

---

## GRADE 3: PEOPLE AND ENVIRONMENTS: LIVING AND WORKING IN ONTARIO

### ABSTRACT:

In the Grade 3 People and Environments strand, teachers will use an infographic from the Ontario Mining Association to look at relationships between the natural environment, land use and employment as well as perspective in media texts.

This infographic is used with permission from the Ontario Mining Association.  
<http://oma.on.ca/en/Mining-Builds-Communities.asp>

**Source:** Ontario Mining Association. "Mining Builds Communities". Oma.on.ca. Ontario Mining Association, retrieved February 2014.

**Language Literacy Focus:** Oral Communication, Reading, Writing and Media Literacy

---

### SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

- What impact do human activities and different land uses have on the environment?
- How does the way land is used influence local communities and local jobs?

---

### LEARNING GOALS

In Social Studies, Students will:

**LG1** gather a variety of information and analyze a source to determine different perspectives on land use. **(Perspective)**

**LG2** identify relationships that exist between the natural environment, land use and employment and the impacts of those interactions. **(Interrelationships)**

In Language, students will:

**LG3** identify who produces selected media texts and why those texts are produced.

**LG4** identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used.

**LG5** use overt and implied messages to draw inferences and make meaning of the infographic.

**LG6** produce media text for specific purposes and audiences



## Prior Knowledge and Concepts

- Students should be familiar with the conventions of a poster or infographic
- Students should be familiar with the land regions in Ontario and know the natural resources found in the Canadian Shield

### A. Instructional Strategies:

#### Shared Reading

1. Show the infographic *Mining Builds Communities*. Note that an infographic is like a poster, but gives information about something. Point out to students that the layout of the infographic parallels a map of Ontario - the mine at the top of the poster (northern Ontario on a map) and the city at the bottom (Toronto on a map). Have a glossary (see vocabulary section below) on the side so students can reference any new vocabulary. Have students study the infographic and decide what information it is telling us. They can jot down their thinking on chart paper in groups or the teacher can record student responses as a whole group.

2. Ask the question, how is the industry of mining portrayed in this infographic? (Sample responses: provides jobs, takes care of the environment, helps cities, employs aboriginal people.) Then ask who do you think made this infographic? Why do you think this? Take this opportunity to discuss point of view in media texts, but also Perspective as a Social Studies thinking concept: who does mining impact both positively and negatively?

**Assessment suggestions:** Observe student responses to assess if students demonstrate an understanding of point of view in media and perspective in the issue of mining. **(LG1, 3 & 4)**



## B. Student Activities:

### Shared Reading



1. Search images of mines through Google Images (ensure SafeSearch is turned on). Looking at these images, have students brainstorm how the physical construction of a mine affects the local environment. Consider using a cause and consequence organizer. **(Gather and Organize; Interpret and Analyze)**

Assessment suggestions: Assess students' ability to see the consequences of building a mine by roving conferences or by what they have written in the cause and consequence organizer. **(LG2)**

2. Have students brainstorm characteristics and conventions of the infographic and analyze how these are used to portray mining in a positive light (e.g. the word Fact is big and conveys the idea that this is correct information; the smelter stacks are not drawn with smoke/pollution coming out; the mine is made to look neat when the photos we looked at suggest a different reality). Ask students whose perspective is missing. **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Assess students' ability to use overt and implied messages in the visuals and text of the infographic. **(LG5)**

3. Based on the result of discussions in the Shared Reading section and the ideas generated in student activity #2, choose one group who would have a different perspective on mining. As a class, brainstorm reasons why they would not like mining. Have students create an infographic from this group's perspective. **(Interpret and Analyze; Evaluate and Draw Conclusions; Communicate)**

Assessment suggestions: Prior to the task, create success criteria with students as to what you want to see in their infographic (text box about the impact on animals, text box on pollution) and use this to assess students' thinking. Assess students' ability to provide information from a different perspective and to produce an infographic. **(LG1, LG6)**

4. Look at the jobs on the infographic. Have students choose a job and research it. Have them ask questions to guide their research (What does a surveyor do? What tools does a robotics specialist use?). Afterwards, ask students the question: how does the type of land influence the job? **(Formulate Questions; Gather and Organize, Interpret and Analyze)**

**Assessment suggestions:** Use students' notes to assess their understanding of the mining jobs. Use their answer to the question how does the type of land influence the job to determine their knowledge of the connection between the job and the landscape. **(LG2&3)**

5. Research the various mines in Ontario using a graphic organizer like the one below. Plot the mines on a map of Ontario and have students make the link between the location of the mines and the landform. **(Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions)**

<u>Name of Mine</u>	<u>Nearest City or Town</u>	<u>Natural Resource Mined</u>	<u>Region's Landform</u>
-			

**Assessment suggestions:** Observe students' research abilities and assess the information they collect in their organizer. Through conversations, ensure they understand the link between mining and the geography of the Canadian Shield. **(LG2)**

---

## EXTENSIONS

- Have students analyze a demographic map of Ontario. Using their knowledge of mining and other industries, have them come up with ideas as to why there are population clusters in certain areas of Ontario
- Have students analyze where mines are in Ontario. How does the location impact our decisions about the industry

---

## OVERALL EXPECTATIONS

Social Studies:

Application: B1  
Inquiry: B2

Language:

Oral Communication: 1, 2, 3  
Reading: 1  
Writing: 1  
Media Literacy: 1

## SPECIFIC EXPECTATIONS

Social Studies:

Application: B1.1, B1.2  
Inquiry: B2.1, B2.2, B2.3, B2.5, B2.6  
Understanding Context: B3.3, B3.4,  
B3.5, B3.7

Language:

Oral Communication 1.8, 1.9, 2.2, 2.3,  
2.4, 3.4  
Reading 1.3, 1.5, 1.6, 1.9



Writing 1.3, 1.4

Media Literacy 1.1, 1.2, 1.4, 1.5, 1.6

## VOCABULARY

- aboriginal
- capital
- economy
- entrepreneurship
- environmental stewardship
- indigenous
- industry
- infrastructure
- innovation
- land reclamation

---

## OTHER RESOURCES

Ontario Mining Association infographic:

<http://oma.on.ca/en/Mining-Builds-Communities.asp>

Cause and Consequence organizer:

[http://www.educationoasis.com/curriculum/GO/cause\\_effect.htm](http://www.educationoasis.com/curriculum/GO/cause_effect.htm)

O'Neill, Maryrose. *Mining Communities*. Toronto: Thomson Nelson, 2003.

Matthews, Sheelagh. *Mining*. Calgary: Weigl Educational Publishers, 2007.

McClure, Jason. *Diamonds by the Numbers*. Calgary: Weigl Educational, 2014.

McClure, Jason. *Gold by the Numbers*. Calgary: Weigl Educational, 2014.

Tomljanovic, Tatiana. *Mining*. Calgary: Weigl Educational Publishers, 2007.