.
Families divided important daily work among members	C Hunters could spear the deer more easily.
The Algonquin lived near many maple trees.	D They could still spear fish in cold weather.
Longhouses were built large enough for several families.	E Families could build or move their homes quickly.
Fishermen cut holes through winter ice.	F Many relatives could live and work together in one home.

WOODLAND OR PLAINS OJIBWE?

Put each picture in the correct column: Woodland or Plains.

Woodland	Plains
	
	

MATCH THE CLAN ANIMAL

Look at each picture. Drag the correct label to show the answer.

			Beaver Clan
			Bear Clan
			Eel Clan
			Turtle Clan
			Wolf Clan
			Heron Clan

Saskatchewan Social Studies

Interactions & Interdependence- Grade 5

CAUSE AND EFFECT

Read each cause. Match it with the effect it would have.

Drag the letters

Cause	
	People need to save food for winter.
	Clan mothers choose a new Mohawk chief
	Builders cover a wood frame with elm bark
	A family needs a fast, light canoe for travel
	Deep snow covers the ground in winter
	Men leave home to hunt, trade, or fight

Effect	
A	The chief represents his clan in the Grand Council.
B	They dry some food and store it for later.
C	Women manage the farming and family at home
D	People use dog-sleds and snowshoes to get around
E	A longhouse forms that can shelter many families
F	They pick the elm bark canoe over the dugout

SORT FIRST NATIONS

Place each picture in the correct column: Trade or Alliance or Conflict or War.

Trade or Alliance	Conflict or War



FURS OR TRADE GOODS?

Place each picture in the correct column: Furs or Trade Goods.

Furs	Trade Goods





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Saskatchewan Social Studies

Dynamic Relationships– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



MAPPING CANADA'S REGIONS

LEARNING GOAL

We are learning to **read maps and compare** Canada's **physical regions** so we can **understand their land, climate, resources, plants, and industries.**



CANADIAN REGION DETECTIVES

Read each clue carefully. Drag the correct region letter beside each description. Use land, climate, resources, and industries as evidence.

Region		Description
Interior Plains	A	Ancient rocks, many lakes, forests, mining, and hydroelectric power
Hudson Bay Lowlands	B	Fertile soil, major cities, manufacturing, farming, and shipping
Canadian Shield	C	Flat grasslands, wheat farms, cattle ranches, oil, and gas
Appalachian Mountains	D	Tall mountains, coastal forests, mining, fishing, and tourism
Great Lakes–St. Lawrence Lowlands	E	Cold, flat wetlands with wildlife, fishing, hunting, and trapping
Western Cordillera	F	Old mountains, forests, rivers, farming, fishing, and coal

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



CONSOLIDATION – 3-2-1 REFLECTION ACTIVITY

After learning about Canada's physical regions, write:

- 3 important facts about Canada's physical regions.
- 2 ways these resources support people or the economy.
- 1 question about a Canadian physical region.

Write your responses in your notebook or share them with a partner.



Saskatchewan Social Studies Dynamic Relationships– Grade 5

RANKING ACTIVITY: RESPONSIBILITY LADDER

Rank the actions from A (most responsible) to E (least responsible).

Activity
A) Take every available resource before someone else does.
B) Harvest only what is needed and avoid unnecessary waste.
C) Ignore treaty responsibilities when planning land development.
D) Consult Indigenous Nations and protect land for future generations.
E) Use resources carefully but make no plan to restore them.



Use these letters to rank the actions on the ladder: **A B C D E**

BUFFALO HUNT TRAIL

Drag the six event cards into the correct order, from preparation to using the buffalo.

Choosing Hunt
Leaders

Scouts Find
Buffalo

Hunters Work
Together

Sharing
Buffalo Meat

Drying Meat
and Hides

Using Buffalo
Parts



Look carefully at each image. Drag "Algonquin", "Wendat", or "Ojibwe" to the correct box.



Algonquin

Wendat

Ojibwe





Saskatchewan Social Studies

Dynamic Relationships– Grade 5



LONGHOUSES AND MOHAWK – WORD SEARCH



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

Find the words hidden in the puzzle. They are about Mohawk community life and longhouses.

Challenge: Choose two words and explain why each was important.

Longhouse	Mohawk
Bark	Clan
Chiefs	Council
Farming	Canoe
Sleds	Lacrosse

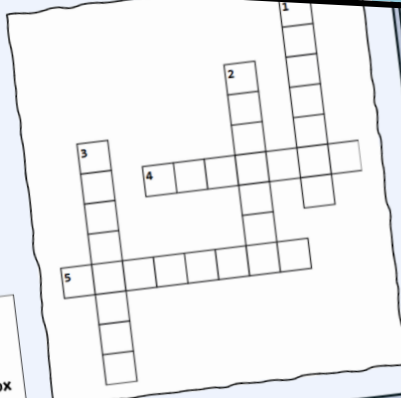
CROSSWORD

Clues:

- Word 1: Fort that survived a five-month siege.
- Word 2: Chief who united nations against British control.
- Word 3: Disease used during germ warfare at Fort Pitt.
- Word 4: Country that took control of New France.
- Word 5: Nations working together for a shared purpose.

Word Bank

Britain	Forts	Treaty	Blankets	Pontiac
Detroit	Ojibwe	Alliance	Farms	Smallpox



SECTION EVENTS

British Action, Colonial Responses, War Events
Put each picture into the correct box.

British Actions	Colonial Responses	War Events





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Saskatchewan Social Studies Power & Authority– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



PROVINCES & TERRITORIES

LEARNING GOAL

We are learning to **compare** Canada's **provinces and territories** so we can **explain** who holds power in each region.





PICTURE MATCH

Look at each picture. Drag the correct label onto the picture it matches.

			Nunavut
			Provinces
			Saskatchewan
			Territories
			Confederation
			Yukon

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – I WONDER STATEMENTS

Write two "I wonder..." statements about Canada's provinces and territories.

Think about how provinces and territories are governed differently, how new provinces or territories might be created, or what life is like in a place such as Nunavut or Yukon.





Saskatchewan Social Studies Power & Authority- Grade 5

SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

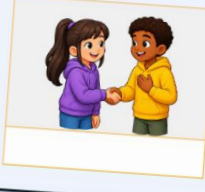
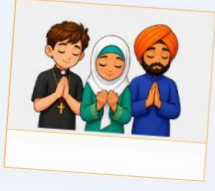
search for to Miners north rushed gold

Gold found was the region in Klondike

during the Yukon rush towns grew fast

PICTURE MATCH

Look at each picture. Drag the correct label onto the picture it matches.



Religion
Respect
Volunteering
Free Speech
Right to Vote
Equal Rights

SCENARIO MATCH

Directions: Read each situation. Choose what you would do.

Scenario 1
You do not understand a Canadian law.
A) Ask someone what they think it means.
B) Look up what the law actually says.

Scenario 2
You have a question about your rights.
A) Ask a friend what they think.
B) Check a trusted government source.

Scenario 3
You see someone breaking a law.
A) Tell a trusted adult.
B) Try to stop the person yourself.

Scenario 4
You think a government decision is unfair.
A) Share your concerns peacefully.
B) Refuse to follow the decision.

Scenario 5
Your family owes income tax.
A) Wait until the government asks for it.
B) Pay the tax when it is due.

Scenario 6
Leader wants more power.
A) Follow what the leader says.
B) Follow the Constitution and laws.



Saskatchewan Social Studies

Power & Authority- Grade 5

CHOOSE THE CORRECT ANSWER

1) Who leads the municipal government?

A) Mayor
B) Premier

2) Who leads the federal government?

A) Premier
B) Prime Minister

3) Which level runs the provinces?

A) Provincial
B) Municipal

4) Where is Canada's capital city?

A) Toronto
B) Ottawa

5) Who handles snow removal on streets?

A) Federal government
B) Municipal government

6) Which level manages national defence?

A) Federal government
B) Provincial government

Move the boxes to show if the statement is true or false.

A) Municipal governments collect money through property tax.
B) Traffic and parking tickets also fund the city.
C) The federal government pays for city snow plowing.

A) In Oshawa, there is a bylaw against climbing trees.
B) Bylaws are the same in every city across Canada.
C) Citizens can appeal bylaws before they pass.

Picture Match

Look at each picture. Drag the correct label onto the picture it matches.

Labels: Election, Ottawa, PM, Mayor, Reeve, Premier



Google Slides Lessons Preview





Saskatchewan Social Studies Resources & Wealth– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



RENEWABLE VS NON-RENEWABLE RESOURCES

LEARNING GOAL

We are learning to **compare** **renewable and non-renewable** **resources** so we can **use** **Saskatchewan's resources wisely.**



MATCHING ACTIVITY: DEFINITIONS

Term	Definition
	Replaces itself quickly, like trees, fish, water.
	Takes millions of years to form; used up for good.
	Fuel and plastic source that takes ages to form.
	Mined like gold; cannot regrow once it is used.
	How rain keeps refilling our lakes and rivers.



Minerals

Water cycle

Non-renewable

Renewable

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – 3-2-1 REFLECTION ACTIVITY

Think about renewable and non-renewable resources like forests, fish, water, oil, and potash.

Write 3 things you learned, 2 things you found interesting, and 1 question you still have.



Saskatchewan Social Studies Resources & Wealth– Grade 5

PICTURE MATCH

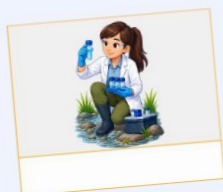
Look at each picture. Drag the correct label onto the picture it matches.

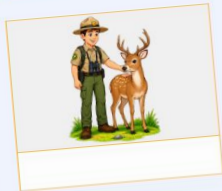


Action













- Recycling
- Wildlife Park
- Forest Care
- Solar Energy
- Fishing Rules
- Water Care

RENEWABLE OR NON-RENEWABLE

Look at each picture. Decide if it shows Renewable or Non-Renewable. Place each picture in the correct column.

Renewable	Non-Renewable








SENTENCE

Rearrange the words to make the complete sentence in the empty space.

power turn sun Solar into panels the

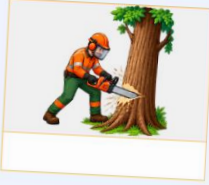
to spins Wind turbine make the power

turbine spin the Water flows to fast

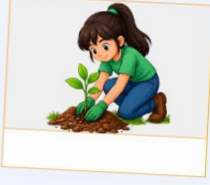
Saskatchewan Social Studies Resources & Wealth– Grade 5

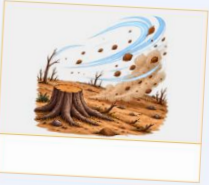
PICTURE MATCH

Look at each picture. Drag the correct label onto the picture it matches.

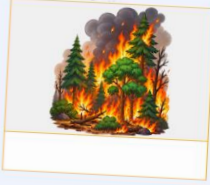












Reforestation

Soil erosion

Deforestation

Logger

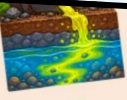
Forest fire

Oxygen

SORT: BENEFIT OF MINING

Look at each picture. Decide if it shows Benefit of Mining or Drawback of Mining. Place each picture in the correct column.

Benefit of Mining	Drawback of Mining







WHAT WOULD YOU DO?

Choose what you would do.

A
B

Scenario 1

Trip to school

A) Ride a bike

B) Ride in a car

Scenario 2

A bin is full of trash

A) Report full bin

B) Ignore it

Scenario 3

Old paper at your desk

A) Throw it out

B) Recycle it

Scenario 4

Picking a light bulb

A) Choose LED bulb

B) Choose old bulb

Scenario 5

A tree needs planting

A) Walk past it

B) Help plant it

Scenario 6

Class energy project

A) Study coal

B) Study solar