

Political & Physical Regions of Canada

People and Environments Series

— Grade 4 —

Written by Emily Bosman

BRIEF OVERVIEW: This package has been designed to cover the overall expectations for the People and Environments: Political and Physical Regions of Canada section of the grade four, 2013 Ontario Curriculum Social Studies course. It provides opportunities for students to participate in the social studies inquiry process using visuals, graphs, maps, questioning and more. There are nine lessons which foster critical thinking skills that will engage each student's curiosity. This resource includes learning goals, success criteria, vocabulary, required materials, and detailed instructions to carry out successful differentiated lessons. It also includes enrichment ideas and colourful, well organized worksheets and activities.

People and Environments: The first section, Early Societies: 3000 BCE – 1500 CE is also available for purchase. (SSJ1108)



EMILY BOSMAN is passionate about progressive pedagogy in her daily work as an educator. She is motivated to provide authentic learning experiences for students in the classroom and through writing units of study.

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At A Glance

Overall Expectations

B1 Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada.

B2 Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

B3 Identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them.

Big Ideas

Human activity and the environment have an impact on each other.

Human activities should balance environmental stewardship with human needs/wants.

A region shares a similar set of characteristics.

Framing Questions

What impact can the natural environment of different regions have on human activities?

What impact can human activities have on the natural environment?

How do we find the balance between environmental stewardship and human needs/wants?

Why is it important to consider the long-term impact of human activities?

What makes a region a region?

Taken from The Ontario Curriculum: Social Studies, Grades 1-6, page 97, 102.

Teacher Assessment Rubric

Student's Name: _____

Date: _____

Success Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Content				
Demonstrates an understanding of the concepts, ideas, terminology definitions used	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking Skills				
Gather and organize information on major challenges facing different groups and communities	Uses critical thinking skills with limited effectiveness	Uses critical thinking skills with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Analyze and construct print and digital media maps	Constructs and analyzes maps with limited effectiveness	Constructs and analyzes maps with some effectiveness	Constructs and analyzes maps with considerable effectiveness	Constructs and analyzes maps with a high degree of effectiveness
Communication				
Organize and communicate ideas and information in oral, visual, and/or written forms	Organizes and communicates ideas and information with limited effectiveness	Organizes and communicates ideas and information with some effectiveness	Organizes and communicates ideas and information with considerable effectiveness	Organizes and communicates ideas and information with a high degree of effectiveness
Application of Knowledge and Skills				
Apply knowledge and skills to makes connections between the past and present day situations	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Lesson 2: Acquainting Ourselves with Canada

Expectations Covered	B2.3, B3.5, B3.7
Framing Questions	How has our physical landscape shaped who we are as people?
Big Ideas	Canada's political regions have similar characteristics and are grouped accordingly.
Learning Goals	<ul style="list-style-type: none"> • Students will be able identify Canada's political regions.
Suggested Success Criteria	<ul style="list-style-type: none"> • I can identify Canada's provinces, territories and major cities. • I am able to follow the rules of mapping to construct a map. • I have an understanding of a compass rose and can locate places using intermediate directions.
Vocabulary	Province, territory, capital, national capital, northing arrow, compass rose, legend.
Materials Required/ Useful Websites	<p>Large map of Canada, Photocopies of Activity 1, 2, and 3, pencil crayons, rules, index card (or paper cut up)</p> <ul style="list-style-type: none"> • Interactive quiz: http://goo.gl/Cyrk7Z • Interactive Map of Canada Puzzle: http://goo.gl/n6hnKo • Canada Mapping Game: http://goo.gl/Ejxi5j

TEACHING INSTRUCTIONS

Minds On

1. With a map at the front of the room, ask a student to point to the location of the town or city in which the school is located. Ask other students to come and point out various regions in Canada to get a sense of how much they already know.

Suggestions of questions to ask:

- Where are the Rocky Mountains?
- Where are the Great Lakes?
- Where could you find Polar Bears?
- What areas of Canada might be good for farming?
- What province/territory might have a small population? Why?

Action

1. Go over the rules of mapping (Activity 1).
2. Students will complete the Map of Canada using the Rules of Mapping Instructions. Tell them to leave extra space in their legend because they will be adding to their map in Lesson 3 (Canada's Industries).
3. Distribute Activity 2. Read the compass information together. Provide students with time to come up with a slogan for intermediate directions.
4. Hand out Activity 3. Students will use their knowledge of directions to name some provincial capitals. They may have to refer back to their Map of Canada to name the capitals.

Consolidation

Provide each student with an index card. Ask them to make up a question related to the rules of mapping or the Map of Canada. On the back of the index card, they will write their answer. Once students are finished, collect the cards, distribute them out to students to answer.

Differentiation

Provide students with a Map of Canada that has already been completed or partly completed.

Give out a Map of Canada that has been completed incorrectly (i.e. does not follow the rules of mapping). Students will search for the incorrect parts of the map and fix the errors.

Bring signs, (N,E,S, W) four chairs and tape outside. Tape the signs on the chairs and space them out like a compass (with North actually being North). Shout out directions and have students run to the sign. Use intermediate directions as well to make it more advanced

Enrichment

Annotate the map with connections to other areas in Canada. (ex. An aunt that lives in another part of the country, a vacation that they went on). Students will write their information on the border of the map and draw a line to city/region.

ANSWER KEY

#	Capital	Prov/Terr	Direction
1	St. John's	Newfoundland and Labrador	NE
2	Victoria	British Columbia	W
3	Iqaluit	Nunavut	N
4	Toronto	Ontario	SW

REFLECTION NOTES:

Mapping Canada's Provinces and Territories

Mapping Instructions

Rules of Mapping

Use a **ruler** to print the name of the provinces, territories and capitals.

Colouring

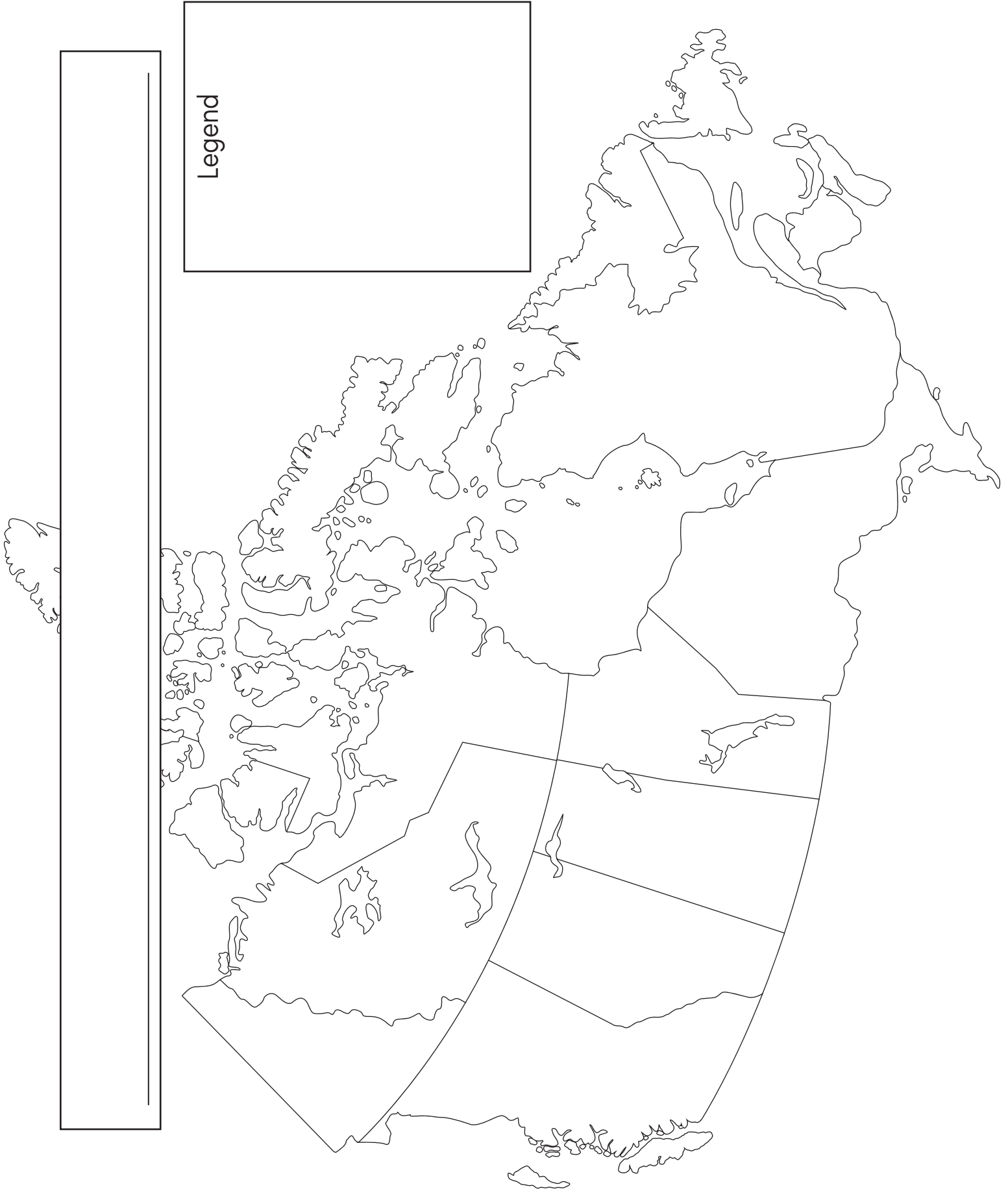
- Only use the colour blue for water.
- Shade in the same direction.
- Use pencil crayons.
- Use different colours for provinces and territories that touch.

Directions for Labelling a Map of Canada

1. On the **front** of the map, print your name in the Northeast corner of the page.
2. Print **everything** in **pencil first**.
3. Make an appropriate title for the map. **Centre** the title at the **top** of the page.
4. Include a **northing arrow** on the map and place it in the ocean.
5. **Label** the **provinces** and **territories** as well as their capitals. Use a small black dot to pinpoint the location.
6. **Label** the **capital of Canada** (Ottawa). Make sure to use a different symbol. (Hint: Use a star or coloured dot).
7. **Label** the city or town where **you currently live**. Use a different coloured dot.
8. In the legend, interpret what each symbol or colour represents on the map.
9. Have a friend check that everything is correct and tidy, then colour your map.

British Columbia	Victoria
Alberta	Edmonton
Saskatchewan	Regina
Manitoba	Winnipeg
Ontario	Toronto
Quebec	Québec City
New Brunswick	Fredericton
Prince Edward Island	Charlottetown
Nova Scotia	Halifax
Newfoundland and Labrador	St. John's
Yukon	Whitehorse
Northwest Territories	Yellowknife
Nunavut	Iqaluit

Legend



Our Political Regions

Provinces versus Territories

Canada has three **territories** which include _____, _____ and _____.

All of the territories are located in Northern Canada. The human population of the territories is very small compared to most provinces.

The three territories are primarily governed by the federal government but local decision-making occurs.

Provinces have power over education, healthcare, social services and their natural resources.



Yukon

Population
(2015): 37,566



Northwest Territories

Population
(2015): 43,595



Nunavut

Population
(2015): 37,174

Municipalities versus First Nations Bands

I live in the municipality of _____. My municipality, along with other municipalities, are responsible for looking after parks and recreation, libraries, garbage and recycling, water and sewers, roads, as well as other services.

First Nations bands elect a chief, just like municipalities elect a mayor. Many responsibilities of the band council may be monitored by the government. They are responsible for looking after education, water and sewers, housing, roads, and other services within the First Nations reserve.



Organizing Opportunities and Challenges

Each province, territory, municipality and First Nations Reserve has opportunities and challenges within its region.

Instructions:

With a partner, sort each item into the opportunities or challenges box.

Items

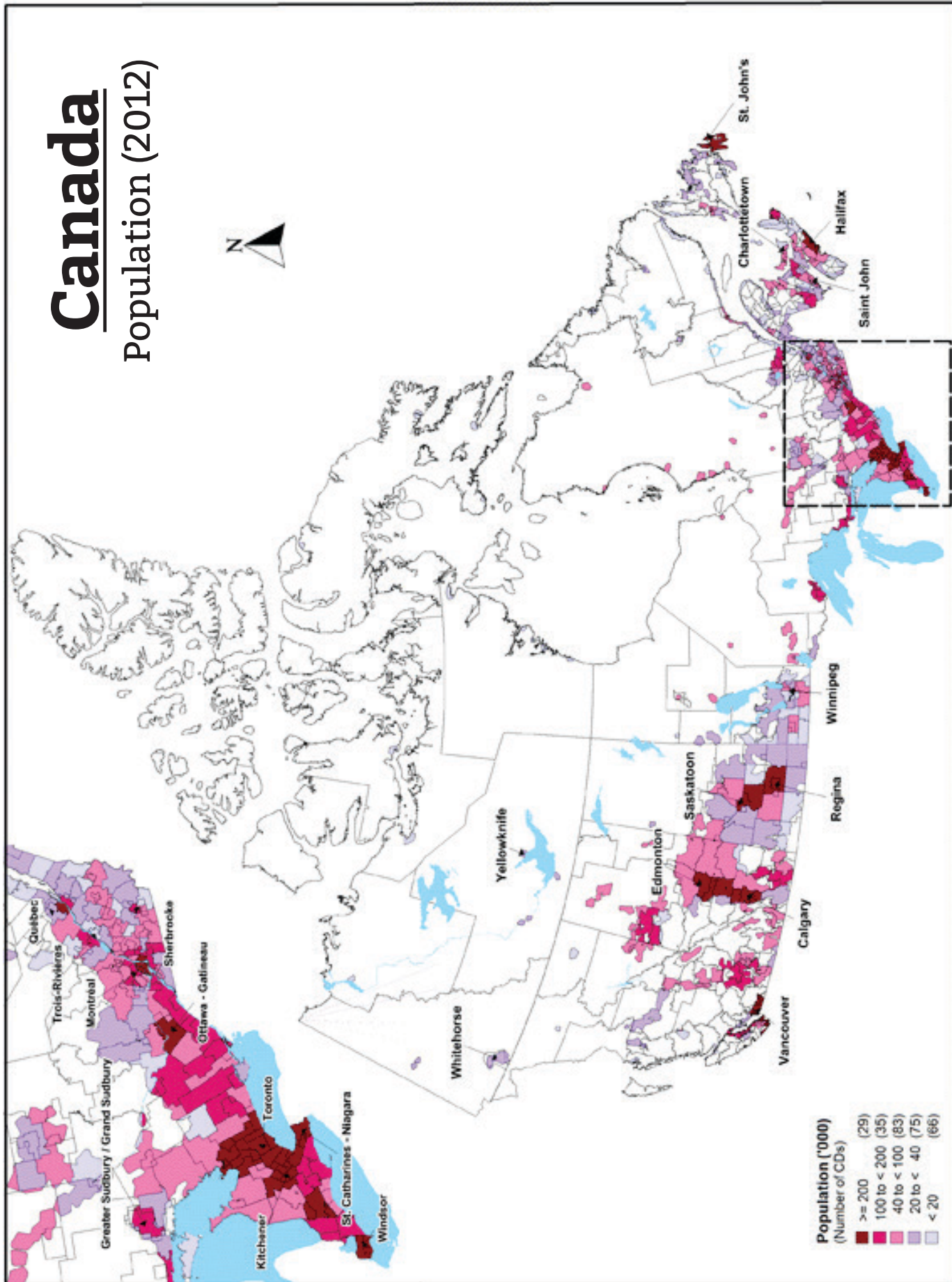
- Poor climate conditions for growing crops
- Remote (few jobs)
- Poor or minimal housing
- Cultural and recreation activities
- Mountainous area with lots of ski resorts (tourism)
- Higher education nearby (colleges, universities)
- Little transportation (no roads, planes needed to fly in supplies)
- Long growing season (good conditions for farming)
- Natural resources (oil and gas)
- Poor drinking water quality
- Many jobs available
- Doctors and hospitals far away

Opportunities

Challenges

Canada

Population (2012)



Source : Demography Division, Statistics Canada

Lesson 5: Spotting the Details

Expectations Covered	B1.2, B2.6
Framing Questions	How do industries affect the natural environment?
Big Ideas	Natural resources must be sustained for future generations.
Learning Goals	<ul style="list-style-type: none"> • Students can identify and make conclusions about environmental problems caused by industries.
Suggested Success Criteria	<ul style="list-style-type: none"> • I can identify details and make inferences. • I have an understanding of the relationship between resource extraction and environmental issues.
Vocabulary	Hydroelectric dam, spawn, environmental impact, tar sands/oil sands, manufacture, tailing pond, economy, greenhouse gases, details, inferences.
Materials Required/ Useful Websites	<p>Photocopies of Activities 1, 2, 3 and 4, (2, 3, and 4 in colour) highlighter, scissors to cut up activity 4 cards.</p> <ul style="list-style-type: none"> • Tar Sands Video: http://goo.gl/jCQ8yf • Tar Sands interactive: http://goo.gl/YSg5T2 • Tar Sands – Kids Activity Book: http://goo.gl/skH8xd • Inferences practice: http://goo.gl/9cKuzk

TEACHING INSTRUCTIONS

Minds On

1. Distribute activity one (**Police the Problem**) and read through the worksheet together. Students will ‘police’ the environmental problem by searching through the scenarios, highlighting the issues. They will provide a solution or an alternative to the issue.
2. Take up the worksheet in small groups or as a class.

Action

1. Read the tar sands information page (Activity 2). Add pros or cons at the bottom of the sheet.
2. Introduce the topic of details versus inferences.

Teacher: *When we look at a picture we can see details/objects. When we read, we may be given*

definitions, facts etc. but sometimes we might have to make guesses. We must ‘read between the lines’ to make conclusions that aren’t explicitly shown in a picture or written in text. This skill is what we call ‘making an inference’.

3. Go back to the **Police the Problem** worksheet and point out how some details and inferences were made during the activity.

Example: A fishing company uses better nets to stop catching bycatch (things they didn’t mean to), while still being able to catch fish.

- What kind of nets did you picture in your mind?
- What other marine mammals do you think they might have been catching?
- What kind of fish/how big? etc.