Understanding Life Systems

1. Relating Science and Technology to Society and the Environment
   1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration ... and suggest ways in which humans can protect plants
   Sample prompts: ... Aboriginal people use plants for many medicines.

3. Understanding Basic Concepts
   3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (e.g., food – from rice plants; houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants)

Understanding Structures and Mechanisms

1. Relating Science and Technology to Society and the Environment
   1.2 assess the environmental impact of structures built by various animals and those built by humans
   Sample guiding questions: ... What effects do traditional Aboriginal homes have on the environment?

3. Understanding Basic Concepts
   3.2 identify structures in the natural environment ... and in the built environment (e.g., a totem pole, ...)

Social Studies (2013)

The Heritage and Identity strand explores the aspects of everyday life of First Nations and Métis peoples, including their unique self-identities. Students will learn about the challenges faced by Aboriginal peoples, including encroachment and racism during the late 1700s and early 1800s. The People and Environments strand focuses on the location of reserve communities, available natural resources, and reserve governance.

The combination of the citizenship education framework (provided on page 10 of the curriculum document) and the knowledge and skills outlined in the curriculum expectations provides opportunities for students to learn what it means to be a responsible, active citizen – in both the community of the classroom and the diverse communities to which students belong within and outside the school, including First Nations, Métis, and Inuit communities. As teachers make connections between the citizenship education framework and the curriculum expectations, they may focus on terms and topics listed in the framework. Some examples of terms and topics of particular relevance to First Nations, Métis, and Inuit contexts are stewardship, advocacy, rights and responsibilities, and interconnectedness.
A. Heritage and Identity: Communities in Canada, 1780–1850

A1. Application: Life in Canada – Then and Now

A1.1 describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850 (e.g., First Nations, Métis, ...)

**Sample questions:** “…What were some differences in the ways First Nations and settlers viewed childhood?” ...

**Student talk:** “The Wendat lived in large villages while the Anishnawbe lived in small groups of only a few homes. The Anishnawbe moved each season; the Wendat did not.”

A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day (e.g., the roles of women, men, and children; challenges related to the environment, work, community life, the law)

**Sample questions:** … “What can we learn from the ways in which First Nations lived in harmony with their environment?” ...

A1.3 identify some key components of the Canadian identity (e.g., bilingualism, multiculturalism, founding nations, religious freedom), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity (e.g., with reference to … observances such as National Aboriginal Day …)

**Sample questions:** “What are some place names in Canada that derive from First Nations languages? …” “Who are the Métis? How are they different from First Nations? What are some ways in which both groups have contributed to Canadian identity?” ...

A2. Inquiry: Community Challenges and Adaptations

A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 (e.g., … encroachment of European settlers on traditional First Nations territory; racism facing First Nations peoples …) and measures taken to address these challenges

**Sample questions:** … “What types of challenges were particular to First Nations people?” ...

A2.2 gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources (e.g., settler journals, artefacts, period paintings and drawings, historical fiction)

**Sample questions:** “What do the journals of Elizabeth Simcoe, Catharine Parr Traill, or other settlers tell us about settlers’ dependence on First Nations medicine? …” ...

A2.3 analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges (e.g., … compare a map showing traditional precontact territories of First Nations to a map showing reserves in 1850)

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use timelines and maps to help them determine how European settlement affected the location and size of First Nations and/or Métis communities; ...)
A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., First Nations, Métis, ... allies, ...) and formats (e.g., ... a diary entry from the perspective of a Mohawk child detailing the family's relocation in response to settlers' encroachment on their land; a poster that shows how people adapted to the climate; a map showing how European settlement affected First Nations territories)

A3. Understanding Context: Life in Colonial Canadian Communities
A3.1 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 (e.g., the traditional territories of the Anishnawbe around Thunder Bay; Chippewa land in southern Ontario; new Mohawk settlements in the Bay of Quinte area; the tract of land that the Six Nations gave the Mississauga; Métis communities around Lake Huron)
A3.3 identify some of the main factors that helped shape the development of settlements in Canada during this period (e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; ...), and describe how the physical features of the land (e.g., topography, proximity to water, fertility of the soil) and the availability of goods and services (e.g., mills, churches, roads) can facilitate settlement and enhance community life
A3.4 describe some of the major challenges facing communities in Canada during this period (e.g., ... European diseases among First Nations ...)
A3.5 describe the impact of some different kinds of settlements (e.g., seasonal settlements of semi-nomadic First Nations, trading posts, ...) on the natural environment and on any existing settlements
Sample questions: “How might a new settlement in the middle of a First Nation’s territory affect how the First Nation used the land during different seasons?” ...
A3.6 describe some key aspects of life in selected First Nations, Metis, and settler communities in Canada during this period, including the roles of men, women, and children (e.g., with reference to diet; how food was obtained; clothing; housing; reaction; education; the division of labour between men, women, and children)
Sample questions: ... “How did men and women in some First Nations work together to ensure the survival of their families?” ...
Student talk: “Anishnawbe men and boys would hunt. Girls and women gathered nuts, berries, and vegetables. Men, women, and children built the wigwams.”
A3.7 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 (e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; ... conflict as settlers impinged on First Nations lands; ...)
Sample questions: ... “What are some of the ways in which First Nations people and European settlers cooperated with each other?” ...
**Student talk:** “I think the First Nations people really helped the settlers. They taught them about things like how to make maple syrup and how to make medicine from plants.” “I think the First Nations learned important things from the European settlers. They learned how to use metal for pots and containers, and how to use spices in their cooking.”

**B. People and Environments: Living and Working in Ontario**

**B1. Application: Land Use and the Environment**

**B1.3** identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills (e.g., read city maps to extract information on how much land is used for residential and transportation purposes; read digital provincial land use and/or agricultural maps to identify population patterns in agricultural areas; create a thematic map to show how land used for commercial purposes often exists in specific pockets within areas with large populations)

**Sample questions:** ... “Where are the reserve communities located? What do you notice about the location of reserve communities?” ...

**B2. Inquiry: The Impact of Land and Resource Use**

**B2.1** formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario (e.g., the impact of mining, forestry, agriculture, suburban land development) and measures taken to reduce the negative impact of that use

**Sample questions:** ... “What natural resources are available in the local First Nation community? How have they affected that community?” ...

**B2.2** 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 (e.g., ... an interview with an Elder on traditional ecological knowledge about a region and his or her observations on changes in that region)

**B2.6** communicate the results of their inquiries, using appropriate vocabulary (e.g., ... reserve, ...) and format (e.g., a plan of action to address a local land-use issue; a cooperatively produced book of photos showing the environmental impact of a mine; a report on the benefits of forestry in provincial parks; song lyrics, a rap, or a poem about the effects of industrial pollution on a local waterway; an informational poster on what individuals can do to reduce their ecological footprint)

**B3. Understanding Context: Regions and Land Use in Ontario**

**B3.1** demonstrate an understanding that Ontario is divided into different municipal or regional entities (e.g., ... reserves) and that local governments within these entities provide specific services and regulate development according to local needs (e.g., ... reserves have band councils and chiefs; ...)
<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Related Concepts of Social Studies Thinking</th>
<th>Big Ideas</th>
<th>Framing Questions</th>
<th>Sample Spatial Skills/Activities to Be Introduced/Developed</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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| A1. compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day | Continuity and Change; Perspective | The different communities in early-nineteenth-century Canada influence the way we live today. | In what ways are our lives similar to and different from the lives of people in the past? | Graphs  
Constructing matrices to show comparison (see, e.g., A2.4) |
| A2. use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges | Significance; Cause and Consequence | Social and environmental challenges were a major part of life in all communities in early-nineteenth-century Canada. | What methods can we use to find out about the challenges faced by people in the past? What methods can we use to find out how they may have felt about those challenges and how they coped with them?  
How did people in the past relate to the environment? To each other?  
Who lived in colonial Canada? How did these groups differ from each other? | Maps*and Globes  
Extracting information from and constructing thematic maps (e.g., maps showing climate, physical features, vegetation) (see, e.g., A2.3)  
Identifying on a map the location of specific historical communities (see, e.g., A3.1 and A3.2) |
| A3. identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other | Interrelationships | Canada was already a multicultural society in 1800. | | |

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<td></td>
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<td>B1. demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipalities and regions in Ontario</td>
<td>Interrelationships; Patterns and Trends</td>
<td>The natural features of the environment influence land use and the type of employment that is available in a region.</td>
<td>How do physical features influence the ways in which land is used? How does the way land is used influence local communities and local jobs?</td>
<td>Graphs Extracting information from bar and line graphs (see, e.g., B2.4)</td>
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<td>B2. use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use</td>
<td>Cause and Consequence; Perspective</td>
<td>Human activities and decisions about land use may alter the environment.</td>
<td>Why do people in Ontario live where they live? Why are some jobs located where they are?</td>
<td>Maps* and Globes Extracting information from and constructing maps, including thematic maps (e.g., maps showing land use, municipalities, physical features) (see, e.g., B1.3, B2.3)</td>
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<td>B3. describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs</td>
<td>Significance</td>
<td>Human activities affect the environment, but the environment also affects human activities.</td>
<td></td>
<td>Developing their ability to use elements of maps, including standard units of measurement (e.g., metres, kilometers) and variations in fonts (e.g., capitalization, bold face), to help them extract information and/or when constructing maps (see, e.g., B3.2, B3.7)</td>
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*The term map refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.