



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
TEACHERS  
ASSOCIATION

## OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

### Key



= book



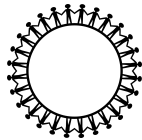
= website



= 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.



Grade 3 Strand B







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

**Grade 3 Strand B**




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

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Vermond, Kira, and Julie McLaughlin. <i>Why We Live Where We Live</i>. Toronto, ON: Owlkids Books, 2014.</p> <p>This book examines a variety of issues that influence why and where humans settle (and have settled in the past). It covers a wide range of concepts including -- why and how energy sources, language and history have some bearing on where we choose to live. The wealth of information in this book will inspire students to ask questions about how the resources and landscape of their own community has affected human settlement there. Conservation methods are also discussed in the book and provide students with an opportunity to consider how people live and work in Ontario communities and the effects of these choices the environment.</p>	<p>B 2.1 B 2.4</p>
	<p>Davies, Nicola, and Laura Carlin. <i>The Promise</i>. Somerville, MA: Candlewick Press, 2014.</p> <p>This story provides another look at how growth of natural environments in a city can change how people interact with both nature and one another. The author and illustrator have created a contemporary tale inspired by Jean Giono's 1953 story, <i>L'homme qui plantait des arbres</i>. Students can ask questions, and gather and organize data about the environmental effects of land use in their own community (i.e., new housing or industrial developments; community recycling). They can explore what measures are in place to reduce any negative impacts on the environment. They can consider what actions they might take as community members to improve human impact on the local environment.</p>	<p>B 2.1 B 2.2</p>

## Grade 3 Strand B

	<p>Spilsbury, Richard. <i>The Impact of Environmentalism</i> (series). Oxford: Heinemann Library , 2013.</p> <p>This series has 5 books: <i>Conservation, Food and Farming, The Landscape, Towns and Cities, and Transport</i>. The author explores how our current sustainability efforts affect the environment. Students can develop a series of questions about how our current activities and decisions about land use impact the various environments in their own communities and Ontario in general.</p>	<p>B 2.1</p>
	<p>Dyer, Hadley, and Linda Pruessen. <i>Potatoes on Rooftops: Farming in the City</i>. Toronto: Annick, 2012.</p> <p>This book explores how current sustainability practices impact our lives and our environment – both locally and globally. Using the ideas in this text as a springboard, students can conduct inquiries into how their own and their community’s actions reflect current ideas about how we positively change how we use our land and/or resources. They can gather and organize information on sustainability practices in their community.</p>	<p>B 2.1 B 2.2</p>
	<p>Schilling, Vincent. <i>Native Defenders of the Environment</i>. Summertown, TN: 7th Generation/Native Voices, 2011.</p> <p>This text provides students opportunities to inquire into how the actions of these 12 Aboriginal Canadian and American environmentalists have impacted our own thinking about environmental activism. Students can ask questions about how these environmental issues and themes relate to the impact of land use and/or resources in various parts of the province.</p>	<p>B 2.1</p>
	<p><i>My Maps</i>. Google Inc., Web. 27 May 2015. <a href="https://www.google.com/maps/d/u/0/">https://www.google.com/maps/d/u/0/</a></p> <p>Using Google Maps Engine Lite, students can build customized maps to conceptualize numerous topics (e.g. location of Ontario’s Greenbelts, land use, major industries, etc ). By sharing and collaborating with each other, students can layer their maps to contrast different groups or time periods.</p>	<p>B 2.3</p>



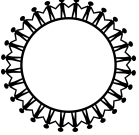
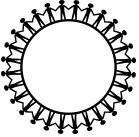
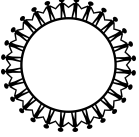
## Grade 3 Strand B

	<p>"Diving In." <i>Canadian Museum of Nature</i>. Canadian Museum of Nature, Web. 27 May 2015.  <a href="http://nature.ca/explore/di-ef/index_e.cfm">http://nature.ca/explore/di-ef/index_e.cfm</a></p> <p>A site set up around a set of inquiry questions that can be used as a starting point to students to formulate their own inquiry questions related to the environmental impact of our land use (in this case, on our waterways) or to evaluate the effects of different land use.</p>	<p>B 2.1 B 2.5</p>
	<p>"Ecosystem Health." <i>Wonderville</i>. Mindfuel. Web. 27 May 2015.  <a href="http://scienceseekers.wonderville.ca/preview/19">http://scienceseekers.wonderville.ca/preview/19</a></p> <p>Through this educational online game, students can investigate the short- and long- term impact on the environment of different types of land use: residential housing, energy (both renewable and nonrenewable), parkland and recreation. Environmental impacts of all types of land use are explored.</p>	<p>B 2.5</p>
	<p>"Save The World." <i>Wonderville</i>. Mindfuel. Web. 27 May 2015.  <a href="http://www.wonderville.ca/asset/save-the-world">http://www.wonderville.ca/asset/save-the-world</a></p> <p>In this simulation game, students deal with an energy crisis by selecting renewable energy technologies suitable for the different major landforms found in Ontario and landscapes (agricultural land, urban areas, coastline, etc).</p>	<p>B 2.4 B 2.5</p>
	<p>"What You Can Do." <i>David Suzuki Foundation</i>. David Suzuki Foundation, Web. 27 May 2015.  <a href="http://www.davidsuzuki.org/what-you-can-do/">http://www.davidsuzuki.org/what-you-can-do/</a></p> <p>The ultimate organization for environmental stewardship, the David Suzuki Foundation has created a kids' portal with information and activities focused on balancing human activities with environmental responsibility. Students can draw conclusions about the information and activities provided.</p>	<p>B 2.5</p>






## Grade 3 Strand B

	<p>Our North American Neighbors: Canada: Its Land, Resources &amp; Economy. Colman Communications. 2002. Learn360. 05 June 2015  <a href="http://www.learn360.com/ShowVideo.aspx?ActiveId=All&amp;Correlation=28265424&amp;lid=10411219&amp;SearchCorrelationPath=true&amp;standardname=ON&amp;ID=227475">http://www.learn360.com/ShowVideo.aspx?ActiveId=All&amp;Correlation=28265424&amp;lid=10411219&amp;SearchCorrelationPath=true&amp;standardname=ON&amp;ID=227475</a></p> <p>This video will allow students to learn about the geographical regions of Canada. Students can gather information to answer inquiry questions about the environmental impact of land and/or resource use in different municipal regions. They will learn how natural resources play a key role in the nation's economy and workforce. Students can evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use (e.g. mining, agriculture) and the negative impact of that use (e.g. how it may affect the workers in that industry, environmental impact on the water or abundance of fish).</p>	<p>B 2.2 B 2.5</p>
	<p><i>Matawa First Nations - The Ring of Fire</i>. Perf. David Paul Achneepinescum, CEO Matawa First Nations. <i>YouTube</i>. Matawa.on.ca, 7 Nov. 2011. Web. 06 July 2015.  <a href="https://youtu.be/BZod1E3a548?list=PLr2glEFCdZ-vlpL-SLDAKSACDdYCoW9L6">https://youtu.be/BZod1E3a548?list=PLr2glEFCdZ-vlpL-SLDAKSACDdYCoW9L6</a></p> <p>This video discusses the potential mining development on First Nation Matawa territory in Northern Ontario and can be used for inquiry into short and long term effects of mining on a community. Students can evaluate the effect a mine could have on the First Nation community (e.g., members could benefit from new employment, business opportunities and accessibility to services, while respecting their rights to their land).</p>	<p>B 2.1 B 2.5</p>
	<p>"Canada's Forest Products Industry: A Forest Tour." <i>YouTube</i>. FPAC - Forest Products Association of Canada, 3 May 2012. Web. 06 July 2015. <a href="https://youtu.be/_6RGSjVHkUY?list=PLr2glEFCdZ-vlpL-SLDAKSACDdYCoW9L6">https://youtu.be/_6RGSjVHkUY?list=PLr2glEFCdZ-vlpL-SLDAKSACDdYCoW9L6</a></p> <p>This video allows students to inquire about forestry in Ontario, providing examples of employment in the forestry industry (e.g., forest engineer, logging operations, tree planters, forest planner) and how the forestry industry has evolved. Canada's sustainable forest management practices and the industry's environmental commitment is discussed and examples of the Canadian Boreal Forest conservation shown. Students can evaluate forest management practices.</p>	<p>B 2.2 B 2.5</p>

## Grade 3 Strand B

	<p>"Crown Land Use." <i>Land Information Ontario</i>. Government of Ontario, Web. 23 May 2015.  <a href="http://www.giscoeapp.lrc.gov.on.ca/web/MNR/NHLUPS/CLUPA/Viewer/Viewer.html">http://www.giscoeapp.lrc.gov.on.ca/web/MNR/NHLUPS/CLUPA/Viewer/Viewer.html</a></p> <p>This interactive maps shows Ontario's Crown Land use as well as municipal boundaries. The map can be zoomed and locations marked to find out more about specific land use in the marked location.</p>	<p>B 2.3</p>
	<p>"OSG Earth: Activity Reports-Mineral Exploration." <i>Geology Ontario</i>. Ministry of Northern Development and Mines, Web. 23 May 2015.  <a href="http://www.geologyontario.mndm.gov.on.ca/">http://www.geologyontario.mndm.gov.on.ca/</a></p> <p>An interactive map of Ontario showing mining, exploration and development activity within the province as recorded by the Ontario Geological Survey's 8 Resident Geologist field offices. Information includes: project location, company name, project news and information, as well as company website links.</p>	<p>B 2.2 B 2.3</p>
	<p>Foodnet Ontario: Field Study</p> <p><i>FoodNet Ontario</i>. Foodnet Ontario, 2014. Web. 25 May 2015.  <a href="http://foodnetontario.ca/getting-involved/">http://foodnetontario.ca/getting-involved/</a></p> <p>This site provides tips about how to become involved in community projects which help to promote sustainable living and eating.</p>	<p>B 2.2</p>
	<p>Ontario Parks: Field Study</p> <p>"Learning in Ontario Parks." <i>Ontario Parks</i>. Ministry of Natural Resources, 13 Feb. 2013. Web. 25 May 2015.  <a href="http://ontarioparks.com/learn/">http://ontarioparks.com/learn/</a></p> <p>Use this site to help book a field trip to a provincial park. Tours include a focus on the natural and cultural history of the parks and local wildlife.</p>	<p>B 2.2</p>
	<p>Wood Manufacturing Council: School/Community Partnerships</p> <p>"Connecting People. Crafting Industry." <i>Wood Manufacturing Council</i>. Wood Manufacturing Council. Web. 25 May 2015.  <a href="http://wmc-cfb.ca/presentations">http://wmc-cfb.ca/presentations</a></p> <p>Use the link provided in this site to have a guest speaker come and speak about the careers that are associated with the forestry industry.</p>	<p>B 2.2</p>

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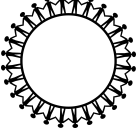
	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Hawley, Ella. <i>Exploring Our Impact on the Environment</i>. New York: PowerKids, 2013.</p> <p>This book explores the human impact on the environment. As students look at various aspects of living and working in Ontario, this background information will provide a context for asking questions about the different aspects of land use in their own and neighbouring communities, as well as in Ontario as a whole.</p>	B 3.5
	<p>Matthews, Sheelagh. <i>Shields</i>. Calgary: Weigl, 2011.</p> <p>This book is one of a series of five books in the <i>Canadian Ecozones</i> which describe different aspects of the various Canadian environments. Using this information, students will be able to construct maps indicating various aspects of land use and landforms across the province.</p>	B 3.7
	<p>Hudak, Heather C. <i>Mapping</i>. New York: Weigl, 2009.</p> <p>This text is one in a series of books titled “<i>Social Studies Essential Skills</i>.” Students can use this resource to develop mapping skills and further their understanding of land use across Ontario.</p>	B 3.2
	<p>Drake, Jane, Pat Cupples, and Ann Love. <i>Mining</i>. Toronto: Kids Can, 1997.</p> <p>This text is one in a series of 4 books titled <i>Canada at Work (Farming, Fishing, Forestry and Mining)</i>. The books focus on specific aspects of living and working in industries related to Ontario’s natural resources and the environment. This information will provide the context for students to begin their inquiries into the different landforms and the resources found across the province.</p>	B 3.4 B 3.6
	<p>"Where in the Ontario Greenbelt Is Enviro Girl?" <i>TVOKids</i>. TVOntario, Web. 28 May 2015  <a href="http://www.tvokids.com/games/whereontariogreenbeltenvirogirl">http://www.tvokids.com/games/whereontariogreenbeltenvirogirl</a></p> <p>Students search for Enviro-Girl using clues. Along the way, they learn about the features of this important protected region. Organized around an interactive map of Southern Ontario, activities in the Green Belt (recreation, farming, etc) are explored and multiple mini-games are playable.</p>	B 3.5

## Grade 3 Strand B

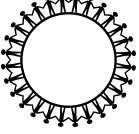
	<p>"EcoKids: The Land We Love." <i>EcoKids</i>. EcoKids. Web. 27 May 2015.  <a href="http://cf.ecokids.ca/pub/eco_info/topics/landuse/index.cfm">http://cf.ecokids.ca/pub/eco_info/topics/landuse/index.cfm</a></p> <p>A place to explore land use in Canada. Divided into Agriculture, Sprawl and Greenbelts, the content explores food production, living space and protected lands.</p>	<p>B 3.5</p>
	<p>"Urban or Rural?" <i>Ontario Educational Resource Bank</i>. Ontario Ministry of Education, Web. 27 May 2015.  <a href="https://download.elearningontario.ca/repository/12/1298140000/runtime/urbanRural%20-%20v02.html">https://download.elearningontario.ca/repository/12/1298140000/runtime/urbanRural%20-%20v02.html</a></p> <p>An interactive resource written to a primary audience that explores two of the primary land use divisions in Ontario: rural and urban. This resource is also available in French. OERB credentials required, freely available to all Ontario teachers and students.</p>	<p>B 3.5</p>
	<p>"Maps and Mapping." <i>Canadian Geographic</i>. Canadian Geographic Web. 27 May 2015.  <a href="http://www.canadiangeographic.ca/kids/maps/">http://www.canadiangeographic.ca/kids/maps/</a></p> <p>An extensive collection of maps (political, thematic, thermal, topographic) that can help students to explore the conventions of different map styles and their specific uses.</p>	<p>B 3.2</p>
	<p>"Civics 101" <i>YouTube</i>. Youtube, Web. 28 October 2015.  <a href="https://www.youtube.com/playlist?list=PL4BB162F1D2C74885">https://www.youtube.com/playlist?list=PL4BB162F1D2C74885</a></p> <p>This playlist hosts the videos from TVO's Civics 101 website. They explain various aspects of Ontario's provincial government. The title <i>Who Does What</i> specifically addresses the noted expectation.</p>	<p>B 3.1</p>
	<p>Reclaiming Toronto's Waterfront. World Life Video Prod. 2013. Learn360. 24 May 2015  <a href="http://www.learn360.com/ShowVideo.aspx?fid=2379683&amp;pid=1204920&amp;type=Playlist&amp;ugid=-1&amp;ID=1114552">http://www.learn360.com/ShowVideo.aspx?fid=2379683&amp;pid=1204920&amp;type=Playlist&amp;ugid=-1&amp;ID=1114552</a></p> <p>A great video to describe how features of the natural environment of a region and the type of land determines how the land is used to meet human needs and wants; and what type of community is established. Students can see how the lakefront city of Toronto was developed, more land was reclaimed, industry began and the importance of transportation (e.g., to reach the St. Lawrence River.)</p>	<p>B 3.3            B 3.4            B 3.5</p>



## Grade 3 Strand B

	<p>"My Canada Shows." <i>TVOKids</i>. TVOntario, Web. 27 May 2015.  <a href="http://www.tvokids.com/shows/mycanada">http://www.tvokids.com/shows/mycanada</a></p> <p>This series of videos introduce students to Ontario, the Great Lakes, Maps, Canada, the North, and major cities. Students will learn about the major landform regions and types of land use in Ontario. Students will learn about ways in which land is used in different parts of Ontario to meet human needs (e.g. many lakes with fresh water are used for drinking, fishing, relaxing, swimming and boating). They will be able to describe some types of employment that are available in some cities in Ontario (e.g. jobs dependent on mining in Sudbury).</p>	<p>B 3.3            B 3.4            B 3.5</p>
	<p>"Grow With Agriculture." <i>YouTube</i>. Classroom Agriculture Program of Alberta, Web. 28 May 2015.  <a href="https://www.youtube.com/watch?v=o1DU6XrFwHY&amp;list=PLr2glEFCdZ-vlpL-SLDAKSACDdYCoW9L6&amp;index=16">https://www.youtube.com/watch?v=o1DU6XrFwHY&amp;list=PLr2glEFCdZ-vlpL-SLDAKSACDdYCoW9L6&amp;index=16</a></p> <p>Grow With Agriculture is an excellent resource to share with students to highlight types of land use and how they meet the needs of a community. Students get to learn about the importance of modern day agriculture and main types of employment that are available and dependant on agriculture.</p>	<p>B 3.4            B 3.5</p>
	<p>"The Official Road Map of Ontario." <i>Ministry of Transportation</i>. Queen's Printer for Ontario, Web. 23 May 2015.  <a href="http://www.mto.gov.on.ca/english/traveller/map/">http://www.mto.gov.on.ca/english/traveller/map/</a></p> <p>Official Road Map of Ontario produced by Ministry of Transportation Ontario.</p>	<p>B 3.1</p>
	<p>"2011 Census of Agriculture Maps." <i>Ministry of Agriculture, Food and Rural Affairs</i>. Queen's Printer for Ontario, Web. 23 May 2015.  <a href="http://www.omafra.gov.on.ca/english/landuse/gis/censusmaps.htm">http://www.omafra.gov.on.ca/english/landuse/gis/censusmaps.htm</a></p> <p>Gallery of 2011 Agricultural Census Maps. Maps can be used to analyze land use in Ontario.</p>	<p>B3.6</p>
	<p>Eco-experience centres and Eco-villages: Field Study</p> <p>"Eco-Centres &amp; Places." <i>Planet Friendly</i>. People and Planet. Web. 25 May 2015.  <a href="http://www.planetfriendly.net/learn.html">http://www.planetfriendly.net/learn.html</a></p> <p>This site provides a list of locales in Ontario which are focusing on ways to promote environmental sustainability. A wide range of workshops and guided tours are available at each location.</p>	<p>B 3.5            B 3.6</p>

## Grade 3 Strand B

	<p>Ontario Mining Association: Field Study</p> <p>"Education &amp; Outreach." <i>Ontario Mining Association</i>. Ontario Mining Association, 2012. Web. 25 May 2015. <a href="http://www.oma.on.ca/en/aboutoma/EducationandOutreach.asp">http://www.oma.on.ca/en/aboutoma/EducationandOutreach.asp</a></p> <p>Consider the natural resources in your area. Contact industry associations like the one listed above for opportunities for school visits or outreach programs.</p>	B 3.4
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### Professional Resources

Murray, Karen, et al. *Hands on Social Studies Grade 3: An Inquiry Approach*. Winnipeg: Portage & Main, 2014. Print.

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 as well as a CD with picture resources.

"How Government Works." *Government of Canada, Service Canada, Citizen Service Branch*. Government of Canada. Web. 31 May 2015.  
<http://www.canada.ca/en/gov/system/>

An easy to understand, topically organized explanation of government structure, political priorities and more.

"Aboriginal Presence in Our Schools." *Aboriginal Presence in Our Schools*. District School Board Ontario North East. Web. 27 Oct. 2015. [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)

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.

Bigwin, Elizabeth et al. *Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8*. Ontario: Limestone DSB, 2013. Print.  
[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)

This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.