

GRADE 4/5 SOCIAL STUDIES: Canada's Natural Resources

Summary of Learning Opportunity

This Social Studies unit focuses on Canada's Natural Resources, and how they shape the economy and play a part in the land, people and identity of different regions of Canada.

In this project, students collaborated with their peers, classroom teacher and teacher-librarian to research and explore the physical geography and the natural resources of a Canadian province or territory. Students also interpreted and analyzed different stakeholder groups' perspectives of resource development, including that of local First Nation groups. Students developed and practiced valuable literacy skills like extracting and synthesizing information using note-taking strategies and refining their paragraph writing skills in order to communicate clearly. Students designed and created a PowerPoint to present their research to small groups of peers. The teacher assessed Social Studies competencies of research, perspective and significance, supported by the cross-curricular literacy skills found in the Learning Pathways.

Social Studies Grades 4 and 5	Learning Standards	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events or developments • Construct narratives that capture the attitudes, values and worldviews commonly held by people at different times or places (Grade 4) • Take stakeholders' perspectives on issues, developments or events by making inferences about their beliefs, values and motivations (Grade 5) • Physiographic features and natural resources of Canada (Grade 4) • Resources and economic development in different regions of Canada (Grade 5) • First Peoples land ownership and use (Grade 5)
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Literacy Connections	Instruction and Assessment	Competencies Developed, Practiced and/or Assessed
LITERACY: Comprehends Texts—Makes connections	1. Prior to the project, we spent classroom time building knowledge (mapping activities: physiographic regions; identifying cities, provinces and territories; learning about resources, their importance and where they are found). We honoured Traditional Ecological Knowledge through exploring the resources from the Great Bear Rainforest Education and Awareness Trust: https://greatbearrainforesttrust.org/. 2. Students developed research and synthesis skills through note-taking activities using graphic organizers to prompt students to focus on important facts. We also focused on citing sources using a graphic organizer.	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions • Construct arguments defending the significance of individuals/groups, places, events or developments • Construct narratives that capture the attitudes, values and worldviews commonly held by people at different times or places (Grade 4) • Take stakeholders' perspectives on issues, developments or events by making inferences about their beliefs, values and motivations (Grade 5)
LITERACY: Applies understanding—Extracts information		

LITERACY: Communicates—
Presents ideas and
information

3. Students learned about presentation skills and co-created expectations for the structure of the presentation, topics and works cited slides, visuals, font size and speaking skills like making eye contact.

LITERACY: Communicates—
Expresses ideas and
information

4. Students designed and created a PowerPoint to present their research to small groups of peers. The teacher assessed Social Studies competencies of research, perspective and significance, supported by the cross-curricular literacy skills found in the Learning Pathways.

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events or developments
- Construct narratives that capture the attitudes, values and worldviews commonly held by people at different times or places (Grade 4)
- Take stakeholders' perspectives on issues, developments or events by making inferences about their beliefs, values and motivations (Grade 5)

Demonstration of Student Learning, Teacher Assessment, and Reflection



Industries

Mining: Sand and gravel mined in small amounts

Manufacturing: Aerospace industry sells total exports

Agriculture: Island farms make ¼ of potatoes grown in all of Canada

Other: Tourism, Fisheries and light manufacturing



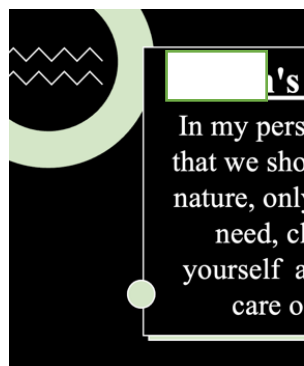
Red Soil

- Non-living natural resource
- Found at the Gulf of St. Lawrence
- Soil takes many years to form, starting from rocks and other materials
- Most life on the land depends on soil, For example: plants
- Redness comes from high iron
- The red soil is made of red sandstone



Environmental Issues

Environmental Issues:
Air pollution due to islanders burning their trash which releases toxins into the air that can cause breathing problems in the respiratory system.



My Perspective

In my perspective, I think that we should take care of nature, only take what you need, clean up after yourself and to also take care of the earth.



Author: Beaulieu, Michel, and Walter Peace

Article Title: Prince Edward Island

Website Title: World Book Advanced

Publisher: World Book

Date of Publication: 2024

Date Article Was Accessed: Feb 2024

Work Cited

Teacher’s Observations and Assessment

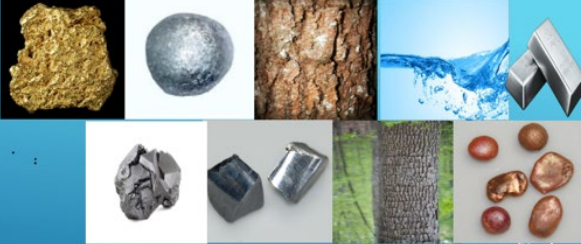
This student (slides on previous page and to the left) chose to research and present about natural resources in Nova Scotia. Initially they struggled to find information about red soil, but I was able to support them to find reliable information via World Book Kids in our school library. They were able to extract and organize information well, as demonstrated by their graphic organizers. In their product, the student was able to express others' perspectives (not shown) as well their own. The presented information in a logical and visually appealing way. **Proficient**

Teacher’s Observations and Assessment

This student (slides to the right and below) engaged in systematic research to gather relevant information. They made connections between a variety of sources to explain the significance of natural resources in Ontario. They sought assistance in ensuring that they had extracted the right information, then decided to revise some of the information they had gathered.

The student’s product expressed an understanding of perspective. They synthesized the views of different stakeholder groups to come up with their own thoughts about using natural resources (below). **Proficient**

zinc
iron
fresh water
silver
nickel
gold
lead
copper
softwood and hardwood trees



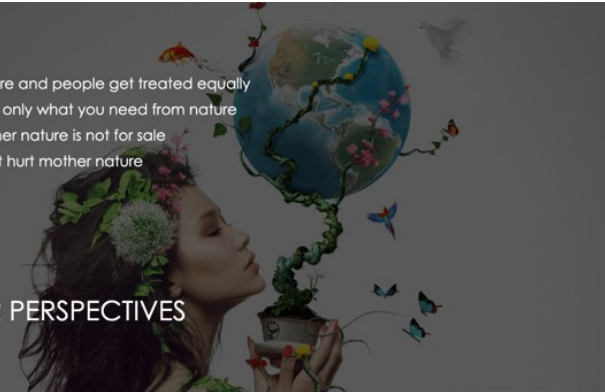
ONTARIO'S NATURAL RESOURCES



Ontario is home to many wildlife such as large mammals like moose, black bears, wolves, foxes, otters, minks, weasels, and beavers, waterfowl, and songbirds around.

ONTARIO'S WILDLIFE

- Nature and people get treated equally
- Take only what you need from nature
- Mother nature is not for sale
- Don't hurt mother nature



OUR PERSPECTIVES

INDIGENOUS GROUPS THAT LIVED IN ONTARIO

Ontario was home to 209,510 First Nation peoples, 86,020 Metis, and 3,360 Inuit, with the rest reporting other Aboriginal Identities (8,050) to indigenous people's Identities and well-being.