



ONTARIO
ELEMENTARY
SOCIAL STUDIES
TEACHERS
ASSOCIATION

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

Key



= book



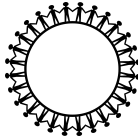
= website



= 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); WhiteHots (whitehots.com); Goodminds (goodminds.com); Ella Minnow (ellaminnow.ca); TinLids (tinlids.ca) and Scholastic (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.





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OESSTA Resource Supports for the 2013 Revised SSHG Curriculum

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People and Environments: Political and Physical Regions of Canada

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Drake, Jane, Ann Love, and Pat Cupples. <i>Canada at Work: Forestry</i>. 2nd ed. Toronto: Kids Can, 2000. Print.</p> <p>This resource introduces students to the people, machines and environmental concerns involved in forestry. Students will be able to gather evidence about the different methods used to cut down trees; learn about the value of reseeded and explore the inside of a saw mill and a pulp and paper mill.</p>	<p>B 2.2 B 2.5</p>
	<p>Craats, Rennay. <i>Toronto: City on the Go</i>. Calgary: Weigl, 2002. Print.</p> <p>This resource introduces students to the uniqueness of each capital and major city in Canada. Students are able to gather information on the people who reside in the area, the culture and the climate.</p>	<p>B 2.2</p>
	<p>Moore, Christopher, and Bill Slavin. <i>The Big Book of Canada</i>. Toronto: Tundra, 2002. Print.</p> <p>This resource explores the distinguishing features of industries, cultures, people and geography of Canada's provinces and territories. It provides many opportunities for students to evaluate evidence and draw conclusions regarding some of the issues and challenges associated with balancing human needs and wants with activities that support environmental stewardship in Canada.</p>	<p>B 2.5</p>
	<p>Beckett, Harry. <i>Ontario</i>. Calgary: Weigl Educational Publishers, 2007. Print.</p> <p>This resource is a part of the Canada's Land and People series. The series includes a book on each province and territory that provides details on the ways that they are distinct and similar to each other. Topics that are covered includes the arts, culture, history, environment, cultural and tourist landmarks and sports.</p>	<p>B 2.2</p>





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	<p>Ostopowich, Melanie. <i>The Cordillera</i>. Calgary: Weigl Educational, 2006. Print.</p> <p>This resource belongs to the Canadian Geographic Regions series. These books will allow students to gather details on various aspects of Canada's geographic regions. These could include the natural environment, the climate and the people that reside in these regions.</p>	<p>B 2.2</p>
 	<p>Zoe, Therese, Tessa Macintosh, Mindy Willett, and Philip Zoe. <i>Living Stories = Godi Weghàà Ets' Eèda</i>. Markham, Ont.: Fifth House, 2009. Print.</p> <p>Guiding Question: What is the perspective on land and sustainability according to the contemporary Tlicho (Dogrib) community in the Northwest Territories?</p> <p>Activity: Create an organizer (Venn Diagram) to compare the perspectives of the Tlicho (Dogrib) with those of industrial leaders in other communities. Who do the values compare?</p>	<p>B 2.5</p>
 	<p>Cherry, Lynne. <i>A River Ran Wild: An Environmental History</i>. San Diego: Harcourt Brace Jovanovich, 1992. Print.</p> <p>Guiding Question: What are the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada?</p> <p>Activity: Create an organizer to identify the interrelationships (disciplinary thinking) between the changing human needs and the immediate and long term impacts on the environment. (resource – organizer template)</p>	<p>B 2.5</p>
	<p><i>The Atlas of Canada</i>. Natural Resources Canada, Web. 27 May 2015. http://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada</p> <p>A collection of topographical and thematic maps (energy, forestry, geology, aboriginal territories, territorial expansion, water). Available in both French and English. Students can find map data connected to inquiry topics.</p>	<p>B 2.3</p>





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	<p><i>My Maps</i>. Google Inc., Web. 27 May 2015. https://www.google.com/maps/d/u/0/</p> <p>Using Google Maps Engine Lite, students can build customized maps to conceptualize numerous topics (the settlement range of a given group, routes of exploration and trade, zones of interaction, movement over time, etc). By sharing and collaborating with each other, students can layer their maps to contrast different groups or time periods.</p>	B 2.3
	<p><i>Coggle</i>, Coggle. Web. 27 May 2015. https://coggle.it</p> <p>Coggle is an mind mapping tool that can help students to organize gathered data. As a collaborative platform, students can share their mind maps with peers, add to a common bank of research data, and build upon each other's research.</p>	B 2.2
	<p>"Time to Drill." <i>Wonderville</i>, Mindfuel. Web. 27 May 2015. http://www.wonderville.ca/asset/timetodrill</p> <p>Teachers can use this educational online game as a starting point in the inquiry process. Students are challenged to consider the costs and challenges of resource drilling in one of Canada's regions (interior plains). But what is the cost of these expenditures and what is our responsibility as stewards of the environment?</p>	B 2.1
	<p>"What You Can Do.". David Suzuki Foundation, Web. 27 May 2015. http://www.davidsuzuki.org/what-you-can-do/</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.</p>	B 2.2

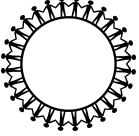
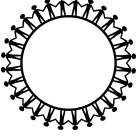
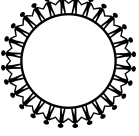
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	<p>"Top 10 Best Places to Live In Canada 2014." <i>YouTube</i>. TopListVideos, 16 Apr. 2014. Web. 20 May 2015. https://youtu.be/FTeSeXRCHmA</p> <p>This video shows the top ten places to live in Canada in 2014. There is no explanation given as to why they are chosen as the top ten. This video could be shown as an inquiry spark to ask students why they think that these places were chosen and have students create a set of criteria to create their own top ten places to live, visit, work in Canada.</p>	<p>B 2.4 B 2.5</p>
	<p>"PotashCorp Video Tour." <i>PotashCorp</i>. PotashCorp. Web. 06 Oct. 2015. http://minetour.potashcorp.com/</p> <p>This video, made by the Potash companies, provides students with a glimpse into the potash industry. It can be used a resource to help students formulate questions regarding the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship.</p>	<p>B 2.1</p>
	<p>"Churchill: An Example of Eco-tourism Done Right?" <i>YouTube</i>. CCTV Global Business. Web. 06 Oct. 2015. https://www.youtube.com/watch?feature=player_embedded&v=hOrLUgkDaks</p> <p>This video is an interview that examines the challenges of ecotourism in Churchill. It is useful to help students generate questions about balancing human needs, interests and sustainability. What do we need to consider to maintain these kinds of industries?</p>	<p>B 2.1</p>
	<p>"Pacific Forest Foundation: Logging in British Columbia." <i>YouTube</i>. LoginBC!, 2009. Web. 18 May 2015. https://www.youtube.com/watch?v=Iz3bk2QcCcQ</p> <p>This video could be used as part of an inquiry where students look at the question: Do the opportunities that industries in Canada provide outweigh the challenges? It is a way for student to have an idea of some of the opportunities that that the Forestry Industry in Canada provides Canadians. Showing in contrast other types of media, such as images or infographics that shows some of the challenges caused by the Forestry Industry they could then analyse the photographs, infographic and video clip and draw conclusions based on what they have learned.</p>	<p>B 2.5</p>






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	<p>"Larry Matychuk & Martyn A. Piper - Vignette." <i>YouTube</i>. Oilsandstoday.ca, 13 Sept. 2012. Web. 20 May 2015. https://www.youtube.com/watch?v=QjD9sqd-vlQ</p> <p>This short video clip could be used as part of an inquiry where students look at the question: Do the opportunities that industries in Canada provide outweigh the challenges? It is a way for student to have an idea of some of the opportunities that the Oil Sands in Canada provides Canadians. Showing in contrast other types of media, such as images or infographics that show some of the challenges caused by the Oil Sands, they could then compare and contrast with the video "The Story of the Alberta Oil Sands" (see below) which highlights the challenges.</p>	<p>B 2.5</p>
	<p>"The Story Of The Alberta Oil Sands." <i>YouTube</i>. Watchmojo.com, 8 Dec. 2009. Web. 20 May 2015. https://www.youtube.com/watch?v=mBePqKw7tyk</p> <p>This short video clip gives students an idea of some of the challenges that that the Oil Sands provide Canadians. Showing in contrast other types of media, such as images or infographics that shows some of the opportunities provided by the Oil Sands, they could then analyses the photographs and infographics and draw conclusions.</p>	<p>B 2.5</p>
	<p>"Interactive Map: Seeing the Forest for Its Trees." <i>Alberta Venture</i>. Government of Alberta, 04 Mar. 2014. Web. 31 May 2015. http://albertaventure.com/2014/03/interactive-map-alberta-forest-trees</p> <p>This sites explores the different kinds of trees in Alberta and considers the economic uses of the products produced through this primary resource.</p>	<p>B 2.3</p>
	<p>"Selected Thematic Maps." <i>Natural Resources Canada</i>. Government of Canada. Web. 31 May 2015. http://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada/selected-thematic-maps/16838#forestry&sref=https://delicious.com/oessta/grade%25204</p> <p>The site can be used to examine maps related to a variety of topics including energy, mining and forestry. Select an industry to investigate.</p>	<p>B 2.3</p>



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	<p>Peel Wastewater Treatment Facility: Field Study</p> <p>"Public Works Environmental Education for Educators." <i>Public Works</i>. Region of Peel. Web. May-June 2015. https://www.peelregion.ca/pw/education-outreach/</p> <p>Contact your local water treatment facility or pumping station to understand where local water comes from and how it is impacted by industry and human development.</p>	<p>B 2.2 B 2.5</p>
	<p>Earthwalk Eco-education centre: Field Study</p> <p>"Earthwalk Eco Education Center - Get Involved." <i>Earthwalk Eco Education Center</i>. Earthwalk Eco Education Center. Web. 25 May 2015. http://www.ecoearthwalk.ca/partners.html</p> <p>Search for 'sustainable living (your city)' and see if you can find organizations or initiatives in your area which promote environmental sustainability.</p>	<p>B 2.5</p>
	<p>Evolve Builders Group: School/Community Partnerships</p> <p>"Green Building & Sustainable Design Services." <i>Evolve Builders</i>. Evolve Builders Group Inc., 2015. Web. 25 May 2015. http://evolvebuilders.ca/green-building-services/</p> <p>Search up environmental housing or builders in your area. Invite one of the designers/builders to come in to speak to the class about the materials and techniques used to make homes that promote sustainable living.</p>	<p>B 2.2</p>





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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Kalman, Bobbie. <i>Canada: The Land</i>. 3rd ed. Toronto, Ont.: Crabtree Pub., 2009. Print.</p> <p>This third edition to <i>Canada: The Land</i> allows students to explore the country's coasts, northern regions, prairies, and mountain ranges.</p>	B 3.1
	<p>Beckett, Harry. <i>Ontario</i>. Calgary, Alberta: Weigl Educational Limited, 2008. Print.</p> <p>Each book in <i>Canada's Land and People</i> series focuses on a particular province and describes the environment, people, culture and attractions that make the province unique. This resource is also available in French.</p>	B 3.1 B 3.2 B 3.5
	<p>McLeod, Tom, Tessa Macintosh, and Mindy Willett. <i>The Delta Is My Home = Ehditit Shanankat T'agoonch'uu = Uvanga Nunatarmuitmi Aimagyaqtunga</i>. Calgary: Fifth House, 2008. Print.</p> <p>The titles in this series, <i>Land is our storybook</i>, feature the lives and cultures of aboriginal people who live in the Northwest Territories, and their connection to the land. Readers discover Tom McLeod, an 11 year old boy, whose family teaches him how to hunt, fish, trap and drive a boat, along with the values of storytelling and traditional language.</p>	B 3.5
	<p>Drake, Jane, Ann Love, and Pat Cupples. <i>Mining</i>. Toronto: Kids Can, 2001. Print.</p> <p>This resource allows students to explore the issues and concerns associated with bringing metal and minerals to their homes. Series: Canada at Work</p>	B 3.2 B 3.3
	<p>"What Region?" OERB. Ontario Ministry of Education, Web. 27 May 2015. https://download.elearningontario.ca/repository/13/1371070000/preloader.html</p> <p>An interactive web resource designed with the Grade 4 reading level in mind, it allows students to learn about the physical regions in Canada and plot them on a map. A glossary of terms is used to highlight important vocabulary. Contextual lesson plans are available for teachers to use in combination with this resource. OERB Resource ID: ELO1371070</p>	B 3.1

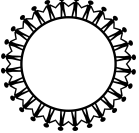
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	<p><i>The Canadian Atlas Online</i>. Canadian Geographic, Web. 27 May 2015. http://www.canadiangeographic.ca/atlas/ (select “Explore by Themes → The Regions”)</p> <p>A detailed overview of the geographical regions of Canada, including maps and narrated video. Additional content is organized by category rather than region: Water, The People, Energy Systems, Natural Resources.</p>	<p>B 3.1 B 3.2</p>
	<p>"Let's Compare Regions" <i>OERB</i>. Ontario Ministry of Education, Web. 27 May 2015. https://download.elearningontario.ca/repository/13/1361650000/9259_Lets%20Compare%20Canadas%20Regions.html</p> <p>Students compare and contrast two of Canada's physical regions - the Interior Plains and the Arctic - in this interactive resource. A Venn diagram is used to sort common and distinct characteristics. OERB Resource ID: ELO1361650</p>	<p>B 3.1</p>
	<p>"Canada's Treasure Trek" <i>TVOKids.com</i>. TVOntario, Web. 27 May 2015. http://www.tvokids.com/games/canadastreasuretrek</p> <p>A fun and engaging interactive game that leads users through the regions of Canada in search of buried treasure. Along the way, players collect treasure and provincial flags by interacting with maps and answering provincial trivia. Also try: http://www.tvokids.com/games/mycanada A fun activity for the student to engage in. A set of three games designed to help students remember the names and locations of each province, the provincial capitals, and the Great Lakes here in Ontario.</p>	<p>B 3.5</p>
	<p>"Discover Canada." <i>Citizenship and Immigration Canada</i>. Government of Canada. Web. 27 May 2015. http://www.cic.gc.ca/english/resources/publications/discover/section-13.asp</p> <p>An overview of the provinces and territories of Canada including capital cities, notable historical facts, main industries, and regional ecosystems.</p>	<p>B 3.2 B 3.5</p>

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	<p>Canada: The Provinces and Territories, Volume 1: Introduction to Canada. World Life Video Productions. 2005. Learn360. 14 May 2015 http://www.learn360.com/ShowVideo.aspx?IPK=98742872&lid=9884890&Series=13701329&ID=520809</p> <p>This video is a way of introducing the geographical and political regions within Canada. It examines the different geographical and cultural uniqueness of each region and how they influence Canadian identity.</p>	<p>B 3.1</p>
	<p>The Territories Volume 4: Northwest Territories. World Life Video Productions. 2005. Learn360. 14 May 2015 http://www.learn360.com/ShowVideo.aspx?IPK=98742872&lid=9884890&Series=13701329&ID=520821</p> <p>This video is part of a series that looks closely at the different regions within Canada. This particular video looks at the Northwest Territories and how it is unique within the Canadian landscape. This short video clip does a good job of explaining some of the industries located in this region of Canada. Students who may be focusing on this area of Canada for their inquiry questions, could use this as one source of information.</p>	<p>B 3.1</p>
	<p>Canadian tar sand pollution. VIDEO. Encyclopædia Britannica. Web. 20 May 2015. http://school.eb.com/?target=%2Fdownload%2Fvideo%3Fpath%3D%2F89%2F179789-024-900425AD.mp4</p> <p>This video clip examines the environmental impact of oil sands pollution. It gives background information on some of the concerns that Canadians have regarding the way in which oil is being removed from the earth. Students could watch this video to help them understand some of the negative impacts that result from the tar sands, along with the benefits (economic).</p>	<p>B 3.6</p>
	<p>"CBC North Interactive: Northern Mines." <i>CBCnews</i>. CBC/Radio Canada, 03 Sept. 2013. Web. 31 May 2015. http://www.cbc.ca/north/interactive/mine-map/</p> <p>This resource describes the location of mines in Northern Canada from the 1932 Eldorado uranium mine to the Baffinland Mary River iron mine.</p>	<p>B 3.3</p>

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	<p>"The Great Canadian Food Map: An Interactive Infographic." <i>CanadianLiving</i>. TVA Group, 11 June 2012. Web. 07 Nov. 2015. http://www.canadianliving.com/food/cooking_school/the_great_canadian_food_map_an_interactive_infographic.php</p> <p>This map explores some of the foods provided by different provinces. This could support an investigation of the different physical regions across Canada.</p>	<p>B 3.1 B 3.3</p>
	<p>Tourism's Three Main Impact Areas: Field Study</p> <p>"Resource-efficiency Business Sectoral Activities Tourism Facts and Figures about Tourism Impacts of Tourism Environmental Impacts Tourism's Three Main Impact Areas." <i>United Nations Environment Programme</i>. United Nations. Web. 27 Sept. 2015. http://www.unep.org/resourceefficiency/Business/SectoralActivities/Tourism/TheTourismandEnvironmentProgramme/FactsandFiguresaboutTourism/ImpactsofTourism/EnvironmentallImpacts/TourismsThreeMainImpactAreas/tabid/78776/Default.aspx</p> <p>Before going on a field trip, use the impact areas described in this article to create an action plan with your students about how they might reduce their impact on the natural environment when they visit their destination. Or, have them keep a record of all of their actions on the field trip and have them analyze their impact afterward.</p>	<p>B 3.2</p>

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Professional Resources
<p>Cairo, Mary, and Luci Soncin. <i>Nelson Social Studies 4: Teacher's Guide</i>. Canada: Nelson Education, 2014. Print.</p> <p>This resource is aligned with the 2013 Ontario Social Studies curriculum. It includes comprehensive lessons, inquiry tasks and assessment tools to support teachers as they introduce students to topics such as active citizenship, responsible governance and identity.</p>
<p>Buckley, Ralf. <i>Environmental Impacts of Ecotourism</i>. Wallingford: CABI Publ., 2008. Print.</p> <p>This is a teacher resource that could be used to gather information around the impact of ecotourism on the natural environment.</p>
<p>Grcic-Stuart, Sonja, and Jim Cummins. <i>Political and Physical Regions of Canada</i>. Don Mills, ON: Rubicon, 2014. Print.</p> <p>This resource defines what a political and physical region is. It also defines the different regions of Canada.</p>
<p>"Classroom Activities." <i>Physical Geography - Canadian Geographic Education Resources</i>. CG Education. Web. 31 May 2015. http://www.cgeducation.ca/resources/learning_centre/classroom_activities/default.asp</p> <p>A collection of activities related to Canadian physical geography, mapping and environmental stewardship.</p>
<p>"Aboriginal Presence in Our Schools." <i>Aboriginal Presence in Our Schools</i>. District School Board Ontario North East. Web. 27 Oct. 2015. http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf</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. http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf</p> <p>This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.</p>