



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
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## OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

### Key



= book



= website



= video



= map



= community resource



= Activity suggestion(s)

### Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company ([saundersbook.ca](http://saundersbook.ca)); WhiteHots ([whitehots.com](http://whitehots.com)); Goodminds ([goodminds.com](http://goodminds.com)); Ella Minnow ([ellaminnow.ca](http://ellaminnow.ca)); TinLids ([tinlids.ca](http://tinlids.ca)) and Scholastic ([scholastic.ca](http://scholastic.ca)) to access educational discounts. This is by no means an exhaustive list.

### Website Access Information

Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.

Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.

**OESSTA Resource Supports for the 2013 Revised SSHG Curriculum**




Grade 3 Strand A







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Heritage and Identity: Communities in Canada, 1780 - 1850

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Various authors, <i>Aboriginal Peoples of Canada</i> (series). Calgary: Weigl Educational, 2011.</p> <p>This series features 12 books about various First Nations of Canada (Blackfoot, Cree, Denesuline, Haida, Huron, Inuit, Iroquois, Métis, Mi'kmaq, Ojibwa, Salish, Sioux). The books all have similar tables of contents (clothing, housing, art etc.) which makes it easy for a single graphic organizer to serve all books (the BLM in the new Hands On Social Studies teacher resource is made for this series). Students can easily find and gather information about a First Nation and record the information in a graphic organizer using jot notes.</p>	<p>A 2.1 A 2.6</p>
	<p>Landon, Rocky, and David MacDonald. <i>A Native American Thought of It: Amazing Inventions and Innovations</i>. Toronto: Annick, 2008. Print.</p> <p>This book is part of a series about the inventions and innovations of various cultures. Other books in the series would also be useful for this unit of study. Students can explore how First Nations people from across North America created tools and medicines to meet the particular challenges that they faced in their environment. Students can gather information about how these inventions helped the settlers with the challenges that they faced.</p>	<p>A 2.2 A 2.5</p>
	<p>Martin, Carol. <i>Catharine Parr Traill: Backwoods Pioneer</i>. Toronto: Greenwood /Douglas &amp; McIntyre, 2004. Print.</p> <p>This is a juvenile non-fiction book (reading range to 10) about the life of Catharine Parr Traill and her husband who settled in Ontario in 1832. She was an author, teacher, and naturalist who wrote several books about life as an early settler. Students can formulate questions and gather information about the challenges that Parr Traill and her family faced. They can use a graphic organizer to compare and contrast the challenges to her early life in England and her new life in Ontario, as well as to their own present day life. This book can be used in conjunction with the letters of Catharine Parr Traill which can be found in her book, <i>The Backwoods of Canada</i> (1836), (available through Project Gutenberg: <a href="http://www.gutenberg.org/ebooks/13559">http://www.gutenberg.org/ebooks/13559</a>).</p>	<p>A 2.1 A 2.2</p>





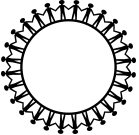
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	<p>Kalman, Bobbie, and Antoinette DeBiasi. <i>Tools and Gadgets</i>. Niagara Falls, Ont.: Crabtree Pub., 1992. Print.</p> <p>This book can be used along with artefacts from the past and present to encourage students to formulate questions about “tools and gadgets” as well as reflect on how the use of these items helped the early settlers overcome the challenges of their new life in Ontario. For example: “Why would the use of snowshoes make the life of settlers easier?” “How did they come to use snowshoes?” “How are the snowshoes we use today the same or different from the ones used by the settlers?” Students can use a variety of graphic organizers to help them analyze and interpret the information.</p>	<p>A 2.1 A 2.2 A 2.5</p>
	<p>Hunter, Nick. <i>History around You</i>. Mankato, MN: Capstone, 2014. Print.</p> <p>The resource highlights ways that students can locate primary and secondary resources and determine their significance. The book focuses on guiding young students to practice the thinking of historians. Students can interpret and analyse information in their investigations based on what they learn from this boo.</p>	<p>A 2.4</p>
	<p>"1860s Life - St. Lawrence Parks Commission." <i>Upper Canada Village</i>. Web. 27 May 2015. <a href="http://www.uppercanadavillage.com/1860s-life/">http://www.uppercanadavillage.com/1860s-life/</a></p> <p>This website for Upper Canada Village, part of the St. Lawrence Park system, provides information about the daily life, technology and challenges of life in Ontario’s early settler communities. Students can draw conclusions about the challenges of life in these early settlements based not only on the reading material, but also the photos of artefacts and reconstructed buildings.</p>	<p>A 2.5</p>
	<p>"Travels With Elizabeth Simcoe: A Visual Journey Through Upper and Lower Canada." <i>Archives Ontario</i>, Queen’s Printer for Ontario. Web. 27 May 2015. <a href="http://www.archives.gov.on.ca/en/explore/online/simcoe/index.aspx">http://www.archives.gov.on.ca/en/explore/online/simcoe/index.aspx</a></p> <p>An online exhibit from Archives Ontario featuring excerpts from the journals of Elizabeth Simcoe, wife of the first Lieutenant Governor of Ontario, John Graves Simcoe. The diary entries and original artwork by Elizabeth Simcoe give students a chance to gather and organize information on 19th century Ontario from the perspective of an early resident.</p>	<p>A 2.2</p>

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	<p>"Canada in the Making - Maps &amp; Images." <i>Canadiana</i>. Web. 27 May 2015.  <a href="http://www.canadiana.ca/citm/images/images_e.html">http://www.canadiana.ca/citm/images/images_e.html</a></p> <p>An extensive collection of thematic maps that students can use as part of their investigations into the establishment and growth of early settler communities in Canada. The collection includes maps related to the expansion of the Canadian-Pacific Railway, peace and friendship treaties between European governments and First Nations, the establishment of the provinces, land settlements and more.</p>	<p>A 2.3</p>
	<p>"Wars on Our Soil - The Seven Years' War." <i>Canadian War Museum</i>. Canadian War Museum. Web. 01 June 2015.  <a href="http://www.warmuseum.ca/cwm/exhibitions/gallery1/clash_e.shtml">http://www.warmuseum.ca/cwm/exhibitions/gallery1/clash_e.shtml</a></p> <p>Using this online exhibition from the Canadian War Museum, students can evaluate historical evidence and draw conclusions about the challenges that arise from competing interests of different settler groups, sometimes resulting in open conflict.</p>	<p>A 2.2</p>
	<p>"Heritage Minutes." <i>Heritage Minutes</i>. Historica Canada, Web. 27 May 2015.  <a href="https://www.historicacanada.ca/content/heritage-minutes/">https://www.historicacanada.ca/content/heritage-minutes/</a></p> <p>These short historical video clips are an ideal resource to activate students' prior knowledge and encourage them to ask questions as a starting point in the inquiry process. Video format makes the collection accessible to primary students. The voices and perspectives of Canadian women - not always represented in conventional sources - are featured prominently.</p>	<p>A 2.1</p>
	<p><i>Ontario Its Pioneers, The United Empire Loyalist Settlement</i>. MI Production, CD Video, Westfield Heritage Village, 2001. Video. Also available on Youtube: <a href="https://youtu.be/A2xO5KfmjGU">https://youtu.be/A2xO5KfmjGU</a></p> <p>This film will provide a good understanding needed to formulate and guide investigations into some of the major challenges facing different groups in early settler communities (Empire Loyalists) in Canada (e.g., isolation; harsh climate; lack of plumbing, lack of access to doctors, convenient stores, law enforcement, etc.). The video discusses how some of these challenges were overcome (e.g., constructing roads, learning from the Iroquois about the "three sisters") Students can see artefacts, construct timelines or maps, that will help them enhance their understanding or guide their investigations.</p>	<p>A 2.2 A 2.3</p>





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	<p>"Early Settler Children." <i>YouTube</i>. Thunder Bay Museum, Web. 23 May 2015.  <a href="https://youtu.be/g6YD8U2gLqg?list=PLr2glEFCdZ-uYL-NMPOPDQNYIcKADHPak">https://youtu.be/g6YD8U2gLqg?list=PLr2glEFCdZ-uYL-NMPOPDQNYIcKADHPak</a></p> <p>What was life like for children in early times? A great video to use to get students to think of differences to their lives and those in pioneer times. Students can learn about what chores children did before school, such as collecting eggs from the hens. Students can see what rules children had and what pastimes there were afterschool. Students will have an idea of some of the challenges settlers faced, e.g. lack of electricity, scarcity of food.</p>	<p>A 2.1 A 2.5</p>
	<p>Schild, Sonja E. "Aboriginal Culture Areas in Canada." <i>Library and Archives Canada</i>. Government of Canada. Web. 23 May 2015.  <a href="http://www.collectionscanada.gc.ca/obj/021013/f1/nlc008770-v6.jpg">http://www.collectionscanada.gc.ca/obj/021013/f1/nlc008770-v6.jpg</a></p> <p>A map of pre-contact territories of First Nations can be used to compare to reserve location after 1850.</p>	<p>A 2.3 A 2.4</p>
	<p>"First Nation Profiles Interactive Map." <i>Aboriginal Affairs and Northern Development Canada</i>. Government of Canada, Web. 28 October 2015.  <a href="http://fnpim-cippp.aandc-aadnc.gc.ca/index-eng.html">http://fnpim-cippp.aandc-aadnc.gc.ca/index-eng.html</a></p> <p>An interactive map of Canada showing current First Nation communities. The map can be used to compare current communities to pre-contact settlement maps.</p>	<p>A2.3</p>
	<p>"The Kids Site of Canadian Settlement". <i>Library and Archives of Canada</i>. Government of Canada. Web. 22 May 2015.  <a href="https://www.collectionscanada.gc.ca/settlement/kids/index-e.html">https://www.collectionscanada.gc.ca/settlement/kids/index-e.html</a></p> <p>This site hosts an interactive map of Canada showing the locations of different settler communities. The map has links to information about each group.</p>	<p>A 2.3</p>
	<p>French Ontario in the 17th and 18th centuries: Field Study</p> <p>"French Ontario in the 17th and 18th Centuries." <i>Archives of Ontario</i>. Queen's Printer for Ontario, 28 Dec. 2011. Web. 25 May 2015.  <a href="http://www.archives.gov.on.ca/en/explore/online/franco_ontarian/index.aspx">http://www.archives.gov.on.ca/en/explore/online/franco_ontarian/index.aspx</a></p> <p>Take a virtual field trip or explore this time period in history through photographs and documents from the Ontario Archives in person at York University, 134 Ian MacDonald Blvd, North York, ON or online.</p>	<p>A 2.2</p>





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	<p>Ontario Federation of Indigenous Friendship Centres: Field Study &amp; School/Community Partnership</p> <p>Friendship Centres are meeting places for urban aboriginals. One of their mandates is to connect with non-aboriginals to tell their stories in their own voices. Use the Friendship Centre Locator tab to find a centre near you to arrange a field trip or to invite a speaker into your classroom: <a href="http://ofifc.org/">http://ofifc.org/</a></p>	A 2.1
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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Taylor, Wanda Lauren. <i>Birchtown and the Black Loyalists</i>. Halifax: Nimbus Publishing, 2014. Print.</p> <p>The text provides the history of Black Loyalist settlement and struggle in Nova Scotia. The book includes information sidebars, a glossary of terms, an historic timeline, as well as historical and current images. Students can investigate and identify various other African-Canadian settler communities in their own area of Ontario and in other parts of Canada.</p>	<p>A 3.2 A 3.4 A 3.7</p>
	<p>Laxer, James, and Richard Rudnicki. <i>Tecumseh</i>. Toronto: Groundwood /House of Anansi, 2012. Print.</p> <p>This is an illustrated biography of Tecumseh's life, culminating in the War of 1812. It includes a timeline and maps. This text can be used to help students understand the context for the challenges facing aboriginal people as a result of European settlement on their lands.</p>	<p>A 3.1 A 3.4</p>
	<p><i>Claire and Her Grandfather = Claire Et Son Grand-père</i>. Hull, Quebec: Aboriginal Affairs and Northern Development Canada, 2011.</p> <p>This book, developed by Aboriginal Affairs and Northern Development Canada, sets the context for understanding the historical and current contributions of Aboriginal Canadians to Canadian society and the world. Students can investigate and describe some key aspects of First Nations communities. An online version, as well as an audio version of this book can be found at <a href="https://www.aadnc-aadnc.gc.ca/eng/1303145519542/1303145749835#toc">https://www.aadnc-aadnc.gc.ca/eng/1303145519542/1303145749835#toc</a></p>	<p>A 3.5 A 3.7</p>
	<p>Pendziwol, Jean, and Nicolas Debon. <i>The Red Sash</i>. Toronto: Groundwood, 2005. Print.</p> <p>The story takes place near Fort William on Lake Superior set at a time nearly 200 years ago. It is about a young Métis boy who helps a voyageur to safety. The story demonstrates how the early settlers and voyageurs relied on the First Nations as guides and trading partners. Teachers can use this book during a Minds On part of a lesson to launch a discussion related to the relationship between the fur traders and First Nations. Students can explore maps of the area to identify some of the main factors and physical features of the land that led to the development of the settlements and trading posts.</p>	<p>A 3.3 A 3.5 A 3.7</p>

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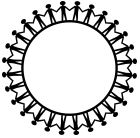
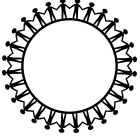
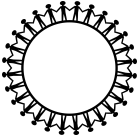
	<p>Greenwood, Barbara, and Heather Collins. <i>A Pioneer Story: The Daily Life of a Canadian Family in 1840</i>. Toronto: Kids Can, 1994. Print.</p> <p>This book contains a series of stories which follow an early settler family through a Canadian year. The book includes historical facts and drawings of the life of a settler family in the 1840s. Students can gather information and create graphic organizers to help them identify and describe main factors that contributed to the development of settlements in Canada from 1780 to 1850.</p>	<p>A 3.2 A 3.4 A 3.5</p>
	<p>"CBC - 8th Fire - Maps." <i>CBCnews</i>. CBC/Radio Canada, 07 Jan. 2015. Web. 27 May 2015. <a href="http://www.cbc.ca/8thfire/map.html">http://www.cbc.ca/8thfire/map.html</a></p> <p>A rich multimedia resource that uses interactive maps to organize a variety of information and resources. A thematic map illustrates the distribution of speakers of the main aboriginal language groups. Historical maps plot the distribution of tribal groups at the time of first contact, the location of historical treaty lands claims, and the present day locations of First Nations.</p>	<p>A 3.1</p>
	<p>"Remembering Black Loyalists, Black Communities in Nova Scotia." <i>NovaScotia.ca</i>. The Nova Scotia Museum, Web. 27 May 2015. <a href="http://novascotia.ca/museum/blackloyalists/">http://novascotia.ca/museum/blackloyalists/</a></p> <p>An online exhibition exploring the story of the Black Loyalists in Nova Scotia: the challenges they faced and their achievements. A look at the challenges faced by one of Canada's first visible minority migrant communities.</p>	<p>A 3.4</p>
	<p>"Fur Trade Nation." <i>Hbc Heritage</i>. HBC, Web. 27 May 2015. <a href="http://www.hbcheritage.ca/content/fur-trade-nation">http://www.hbcheritage.ca/content/fur-trade-nation</a></p> <p>A virtual exhibit exploring the history of the Hudson's Bay Company in Canada and by extension, the economic motivations of both France and England in their North American expansion. A set of historical maps plot trade routes. Students can use these resources to compare the expansion of settlements with the locations of sought after natural resources.</p>	<p>A 3.3</p>



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	<p>"First Nations &amp; Inuit." <i>EcoKids</i>. Earth Day Canada, Web. 27 May 2015.  <a href="http://cf.ecokids.ca/pub/homework_help/first_nations/">http://cf.ecokids.ca/pub/homework_help/first_nations/</a></p> <p>A resource written to a primary audience that explores two of Canada's three major aboriginal divisions (the other being the Métis). Food, shelter, and clothing are explored and identity is discussed with a special focus on environmental factors.</p>	<p>A 3.1</p>
	<p>McAsh, Kevin. "Pioneer Life." <i>Pioneer Life</i>. York Region DSB, Web. 27 May 2015.  <a href="http://www.projects.yrdsb.edu.on.ca/pioneer/home_eng.htm">http://www.projects.yrdsb.edu.on.ca/pioneer/home_eng.htm</a></p> <p>A teacher-developed resource written for a Grade 3 audience, covering the history of settlement, contact with aboriginal peoples, land use, and settlement living conditions. Maps and photographs from the Markham and Whitchurch-Stouffville museums supplement the text.</p>	<p>A3.2</p>
	<p>"Henry Settles in Upper Canada." <i>NFB.ca</i>. National Film Board. Web. 23 May 2015.  <a href="https://www.nfb.ca/film/henry_settles_in_upper_canada#temp-share-panel">https://www.nfb.ca/film/henry_settles_in_upper_canada#temp-share-panel</a></p> <p>Also available on YouTube:  <a href="https://www.youtube.com/watch?v=HrkGXWR8SuM&amp;feature=youtu.be">https://www.youtube.com/watch?v=HrkGXWR8SuM&amp;feature=youtu.be</a></p> <p>This video is part of a compilation of seven stories depicting everyday life in pre-Confederation Canada. It offers a great overview of factors that helped shape settler communities in Canada. Students will learn about settler life in a village in Upper Canada after Henry and his family take a long and difficult ocean voyage across the Atlantic. Henry visits the school house, the print press, the tanner, the sawmill, the doctor's office and more. Students can see drawings made into a film, depicting the challenges the settlers faced and village life in a well-established farming community.</p>	<p>A 3.2  A 3.3  A 3.6</p>
	<p>"HBC Heritage Beaver Pelts." <i>YouTube</i>. HBC Heritage. Web. 24 May 2015.  <a href="https://youtu.be/JGoVlqcT6tM">https://youtu.be/JGoVlqcT6tM</a></p> <p>This video is a great visual explanation of the History of Canada's Fur trade. It explains how explorers came to trade for pelts and established trading posts. It will allow you to explain to your students the main factors that helped shape the development of settlements in Canada during this period (e.g. the establishment of trading posts</p>	<p>A 3.3  A 3.5  A 3.7</p>

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	<p>based on trade routes and the knowledge of First Nations peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers). Students will learn why Europeans first came to Canada, why the Pioneer settlers followed and how they learned to use the land from First Nations people.</p>	
	<p>Toronto's Transportation System. World Life Video Prod. 2013. Learn360. 24 May 2015  <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=11463253&amp;Series=26809440&amp;ID=1114554">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=11463253&amp;Series=26809440&amp;ID=1114554</a></p> <p>This video can be used to identify some of the major challenges faced by groups in Canada during this time and how they overcame the challenges. Students can identify some features of the land (e.g., proximity to water, proximity of goods and services, roads) and how these facilitated settlement and enhanced community life. It can also be used to discuss and describe the impact of settlers on the environment.</p>	<p>A 3.3 A 3.4 A 3.5</p>
	<p>Museums Ontario: Field Study</p> <p>Use this directory to locate museums in your area. Use a keyword connected to your curriculum goals to help narrow your search:  <a href="http://www.museumsontario.ca/">http://www.museumsontario.ca/</a></p>	<p>A 3.2 A 3.6</p>
	<p>African Culture Online: Field Study &amp; School/Community Partners</p> <p><i>African Canadian Online</i>. York University. Web. 25 May 2015.  <a href="http://www.yorku.ca/aconline/c_pioneers.html">http://www.yorku.ca/aconline/c_pioneers.html</a></p> <p>This site itemizes African Canadian contributions to culture and lists some Arts based organizations that you can contact to book performances under the Dance tab at the top of the page.</p>	<p>A 3.2 A 3.3</p>
	<p>Ontario Historical Society: Field Study</p> <p><i>Ontario Heritage Directory</i>. The Ontario Historical Society, Web. 22 May 2015.  <a href="https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers">https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers</a></p> <p>Use this site to locate local cultural centres, historic sites or First Nations organizations in your area to plan a field trip.</p>	<p>A 3.1 A 3.6</p>

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Professional Resources
<p>Murray, Karen, et al. <i>Hands on Social Studies Grade 3: An Inquiry Approach</i>. Winnipeg: Portage &amp; Main, 2014. Print.</p> <p>This professional resource uses the inquiry model with the revised (2013) Ontario Social Studies History and Geography curriculum. It provides lessons and blackline masters for teacher use.</p>
<p>District School Board Ontario North East. "Aboriginal Presence in Our Schools." <i>Aboriginal Presence in Our Schools</i>. Web. 27 Oct. 2015. <a href="http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf">http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf</a></p> <p>This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Métis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.</p>
<p>"CBC - 8th Fire." <i>CBCnews</i>. CBC/Radio Canada, 07 Jan. 2015. Web. 27 May 2015. <a href="http://www.cbc.ca/8thfire/">http://www.cbc.ca/8thfire/</a></p> <p>A rich multimedia resource making use of video interviews, interactive maps, and voice testimony. A great deal of this material can be used with students but this website is also a comprehensive resource for teachers on the issues facing aboriginal communities in Canada in the past and present.</p>
<p>"Aboriginal Presence in Our Schools." <i>Aboriginal Presence in Our Schools</i>. District School Board Ontario North East. Web. 27 Oct. 2015. <a href="http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf">http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf</a></p> <p>This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Metis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.</p>
<p>Bigwin, Elizabeth et al. <i>Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8</i>. Ontario: Limestone DSB, 2013. Print. <a href="http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf">http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf</a></p> <p>This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.</p>