

Ministry of Education

The Ontario Curriculum – Exemplars  
Grades 3 and 4

# Social Studies

*Samples of Student Work:  
A Resource for Teachers*



2002



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# Introduction

In 1998, the Ministry of Education and Training published a new curriculum policy document for social studies, history, and geography for Ontario elementary students entitled *The Ontario Curriculum: Social Studies, Grades 1–6; History and Geography, Grades 7 and 8, 1998*. The new curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. The document contains the curriculum expectations for each grade and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The present document contains samples (“exemplars”) of student work at each level of achievement for Grades 3 and 4. It is part of a set of four documents, each covering two grades (Grades 1 and 2, Grades 3 and 4, Grades 5 and 6, and Grades 7 and 8). These exemplar documents are intended to provide assistance to teachers in their assessment of student achievement of the curriculum expectations. The samples included in the documents represent work produced at the end of the school year in each grade.

Ontario school boards were invited by the Ministry of Education to participate in the development of the exemplars. Teams of teachers and administrators from across the province were involved in developing the assessment materials. They designed the performance tasks and scoring scales (“rubrics”) on the basis of selected Ontario curriculum expectations, field-tested them in classrooms, suggested changes, administered the final tasks, marked the student work, and selected the exemplars used in this document. During each stage of the process, external validation teams and Ministry of Education staff reviewed the tasks and rubrics to ensure that they reflected the expectations in the curriculum policy documents and that they were appropriate for all students. External validation teams and ministry staff also reviewed the samples of student work.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the project. No students, teachers, or schools have been identified.

The procedures followed during the development and implementation of this project will serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students’ learning.

The samples in this document will provide parents<sup>1</sup> with examples of student work to help them monitor their children’s progress. They also provide a basis for communication with teachers.

Use of the exemplar materials will be supported initially through provincial in-service training.

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1. In this document, *parent(s)* refers to parent(s) and guardian(s).

## **Purpose of This Document**

This document was developed to:

- show the characteristics of student work at each of the four levels of achievement for each grade;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to clearly defined assessment tasks;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

Teachers, parents, and students should examine the student samples in this document and consider them along with the information in the Teacher’s Notes and Comments/Next Steps sections. They are encouraged to examine the samples in order to develop an understanding of the characteristics of work at each level of achievement and the ways in which the levels of achievement reflect progression in the quality of knowledge and skills demonstrated by the student.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment methods and strategies in evaluating student achievement over a school year.

## **Features of This Document**

This document contains the following:

- a description of each performance task, as well as the curriculum expectations related to the task
- a task-specific assessment chart (“rubric”) for each task in each grade
- two samples of student work for each of the four levels of achievement
- Teacher’s Notes, which provide some details on the level of achievement for each sample
- Comments/Next Steps, which offer suggestions for improving achievement
- the Teacher Package that was used by teachers in administering the task

It should be noted that *each sample* for a specific level of achievement represents the characteristics of work at that level of achievement.

## **The Tasks**

The performance tasks were based directly on curriculum expectations selected from *The Ontario Curriculum: Social Studies, Grades 1–6; History and Geography, Grades 7 and 8, 1998*. The tasks encompassed the four categories of knowledge and skills (i.e., understanding of concepts; inquiry/research skills and map and globe skills; communication of required knowledge; application of concepts and skills), requiring students to integrate their knowledge and skills in meaningful learning experiences.

The tasks gave students an opportunity to demonstrate how well they could use their knowledge and skills in a specific context.

Teachers were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubric) to the students before they began the assignment.

### **The Rubrics**

In this document, the term *rubric* refers to a scoring scale that consists of a set of achievement criteria and descriptions of the levels of achievement for a particular task. The scale is used to assess students' work; this assessment is intended to help students improve their performance level. The rubric identifies key criteria by which students' work is to be assessed, and it provides descriptions that indicate the degree to which the key criteria have been met. The teacher uses the descriptions of the different levels of achievement given in the rubric to assess student achievement on a particular task.

The rubric for a specific performance task is intended to provide teachers and students with an overview of the expected product with regard to the knowledge and skills being assessed as a whole.

The achievement chart in the curriculum policy document for social studies, history, and geography provides a standard province-wide tool for teachers to use in assessing and evaluating their students' achievement over a period of time. While the chart is broad in scope and general in nature, it provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The descriptions associated with each level of achievement serve as a guide for gathering and tracking assessment information, enabling teachers to make consistent judgments about the quality of student work while providing clear and specific feedback to students and parents.

For the purposes of the exemplar project, a single rubric was developed for each performance task. This task-specific rubric was developed in relation to the achievement chart in the curriculum policy document.

The differences between the achievement chart and the task-specific rubric may be summarized as follows:

- The achievement chart contains broad descriptions of achievement. Teachers use it to assess student achievement over time, making a summative evaluation that is based on the total body of evidence gathered through using a variety of assessment methods and strategies.
- The rubric contains criteria and descriptions of achievement that relate to a specific task. The rubric uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task. Teachers use the rubric to assess student achievement on a single task.

The rubric contains the following components:

- an identification (by number) of the expectations on which student achievement in the task was assessed
- the four categories of knowledge and skills
- the relevant criteria for evaluating performance of the task
- descriptions of student performance at the four levels of achievement (level 3 on the achievement chart is considered to be the provincial standard)

As stated earlier, the focus of performance assessment using a rubric is to improve students' learning. In order to improve their work, students need to be provided with useful feedback. Students find that feedback on the strengths of their achievement and on areas in need of improvement is more helpful when the specific category of knowledge or skills is identified and specific suggestions are provided than when they receive only an overall mark or general comments. Student achievement should be considered in relation to the criteria for assessment stated in the rubric for each category, and feedback should be provided for each category. Through the use of a rubric, students' strengths and weaknesses are identified and this information can then be used as a basis for planning the next steps for learning. In this document, the Teacher's Notes section indicates the reasons for assessing a student's performance at a specific level of achievement, and the Comments/Next Steps section indicates suggestions for improvement.

In the exemplar project, a single rubric encompassing the four categories of knowledge and skills was used to provide an effective means of assessing the particular level of student performance in the performance task, to allow for consistent scoring of student performance, and to provide information to students on how to improve their work. However, in the classroom, teachers may find it helpful to make use of additional rubrics if they need to assess student achievement on a specific task in greater detail for one or more of the four categories. For example, it may be desirable in evaluating a written report on an issue to use one rubric for assessing the content (understanding of concepts), one for the research (inquiry/research skills and map and globe skills), one for the written descriptions of the results of the research (communication of required knowledge), and one for the understanding of the effect of the issue on Canadian society (application of concepts and skills).

The rubrics for the tasks in the exemplar project are similar to the scales used by the Education Quality and Accountability Office (EQAO) for the Grade 3, Grade 6, and Grade 9 provincial assessments in that both the rubrics and the EQAO scales are based on the Ontario curriculum expectations and the achievement charts. The rubrics differ from the EQAO scales in that they were developed to be used only in the context of classroom instruction to assess achievement in a particular assignment.

Although rubrics were used effectively in this exemplar project to assess responses related to the performance tasks, they are only one way of assessing student achievement. Other means of assessing achievement include observational checklists, tests, marking schemes, or portfolios. Teachers may make use of rubrics to assess students' achievement on, for example, essays, reports, exhibitions, debates, conferences, interviews, oral presentations, recitals, two- and three-dimensional representations, journals or logs, and research projects.

## **Development of the Tasks**

The performance tasks for the exemplar project were developed by teams of educators in the following way:

- The teams selected a cluster of curriculum expectations that focused on the knowledge and skills that are considered to be of central importance in the subject area. Teams were encouraged to select a manageable number of expectations. The particular selection of expectations ensured that all students would have the opportunity to demonstrate their knowledge and skills in each category of the achievement chart in the curriculum policy document for the subject.
- The teams drafted two tasks for each grade that would encompass all of the selected expectations and that could be used to assess the work of all students.
- The teams established clear, appropriate, and concrete criteria for assessment, and wrote the descriptions for each level of achievement in the task-specific rubric, using the achievement chart for the subject as a guide.
- The teams prepared detailed instructions for both teachers and students participating in the assessment project.
- The tasks were field-tested in classrooms across the province by teachers who had volunteered to participate in the field test. Student work was scored by teams of educators. In addition, classroom teachers, students, and board contacts provided feedback on the task itself and on the instructions that accompanied the task. Suggestions for improvement were taken into consideration in the revision of the tasks, and the feedback helped to finalize the tasks, which were then administered in the spring of 2001.

In developing the tasks, the teams ensured that the resources needed for completing the tasks – that is, all the worksheets and support materials – were available.

Prior to both the field tests and the final administration of the tasks, a team of validators – including research specialists, gender and equity specialists, and subject experts – reviewed the instructions in the teacher and student packages, making further suggestions for improvement.

## **Assessment and Selection of the Samples**

After the final administration of the tasks, student work was scored at the district school board level by teachers of the subject who had been provided with training in the scoring. These teachers evaluated and discussed the student work until they were able to reach a consensus regarding the level to be assigned for achievement in each category. This evaluation was done to ensure that the student work being selected clearly illustrated that level of performance. All of the student samples were then forwarded to the ministry. A team of teachers from across the province, who had been trained by the ministry to assess achievement on the tasks, rescored the student samples. They chose samples of work that demonstrated the same level of achievement in all four categories and then, through consensus, selected the samples that best represented the characteristics of work at each level of achievement. The rubrics were the primary tools used to evaluate student work at both the school board level and the provincial level.

The following points should be noted:

- Two samples of student work are included for each of the four achievement levels. The use of two samples is intended to show that the characteristics of an achievement level can be exemplified in different ways.
- Although the samples of student work in this document were selected to show a level of achievement that was largely consistent in the four categories (i.e., understanding of concepts; inquiry/research skills and map and globe skills; communication of required knowledge; application of concepts and skills), teachers using rubrics to assess student work will notice that students' achievement frequently varies across the categories (e.g., a student may be achieving at level 3 in understanding of concepts but at level 4 in communication of required knowledge).
- Although the student samples show responses to most questions, students achieving at level 1 and level 2 will often omit answers or will provide incomplete responses or incomplete demonstrations.
- Students' effort was not evaluated. Effort is evaluated separately by teachers as part of the "learning skills" component of the Provincial Report Card.
- The document does not provide any student samples that were assessed using the rubrics and judged to be below level 1. Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

## **Use of the Student Samples**

### ***Teachers and Administrators***

The samples of student work included in this document will help teachers and administrators by:

- providing student samples and criteria for assessment that will enable them to help students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating communication with parents regarding the curriculum expectations and levels of achievement for each subject;
- promoting fair and consistent assessment within and across grade levels.

Teachers may choose to:

- use the teaching/learning activities outlined in the performance tasks;
- use the performance tasks and rubrics in the document in designing comparable performance tasks;
- use the samples of student work at each level as reference points when assessing student work;
- use the rubrics to clarify what is expected of the students and to discuss the criteria and standards for high-quality performance;

- review the samples of work with students and discuss how the performances reflect the levels of achievement;
- adapt the language of the rubrics to make it more “student friendly”;
- develop other assessment rubrics with colleagues and students;
- help students describe their own strengths and weaknesses and plan their next steps for learning;
- share student work with colleagues for consensus marking;
- partner with another school to design tasks and rubrics, and to select samples for other performance tasks.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement;
- facilitate sessions for parents and school councils using this document as a basis for discussion of curriculum expectations, levels of achievement, and standards.

### **Parents**

The performance tasks in this document exemplify a range of meaningful and relevant learning activities related to the curriculum expectations. In addition, this document invites the involvement and support of parents as they work with their children to improve their achievement. Parents may use the samples of student work and the rubrics as:

- resources to help them understand the levels of achievement;
- models to help monitor their children’s progress from level to level;
- a basis for communication with teachers about their children’s achievement;
- a source of information to help their children monitor achievement and improve their performance;
- models to illustrate the application of the levels of achievement.

### **Students**

Students are asked to participate in performance assessments in all curriculum areas. When students are given clear expectations for learning, clear criteria for assessment, and immediate and helpful feedback, their performance improves. Students’ performance improves as they are encouraged to take responsibility for their own achievement and to reflect on their own progress and “next steps”.

It is anticipated that the contents of this document will help students in the following ways:

- Students will be introduced to a model of one type of task that will be used to assess their learning, and will discover how rubrics can be used to improve their product or performance on an assessment task.
- The performance tasks and the exemplars will help clarify the curriculum expectations for learning.
- The rubrics and the information given in the Teacher’s Notes section will help clarify the assessment criteria.
- The information given under Comments/Next Steps will support the improvement of achievement by focusing attention on two or three suggestions for improvement.
- With an increased awareness of the performance tasks and rubrics, students will be more likely to communicate effectively about their achievement with their teachers and parents, and to ask relevant questions about their own progress.
- Students can use the criteria and the range of student samples to help them see the differences in the levels of achievement. By analysing and discussing these differences, students will gain an understanding of ways in which they can assess their own responses and performances in related assignments and identify the qualities needed to improve their achievement.



# Heritage and Citizenship Grade 3

# Pioneer Life

## The Task

The first part of this task required each student to complete a chart that showed the contributions of Aboriginal peoples to the early settlers and why these contributions were important. In the second part of the task, students completed a chart comparing aspects of life in a pioneer settlement with those in a modern community.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Pioneer Life. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. identify the contributions of Aboriginal peoples to early settlement (3z2);
2. describe changes that have occurred in their communities since the time of the early settlers (3z3);
3. identify the contributions of Aboriginal peoples to pioneer settlement (e.g., medicine, food, and exploration) (3z11);
4. use appropriate vocabulary (e.g., *grist mill, pioneers, settlement, general store, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples*) to describe their inquiries and observations (3z15);
5. collect and evaluate information about human and environmental interactions during the early settlement period (3z18);
6. communicate information, using media works, oral presentations, written notes and descriptions, and drawings (e.g., design a poster advertising a pioneer tool) (3z20);
7. compare and contrast life in a pioneer settlement with that in their own community (e.g., with respect to services, jobs, schools, stores, use of natural resources) (3z25).

## Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- identifying the Aboriginal peoples who were located in what is now Ontario at the time of the first settlement and their contributions to pioneer settlers
- describing the major components of a pioneer village or settlement (e.g., a grist mill, church, school, general store, blacksmith's shop) and the daily lives of the pioneers
- comparing and contrasting life in a pioneer settlement with that of their own community
- making and reading a wide variety of graphs, charts, diagrams, maps, and models for specific purposes
- using appropriate vocabulary (e.g., *herbal remedies, transportation, trapping, tracking*)

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 38–41 of this document.*

## Task Rubric – Pioneer Life

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
<b>The student:</b>				
1, 3	– demonstrates a limited understanding of the contributions of Aboriginal peoples to the survival of the early settlers	– demonstrates some understanding of the contributions of Aboriginal peoples to the survival of the early settlers	– demonstrates considerable understanding of the contributions of Aboriginal peoples to the survival of the early settlers	– demonstrates a thorough understanding of the contributions of Aboriginal peoples to the survival of the early settlers
<b>Inquiry/research skills and map and globe skills</b>				
<b>The student:</b>				
5	– demonstrates a limited ability to evaluate information about the interactions between Aboriginal peoples and settlers	– demonstrates some ability to evaluate information about the interactions between Aboriginal peoples and settlers	– demonstrates considerable ability to evaluate information about the interactions between Aboriginal peoples and settlers	– demonstrates extensive ability to evaluate information about the interactions between Aboriginal peoples and settlers
<b>Communication of required knowledge</b>				
<b>The student:</b>				
1, 2, 4, 6	<ul style="list-style-type: none"> <li>– makes limited use of appropriate vocabulary</li> <li>– communicates information about Aboriginal peoples' contributions to early settlers with limited detail and accuracy</li> <li>– communicates information about aspects of a pioneer settlement and a modern-day community with limited detail and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– makes some use of appropriate vocabulary</li> <li>– communicates information about Aboriginal peoples' contributions to early settlers with some detail and accuracy</li> <li>– communicates information about aspects of a pioneer settlement and a modern-day community with some detail and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– makes considerable use of appropriate vocabulary</li> <li>– communicates information about Aboriginal peoples' contributions to early settlers with considerable detail and accuracy</li> <li>– communicates information about aspects of a pioneer settlement and a modern-day community with considerable detail and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– makes extensive use of appropriate vocabulary</li> <li>– communicates information about Aboriginal peoples' contributions to early settlers with a high degree of detail and accuracy</li> <li>– communicates information about aspects of a pioneer settlement and a modern-day community with a high degree of detail and accuracy</li> </ul>
<b>Application of concepts and skills</b>				
<b>The student:</b>				
2, 7	– compares and contrasts a pioneer settlement with a modern-day community with limited accuracy and detail	– compares and contrasts a pioneer settlement with a modern-day community with some accuracy and detail	– compares and contrasts a pioneer settlement with a modern-day community with considerable accuracy and detail	– compares and contrasts a pioneer settlement with a modern-day community with a high degree of accuracy and detail


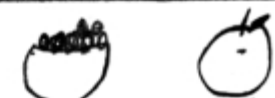

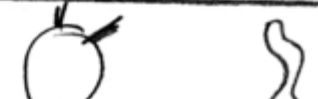






\*The expectations that correspond to the numbers given in this chart are listed on page 12.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.









Pioneer Life Level 1, Sample 1

A

How the Aboriginal Peoples Contributed to the Survival of the Early Settlers

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> They taught the pioneers how to catch animals. With several kinds of tools.</p> 	<p>They needed food!</p> 
<p><b>Farming:</b> They taught the pioneers how to grow very good food in their fields.</p> 	<p>They needed food too!</p> 
<p><b>Clothing:</b> They taught the pioneers how to skin the part of the bears for fur.</p> 	<p>They needed clothes.</p> 
<p><b>Shelter:</b> They taught the pioneers how to make shelter.</p> 	<p>They needed shelter.</p> 
<p><b>Transportation:</b> They taught the pioneers how to go by transportation.</p> 	<p>They needed to go places.</p> 

## Comparing Pioneer Times and Modern Days

Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
I don't think hunting was very easy. <u>hunting</u> 	I think it is not easy. <del>_____</del> 	We hunt with guns the hunt with guns.	We skee the meat with the machines. And sell them.
I think it was easy to farm. <u>Farming</u> 	I think it is easy. 	It was easy to farm for them.	We have weed killers and lots of plant food.
I think it was easy to make shelter <u>shelter</u> 	I think it is hard. 	We make homes out of bricks.	We use machines to make our homes.
I think it wasn't hard to make clothing. <u>clothing</u> 	It is easy. 	We make clothes out of yarn. And other organic matter.	We use machines to make our clothes.

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates a limited understanding of the contributions of the Aboriginal peoples to the survival of the early settlers by recording facts in simple terms on the Aboriginal peoples’ contributions chart (e.g., “They tought the Pioneers how to catch animals. Whith serton kinds of tool’s”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to evaluate information about the interactions between Aboriginal peoples and settlers, giving only simple examples of the interactions that took place (e.g., “They tought the pioneers how to scin the parrt of the bears fer”, because “They needed Clothes”).

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary (e.g., the captions and descriptions contain only simple and vague vocabulary, which limits their effectiveness: the caption beside “Farming” is “They tought the pio-neers how to grow very good food in there feald”).
- The student communicates information about Aboriginal peoples’ contribu-tions to early settlers with limited detail and accuracy (e.g., “They tought the pioneers how to scin the parrt of the bears fer”).
- The student communicates information about aspects of a pioneer settlement and a modern-day community with limited detail and accuracy, using a limited variety of relevant facts and details to support the comparison (e.g., in the “same” column on the comparison chart: “We make homes. out of brickets”; and in the “different” column: “We use machunes to make our homes”).

### Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with limited accuracy and detail (e.g., in the “same” column on the comparison chart: “It was easy to farm for them”; and in the “different” column: “We have weed killers and lotts of plants too”).

## Comments/Next Steps

- The student should make better use of the information displayed in the classroom, the “Spring Journal Entry”, and information given in the pre-tasks when completing the charts.
- The student should provide more specificity in his or her drawings and text to demonstrate understanding of the concepts.
- The student should proofread his or her work to identify and correct spelling errors.
















A

**How the Aboriginal Peoples Contributed to the Survival of the Early Settlers**

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> To get food from Anmints. Whay. They use hide to make.</p>	<p>Because it is important hunting to get "food". And "for hope".</p>
<p><b>Farming:</b> The Three sisters. Are squash, corn, beans they are plant together.</p>	<p>Because it is there food. They can get go and they peck there food.</p>
<p><b>Clothing:</b> The Anmints hide is there clothing. And deer hide to is for there clothing.</p>	<p>It is important because it is there clothing.</p>
<p><b>Shelter:</b> They live in long houses. They have homes.</p>	<p>It is important because it is there homes.</p>
<p><b>Transportation:</b> by canoe. And snowshoes.</p>	<p>Theres how to travel. And go places.</p>

**B**

**Comparing Pioneer Times and Modern Days**

	Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
homes	 ← loghouse	 ← house	- log - square bottom - log - roof	- pioneer live - now live
Travel	 ← cano  ← walk	 ← car  ← airplan	- cano is car them - walk is airplan.	- different trachner
Food	 ← meat  ← corn 	 ← meat  ← corn	- meat and meat - corn and corn	- they have weat - and we don't.
Hunting	 ← cow	 ← moose  ← beaver  ← cow	- They both have cow.	- we have moose. - we have beaver



## Teacher's Notes

### Understanding of Concepts

- The student demonstrates a limited understanding of the contributions of the Aboriginal peoples to the survival of the early settlers by including only basic ideas on the Aboriginal peoples' contributions chart (e.g., under "Transportation": "by cnoun [canoe], And snow shoses": "Thares how to travel. And go Places").

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to evaluate information about the interactions between Aboriginal peoples and settlers by presenting only simple explanations of the Aboriginal peoples' contributions to pioneer survival (e.g., "The Anminls hide is thare Clothing. And dear hide to is for thare clothing": "It is Important because it is there clothing").

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary (e.g., "snow shoses", "long houses").
- The student communicates information about Aboriginal peoples' contributions to early settlers with limited detail and accuracy, including only basic details on the Aboriginals' contribution chart (e.g., "Because it is important hunting To get 'food'. And 'for hope'").
- The student communicates information about aspects of a pioneer settlement and a modern-day community with limited detail and accuracy on the comparison chart, using only vague statements to describe the chosen topics (e.g., in the "travl" category, the student provides "cnoth" [canoe] and "walk" for pioneer times, and "car" and "airplan" for modern days).

### Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with limited accuracy and detail, providing a simple analysis of the similarities and differences on the comparison chart (e.g., under "How They Are the Same", the student wrote "– cnoth [canoe] is car them" and "– walk is airplan"; and under "How They Are Different", the student wrote "different trachtner [tractor]").

## Comments/Next Steps

- The student should make better use of available classroom resources to support the information on the charts.
- The student needs to use vocabulary that is appropriate to the task.
- The student should have used more information from the Aboriginal peoples' contribution chart to complete the comparison chart.
- The student should review his or her work and correct spelling errors.

**Pioneer Life**      Level 2, Sample 1

**A**

**How the Aboriginal Peoples Contributed to the Survival of the Early Settlers**

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> Were snowshoes in the winter How to kill the animals.</p>	<p>So they don't sink in the snow. So they can have meat.</p>
<p><b>Farming:</b> What kind of food to grow corn, carrots, potatoes How many seeds to grow</p>	<p>So they can feed themselves and the animals <del>So they can have trees.</del></p>
<p><b>Clothing:</b> What kind of clothes to wear in the winter.</p>	<p>So they can keep warm in the winter.</p>
<p><b>Shelter:</b> How to build a log house.</p>	<p>So they have a warm place to stay in the winter.</p>
<p><b>Transportation:</b> How to build a canoe.</p>	<p>So they can cross rivers to fish.</p>

## Comparing Pioneer Times and Modern Days

	Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
cloths	girls wear dresses boys wear pants and shirts.	girls wear pants and dresses	Boy still wear pants.	Girls wear pants
school	One room in the school with 8 grades in it	We have many rooms for each grade from grade 1 to 8.	We still have 8 grades.	We have more than 1 room.
Toys	Wood or food scraps were used for Jacks and dolls are made of cloth.	We have toys made of plastic	some of our toys are made of cloth	We play with plastic toys.
Shelter	There was only 1 room in the house and the house was wood.	Our house is made of bricks and there is more than one room	We have chairs	We don't have 1 room in our house.

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates some understanding of the contributions of Aboriginal peoples to the survival of the early settlers by listing some relevant facts on the Aboriginal peoples’ contributions chart (e.g., for the “Farming” category, “What kind of food to grow. corn, carrots, patatos” and for the “Shelter” category, “How to build a log house”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to evaluate information about the interactions between Aboriginal peoples and settlers by making some tenuous connections between what was taught (e.g., “How to build a canoe”) and its importance to the pioneers (e.g., “So they can cross rivers to fish”).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary on the charts (e.g., “snowshoes”, “log house”, “canoe”, “plastic”).
- The student communicates information about Aboriginal peoples’ contributions to early settlers with some detail and accuracy, for example, by listing the types of food that pioneers consequently grew: “corn, carrots, patatos”.
- The student communicates information about aspects of a pioneer settlement and a modern-day community with some detail and accuracy, comparing such things as the materials used to make toys (e.g., in the “Pioneer Times” column, “Wood or food scraps were used for Jacks and dolls are made of cloth”; and in the “Modern Days” column, “We have toys made of plastic”).

### Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with some accuracy and detail (e.g., when comparing schools, the student writes in the “same” column, “We still have 8 grades”, and in the “different” column, “We have more than 1 room”; and when comparing the materials used to make toys, the student writes in the “same” column, “Some of our toys are made of cloth”, and in the “different” column, “We play with plastic toys”).

## Comments/Next Steps

- The student’s work would be enhanced through the inclusion of more detail when making comparisons between pioneer times and today.
- The student should consult classroom resources for a greater variety of appropriate vocabulary.
- Careful research would eliminate inaccuracies (e.g., the settlers would already have been familiar with potatoes and carrots).
- The student should check for accurate spelling and consistent use of complete sentences.




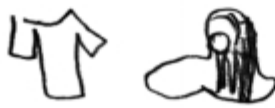
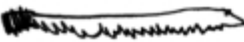



A

**How the Aboriginal Peoples Contributed to the Survival of the Early Settlers**

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> The pioneers were taught how to trap animals and read signs in the forest.</p>	<p>This was important so they would not just have to eat vegetables.</p>
<p><b>Farming:</b> The native people taught the pioneers how to put fish in a hole</p>	<p>This was important to the pioneers because they did not want to just eat raw fish.</p>
<p><b>Clothing:</b> The native people taught the pioneers to trap animals for clothing.</p>	<p>This was important to the pioneers because they would not have clothes if they did not kill animals.</p>
<p><b>Shelter:</b> The native people taught the pioneers to build houses for them.</p>	<p>This was important to the pioneers so they would have a house.</p>
<p><b>Transportation:</b> The pioneers had snow shoes to move in the winter.</p>	<p>This was important to the pioneers so they would not sink in the snow.</p>

B

Comparing Pioneer Times and Modern Days

Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
<p>B: idens</p> 	<p>B: idens</p> 	<p>They keep you warm</p> <p>They both have tops</p> <p>They both have doors</p>	<p>one of them is made of wood</p> <p>pioneers have to make ther heat</p>
<p>clothing</p> 	<p>clothing</p> 	<p>They both cover you</p> <p>They are both made of cloth</p>	<p>These day of clothes are nice</p> <p>They mottey ware dress</p>
<p>Tools</p> 	<p>Tools</p> 	<p>They both are rods</p> <p>They both help you with broken things</p>	<p>There saw are diffint</p> <p>There hamers are different</p>
		<p>They get you plases</p> <p>They both do not Senk</p>	<p>one hase amoten</p> <p>one is faster</p>

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of the contributions of Aboriginal peoples to the survival of the early settlers by listing some relevant facts on the Aboriginal peoples' contributions chart (e.g., "The native people taught the pioneers to trap animals for clothing").

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to evaluate information about the interactions between Aboriginal peoples and settlers by identifying some obvious benefits that the pioneers derived from the interactions (e.g., "This was important to the pioneers because they would not have clothes if they did not kill animals").

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary on the Aboriginal peoples' contributions chart (e.g. "trap animals", "snow shows", "nativ").
- The student communicates information about Aboriginal peoples' contributions to early settlers with some detail and accuracy (e.g., by describing some simple lessons that the Aboriginal peoples taught the pioneers: "The native people taught the pioneers to trap animals for clothing").
- The student communicates information about aspects of a pioneer settlement and a modern-day community with some detail and accuracy (e.g., by differentiating between the two on the comparison chart in the illustrations of a large pioneer hand saw and a modern chainsaw).

### Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with some accuracy and detail, by giving some similarities and differences for each topic on the comparison chart (e.g., for tools, the student writes in the "same" column, "They both are tools" and "They both help you with broken things"; and in the "different" column, "There saw are diffint" and "There hamers are diffrent").

## Comments/Next Steps

- The student should utilize more appropriate vocabulary by referring to materials from the pre-tasks and the resources in the classroom.
- The student should write about more sophisticated and more specific concepts.
- The student should conduct further research to gain a better understanding of the concepts and to increase accuracy of information.
- The student should proofread the final product and correct errors in spelling and capitalization.

Pioneer Life Level 3, Sample 1

A

How the Aboriginal Peoples Contributed to the Survival of the Early Settlers

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> They taught the Pioneers how to catch animals by taking a spear and stepping on two different rocks and catching fish.</p>	<p>Why this is important to the Pioneers because they need to survive to make new people.</p>
<p><b>Farming:</b> They taught the Pioneers to farm how to know when the red squirrel's foot is as big as a maple leaf and the women farm and pick-corn for their family's.</p>	<p>Why this is important to the Pioneers because they need to eat and feed their families.</p>
<p><b>Clothing:</b> They taught the Pioneers how to make clothing by from the animals that have been killed and take of there skin shang it to stretch and dry to make clothes or use a neattle and thread and nit.</p>	<p>Why this is important to the Pioneers because the Pioneers need clothings so they are warm and cossy.</p>
<p><b>Shelter:</b> They taught the Pioneers to build there houses by leather and twiges, and tree bark.</p>	<p>Why this is important to the Pioneers because the Pioneers need to live and stay warm.</p>
<p><b>Transportation:</b> They taught the Pioneers to make transportation by building canoes and stuff like that by useing wood.</p>	<p>Why this is important to the Pioneers because they need to catch fish and get away from enimys.</p>



Comparing Pioneer Times and Modern Days

Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different										
<b>FOOD</b> They had corn, squash, lots of berries, lots and lots of fish to survive.	potatoes - carrots - chicken - beans - vegetables - dairy products - bread + cereal - meat and poultry.	We both still eat corn and squash, still eat fish, and berries.	The Pioneers don't have vegetables, meat and poultry.										
<b>SCHOOL</b> - One room all grades - strict teacher - stick in the mud - unkind and uncaring - lots of work	- a lot of grades and rooms - nicer teacher - treats us	- lots of work	<table border="0"> <tr> <td>pioneer</td> <td>Now</td> </tr> <tr> <td>- strict teacher</td> <td>- lots of fun</td> </tr> <tr> <td>- unkind</td> <td>- not a stick in the mud</td> </tr> <tr> <td>- uncaring</td> <td>-</td> </tr> <tr> <td>- Pioneers</td> <td>Now</td> </tr> </table>	pioneer	Now	- strict teacher	- lots of fun	- unkind	- not a stick in the mud	- uncaring	-	- Pioneers	Now
pioneer	Now												
- strict teacher	- lots of fun												
- unkind	- not a stick in the mud												
- uncaring	-												
- Pioneers	Now												
<b>CLOTHINGS</b> made out of animal skin or taking a needle and thread and sewing.	We have bell bottoms silk and all kinds of cool stuff like that, sewing machine.	- Sewing - mending - needle and thread	<table border="0"> <tr> <td>- animal skin</td> <td>- grown up pants</td> </tr> <tr> <td>- fur</td> <td>- silk</td> </tr> <tr> <td>- long little skirts</td> <td>- cool shirts</td> </tr> </table>	- animal skin	- grown up pants	- fur	- silk	- long little skirts	- cool shirts				
- animal skin	- grown up pants												
- fur	- silk												
- long little skirts	- cool shirts												
<b>TRANSPORTATION</b> Ways of transportation is by canoes, buggy and horse or just riding a horse.	now is by bus, cars, jeeps, walking, trucks all kinds of vehicles.	- canoes - our feet	<table border="0"> <tr> <td>Pioneers</td> <td>Now</td> </tr> <tr> <td>- horses</td> <td>- cars</td> </tr> <tr> <td>- buggies</td> <td>- jeeps</td> </tr> <tr> <td>- canoes</td> <td>- trucks</td> </tr> <tr> <td>- horses + buggies</td> <td>- others.</td> </tr> </table>	Pioneers	Now	- horses	- cars	- buggies	- jeeps	- canoes	- trucks	- horses + buggies	- others.
Pioneers	Now												
- horses	- cars												
- buggies	- jeeps												
- canoes	- trucks												
- horses + buggies	- others.												

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates considerable understanding of the contributions of the Aboriginal peoples to the survival of the early settlers by including appropriate information on the Aboriginal peoples’ contributions chart (e.g., “They taught the Pioneers how to make clothing by from the animals that have been killed and take of [off] there skin shang [and hang] it to stretch and dry to make clothes or use a neatle and thread and nit”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to evaluate information about the interactions between Aboriginal peoples and settlers by explaining how the settlers were able to use Aboriginal observations of nature in their harvesting techniques (e.g., “when the red squirle’s foot is as big as a maple leaf, and the wemen farm and pick-corn for their family’s”).

### Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary to share information (e.g., “buggy”, “dairy products”, “cannews” [canoes], “bellbodems”).
- The student communicates information about Aboriginal peoples’ contributions to early settlers with considerable detail and accuracy (e.g., “They taught the Pioneers how to catch animals by: taking a spear and steping on two diffrent rocks and catching fish”).
- The student communicates information about aspects of a pioneer settlement and a modern-day community with considerable detail and accuracy, identifying similarities and differences between the two communities (e.g., in the “school” category, in pioneer times: “One room all grades – strict teacher – stick in the mud – un kind and un caring – lots of work”; and today: “a lot of grades and rooms – nicer teacher”).

### Application of Concepts and Skills






- The student compares and contrasts a pioneer settlement with a modern-day community with considerable accuracy and detail, making relevant comparisons (e.g., in pioneer times: “They had corn, squash, lots of barrrys, lots and lots of fish to survive”; and in modern days: “Potatos – carrots – chicken – beens – vegdables – dairy products – bread + cearal – meat and poltree”) and identifying similarities and differences between the two (e.g., “CLOTHINGS” in pioneer times, “made out of animal skin or taking a neatle and thread and sowing”; and in modern days, “We have bellbodems silk and all kinds of cool stuff like that, sweing machine”).

### Comments/Next Steps

- The student subdivided the graphic organizer (i.e., using the column headings “pioneers” and “now” in the “How They are Different” column) to further differentiate between the differences identified.
- The student should provide a more sophisticated analysis of the characteristics of pioneer and modern societies.
- The student should make more extensive use of appropriate vocabulary in both charts.
- Careful research would help to eliminate inaccuracies (i.e., animals were trapped, fish were speared).
- The student should review his or her work for correct spelling, appropriate sentence structure, and consistency of format (i.e., he or she should use either full sentences or point form).



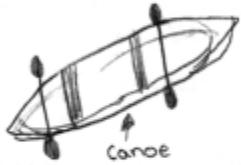





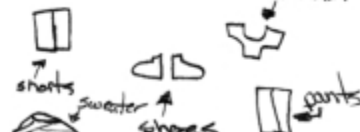
A

How the Aboriginal Peoples Contributed to the Survival of the Early Settlers

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p>Hunting: For Hunting they used fish nets, spears, fish rods, bows and arrows.</p> 	<p>This was important to the Pioneers because they needed the animal to eat and make clothes out of.</p>
<p>Farming: For Farming they planted corn, beans and squash.</p> 	<p>This was important to the Pioneers because they needed to eat to stay healthy.</p>
<p>Clothing: For clothing they use hide, bamboe and moss.</p> 	<p>This was important to the pioneers because they needed clothing to stay warm in.</p>
<p>Shelter: For shelter they use longhouses, tipis, and clothing.</p> 	<p>This was important to the pioneers because they needed shelter if it was raining and to cook in.</p>
<p>Transportation: For transportation they use canoes, snowshoes, kayaks and walking.</p> 	<p>This was important to the pioneers because they needed things to go from place to place in.</p>

B

Comparing Pioneer Times and Modern Days

	Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
Homes	 <p>log home</p>	 <p>my home</p>	<p>They are the same because they are both houses, have a door, and have windows.</p>	<p>They are different because the modern<sup>day</sup> houses have garages, and are made out of bricks or plastic siding.</p>
Transport	 <p>canoe</p> 	 <p>car, van, airplane, train, boat</p>	<p>They are the same because they both had boats/canoes.</p>	<p>They are different because the pioneers didn't have cars, vans, trains, airplanes or trucks. And the Modern days didn't use snowshoes.</p>
Food	 <p>corn, pumpkin, meat, squash</p>	 <p>corn, water, meat, cheese, milk</p>	<p>They are the same because we eat meat, corn, (vegetables) and squash, and they do too.</p>	<p>They are different because they always go out and hunt for animals and we really never do that.</p>
Clothing		 <p>shirt, shorts, sweater, shoes, pants</p>	<p>They are the same because we both wear clothes, and pants.</p>	<p>They are different because these clothes are made out of animal hide, and our is not. We have shoes and they don't.</p>

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates considerable understanding of the contributions of Aboriginal peoples to the survival of the early settlers by including relevant information on the Aboriginal peoples' contributions chart (e.g., "for Hunting they used Fish nets, spears, fish rods, bow and arrows").

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to evaluate information about the interactions between Aboriginal peoples and settlers by using a variety of relevant facts to explain the importance of the interactions (e.g., "This was important to the Pioneers because they needed the animal to eat and make clothes out of").

### Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary to describe the Aboriginal peoples' contributions (e.g., "longhouses", "tipies", "Fish nets", "spears", "canoes", "snowshoes", "kyakes", "moss") and to compare pioneer times and modern days (e.g., "canoe" and "snow shoes" versus "car", "van", "airplane" "train", and "boat").
- The student communicates information about Aboriginal peoples' contributions to early settlers with considerable detail and accuracy on the Aboriginal peoples' contributions chart, presenting convincing arguments (e.g., "For transportation they use canoes, snowshoes, kyakes and walking").
- The student communicates information about aspects of a pioneer settlement and a modern-day community with considerable detail and accuracy, including relevant examples (e.g., "They are the same because We both wear clothes, we both wear shirts, and pants").

### Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with considerable accuracy and detail on the comparison chart, using labelled illustrations (e.g., "log home", "canoe", "snow shoes") and describing similarities and differences (e.g., "They are the same because we eat meat, corn, (water,) and squash, and they do too").

## Comments/Next Steps

- The student's charts could be further enhanced by using the information from the "Spring Journal Entry" and the reference charts provided in the classroom.
- The student should include more information on the importance of the Aboriginal peoples' contributions to the pioneers' survival to develop stronger links between the contributions and their impact.
- The student should conduct research more carefully to avoid inaccuracies (i.e., hunting was not done with "Fish nets" or "fish rods").
- Proofreading could eliminate minor errors in the use of language conventions.

Pioneer Life Level 4, Sample 1

A

**How the Aboriginal Peoples Contributed to the Survival of the Early Settlers**

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> They taught the Pioneers to hunt - buffalos, raccoons, deer, bear and rabbit</p> <p><b>gathering:</b> Indian taught the Pioneers to gather seeds, berries, fruits, the plants they could eat, nut, small animals</p> <p><b>Fishing:</b> For fishing they used nets, spear and hook and they trapped animals</p>	<p>Buffalos give us: meat, food, hide, clothing and shoes and a buffalo's bones were used for tools.</p> <p>They taught the pioneers how to keep the food dry so it won't go bad because they didn't have refrigerators.</p> <p>Animals provides food, clothing and warm blankets</p> <p>Natives told pioneers which plants are safe to eat and medicine.</p>
<p><b>Farming:</b> They taught the pioneers to plant seeds around the crop to get rid of weeds and small pests.</p> <p>The Indians introduced corn, turnips, squash, beans.</p> <p>They had the best fertilizer. They used soil and clay pottery</p> <p>Animal bones were used for tools.</p>	<p>Corn was used for eating: cob, muffins and popcorn for bread</p> <p>pottery is clay bowls, dishes, cups. They used a hoe, shovel, blades, spades.</p> <p>Farming became the pioneer way of life</p> <p>traded for different things.</p>
<p><b>Clothing:</b> They taught the pioneers how to dye plants into clothing colors. They used animal hide for clothing, shoes. They used deer skin, raccoon hats.</p>	<p>They used hide of animals to keep them warm, protected. The shoes had soles to protect feet from hard prairie ground. They made suits for beads (pioneers brought from Europe)</p>
<p><b>Shelter:</b> They taught the pioneers how to build earth-lodges from earth, sod, dirt, poles, grass dug in. big houses were for large families,</p>	<p>The first homes were made from sod, mud, grass. In winter they were warm. In summer they were cool. The pioneers may move a lot when things run out. Eventually they built log houses.</p>
<p><b>Transportation:</b> They showed the pioneers: snowshoes, toboggan, sled, kayak and canoe.</p>	<p>They used snow shoes to help travel across snow. They used toboggan and sled to get from place to place. They used a kayak, canoe to travel across water</p>

Comparing Pioneer Times and Modern Days

Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
		<ul style="list-style-type: none"> <li>• all have recess</li> <li>• all have grades from kindergarten to high school.</li> <li>• all have lunches.</li> <li>• get detention.</li> </ul>	<ul style="list-style-type: none"> <li>• all grades in one room.</li> <li>• all grades in separated rooms.</li> <li>• teachers are not allowed to get married and very strict teachers.</li> <li>• no strict teachers.</li> <li>• Teachers are allowed to get married.</li> </ul>
		<ul style="list-style-type: none"> <li>• fireplaces</li> <li>• wood fences</li> <li>• chimney</li> <li>• welcome mats</li> </ul>	<ul style="list-style-type: none"> <li>• made out of wood</li> <li>• made out of bricks</li> <li>• have no basements</li> <li>• have basements.</li> <li>• have no house number and have house note</li> </ul>
		<ul style="list-style-type: none"> <li>• wooden cars</li> <li>• rag dolls</li> <li>• marbles</li> <li>• top</li> <li>• swimming</li> </ul>	<ul style="list-style-type: none"> <li>• video games</li> <li>• horse back riding</li> <li>• lego</li> <li>• carved toys</li> <li>• theme parks</li> </ul>
		<ul style="list-style-type: none"> <li>• walk</li> <li>• wagons</li> <li>• ships</li> <li>• canoe</li> <li>• horses</li> </ul>	<ul style="list-style-type: none"> <li>• cars</li> <li>• we pay</li> <li>• vans</li> <li>• we don't pay</li> <li>• trucks</li> <li>• buses</li> <li>• trains</li> </ul>

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates a thorough understanding of the contributions of Aboriginal peoples to the survival of the early settlers by including extensive and highly effective examples on the Aboriginal peoples’ contributions chart (e.g., “Natives told pioneers which plants are safe to eat for medicine”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates extensive ability to evaluate information about the interactions between Aboriginal peoples and settlers through clear cause-and-effect relationships (e.g., “They taught the pioneers how to keep the food dry so it won’t go bad because they didn’t have refrigerators”).

### Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary to describe the contributions of the Aboriginal peoples to pioneer survival (e.g., “kayak” and “clay pottery”) and to compare pioneer days and modern times (e.g., in the “Recreation” category: “wooden cars”, “rag dolls”, “marbles”, “top”, and “swimming” versus “video games” “horse back riding”, “lego”, “carved toys”, and “theme parks”).
- The student communicates information about Aboriginal peoples’ contributions to early settlers with a high degree of detail and accuracy, for example, making extensive lists of the animals hunted: “They taught the Pioneers to hunt : buffalos, raccoons, deer, bear and rabbit.”
- The student communicates information about aspects of a pioneer settlement and a modern-day community with a high degree of detail and accuracy (e.g., “The first homes were made from sod, mud, grass. In winter they were warm. In summer they were cool. The pioneers may move a lot when things run out. Eventually they built log houses”).

## Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with a high degree of accuracy and detail, listing similarities and differences between the communities (e.g., under the “Transportation” category: “walk”, “wagons”, “ships”, “canoe”, and “horses” are in the “same” column, while “cars”, “vans”, “trucks”, “buses”, and “trains” are in the “different” column) and including labelled illustrations (e.g., a school with “rows” is shown for pioneer times and a school with a “Play ground” for modern days).

## Comments/Next Steps

- The student could expand his or her analysis of the interactions between Aboriginal peoples and pioneers with supporting details.
- The student could subdivide the graphic organizer, allowing for further differentiation of facts and details, in order to clarify the entries in the “How They Are Different” column.
- The student should conduct research more carefully to avoid inaccuracies (e.g., with regard to differences between pioneer times and modern days: “have no basements”, “have basements”; buffalo were not hunted in Ontario; turnips were not introduced to European settlers by Aboriginal peoples).



A

**How the Aboriginal Peoples Contributed to the Survival of the Early Settlers**

What the Aboriginal Peoples Taught the Pioneers	Why This Was Important to the Pioneers
<p><b>Hunting:</b> Taught them what berries to pick. Taught them how to hunt fish, bears, rabbits-ect.</p>	<p>It was important to know what berries to pick because some of them are poison and if they picked them they would die. Its important to know how to hunt animals because the bears skin would keep the pionners warm and the meat they would eat.</p>
<p><b>Farming:</b> Taught them what fertilizers to use. Taught them what season to plant the crops.</p>	<p>Its important to know what fertilizers to use because it makes the plants grow bigger. It is important to know what season to plant the crops in because if you planted pumpkins in fall then they wouldn't have enough time to grow before winter. You have to plant the crops in spring.</p>
<p><b>Clothing:</b> Taught them how to make clothes. How to make bears skin into blankets.</p>	<p>It is important to have clothes because if you didnt you would be doing everything bear. It is important to have blankets because they would keep you warm at night or anywhere and if you didnt have blankets you could freeze.</p>
<p><b>Shelter:</b> Taught them how to make a home-shelter. Sod house, log house, lean to, or rock house.</p>	<p>It is important to have a house because you need to sleep, eat, cook and so on in it and if you didnt you would have to do all of that in winter, fall, spring, and summer.</p>
<p><b>Transportation:</b> They taught the pionners how to make canoes out of birch bark. Taught them how to make snow-shoes to travel in the winter.</p>	<p>It is important to have canoes because it allows them to go over the water really fast. Its important to have snowshoes because winter back then had a lot of snow and it would be really hard to walk with out snowshoes.</p>

B

**Comparing Pioneer Times and Modern Days**

	Pioneer Times (Then)	Modern Days (Now)	How They Are the Same	How They Are Different
toys ->	Dolls were made out of corn husks and trains were made out of wood. They had to pretend they had beebie guns.	We have painted trains and our dolls can be china or plastic. We can also buy toy guns that actually make noise.	Dolls are played with a lot and are our friends, trains and guns are used for playing cowboys.	They are different because our dolls today are china or plastic. They had beebie guns and we have toy guns, our trains are painted and robotic.
food ->	They ate rice, and bear meat and rabbit meat and fish that had to be stripped by hand.	We have steak that can be covered in barbecue sauce and have fish that are stripped at the store, and we have different colored rice.	They are the same because they are all meat and are cooked using some source of fire.	Our meat has barbecue sauce on it and pioneer meat doesn't.
buildings ->	Their buildings were made of sod, rocks, logs ect.	Our buildings are made of bricks, cement, wood and on the roof we have shingles.	They are the same because a lot of people live in them, we cook in them, sleep in them, play in them ect.	They are different because we have two-three floors, and we have lots of rooms.
transportation	They have hand made canoes and snowshoes, and they have to travel on oxen and horses.	We have cars, buses, planes, limosines, ect. We have electrical transportations.	They are the same because they both get you places and they are both (sometimes) fast.	They are different because their canoes are hand made and we have electrical transportations.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates a thorough understanding of the contributions of Aboriginal peoples to the survival of the early settlers by including extensive information on the Aboriginal peoples' contributions chart (e.g., "Tought them what berries to pick" – "because some of them are poison and if they picked them they would die" and "They tought the pioneers how to make canoes out of birch bark" – "It is important to have canoes because it allows them to go over the water really fast").

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates extensive ability to evaluate information about the interactions between Aboriginal peoples and settlers by using a wide variety of relevant facts and details to explain and support ideas on the value of the contributions (e.g., "It is important to know what season to plant the crops in because if you planted pumkins in fall then they wouldnt have enough time to grow before winter").

### Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary to describe Aboriginal peoples' contributions (e.g., "snow-shoes", "birch bark", "leantoo", "sod house", "log house") and to compare pioneer days and modern times (e.g., "china", "plastic", "sement", "limosenes", "electrical").
- The student communicates information about Aboriginal peoples' contributions to early settlers with a high degree of detail and accuracy, providing clear and convincing statements (e.g., "tough [taught] them what season to plant the crops").
- The student communicates information about aspects of a pioneer settlement and a modern-day community with a high degree of detail and accuracy on the comparison chart (e.g., listing specific materials used in construction: "Their buildings were made of sod, rocks, logs ect." in the "then" column, and "Our buildings our made of bricks, sement, wood and on the roof we have shingles" in the "now" column).

### Application of Concepts and Skills

- The student compares and contrasts a pioneer settlement with a modern-day community with a high degree of accuracy and detail, using complex and effective statements on the comparison chart (e.g., in the "toys" category: "They had to pretend they had beebee guns" in the "then" column, and "We can also buy toy guns that actualy make noise" in the "now" column).

### Comments/Next Steps

- The student has effectively organized multiple ideas on the charts.
- The student's comparison of a pioneer settlement with a modern-day community could be extended with the use of more compelling descriptions (e.g., a comparison of foods could have included preservation).
- Careful proofreading would eliminate minor errors.

# Teacher Package

## Social Studies Exemplar Task Grade 3 – Heritage and Citizenship Teacher Package

**Title:** Pioneer Life

**Time requirement:** 210 minutes (four class periods)

- 60 minutes to brainstorm how people help each other
- 40 minutes to explore what pioneers learned from Aboriginal peoples
- 50 minutes to complete a chart on what pioneers learned from Aboriginal peoples
- 60 minutes to complete a chart comparing life in a pioneer community with life in a present-day community

### Description of the Task

The first part of this task requires each student to complete a chart that shows the contributions of Aboriginal peoples to the early settlers and why these contributions were important. In the second part of the task, students will complete a chart comparing aspects of life in a pioneer settlement with those in a modern community.

### Student Scenario

The following scenario should be presented to students:

As an amateur historian, you have been asked by your local historical society to create a chart that shows how Aboriginal peoples in your area helped the early settlers and why this help was important. The historical society has also asked you to compare life at the time of the early settlers to present-day life in your community.

## Expectations Addressed in the Exemplar Tasks

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

### Students will:

1. identify the contributions of Aboriginal peoples to early settlements (3z2);
2. describe changes that have occurred in their communities since the time of the early settlers (3z3);
3. identify the contributions of Aboriginal peoples to pioneer settlement (e.g., medicine, food, and exploration) (3z11);
4. use appropriate vocabulary (e.g., *grist mill, pioneers, settlement, general store, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples*) to describe their inquiries and observations (3z15);
5. collect and evaluate information about human and environmental interactions during the early settlement period (3z18);
6. communicate information, using media works, oral presentations, written notes and descriptions, and drawings (e.g., design a poster advertising a pioneer tool) (3z20);
7. compare and contrast life in a pioneer settlement with that in their own community (e.g., with respect to services, jobs, schools, stores, use of natural resources) (3z25).

## Teacher Instructions

### Prior Knowledge and Skills Required

To complete these tasks, students should have some knowledge or skills related to the following:

- identifying the Aboriginal peoples who were located in Upper Canada at the time of the first settlement and their contributions to pioneer settlers
- describing the major components of a pioneer village or settlement (e.g., a grist mill, church, school, general store, blacksmith's shop) and the daily lives of the pioneers
- comparing and contrasting life in a pioneer settlement with that of their own community
- making and reading a wide variety of graphs, charts, diagrams, maps, and models for specific purposes
- using appropriate vocabulary (e.g., *herbal remedies, transportation, trapping, tracking*)

### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

### Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package for each student
- relevant classroom resource materials (e.g., charts, pictures, maps, literature)
- writing and drawing instruments
- 11" x 17" drawing paper

### The Rubric

The rubric\* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the elements of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

## Task Instructions

### Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful to completing the task.

#### Pre-task 1: Activating Prior Knowledge (60 minutes)

1. With the class, discuss how people help each other at school (e.g., the custodial staff, the secretary, teachers, the student council, the principal, students, teachers aides).
2. In pairs or small groups, have students brainstorm how neighbours, family, and friends help each other (e.g., babysitting, shoveling snow, helping neighbours with a major home project like roofing, bringing groceries to an elderly or shut-in neighbour, driving a friend to a doctor's appointment, preparing a meal for a family who has had a baby, looking after a pet for the neighbours while they are away).
3. Taking ideas from the whole group, record information on a class chart drawn on the board or on chart paper.

#### How People Help Each Other

<i>Who Helps</i>	<i>How They Help</i>
<i>Example:</i> My father	He helps our neighbour fix the fence.

4. Display the chart in the classroom.

#### Pre-task 2: "The Spring Journal" (40 minutes)

1. Read students the "Spring Journal Entry" provided (see Appendix 1). Have them follow along on their own copies. Ask students to think about what someone could learn about Aboriginal peoples from the journal entry.
2. With students, use the information in the "Spring Journal Entry" to complete the following sample entry on the class chart as preparation for Part 1 of the exemplar task:

<i>What the Aboriginal Peoples Taught the Pioneers</i>	<i>Why This Was Important to the Pioneers</i>
<i>Medicine:</i> <ul style="list-style-type: none"><li>• for example: "put honey on small cuts"</li></ul> <i>Food:</i>  <i>Farming:</i>	<ul style="list-style-type: none"><li>• for example: "to seal the wounds and help stop infection"</li></ul>

\*The rubric is reproduced on page 13 of this document.

## Exemplar Task

The worksheets “How the Aboriginal Peoples Contributed to the Survival of the Early Settlers” (see Appendix 2) and “Comparing Pioneer Times and Modern Days” (see Appendix 3) are both to be submitted for marking.

### **Part 1: Contributions of the Aboriginal Peoples (50 minutes)**

1. Read the Student Scenario to the class and post it for future reference.
2. Refer students to the chart “How the Aboriginal Peoples Contributed to the Survival of the Early Settlers” (see Appendix 2). Briefly review the five categories on the chart. Explain to students that they will be completing the chart independently. Remind them to think about what the early settlers did during the summer, fall, and winter, as well as the spring (which was discussed in the spring diary in Appendix 1).
3. Refer students to the chart from Pre-task 2, “What the Aboriginal Peoples Taught the Pioneers”, as a model for completing their own charts.
4. Have each student complete the chart independently.

### **Part 2: Comparing Pioneer Times and Modern Days (60 minutes)**

1. Conduct a class discussion to compare a day in the life of a pioneer child to that of a modern-day child. Refer to the materials (e.g., pictures, charts, literature, videos) used in your classroom. Record key ideas and vocabulary on chart paper and post these in the classroom.
2. Create a list of topics that have been addressed during the unit (e.g., toys, food, clothing, jobs, buildings, tools, transportation, chores, recreation, schools).
3. Provide students with copies of the chart “Comparing Pioneer Times and Modern Days” (see Appendix 3).
4. Ask students to choose four topics from the list generated in Pre-task 2 (“What the Aboriginal Peoples Taught the Pioneers”). Have them compare and contrast each topic by showing, in pictures and words, how change has occurred between pioneer times (then) and modern days (now).

## Appendix 1

### **Spring Journal Entry**

**April 30, 1821** – Winter is finally over. We have run out of maple sugar and we miss the sweet taste in our foods. We’ll be glad when we can start making our own sugar again. My friends back home can’t believe that we make our own sugar from the sap of trees. Their parents buy sugar made from sugar cane and they wonder why we can’t go to the store and buy sugar for ourselves.

From the Aboriginal peoples we learned that the sap runs and is the sweetest during the “maple moons”. This is when the days are warm and sunny and the nights are frosty cold. We also learned that once the days become warmer and the trees begin to bud, the sap tastes bitter.

Father and my older brother James plant the crops. We learned from the Aboriginal peoples that it is time to do the planting when the oak leaves are the size of a red squirrel’s foot. They taught us how many seeds to use and what to use as the best fertilizer. To help us remember, James and I sing “one for the blackbird, one for the crow, one for the cutworm, and three to grow”. The Aboriginal peoples also taught us what seeds to plant around our crops to smother the weeds and to keep small animals from eating the sprouting plants.

My family really appreciates the help and advice we get from the Aboriginal peoples and we are looking forward to a bountiful harvest.







# Heritage and Citizenship Grade 4

# Medieval Times

## The Task

This task required each student to research a medieval artifact and record what it tells us about medieval life. Students were to use their findings to compare aspects of medieval and present-day life, explaining their choices of artifacts in a display entitled “Influences From the Past”. They were to explain how the artifacts influenced modern Western society.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Medieval Times. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. describe the ways in which medieval society has influenced modern Western society (4z3);
2. describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants) (4z5);
3. locate relevant information from a variety of sources (e.g., field trips, maps, illustrations, print materials, videos, CD-ROMs) (4z13);
4. analyse, clarify, and interpret information about the social, political, and economic structure of medieval society (4z14);
5. communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings (4z16);
6. compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government) (4z17).

## Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- medieval society (in a variety of cultures)
- conducting research using a variety of resources (e.g., the Internet, print, pictures)
- working independently and in pairs

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 63–65 of this document.*

## Task Rubric – Medieval Times

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
The student:				
2	– demonstrates a limited understanding of the roles of people in medieval society, with reference to a medieval artifact	– demonstrates some understanding of the roles of people in medieval society, with reference to a medieval artifact	– demonstrates considerable understanding of the roles of people in medieval society, with reference to a medieval artifact	– demonstrates a thorough understanding of the roles of people in medieval society, with reference to a medieval artifact
<b>Inquiry/research skills and map and globe skills</b>				
The student:				
3, 4	– locates and records limited relevant information about a medieval artifact from a few sources – demonstrates a limited ability to analyse and interpret information about the artifact	– locates and records some relevant information about a medieval artifact from some sources – demonstrates some ability to analyse and interpret information about the artifact	– locates and records considerable relevant information about a medieval artifact from several sources – demonstrates considerable ability to analyse and interpret information about the artifact	– locates and records extensive relevant information about a medieval artifact from a variety of sources – demonstrates an insightful ability to analyse and interpret information about the artifact
<b>Communication of required knowledge</b>				
The student:				
1, 5	– communicates limited information about medieval and present-day society with limited accuracy and clarity, using written notes, descriptions, and a drawing	– communicates some information and ideas about medieval and present-day society with some accuracy and clarity, using written notes, descriptions, and a drawing	– communicates considerably detailed information and ideas about medieval and present-day society with considerable accuracy and clarity, using written notes, descriptions, and a drawing	– communicates extensive information and ideas about medieval and present-day society with a high degree of accuracy and clarity, using written notes, descriptions, and a drawing
<b>Application of concepts and skills</b>				
The student:				
1, 6	– demonstrates a limited understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community	– demonstrates some understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community	– demonstrates considerable understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community	– demonstrates a thorough understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community

\*The expectations that correspond to the numbers given in this chart are listed on page 44.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.

### Medieval Times Level 1, Sample 1

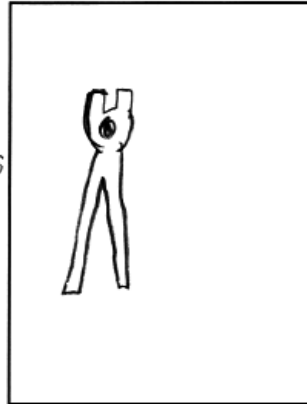
**A**

#### Medieval Artifact Research Sheet

Kind of artifact: Tongs

Description:

It has two little teeth and two long handles. A blacksmith would use it, to make things and take apart things.



Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

It tells me about medieval life that most people how use the tongs was the blacksmith

Sources of information: Fast forward Castle, A knight Book, the internet and Castle at war

**B**

#### Comparison between Medieval Society and Present-Day Society

Medieval Artifact: Tongs

How is the Medieval artifact similar to one used in your community?

They are still help use make things and build things.

Describe how this artifact has changed over time? (similarities and differences)

It has changed because not only black smiths use the tongs but everybody use the tongs now.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

It has help us today by help making chains and taking thing a part. It also helps us taten thing.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates a limited understanding of the roles of people in medieval society, with reference to the use of tongs (e.g., “It tells me about medieval life that most people how use the tongs ... was the blacksmith”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records limited relevant information about tongs (e.g., by describing their design and use on the research sheet: “It has two little teeth and two long hedles. A blacksmiths would use it. To make thing and take aport things”) from a few simple secondary sources (e.g., “Fast forwarD Castle, A Knight Book, the interent and CastLe at war”).
- The student demonstrates a limited ability to analyse and interpret information about tongs, using only simple explanations to describe tongs and their use (e.g., Tongs: “To make thing and take aport things”).

### Communication of Required Knowledge

- The student communicates limited information about medieval and present-day society with limited accuracy and clarity, providing only simple comparisons on the comparison sheet that lack specificity and clarity: “They are still help use make things and bilud things”; “... but everybody use the tongs now.”

### Application of Concepts and Skills

- The student demonstrates a limited understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community, making narrow comparisons regarding tongs: “It has help us today by help making chains and taking thing a part. It also helps us taten [tighten] thing.”

## Comments/Next Steps

- The student needs to conduct more thorough research to gain a better understanding of tongs and their uses.
- The student should communicate the comparisons between past and present with more detail and clarity by making reference to specific types of tongs used today.
- Careful editing would improve the presentation of ideas.

**Medieval Times Level 1, Sample 2**

**A**

**Medieval Artifact Research Sheet**

Kind of artifact: utensils

**Description:**

utensils: A spoon is silver and at the top it is round. Knives are silver, sharp and a little tall not much that they would be worth a lot of money because they are made of metal, silver.



Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

They used utensils for eating and they made of meat. in medieval times the spoons were provided by the house

Sources of information:

A medieval castle pag 17  
 castle pag 21 www.yahooligs.com  
 medieval Age pag 4

**B**

*on the* **Comparison between Medieval Society and Present-Day Society** *sheet*

Medieval Artifact: utensils

How is the Medieval artifact similar to one used in your community?

We used spoons and knife for eating

Describe how this artifact has changed over time? (similarities and differences)

Because there are different spoons like soup spoons. there is meat knives and cutting knife like for the dinner table.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

In medieval times the spoons were called utensils. now in our days spoons and knife are called spoon and knives and they are still the same names now since medieval times.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates a limited understanding of the roles of people in medieval society, using non-specific references to the use of utensils (e.g., “They used utensiles for eating”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records limited relevant information about medieval utensils (e.g., “They used utensiles for eating and they made of Meate. in medieval times the spoons were provided by the house”) from a few simple secondary sources (e.g., “A medievla castle pag17”, “castle pag21”, the Internet, “Medievla Age pag4”).
- The student demonstrates a limited ability to analyse and interpret information about medieval utensils when describing their design and function (e.g., “A spoon is silver and at the top it is round. Knifes are silver, sharp and a little tall”).

### Communication of Required Knowledge

- The student communicates limited information about medieval and present-day society with limited accuracy and clarity, using written notes, descriptions, and a drawing (e.g., by making vague comparisons: “now in our days spoons and knife are called spoon and knife’s”).

### Application of Concepts and Skills

- The student demonstrates a limited understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community, noting, for example, similarities in utensils in the past and the present: “they are still the same names now sins medieval times.”

## Comments/Next Steps

- The student needs to more clearly communicate relevant facts and details about utensils, going beyond the physical description to include the people who used and made them.
- The student should record source references accurately, using the appropriate forms of notation.
- The student should edit his or her work, focusing on correcting sentence structure and spelling.

**Medieval Times** Level 2, Sample 1

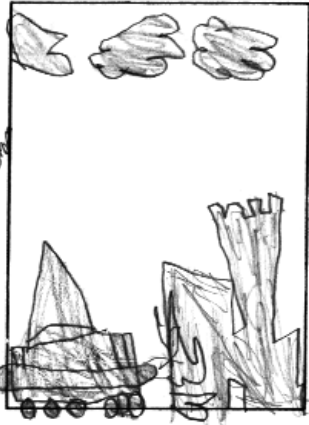
**A**

**Medieval Artifact Research Sheet**

Kind of artifact: battering ram

Description:

The carpenter made the battering rams. The knights used the battering rams in wars to smash down castles. The battering ram was heavy beam of wood.



The battering ram looked like a house with wheels and a log in side.

Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

They built things to meet their needs. They used materials could find. There was a lot of fighting at battle.

Sources of information: I used the book all about knight by Michael Gibson and class notes.

**B**

**Comparison between Medieval Society and Present-Day Society**

Medieval Artifact: battering ram  
 How is the Medieval artifact similar to one used in your community?  
recking ball

In Medieval times they used a battering ram in a community we use a recking ball. They are similar because they both reck down buildings.

Describe how this artifact has changed over time? (similarities and differences)

it is similar because they both reck thing. it is differences because a battering ram has no steel and a recking ball has now.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

Medieval society has influenced modern western society by teaching us to knock down walls.



## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of the roles of people in medieval society, describing various people and their relationship to the battering ram (e.g., “The carpenter made the battering rams. The Knights used the battering ram in wars to smash down castles”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information about the battering ram (e.g., by describing its function and the materials used to make it: “the battering ram was heavy beam of wood”) from some sources (e.g., “Knight by Michael Gibson and class notes”).
- The student demonstrates some ability to analyse and interpret information about the battering ram when describing it (e.g., “The battering ram looked like a house with 6 wheels and a log in side”).

### Communication of Required Knowledge

- The student communicates some information and ideas about medieval and present-day society with some accuracy and clarity, using written notes, descriptions, and a drawing to compare the battering ram to a wrecking ball (e.g., in his or her comparison, “it is similar because ... it is different because ...”).

### Application of Concepts and Skills

- The student demonstrates some understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by making a direct link between the two: “Medieval society has influenced modern Western society by teaching us to knock down walls”).

## Comments/Next Steps

- The student should provide more details on the research sheet and in his or her comparisons by providing a description of the necessary materials (e.g., beyond “They used materials could find”) and of what needs were met by the battering ram.
- The student should use additional resources to research this artifact.
- The student should edit his or her work to correct punctuation, sentence structure, and spelling.

**Medieval Times** Level 2, Sample 2

**A**

**Medieval Artifact Research Sheet**

Kind of artifact: helmets

Description: it's made of bronze

iron and steel it is

the only one that

covers the neck and chin.



It's called the English helmet it's from England

Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

Foot soldiers had simple helmets  
they used them for protection  
because they have more battles.  
royalty had diamonds and jewels on  
there helmets. Helmets got more powerful  
because the weapons got  
more powerful.

Sources of information: Ancient weapons  
Lorenz Books pg 26-27.

**B**

**Comparison between Medieval Society and Present-Day Society**

Medieval Artifact: Helmets

How is the Medieval artifact similar to one used in your community?

The ones we use today  
are made of plastic and  
hard styro foam

Describe how this artifact has changed over time? (similarities and differences)

There is no face mask,  
they only have a top today  
the ones we use today  
are made of hard styro foam.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

There would be a lot  
of deaths if they  
hadn't invented the  
helmet we use them  
for sports know like  
hockey and lacrosse  
and bike helmets

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of the roles of people in medieval society, with reference to use of the helmet (e.g., when describing how helmets differed according to the role of the person wearing them: “Foot soldiers had Simple helmets.... royality had diamonds and jewels on their helmets”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information about the helmet on the research sheet (e.g., when labelling the drawing of a helmet: “It’s called the English helmet it’s from England”) from one source (e.g., “Ancient weapons Lorenz Books pg 26–27”).
- The student demonstrates some ability to analyse and interpret information about helmets, making reference to a cause-and-effect relationship: “... they used them for protection because they have more battles.”

### Communication of Required Knowledge

- The student communicates some information and ideas about medieval and present-day society with some accuracy and clarity, using written notes, descriptions, and a drawing to compare the materials, form, and function of helmets on the research and comparison sheets (e.g., in his or her description, “it’s made of bronze Iron, and steel”; and in his or her comparison, “The ones we use today are made of plastic and hard styro foam”).

### Application of Concepts and Skills

- The student demonstrates some understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by stating the consequences of not having helmets: “There would be a lot of deaths if they hadn’t invented the helmet”).

## Comments/Next Steps

- The student should provide more clarity and details with respect to how helmets have changed over time (referring to similarities and differences).
- The student should use more than one source of information.
- The student should edit his or her work, focusing on sentence structure, spelling, and use of capital letters.

## Medieval Times Level 3, Sample 1

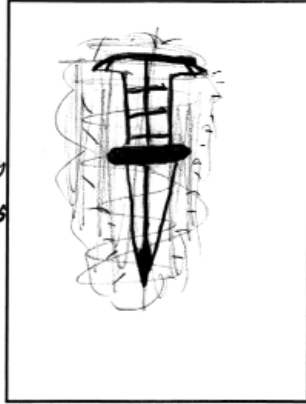
A

### Medieval Artifact Research Sheet

Kind of artifact: Ballock Dagger

#### Description:

The Ballock Dagger looks almost identical to a knife. It is used in fights. Knights would stab their enemies with the pointy tip of the dagger. The Ballock Dagger was only for the richer people (knights, kings). Medieval blacksmiths made the Ballock dagger and any other daggers. The blacksmiths brought all metal objects to the medieval.



Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

It tells me that knights used many fighting tools. I think that they designed the Ballock dagger. It must of been new to them. I think it cost 9100-1250. Only people in the higher class afford it.

Sources of information: World Book Encyclopedia, The Canadian Encyclopedia, [www.daggers.com](http://www.daggers.com), Usborne World History, Medieval Life

B

### Comparison between Medieval Society and Present-Day Society

Medieval Artifact: Ballock Dagger

How is the Medieval artifact similar to one used in your community?

The medieval artifact is similar to a knife. They almost have the same shape. They are also both very pointy.

Describe how this artifact has changed over time? (similarities and differences)

The similarities are that they both are very pointy and good really hurt someone if they get cut. The differences are that we would not kill someone with a knife and we wouldn't fight with a knife.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

If they had never made the dagger or any other dagger we would not have the knife. Without the knife we could not cut, spread or carve. You could not spread butter, cut wood or even carve sculptures. Thanks to blacksmiths we have KNIVES!

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates considerable understanding of the roles of people in medieval society, with reference to use of the dagger, explaining on the research sheet what knights and the blacksmith did (e.g., “Knights would stab their enemies... Medieval Blacksmiths made the Ballock dagger and any other daggers”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records considerable relevant information about the dagger (e.g., by describing the dagger on the research sheet, its source, and its use: “It tells me that Knights used many fighting tools”) from several sources (e.g., *World Book Encyclopedia*, *The Canadian Encyclopedia*, the Internet).
- The student demonstrates considerable ability to analyse and interpret information about daggers by explaining on the research sheet who used them (e.g., “Knights would stab their enemies with the pointy tip of the dagger” and “Only people in the higher class afford it”).

### Communication of Required Knowledge

- The student communicates considerably detailed information and ideas about medieval and present-day society with considerable accuracy and clarity, using written notes, descriptions, and a drawing (e.g., when making comparisons and explaining the importance of the dagger: “The similarities are ... The differences are ...”).

### Application of Concepts and Skills

- The student demonstrates considerable understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by explaining the connection between daggers in the past and knives in the present: “If they had never made the dagger or any other dagger we would not have the knife”).

## Comments/Next Steps

- The student should provide a more detailed physical description of the dagger.
- The student should expand on his or her research to provide more relevant and accurate facts to explain and support the comparisons.
- The student should record references accurately using the conventional format.
- The student should proofread the final product.

**Medieval Times** Level 3, Sample 2

**A**

**Medieval Artifact Research Sheet**

Kind of artifact: Portcullis

Description:

A Portcullis is a big iron gate that comes down to keep unwanted enemies out of their castle. The portcullis was as big as the door was.



Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

The people who used the portcullis were the noble people like the king and queen or a baron the design was to keep enemies out. The blacksmith had to know how to work with iron to make the portcullis

Sources of information: I used a picture card, one book called Medieval Life and my memory.

**B**

**Comparison between Medieval Society and Present-Day Society**

Medieval Artifact: Portcullis

How is the Medieval artifact similar to one used in your community?

The portcullis is like a garage door. It slides up and down and keeps enemies out.

Describe how this artifact has changed over time? (similarities and differences)

The garage door changed because, now there is no opening's and it is made of metal not iron.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

Maybe if the portcullis wasn't there there would be no garage door. The medieval times helped us because the portcullis kept going until somebody thought of building one out of wood and then metal so medieval times helped us in lots of different ways.

## **Teacher's Notes**

### **Understanding of Concepts**

- The student demonstrates considerable understanding of the roles of people in medieval society, by explaining the relationship between several individuals and the portcullis (e.g., “The people who used the portcullis were the noble people like the king and queen or a baron ... TheBlacksmith”).

### **Inquiry/Research Skills and Map and Globe Skills**

- The student locates and record considerable relevant information about a portcullis (e.g., he or she describes the item, its use, and how it works: “A Portcullis is a big iron gate that comes down to keep unwanted enemies out of thier castle”) from a few sources (e.g., “a picture card, one book called Medieval Life, and my memory”).
- The student demonstrates considerable ability to analyse and interpret information about the portcullis when explaining the relationship between its design and its function (e.g., “the design was to keep enemies out”).

### **Communication of Required Knowledge**

- The student communicates considerably detailed information and ideas about medieval and present-day society with considerable accuracy and clarity, using written notes, descriptions, and a drawing (e.g., when comparing the portcullis with a modern-day garage door: “The portcullis is like a garage door. It slides up and down and keeps enemies out”).

### **Application of Concepts and Skills**

- The student demonstrates considerable understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., “Maybe if the portcullis wasn't there there would be no garage door”).

## **Comments/Next Steps**

- The student should provide more in-depth information on how the technology involved in lifting and lowering the door has changed since medieval times.
- The student should use additional research sources.
- Proofreading and correcting minor errors would enhance the final product.

**Medieval Times** Level 4, Sample 1

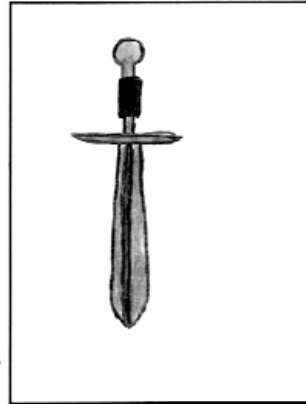
**A**

**Medieval Artifact Research Sheet**

Kind of artifact: The sword

Description:

Jagged, Pointy, Sharp, rough,  
heavy, hard like diamond,  
shiny, slick, smooth,  
silver, broad, sharp edged.



Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

- ① Knights usually fought, maybe <sup>More</sup> on horseback, with a sword. → on back →
- ② They didn't have electrical  
weapons like a cattle prod.

Sources of information: Knights and Castles.  
Medieval World. [http://emuseum.mankato.msus.edu/history/middle\\_ages](http://emuseum.mankato.msus.edu/history/middle_ages).  
Educated Guessing

**B**

- ③ That knights and other people had  
to defend or attack a castle.
- ④ That people made things  
mostly with metal. ⑤ Medieval  
people had many wars and  
battles where they needed weapons  
to help.



### Comparison between Medieval Society and Present-Day Society

Medieval Artifact: The Sword

How is the Medieval artifact similar to one used in your community?

It is similar to cutlery like knives which help people cook and cut things like rope.

Describe how this artifact has changed over time? (similarities and differences)

It's stayed the same by vision (how it looks) it has the same handle, sharpness and the points by the handle, and, swords are not different, except for engraving.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

It influenced people by thinking, if they used things like these to pierce through metal and armour, why don't we create something smaller for everyday needs, like cutting meat and plants or ropes.

**Teacher’s Notes****Understanding of Concepts**

- The student demonstrates a thorough understanding of the roles of people in medieval society, with reference to use of the sword (e.g., when describing the importance of knights on the research sheet: “Knights usually fought ...”).

**Inquiry/Research Skills and Map and Globe Skills**

- The student locates and records extensive relevant information about the sword (e.g., by giving a detailed description of its design, the materials from which it was made, and its function: “Jagged, Pointy, sharp, rough, heavy, hard like diamond, shiny, slick, smooth, silver, broad, sharp edged”) from a variety of sources (e.g., books and websites).
- The student demonstrates an insightful ability to analyse and interpret information about the sword (e.g., by describing a cause-and-effect relationship on the research sheet: “Medieval people had many wars and battles where they needed weapons to help”).

**Communication of Required Knowledge**

- The student communicates extensive information and ideas about medieval and present-day society with a high degree of accuracy and clarity, using written notes, descriptions, a drawing, and specific comparisons (e.g., in his or her comparison, “It is similar to cutlery like knives which help people cook and cut things like rope”).

**Application of Concepts and Skills**

- The student demonstrates a thorough understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by explaining how the sword influenced the development of the knife: “It influenced people by thinking ... why don’t we create something smaller for everyday needs”).

**Comments/Next Steps**

- The student could provide information beyond the physical description of the knife to include a description of who made it.
- The student could use additional research resources to broaden understanding.

## Medieval Times Level 4, Sample 2

A

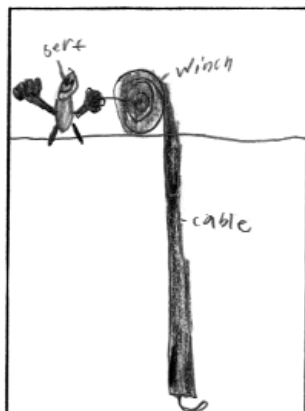
### Medieval Artifact Research Sheet

Kind of artifact: Winch

Description:

A winch is a sort of pulley that gets used and it make their life easier.

They invented and produced winches to lift things. They were helpful to build: castles, villages, towns and the black smith made it.



Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

The people in medieval times had and used winches. They had and used mallets. They invented and produced winches to lift things. The winch was helpful to build: castles, villages, towns. They made things to make their life easier. They also had to make their own things.

Sources of information: the video we watched super winch.com / tips.htm medieval chatroll - page 11  
tiara macdonald and john samos, ask.com

B

### Comparison between Medieval Society and Present-Day Society

Medieval Artifact: Winch

How is the Medieval artifact similar to one used in your community?

A winch is similar to a crane because they both use a pulley. A winch is connected to a cable to lift heavy things.

Describe how this artifact has changed over time? (similarities and differences)

It's similar because they both need a cable or a rope and they both connected to a pulley. They both different because a crane is motorized and winches are hand used.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

Medieval society has influenced modern western society by showing us pulleys that can lift heavy objects. If they didn't have winches we might not have cranes. We had to put technology in the cranes.

**Teacher’s Notes****Understanding of Concepts**

- The student demonstrates a thorough understanding of the roles of people in medieval society, with reference to use of the winch (e.g., by clearly describing how serfs used the winch: “A winch is a sort of pulley that serfs used and it made their life easier”).

**Inquiry/Research Skills and Map and Globe Skills**

- The student locates and records extensive relevant information about the winch (e.g., by describing its design, function, and importance on the research sheet: “They invented and produced winches to lift things. They were helpful to build: castles, villages, towns”) from a variety of sources (e.g., books and various websites).
- The student demonstrates an insightful ability to analyse and interpret information about the winch (e.g., by describing on the research sheet its importance to daily life: “The winch was helpful to build: castles, villages, towns. They made things to make their life easier”).

**Communication of Required Knowledge**

- The student communicates extensive information and ideas about medieval and present-day society with a high degree of accuracy and clarity, using written notes, descriptions, and a drawing (e.g., by making direct, accurate comparisons: “A winch is similar to a crane because they both use a pulley which is connected to cable to lift heavy things”).

**Application of Concepts and Skills**

- The student demonstrates a thorough understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by explaining a cause-and-effect relationship: “Medieval society has influenced modern western society by showing us pulleys that can lift heavy objects”).

**Comments/Next Steps**

- The student should conduct more in-depth research to determine how the winch changed over time and influenced modern Western society.
- The student should proofread his or her work and consult a dictionary to reduce spelling errors and a thesaurus to expand the vocabulary used.

# Teacher Package

## Social Studies Exemplar Task Grade 4 – Heritage and Citizenship Teacher Package

**Title:** Medieval Times

**Time requirement:** 170 minutes (four class periods)

- 40 minutes to review aspects of medieval society and learn how to “read” an artifact
- 100 minutes (two periods of 50 minutes) to research a medieval artifact
- 30 minutes to compare medieval society to contemporary society

### Description of the Task

This task requires each student to research a medieval artifact and record what it tells us about medieval life. Students will then use their findings to compare aspects of medieval and present-day life, explaining their choices of artifacts to feature in a display entitled “Influences From the Past” in terms of how the artifacts influenced modern Western society.

### Student Scenario

The following scenario should be presented to students:

The principal of your school has been asked by the local historical society to set up displays in the school library entitled “Influences From the Past”. Every class has been asked to participate. Your class has been asked to research artifacts from medieval society, including descriptions of how the chosen artifacts have influenced modern Western society.

1

## Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the *Curriculum Unit Planner* (CD-ROM).

### Students will:

1. describe the ways in which medieval society has influenced modern Western society (4z3);
2. describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants) (4z5);
3. locate relevant information from a variety of sources (e.g., field trips, maps, illustrations, print materials, videos, CD-ROMs) (4z13);
4. analyse, clarify, and interpret information about the social, political, and economic structure of medieval society (4z14);
5. communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings (4z16);
6. compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government) (4z17).

## Teacher Instructions

### Prior Knowledge and Skills Required

To complete this task, students should have some knowledge or skills related to the following:

- medieval society (in a variety of cultures)
- conducting research using a variety of resources (e.g., the Internet, print, pictures)
- working independently and in pairs

### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

### Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (see Appendices 1 and 2) for each student
- print and non-print resources for research
- chart paper and markers
- pictures of medieval artifacts gathered from books, the Internet, and magazines

2

**The Rubric**

The rubric\* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to complete the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric so that students can understand the different levels of achievement.

**Task Instructions****Introductory Activities**

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the task.

**Pre-task 1: Activating Prior Knowledge (40 minutes)**

- Review aspects of medieval society with students. Discuss medieval society in terms of the roles of people, design and technology, and culture and beliefs.
- Model for students how to “read” an artifact in terms of the aspects of medieval life just discussed. See the following chart for an example of questions to ask about an artifact. (You could use an example from the medieval society you studied in your classroom.) Write the questions on the chalkboard or on a chart for student reference.

<b>Kind of artifact</b>	padded horse collar
<b>Who made it?</b>	– craftspeople
<b>Who used it?</b>	– traders, travellers, farmers
<b>What does it tell about the technology of the time?</b>	– It allowed horses to pull heavy weights without getting hurt. – Medieval craftspeople invented and produced products to meet their needs.
<b>What does it tell about the society?</b>	– Horses were valuable assets. – The use of horses helped get things done easier and faster. – Craftspeople worked on specific crafts. – Horse collars were traded for other goods.
<b>Other information:</b>	– Horse collars were invented in medieval Asia. – Later, leather was used to make horse collars.

- Have students use a picture of another artifact and answer these same questions in small groups or with partners. Then have them share their observations with the class.

**Exemplar Task**

The Medieval Artifact Research Sheet (see Appendix 1) and the comparison worksheet (see Appendix 2) are both to be submitted for marking.

**Part 1: Research (two periods of 50 minutes each)**

- Present the Student Scenario to the class (on the chalkboard or on a chart). Emphasize that students will be helping to create a display that shows how modern Western society has been influenced by medieval times.
- Have each student select an artifact that he or she feels should be included in the display.
- Allow students time to research their artifacts, draw a sketch of each artifact, and record their information on the Medieval Artifact Research Sheet (see Appendix 1).

**Part 2: Comparing Medieval Society to the Present Day (30 minutes)**

- Ask students to compare medieval society and present-day society based on their research of the medieval artifact and their knowledge of present-day society.
- Review the “Comparison Between Medieval Society and Present-Day Society” worksheet (see Appendix 2) with students.
- Have students complete the “Comparison Between Medieval Society and Present-Day Society” worksheet (see Appendix 2). When completing this task, remind students to use the findings from their research on what artifacts tell us about medieval society as noted on their research sheets (see Appendix 1).

\*The rubric is reproduced on page 45 of this document.

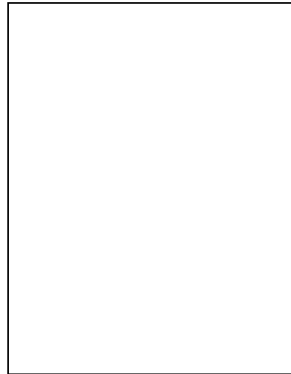
Appendix 1

**Medieval Artifact Research Sheet**

Kind of artifact: \_\_\_\_\_

Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Observing this artifact tells me the following things about medieval life (e.g. the roles of people, design/technology, economics, other aspects):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sources of information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix 2

**Comparison Between Medieval Society and Present-Day Society**

Medieval artifact: \_\_\_\_\_

How is the medieval artifact similar to one used in your community?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe how this artifact has changed over time (similarities and differences).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on your research of this artifact and your knowledge of the present-day artifact, explain how medieval society has influenced modern Western society.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Canada and World Connections Grade 3

# Urban and Rural Communities

## The Task

This task required each student to complete a chart to compare the characteristics of the local community with those of a different community. Students then used their charts, combined with pictures, to describe the local community to pen pals and their families who were thinking of moving to Ontario. In their charts and pictures, students also outlined the similarities and differences between an urban and a rural community in Ontario.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Urban and Rural Communities. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. identify distinguishing features of urban and rural communities (3z31);
2. demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities (3z34);
3. demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities (3z35);
4. use appropriate vocabulary (e.g., *urban, rural, city, town, village, environment, scale, north, south, east, west*) to describe their inquiries and observations (3z38);
5. sort and classify information about communities to identify issues, solve problems, and make decisions (3z41);
6. construct and read graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe a community and its environment) (3z42);
7. communicate information (e.g., concerning the comparison of urban and rural communities), using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (3z43);
8. compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation) (3z49).

### **Prior Knowledge and Skills**

To complete this task, students were expected to have some knowledge and skills related to the following:

- the concept of community
- examples of a variety of urban communities (e.g., industrial, residential, and commercial communities and communities of different sizes) and a variety of rural communities (e.g., fishing, mining, forestry, and farming communities and communities of different sizes)
- sorting and classifying information
- completing charts independently
- using visual organizers (e.g., Venn diagrams)

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 95–97 of this document.*

## Task Rubric – Urban and Rural Communities

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
<b>The student:</b>				
1, 2, 3	– demonstrates a limited understanding of the characteristics of urban and rural communities	– demonstrates some understanding of the characteristics of urban and rural communities	– demonstrates considerable understanding of the characteristics of different types of urban and rural communities	– demonstrates a thorough understanding of the characteristics of different types of urban and rural communities
<b>Inquiry/research skills and map and globe skills</b>				
<b>The student:</b>				
1, 5, 6	– demonstrates a limited ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates a limited ability to construct a chart and a pictorial diagram to describe an urban and a rural community	– demonstrates some ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates some ability to construct a chart and a pictorial diagram to describe an urban and a rural community	– demonstrates considerable ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates considerable ability to construct a chart and a pictorial diagram to describe an urban and a rural community	– demonstrates extensive ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates extensive ability to construct a chart and a pictorial diagram to describe an urban and a rural community
<b>Communication of required knowledge</b>				
<b>The student:</b>				
4, 7	– makes limited use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with limited effectiveness	– makes some use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with some effectiveness	– makes considerable use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with considerable effectiveness	– makes extensive use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with a high degree of effectiveness
<b>Application of concepts and skills</b>				
<b>The student:</b>				
1, 8	– compares the characteristics of an urban and a rural community with limited accuracy and detail	– compares the characteristics of an urban and a rural community with some accuracy and detail	– compares the characteristics of an urban and a rural community with considerable accuracy and detail	– compares the characteristics of an urban and a rural community with a high degree of accuracy and detail

\*The expectations that correspond to the numbers given in this chart are listed on page 68.

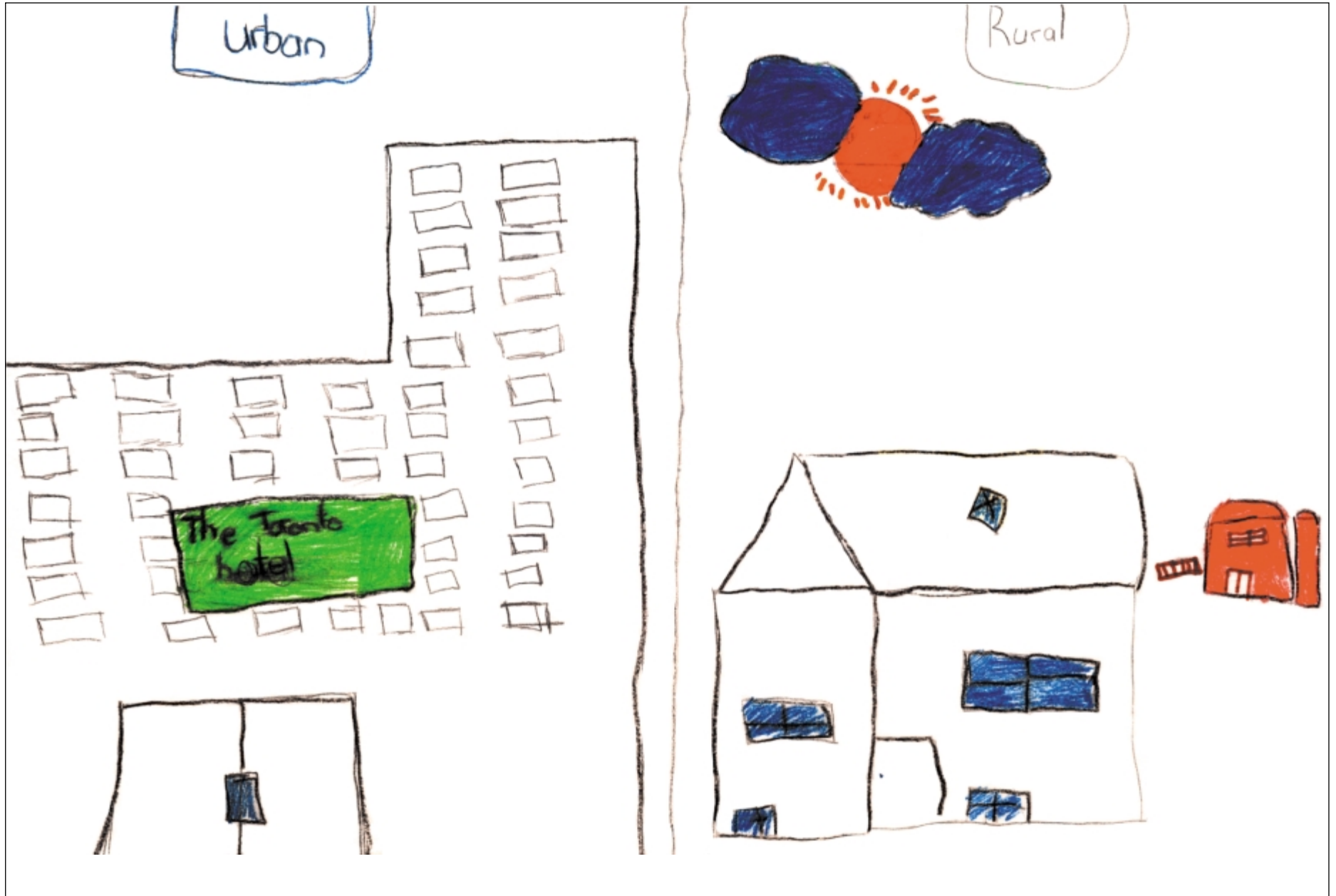
*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.

A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>small urban</u> community (Urban or Rural)	A different community, which is a <u>Rural</u> <del>community</del> community
Transportation	van, car, bus, taxis and bts.	cars, van, taxis and school.
Buildings	school, hotels and molls	molls, school, hotels and hopitol.
LAND Su	Building, all and hoes	Frms, molls and hoes
Fun Plaes	Pool, mall and Pets.	Pools and schools.
molls	Big and small molls	small molls

B



## Teacher's Notes

### Understanding of Concepts

- The student demonstrates a limited understanding of the characteristics of urban and rural communities by choosing simple categories to sort information in the community comparison chart (e.g., “Land Su [land use]”, “Fun Plaes [Places]”, “Molls”) and pictorial diagram, illustrating with simple drawings only one characteristic – buildings – for each community: a large hotel, apartment, or office building under “My small urban community” and a house, barn, and silo for the “Rural frming community”.

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to use sorting and classifying skills in comparing rural and urban communities in the chart and pictorial diagram (e.g., “Big and small molls” in the urban column compared to “small molls” in the rural column of the chart).
- The student demonstrates a limited ability to construct a pictorial diagram to describe an urban and a rural community, including only one characteristic of each community – buildings (e.g., “The Toronto hotel” is shown in the urban community and farm buildings in the rural community).

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary when describing communities according to land use in the comparison chart (e.g., “Building, Moll and houes” for the urban community and “Frms, molls and houes” for the rural community).
- The student communicates information through a chart and a diagram with limited effectiveness, for example, by relying on drawings with minimal labelling to convey information in the pictorial diagram (e.g., the student provides only simple titles for each community: “Urban” and “Rural” and “The Toronto hotel” on the urban building).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with limited accuracy and detail (e.g., the student chooses the category “Fun Plaes” rather than “Recreation” or “Entertainment” and “Molls” as an independent category when “Buildings” is already listed and could include malls). The student’s pictorial diagram depicts a single building as being representative of an urban community, demonstrating a limited ability to include relevant details (e.g., in the picture, one hotel represents an urban community, whereas the task requires that at least three characteristics of each community appear in the picture).

### Comments/Next Steps

- The student should use appropriate vocabulary with respect to physical features, population, and recreation.
- The student should include more visual and written details about both communities, such as features of transportation, population, or recreation.
- The student should draw more types of buildings and add other characteristics of each community, particularly for the urban community.
- To increase his or her use of appropriate vocabulary, the student needs to consult classroom resources such as the Venn diagram produced in pre-task 2, charts, word lists, posters, pictures, and books, including dictionaries. These resources can also be used to correct spelling in the comparison chart.

**Urban and Rural Communities**      Level 1, Sample 2

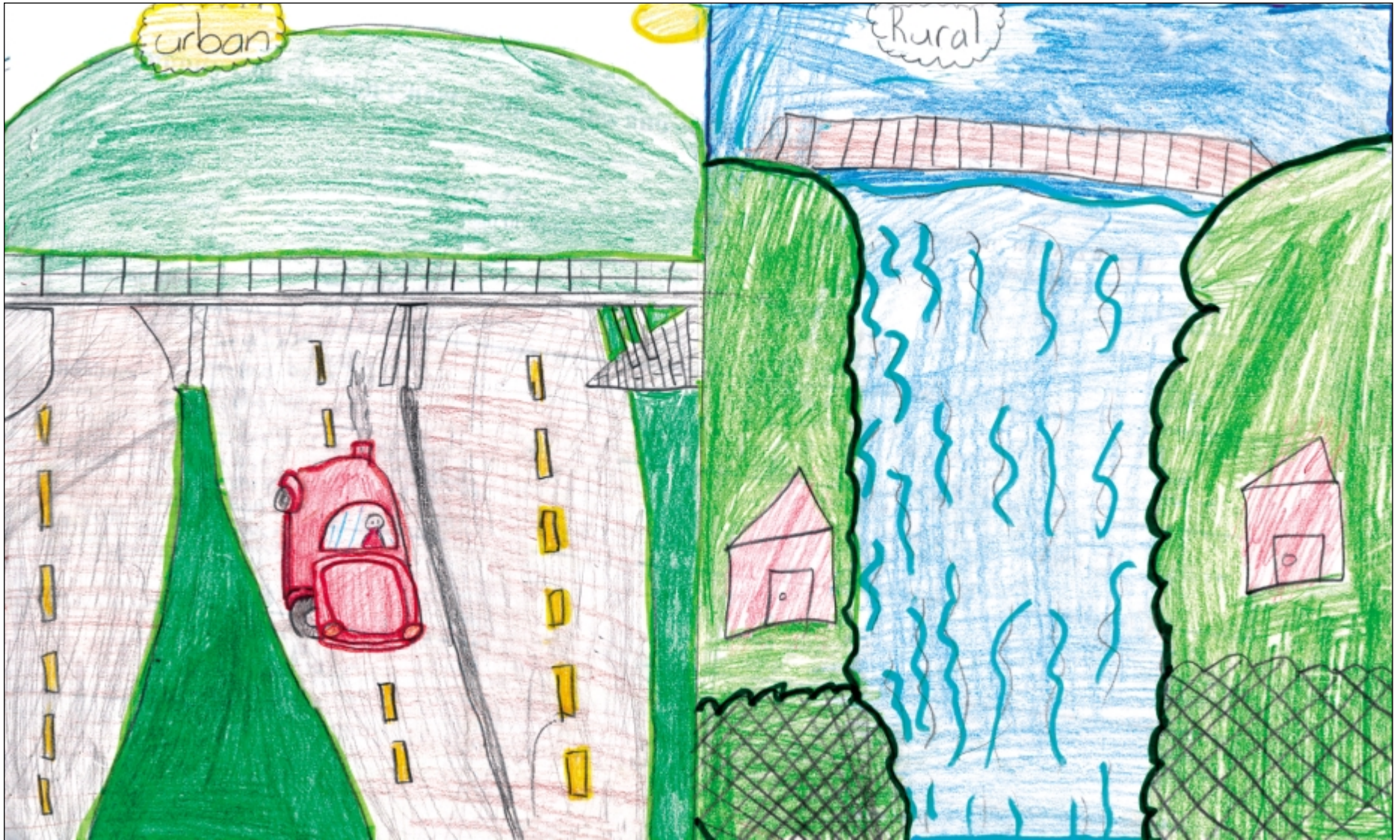
A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>Urban</u> community (Urban or Rural)	A different community, which is a <u>Rural</u> community
Transportation	<ul style="list-style-type: none"> <li>- car</li> <li>- taxic</li> <li>- bus</li> <li>- sub way</li> </ul>	<ul style="list-style-type: none"> <li>- car</li> <li>- taxic</li> <li>- no bus</li> <li>- no sub way</li> </ul>
Buildings	<ul style="list-style-type: none"> <li>- house</li> <li>- tree house</li> <li>- big building</li> <li>- pd house</li> </ul>	<ul style="list-style-type: none"> <li>- house</li> <li>- tree house</li> <li>- no building</li> <li>- no pd house</li> </ul>
schools	<ul style="list-style-type: none"> <li>- big schools</li> <li>- big class rooms</li> <li>- big climars</li> <li>- big slides</li> </ul>	<ul style="list-style-type: none"> <li>- some big schools</li> <li>- some big class rooms</li> <li>- small climars</li> <li>- small slides</li> </ul>
Getting to school	<ul style="list-style-type: none"> <li>- car</li> <li>- taxic</li> <li>- bus</li> <li>- sub way</li> </ul>	<ul style="list-style-type: none"> <li>- car</li> <li>- taxic</li> <li>- no bus</li> <li>- no sub way</li> </ul>
Shelters	<ul style="list-style-type: none"> <li>- house</li> <li>- tree house</li> <li>- building</li> <li>- pd house</li> </ul>	<ul style="list-style-type: none"> <li>- house</li> <li>- tree house</li> <li>- no building</li> <li>- no pd house</li> </ul>



B



## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates a limited understanding of the characteristics of urban and rural communities by choosing only basic categories in the community comparison chart to sort information (e.g., “schools”, “Gating to school”, “Shallters”) and drawing simple pictures in the pictorial diagram to illustrate the characteristics of each community (e.g., a car, a road, and a hill represent an urban community and two houses, a body of water, and a bridge represent a rural community).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to use sorting and classifying skills in comparing rural and urban communities (e.g., “Gating to school” repeats the characteristics listed with “Transportation”, and “Shallters” repeats the information listed with “Buildings”).
- The student demonstrates a limited ability to construct a pictorial diagram to describe an urban and a rural community, illustrating some generic characteristics in the two drawings (e.g., grass, roads, and a bridge for the urban illustration and grass, water, houses, and a bridge for the rural drawing).

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary when describing communities in the comparison chart (e.g., several comparisons are made only by adding “no” or “some” before the same word, as in “Bus/no bus” and “big schools/some big schools”).
- The student communicates information through a chart and a diagram with limited effectiveness by using, for example, only a few labels in the pictorial diagram (“urban” and “Rural” are the only words used to describe the two drawings).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with limited accuracy and detail in the comparison chart (e.g., under the schools category, the student lists “big schools”, “big class Rooms”, “big climars”, and “big slides” for the urban community and “some big schools”, “some big class Rooms”, “small climars”, and “small slides” for the rural community). The information in the two drawings presents a few, simple ideas (i.e., a road scene for an urban community and a water scene for a rural community).

### Comments/Next Steps

- The student should incorporate categories (e.g., with respect to land use, physical features, and population) that are independent of those already listed (i.e., transportation and buildings).
- The student should draw more specific characteristics of each community on the pictorial diagram to better illustrate his or her ideas.
- The student could use appropriate vocabulary more effectively by referring to resources that are available in the classroom, such as the Venn diagram produced in pre-task 2, charts, word lists, posters, pictures, and books, including dictionaries. These resources should also be used to correct spelling on the comparison chart.

A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>Urban</u> community (Urban or Rural)	A different community, which is a <u>rural mining</u> community
Transportation	<ul style="list-style-type: none"> <li>- busy - cars - trucks</li> <li>- traffic signs, roads</li> <li>- buses</li> <li>- subways</li> <li>- helicopter - planes</li> </ul>	mining carts → on a drift
Buildings	<ul style="list-style-type: none"> <li>- YMCA! - factories</li> <li>- homes</li> <li>- stores</li> <li>- sky scrapers</li> </ul>	caves and caverns
Land use	industrial, parks, institutions, Residential, Commercial	gold, minerals
Environment	Some hills flat lands	rocks - creeks
Resources	<ul style="list-style-type: none"> <li>- water</li> <li>- wind</li> <li>- air</li> </ul>	Shaves Waxes Beads Mining shaft



B



## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of the characteristics of urban and rural communities by using some basic examples to distinguish between an urban community and a rural mining community in the comparison chart (e.g., in the transportation category: in the urban column, “vans” and “Planes”; in the rural column, “mining carts”). In the pictorial diagram, the student draws buildings to illustrate the differences between urban and rural communities (e.g., the labelled buildings for “A great urban community” include “motel”, “hotell”, “green house”, and “house” and those for “a good farming community” include “Silo” and “house for farmer”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to use sorting and classifying skills in comparing rural and urban communities by listing in the comparison chart some basic differences between the two communities (e.g., in the environment category, “Some hills” and “flat lands” for the urban community and “rocks” and “creeks” for the rural community).
- The student demonstrates some ability to construct a chart and a pictorial diagram to describe an urban and a rural community and uses some generic words to identify objects in the drawings (e.g., “tree”, “flover”, “pond”).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary when describing communities in the community comparison chart (e.g., “YMCA”, “homes”, “stores”, and “skyscrapers” for the urban column and “caves”, “caverns”, and “mining shaft” for the rural column).
- The student communicates information through a chart and a diagram with some effectiveness, for example, by drawing some buildings in the pictorial diagram that distinguish between the two communities (e.g., for an urban community: a “motel”, “hotell”, and “green house”; for a rural community: a “house for farmer” and “Silo”).

## Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with some accuracy and detail in the community comparison chart and in the pictorial diagram (e.g., by using words such as “busy”, “vans”, “cars”, and “trucks” in the urban transportation column and “mining carts – on a Drift” in the rural transportation column).

## Comments/Next Steps

- The student should provide more appropriate information for each of the characteristics categories in the comparison chart.
- The student should include more relevant details in both the comparison chart and the pictorial diagram.
- The student should clearly illustrate in the pictorial diagram at least three characteristics that show the difference between rural and urban communities.
- The student could proofread his or her work to eliminate errors in spelling and capitalization.

**Urban and Rural Communities**      Level 2, Sample 2

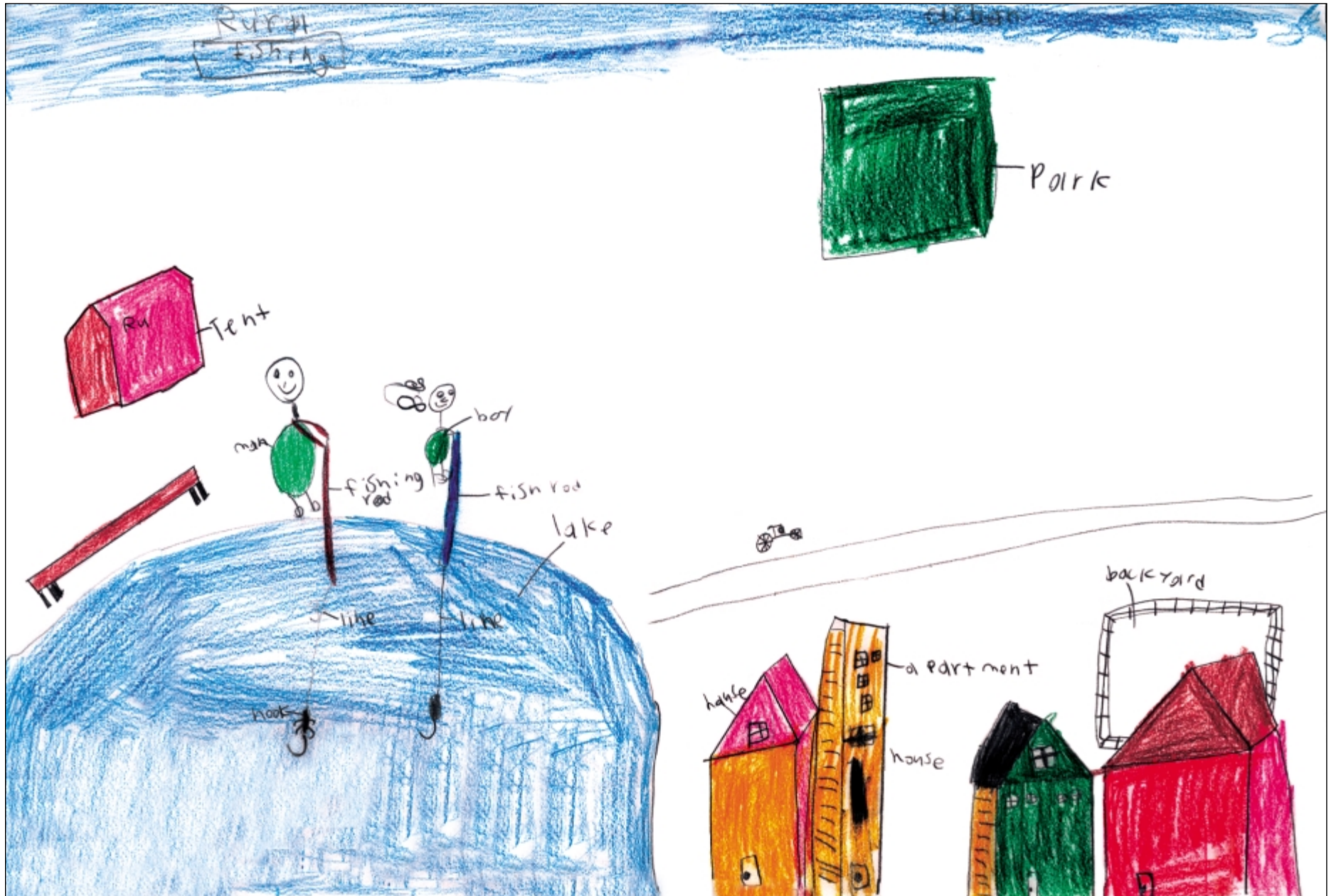
A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>Urban</u> community (Urban or Rural)	A different community, which is a <u>Rural fishing</u> community
Transportation	cars, transport, trucks, bicycles, boats, helicopter to and from the city, subway (toronto), the wellend eq. h. b. busy, a lot of traffic.	not too busy, boats, house boats
Buildings	apartments, homes, a lot together - schools, hospitals, factories - YMCA stores	house cabins → house boats, Seafood shops.
Population	= high population - busy	fishermen and women fish
Land use	industrial, parks, government/institutions, Residential Commercial	water + fishing for food - docks + parks
Physical Features	flat land some hills	water + coast land - lake rivers + lands



B



## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates some understanding of the characteristics of urban and rural communities by using some basic examples to distinguish between an urban community and a rural fishing community. In the community comparison chart, the student attempts to distinguish between the two communities using non-related references (e.g., under “Populoition”: in the urban column, “high populoition” and “busy”; in the rural column, “fishermen and women fish”). The student identifies some features of each community using words and illustrations in the pictorial diagram (e.g., in the rural drawing: “fishing rod”, “hook”, “lake”; in the urban drawing: “Park”, “apartment”, “house”, “backyard”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to use sorting and classifying skills in comparing rural and urban communities on the comparison chart by sorting some features of rural and urban communities within their chosen characteristics (e.g., in the buildings category: “apartmens, homes, alot together – stores schools, hospitals, factories – YMCA” in the urban column, and “house cabins house boats seafood shaps” in the rural column).
- The student demonstrates some ability to construct a chart and a pictorial diagram to describe an urban and a rural community, using basic words to label the drawings (e.g., “line”, “hook”, “man”, “boy”, “park”, “backyard”, “house”).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary when describing communities, using simple descriptors to show the differences between the urban community and the rural fishing community in the community comparison chart (e.g., in the “Land use” category: “industrial, Parks, Govermet/institutions, Residential, Commercial” in the urban column, and “water → fishing → for food – docks Parks” in the rural column).
- The student communicates information through a chart and a diagram with some effectiveness, drawing basic physical features that distinguish between the two communities (e.g., a lake and a tent for the rural community and an apartment, a house, a backyard, and a park for the urban community).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with some accuracy and detail in the pictorial diagram, labelling some elements in each picture (e.g., “fishing rod”, “hook”, “line”, “boy”, “house”).

### Comments/Next Steps

- The student should include more similarities about the two communities in the community comparison chart.
- The student should use more descriptive words related to each community in the pictorial diagram.
- The student should clearly illustrate in each the drawings at least three of the characteristics that show the differences between rural and urban communities.
- The student could refer to classroom resources to correct spelling errors on the comparison chart.



A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>Urban</u> community (Urban or Rural)	A different community, which is a <u>farming</u> community
Transportation	- large varieties of cars and buses - lots of roads and traffic lights. - Very big trucks and buses	- lots of open spaces. - two lane highways versus eight lane highways. - Very little road signs
Buildings	- big tall buildings. - eg. office towers, skyscraper and hotels. - crowded with lots and lots of people.	- Very little structures. - eg. farms, barns and small houses. - Very little people.
Services	- hospitals, fire stations, police station. - Food stores, I.G.A and Longo's.	- only two food stores, no malls. - no hospitals, no fire station, no police and no malls.
Land use	- not much green spaces. - crowded with tall structures. - very dirty. - polluted air and water	- Open spaces. - Not crowded with tall structures. - cleaner air and water.
People	- lots of people. - more than two billion people in Urban community.	- Very little people. - Not as crowded as Urban communities

B



## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates considerable understanding of many of the characteristics of different types of urban and rural communities by identifying three clear categories for each type of community and by giving several examples in the community comparison chart in both the “Urban” and “farming” sections (under the categories “Services”, “Land use”, and “People”). The student depicts clear, identifiable characteristics of each community in the pictorial diagram (e.g., transportation, buildings, land use).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to use sorting and classifying skills in comparing rural and urban communities, recording several characteristics of each community in each category in the community comparison chart (e.g., in the “Services” category: “hospitals, fire stations, police station. – Food stores, I. G. A. and Longo’s.” for an urban community and “– Only two food stores, no malls. – no hospitals, no fire station, no police and no malls.” for a farming community).
- The student demonstrates considerable ability to construct a chart and a pictorial diagram to describe an urban and a rural community, providing clear descriptions of each community’s characteristics in the community comparison chart (e.g., the student parallels individual elements of each community: in the category of land use for an urban community, “– not much green spaces. – crowded with tall structures. – very dirty. – polluted air and water”, and for a farming community, “– open spaces. – not crowded with tall structures. – cleaner air and water”). The student continues the comparison in the pictorial diagram by depicting “Rural Communities” with open space dominated by grass and trees and “Urban Communities” with crowded, tall buildings.

### Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary when describing communities, providing varied phrases and descriptors (e.g., in the buildings category: “– big tall buildings. – e.g. office towers, skyscraper and hotels” for an urban community, and “Very little structures. – e.g. farms, barns and small houses” for a farming community).

- The student communicates information through a chart and a diagram with considerable effectiveness (e.g., in the pictorial diagram, the student illustrates a bird’s-eye view of “Rural Communities” with an empty road and wide-open farmland and in comparison depicts “Urban Communities” in terms of a downtown view of distinctly labelled buildings – “Canada Trust”, “sky dome”, “CN tower” – and a road with a number of cars).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with considerable accuracy and detail in the community comparison chart, clearly showing the differences between each community (e.g., for an urban community: “crowded”, “lots of people”; and for a farming community: “Very little people”) and making focused comparisons (e.g., the degree of crowding, the amount of vegetation, and the kinds of structures applicable to each community).

### Comments/Next Steps

- The student should use more accurate, subject-specific vocabulary (e.g., by referring to “population density” rather than “lots of people” and “Very little people”).
- The student’s labels or wording on the pictorial diagram should comment on the characteristics of each community rather than simply identifying objects. They should be expanded to include subtitles and phrases from the community comparison chart (e.g., the student could use “a variety of cars and buses” for “Urban Communities” instead of just “cars”, and “lots of open spaces” rather than just “garden” and “grass” for “Rural Communities”).
- The student should identify and correct spelling errors on the comparison chart.

**Urban and Rural Communities** Level 3, Sample 2

A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>rural</u> community (Urban or Rural)	A different community, which is a <u>urban</u> community
Transportation	<ul style="list-style-type: none"> <li>- tractors</li> <li>- horse and buggy</li> <li>- less traffic</li> <li>- smaller roads</li> </ul>	<ul style="list-style-type: none"> <li>- traffic jams</li> <li>- subways, trains, buses</li> <li>- street cars</li> <li>- taxis</li> <li>- stoplights</li> </ul>
Buildings	<ul style="list-style-type: none"> <li>- wooden houses</li> <li>- barns</li> <li>- spaced out</li> </ul>	<ul style="list-style-type: none"> <li>- apartment buildings</li> <li>- brick houses</li> <li>- bigger houses</li> <li>- factories</li> <li>- skyscrapers</li> <li>- cramed together</li> </ul>
entertainment	<ul style="list-style-type: none"> <li>- beach</li> <li>- baseball games</li> <li>- soccer games</li> <li>- parks</li> </ul>	<ul style="list-style-type: none"> <li>- movies</li> <li>- zoos</li> <li>- museums</li> <li>- malls</li> <li>- parks</li> <li>- drive ins</li> <li>- casinos</li> <li>- amusement parks</li> </ul>
jobs	<ul style="list-style-type: none"> <li>- teacher</li> <li>- store worker</li> <li>- farmer</li> <li>- camp worker</li> </ul>	<ul style="list-style-type: none"> <li>- factory worker</li> <li>- bus driver</li> <li>- engineer</li> <li>- chef</li> <li>- mall worker</li> </ul>
roads	<ul style="list-style-type: none"> <li>- 2 lanes</li> <li>- some are gravel roads</li> <li>- quiet</li> </ul>	<ul style="list-style-type: none"> <li>- homeless people</li> <li>- 4 lanes</li> <li>- pedestrians</li> <li>- all pavement roads</li> <li>- busy</li> <li>- noisy</li> </ul>





## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates considerable understanding of the characteristics of different types of urban and rural communities in the community comparison chart, identifying three categories (i.e., “entertainment”, “jobs”, “roads”) for each type of community and giving several urban and rural examples for each category (e.g., in the entertainment category: “beach”, “baseball games”, “soccer games”, and “parks” for a rural community; and “movies”, “zoos”, “museums”, “malls”, “parks”, “drive ins”, “casinos”, and “amusement parks” for an urban community). The student also illustrates three clear characteristics of each community (i.e., transportation, buildings, and land use) in the drawings.

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to use sorting and classifying skills in comparing rural and urban communities by recording several characteristics of both communities in each category in the community comparison chart (e.g., in the “jobs” category: “teacher”, “store worker”, “farmer”, and “camp worker” for a rural community, and “factory worker”, “bus driver”, “engineer”, “chef”, and “mall worker” for an urban community).
- The student demonstrates considerable ability to construct a chart and a pictorial diagram to describe an urban and a rural community, using illustrations and words equally well to sort his or her three selected characteristics (i.e., transportation, land use, and buildings) for each community.

### Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary when describing communities (e.g., in the “roads” category, the student lists “2 lanes”, “quiet”, and “some are gravel roads” for a rural community, and “4 lanes”, “pedestrians”, “all pavement roads”, “busy” and “noisy” for an urban community).

- The student communicates information through a chart and a diagram with considerable effectiveness, drawing each of the three required characteristics clearly and labelling the drawings with appropriate words or phrases (e.g., “Busy Streets”, “apartment buildings”, “less space”, and “noisy” for “Life in an Urban Community”, and “normal streets”, “quiet”, “space to play in”, and “smaller houses” for “Life in a Rural Community”).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with considerable accuracy and detail by showing specific differences between the two communities (e.g., in the buildings category: “wooden houses”, “barns”, and “spaced out” for a rural community, and “apartment buildings”, “brick houses”, “bigger houses”, “skyscrapers”, “factories”, and “cramped together” for an urban community).
- The student makes clearly defined comparisons with supporting labels in the drawings (e.g., the urban section depicts “Busy streets” with several cars and “Beep Beep”, whereas the rural section shows only one car).

### Comments/Next Steps

- The student demonstrates considerable understanding of the characteristics of different types of urban and rural communities.
- The student could use the classroom resources even more effectively to increase the amount of relevant vocabulary included.
- The student should use words and phrases more effectively on the drawings to delineate the characteristics of each community.
- Proofreading would help to eliminate spelling errors.

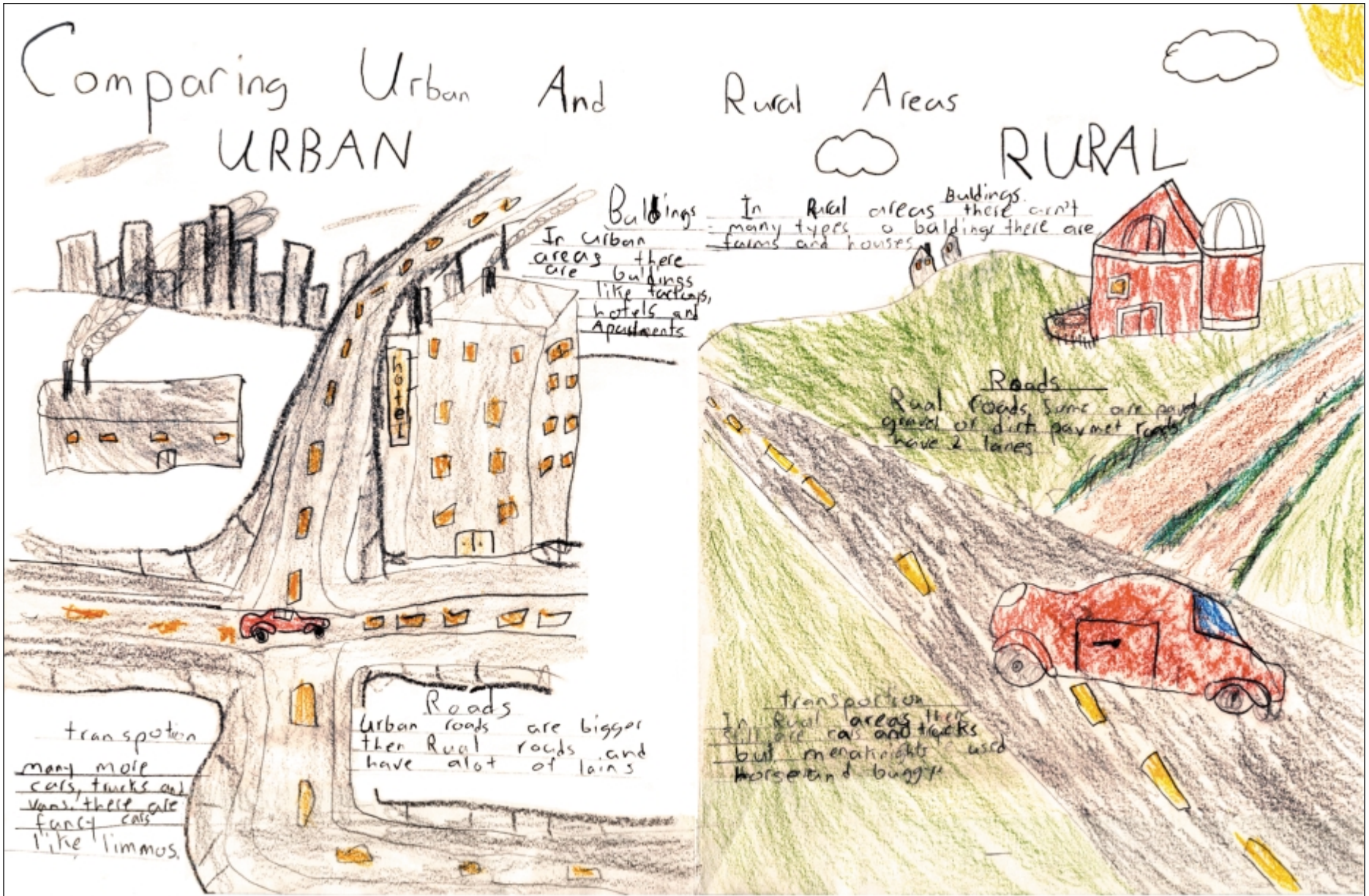


A

### Community Comparison Chart - Similarities and Differences

Characteristics of Urban and Rural	My <u>Urban</u> community (Urban or Rural)	A different community, which is a <u>Rural (farm)</u> community	
		Same	Different
<b>Transportation</b>	<ul style="list-style-type: none"> <li>- lots of cars</li> <li>- fast trains</li> <li>- underground subways</li> <li>- big buses</li> <li>- 18 wheelers hauling things</li> <li>- Airports</li> <li>- Taxi pick you up and take you places</li> </ul>	<ul style="list-style-type: none"> <li>- people ride on bikes</li> <li>- skateboard on sidewalks</li> <li>- streetcars in big cities</li> <li>- lots of traffic</li> </ul>	<ul style="list-style-type: none"> <li>- snowmobiles in winter</li> <li>- school buses</li> <li>- trucks</li> <li>- bicycles</li> </ul>
<b>Buildings</b>	<ul style="list-style-type: none"> <li>- very tall</li> <li>- schools</li> <li>- hotels</li> <li>- close together</li> <li>- big towers</li> <li>- long, long apartments</li> <li>- tall skyscrapers</li> </ul>	<ul style="list-style-type: none"> <li>- big arenas</li> <li>- bricks on houses</li> </ul>	<ul style="list-style-type: none"> <li>- stone houses</li> <li>- big barns</li> <li>- wooden houses</li> <li>- cottages</li> <li>- some silos</li> <li>- not close together</li> <li>- cottages</li> </ul>
<b>Land Use</b>	<ul style="list-style-type: none"> <li>- soccer/baseball fields</li> <li>- shopping mall</li> <li>- long sidewalks</li> <li>- big restaurants</li> <li>- big, long, fat roads</li> <li>- subdivision</li> <li>- driveways</li> </ul>	<ul style="list-style-type: none"> <li>- smaller houses so they can fit more in</li> </ul>	<ul style="list-style-type: none"> <li>- fishing</li> <li>- roads</li> <li>- driveways</li> </ul>
<b>Physical Features</b>	<ul style="list-style-type: none"> <li>- one or a few trees</li> <li>- some bushes</li> <li>- gravel gardens</li> <li>- flat grounds</li> <li>- many buildings</li> <li>- lots of grass</li> </ul>	<ul style="list-style-type: none"> <li>- paved roads</li> </ul>	<ul style="list-style-type: none"> <li>- one or a few trees</li> <li>- some bushes</li> <li>- lots of grass</li> </ul>
<b>Population</b>	<ul style="list-style-type: none"> <li>- lots of people</li> <li>- in a small area</li> <li>- crowds of people</li> <li>- lots and lots of traffic</li> </ul>		<ul style="list-style-type: none"> <li>- not very much people</li> <li>- spread out</li> <li>- more space and property</li> <li>- no traffic</li> </ul>

B





## Teacher's Notes

### Understanding of Concepts

- The student demonstrates a thorough understanding of the characteristics of different types of urban and rural communities in the community comparison chart, comparing and contrasting aspects of the two communities (e.g., the student specifies both the similarities and differences in two independently created columns, “Same” and “Different”). In the community comparison chart, the student selects three characteristics – “Land Use”, “Physical Features”, and “Population” – that specifically identify the differences between the communities. In the drawings, the student uses three labels – “Buildings”, “Roads”, and “transportation” – to contrast the two communities in terms of each characteristic.

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates extensive ability to use sorting and classifying skills in comparing rural and urban communities in the community comparison chart, listing both their differences and similarities in specific columns (e.g., within the buildings category, both rural and urban communities have schools as a common feature; specific to rural, however, buildings are “not close together”).
- The student demonstrates extensive ability to construct a chart and a pictorial diagram to describe an urban and a rural community, using both words and pictures to illustrate, classify, and compare buildings, roads, and transportation (e.g., in the urban drawing, “Urban roads are bigger than Rural roads and have a lot of lanes,” while in the rural drawing, “Rural roads Some are paved gravel or dirt. Paved roads have 2 lanes”).

### Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary when describing communities in both the community comparison chart and the drawings, using contrasting descriptors (e.g., for urban, “crowds of people”; for rural, “more space and property”).

- The student communicates information through a chart and a diagram with a high degree of effectiveness, providing explanations in the two drawings to justify the choice of elements depicted (e.g., for urban: “In urban areas there are buildings like factories, hotels and Apartments”; for rural: “In Rural areas there aren't many types of buildings there are farms and houses”).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with a high degree of accuracy and detail in both the community comparison chart and his or her drawings, providing multiple examples of both urban and rural characteristics.

### Comments/Next Steps

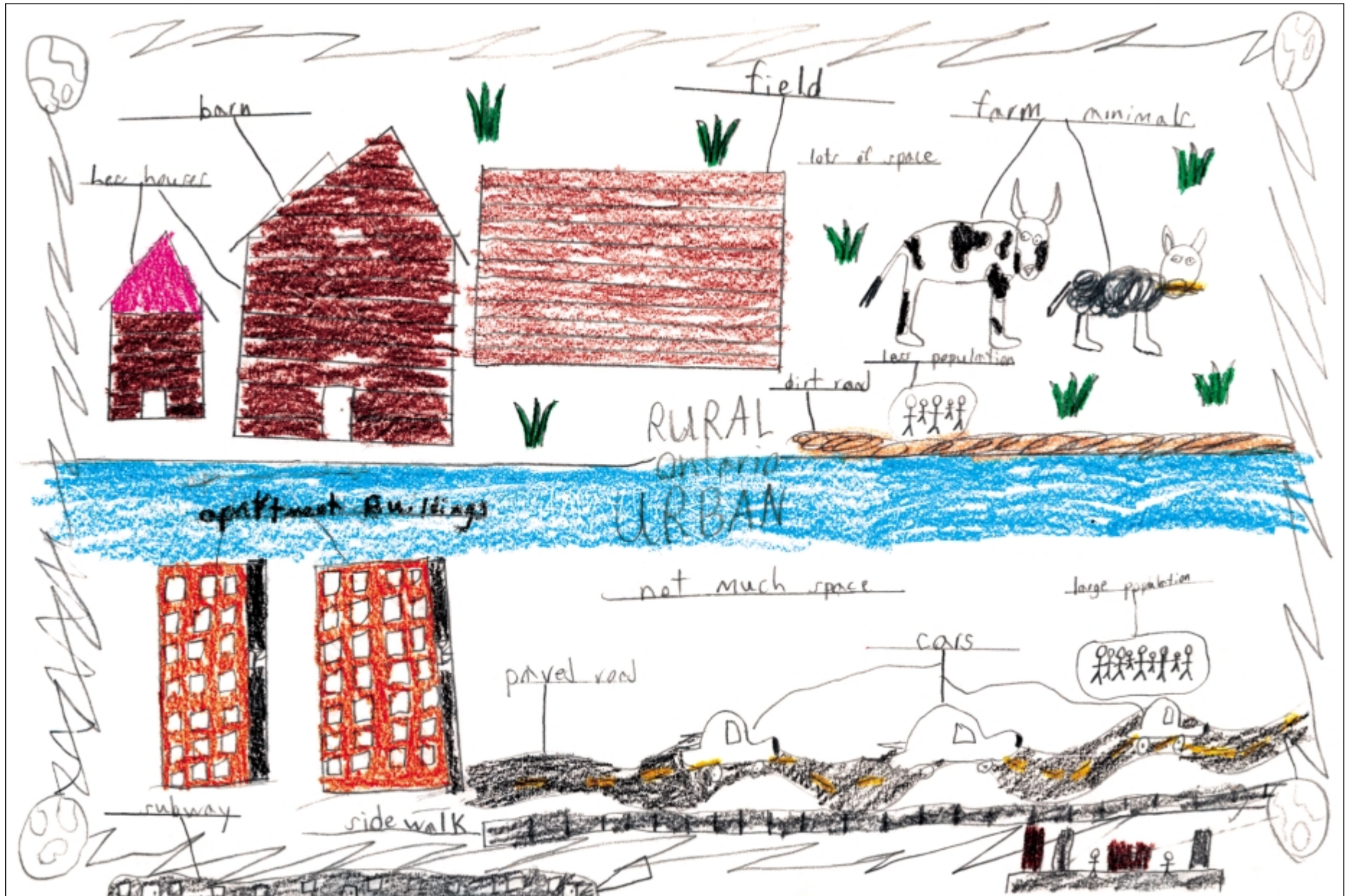
- The student is able to complete and add to the community comparison chart and the drawings to describe urban and rural communities and to support the descriptions with thorough explanations, drawing comparisons between the two communities.
- The student could expand on the range of variables for the characteristics selected.
- The student could use statements rather than just lists of words in the community comparison chart to further clarify the similarities and differences between urban and rural communities and could include others not listed.
- The student should proofread his or her work to ensure consistent spelling and use of punctuation and thus enhance the message.

**Urban and Rural Communities** Level 4, Sample 2

A

**Community Comparison Chart - Similarities and Differences**

Characteristics of Urban and Rural	My <u>Rural</u> community (Urban or Rural)	A different community, which is a <u>Urban</u> community
Transportation	people travel in trucks, tractors, cars and vans - for recreation people travel on snowmobiles, four wheelers, dirt bike, canoes and boats.	people travel by cars, taxi, buses, subway, trolley, bicycles, walking and train. for recreation people travel by airplane, train, ferry and boats.
Buildings	people have buildings like farms, silos, low-rise, church, city halls and two story houses. people usually live in single bungalow, cottage, below a store, gas station and mobile homes.	people live in hotels, apartment building, two story house, town house and they have small lots.
Jobs	people do jobs like farmer, store clerk, letter carrier, miner, forestry, teacher, miller, gas person, mechanic and fisherman.	banker, construction worker, lawyer, police, mayor, nurse, doctors, ambulance, fire fighter, government worker, utility worker, garbage collector, and paramedics.
Recreation	people go fishing, bike riding, canoeing, nature walks, camping, skidooing, cross-country skiing, and sports.	people will go fishing, camping, sports, going to zoo and pools.
Emergency services	people will have one police or fire station and they are volunteer mostly. they will share an ambulance with a close city.	people would have police, fire fighter and ambulance.



## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates a thorough understanding of the characteristics of different types of urban and rural communities, using many examples to compare and contrast the two communities (e.g., in the “Transportation” category: for a rural community, “for recreation people travel on snowmobiles, four wheelers, dirt bike, canoes and boats”; and for an urban community, “for recreation people travel by airplane, train, ferry and boats”). In the community comparison chart, the student selected three characteristics that would specifically identify the differences between the communities (i.e., jobs, recreation, emergency services) and labelled elements of the drawing to contrast the two communities (e.g., “paved road”, “dirt road”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates extensive ability to use sorting and classifying skills in comparing rural and urban communities, using many examples specific to those communities (e.g., for rural buildings: “farms, silos, low-rises, church, ... two story houses, ... store”; for urban buildings: “hotels, apartment building, two story house, town house”).
- The student demonstrates extensive ability to construct a chart and a pictorial diagram to describe an urban and a rural community, clearly defining the differences between these types of communities through effective organization (e.g., the page is divided horizontally with one area of comparison directly above the other for visual comparison).

### Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary when describing communities (e.g., in the “Jobs” category: “farmer, store clerk, letter carrier, miner, forestry, teacher, miller, gas person, mechanic, and fisherman” for a rural community; and “banker, construction worker, lawyers, police, mayor, nurses, doctors, ambulance, fire fighter, government worker, Utility workers, garbage collector, and paramedics” for an urban community).

- The student communicates information through a chart and a diagram with a high degree of effectiveness, using contrasting words and illustrations in the diagram (e.g., “less population”, “large population”).

### Application of Concepts and Skills

- The student compares the characteristics of an urban and a rural community with a high degree of accuracy and detail in the drawing (e.g., by using many examples of both urban and rural communities) and draws parallels between the communities for each characteristic (e.g., for rural buildings: “Less houses”, “barn”; for urban buildings: “apartment Buildings”).

### Comments/Next Steps

- The student compares and contrasts the two communities in the community comparison chart and the drawing, using many details and examples.
- The student could use subtitles to organize the characteristics of each community in the drawing.
- The student could use comparative phrases in the labelling on the drawing.
- The student could eliminate spelling errors through careful proofreading.

# Teacher Package

## Social Studies Exemplar Task Grade 3 – Canada and World Connections

### Teacher Package

**Title:** Urban and Rural Communities

**Time requirement:** 170 minutes (four class periods)

- 20 minutes to explore the features of urban and rural communities shown on maps
- 30 minutes to create a Venn diagram comparing an urban and a rural community
- 60 minutes to complete the community comparison chart
- 60 minutes to produce pictures of urban and rural communities in a pictorial diagram

#### Description of the Task

This task requires each student to complete a chart to compare the characteristics of the local community with those of a different community. Students will then use their charts, combined with pictures, to describe the local community to pen pals and their families who are thinking of moving to Ontario. In their charts and pictures, students will also outline the similarities and differences between an urban and a rural community in Ontario.

#### Student Scenario

The following scenario should be presented to students:

The students in your class have pen pals in another country. Some of the pen pals and their families are going to be moving to Ontario. You have been asked to share some information about this province. You will show what it's like living in both urban and rural communities in Ontario by creating a chart and a pictorial diagram that show the similarities and differences between urban and rural communities.

1

### Expectations Related to the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

#### Students will:

1. identify distinguishing features of urban and rural communities (3z31);
2. demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities (3z34);
3. demonstrate an understanding of the characteristics (e.g. with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities (3z35);
4. use appropriate vocabulary (e.g., *urban, rural, city, town, village, environment, scale, north, south, east, west*) to describe their inquiries and observations (3z38);
5. sort and classify information about communities to identify issues, solve problems, and make decisions (3z41);
6. construct and read graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe a community and its environment) (3z42);
7. communicate information (e.g., concerning the comparison of urban and rural communities), using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (3z43);
8. compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation) (3z49).

### Teacher Instructions

#### Prior Knowledge and Skills Required

To complete these tasks, students should have some knowledge or skills related to the following:

- the concept of community
- examples of a variety of urban communities (e.g., industrial, residential, and commercial communities and communities of different sizes) and a variety of rural communities (e.g., fishing, mining, forestry, and farming communities and communities of different sizes)
- sorting and classifying information
- completing charts independently
- using visual organizers (e.g., Venn diagrams)

2

**Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

**Materials and Resources Required**

Before attempting the task, students should be provided with the following materials:

- a variety of pictures illustrating urban and rural scenes
- materials for making a Venn diagram – chalk and chalkboard or chart paper and markers
- 11" x 17" drawing paper for each student
- crayons, pencil crayons, pencils, erasers
- a variety of maps, pictures, diagrams, and photographs that show a range of features of different types of urban and rural communities
- a copy of the Student Package for each student

**The Rubric**

The rubric\* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the elements of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

**Task Instructions**

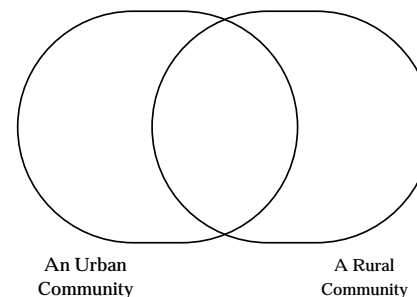
The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the task.

**Introductory Activities****Pre-task 1: Features of Urban and Rural Communities (20 minutes)**

1. Provide students with a variety of maps, pictures, diagrams, and photographs that show features (e.g., land use, transportation, physical features, population, buildings) of different types of urban and rural communities.
2. Ask students to identify as many features as they can.
3. Record their ideas on the chalkboard or on chart paper.
4. Ask students to identify other features of urban and rural communities from unit discussions and activities and add these to the list.

**Pre-task 2: Comparing Urban and Rural Communities (30 minutes)**

1. Select an urban community and one type of rural community (e.g., mining, fishing, farming, forestry) to be compared.
2. Create a large Venn diagram on the chalkboard or on chart paper with the headings "An Urban Community" and "A Rural Community".



3. Ask students to review the items on the list developed previously and indicate where each should be placed on the Venn diagram. Record the items in the appropriate place on the Venn diagram, reminding students that the centre section of the Venn diagram should be used to record features found in both the urban and rural communities. Encourage them to add other ideas of their own.
4. Have students examine the Venn diagram and decide whether their community is best represented by the urban or rural side of the diagram.
5. Students should be given the opportunity to share their decisions and explain why they made those decisions with reference to the features of the communities.
6. Ensure that the Venn diagram is available to students when they are doing the exemplar task.

\*The rubric is reproduced on page 70 of this document.

Community Comparison Chart – Similarities and Differences

Characteristics of Urban and Rural	My _____ community (urban or rural)	A different community, which is a _____ community
Transportation		
Buildings		

Exemplar Task

The community comparison chart and the pictorial diagram are both to be submitted for marking.

**Part 1: Community Comparison (60 minutes)**

1. Read the student scenario to the class and post it for future reference.
2. Tell students that they will be comparing and contrasting the characteristics of their community with those of a different community (urban versus rural).
3. Briefly review the discussion from pre-task 2 when students determined if their community is predominantly urban or rural.
4. Provide each student with a copy of the community comparison chart (see the Appendix). The first two categories are “Transportation” and “Buildings”. Students are to choose the next three comparison categories on their own.
5. As a class, complete the comparison for the first category (transportation) to model the completion of the chart for students (e.g., using point form, short phrases, pictures).
6. Have students individually complete the remainder of the chart comparing and contrasting their community with a different community (urban versus rural).

**Part 2: Picture Comparison (60 minutes)**

1. Explain to students that they will be making a pictorial diagram by designing and labelling two pictures to compare rural and urban communities in Ontario, showing at least three characteristics for each type of community.
2. Review with students what an effective pictorial diagram for this purpose would look like (e.g., it would include a large title or heading; would have simple, clear pictures or diagrams and clear labels/wording; and would be attractive and eye-catching). Have several examples of pictures that give a message (e.g., on posters, advertisements) available for analysis.
3. Provide students with 11” x 17” drawing paper and ask them to divide the page in half vertically, horizontally, or diagonally. One half is to be used for a picture of the characteristics of a rural community and the other for a picture of the characteristics of an urban community.





Canada and World  
Connections  
Grade 4

# The Provinces and Territories of Canada

## The Task

This task required each student to develop a plan for a poster for an advertising agency that would encourage trade between two provinces and/or territories. Students were to promote the provinces and/or territories based on their physical regions and natural resources. Each poster was to be sent to another province or territory to encourage trade with the province or territory promoted on the poster.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Canada and World Connections: The Provinces and Territories of Canada. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions (4z24);
2. describe and compare the physical environments of these regions (e.g., with respect to landforms) (4z32);
3. demonstrate an understanding of the exchanges that occur between provinces (e.g., potatoes from P.E.I., fish from B.C., grain from Saskatchewan) (4z34);
4. use appropriate vocabulary (e.g., *regions, Canadian Shield, Great Lakes lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, Cordilleras, physical features, boundaries, province, capital, territories, natural resources, grid, latitude, longitude*) to describe their inquiries and observations (4z39);
5. sort and classify information to identify issues, solve problems, and make decisions (4z42);
6. communicate information about regions, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (4z44);
7. locate and label the physical regions of Canada on a map (4z49);
8. create sketch maps of familiar places, using symbols for places and routes (4z55);
9. compare two or more regions (e.g., the Arctic and the Prairies), investigating their physical environments and exchange of goods and services (4z57).

### **Prior Knowledge and Skills**

To complete this task, students were expected to have some knowledge or skills related to the following:

- reading maps and charts
- generating questions, conducting research, and using various media (e.g., the Internet, print resources, electronic resources)
- media literacy (e.g., understanding some of the common features of promotional campaigns and what makes promotional materials effective)
- the concepts of trade (e.g., by trading popular game cards), physical geography (landforms), natural resources (natural materials), supply and demand, producing and manufacturing

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 128–31 of this document.*

## Task Rubric – The Provinces and Territories of Canada

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
<b>The student:</b>				
1, 2, 3	<ul style="list-style-type: none"> <li>– identifies physical features and resources of the two provinces/territories with limited accuracy and detail</li> <li>– demonstrates a limited understanding of the exchanges that could occur between provinces/territories</li> </ul>	<ul style="list-style-type: none"> <li>– identifies physical features and resources of the two provinces/territories with some accuracy and detail</li> <li>– demonstrates some understanding of the exchanges that could occur between provinces/territories</li> </ul>	<ul style="list-style-type: none"> <li>– identifies physical features and resources of the two provinces/territories with considerable accuracy and detail</li> <li>– demonstrates considerable understanding of the exchanges that could occur between provinces/territories</li> </ul>	<ul style="list-style-type: none"> <li>– identifies physical features and resources of the two provinces/territories with a high degree of accuracy and detail</li> <li>– demonstrates a thorough understanding of the exchanges that could occur between provinces/territories</li> </ul>
<b>Inquiry/research skills and map and globe skills</b>				
<b>The student:</b>				
5, 7, 8	<ul style="list-style-type: none"> <li>– demonstrates a limited ability to sort and classify information about the provinces/territories that are to trade with each other</li> <li>– demonstrates a limited ability to create sketch maps on the poster</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some ability to sort and classify information about the provinces/territories that are to trade with each other</li> <li>– demonstrates some ability to create sketch maps on the poster</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable ability to sort and classify information about the provinces/territories that are to trade with each other</li> <li>– demonstrates considerable ability to create sketch maps on the poster</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates an insightful ability to sort and classify information about the provinces/territories that are to trade with each other</li> <li>– demonstrates extensive ability to create sketch maps on the poster</li> </ul>
<b>Communication of required knowledge</b>				
<b>The student:</b>				
4, 6	<ul style="list-style-type: none"> <li>– makes limited use of appropriate vocabulary</li> <li>– demonstrates a limited ability to communicate information about the physical features and resources in the plan and on the poster</li> </ul>	<ul style="list-style-type: none"> <li>– makes some use of appropriate vocabulary</li> <li>– demonstrates some ability to communicate information about the physical features and resources in the plan and on the poster</li> </ul>	<ul style="list-style-type: none"> <li>– makes considerable use of appropriate vocabulary</li> <li>– demonstrates considerable ability to communicate information about the physical features and resources in the plan and on the poster</li> </ul>	<ul style="list-style-type: none"> <li>– makes extensive use of appropriate vocabulary</li> <li>– demonstrates extensive ability to communicate information about the physical features and resources in the plan and on the poster</li> </ul>

Expectations*	Level 4	Level 4	Level 4	Level 4
<b>Application of concepts and skills</b>				
<b>The student:</b>				
1, 9	– shows a limited understanding of the similarities and differences between the physical features and resources in the provinces/territories	– shows some understanding of the similarities and differences between the physical features and resources in the provinces/territories	– shows considerable understanding of the similarities and differences between the physical features and resources in the provinces/territories	– shows a thorough understanding of the similarities and differences between the physical features and resources in the provinces/territories


\*The expectations that correspond to the numbers given in this chart are listed on page 100.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.


**The Provinces and Territories of Canada Level 1, Sample 1**

**A**

**My Poster Plan**



<p><b>A-Province/Territory:</b> <u>Ontario</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input checked="" type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input checked="" type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p><b>B-Province/Territory:</b> <u>Saskatchewan</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p>Physical Features: <u>- Great Lakes</u></p>	<p>Physical Features: <u>- Interior Plains</u></p>
<p>Resources: <u>- Sheep</u> <u>- Hogs</u></p>	<p>Resources: <u>- wheat</u></p>



Reasons why Province/Territory A should trade with Province/Territory B:  
They should trade because  
Ontario has Sheep and Hogs,  
Saskatchewan has wheat that  
Ontario needs.

Reasons why Province/Territory B should trade with Province/Territory A:  
Saskatchewan has wheat. Saskatchewan  
needs sheep and Hogs.

WE! WANT! WHEAT!

WE! WANT! SHEEP! AND?  
HOGS!!!!!!

TRADE!



SASKATCHEWAN

SASKATCHEWAN has  
wheat. Saskatchewan need  
sheep and hogs.



## Teacher’s Notes

### Understanding of Concepts

- The student identifies physical features and resources of Ontario and Saskatchewan with limited accuracy and detail, listing only one or two items in each section of the poster plan (e.g., Ontario – “Great Lakes”; “Sheep”, “Hogs”; Saskatchewan – “Interior Plains”; “wheat”).
- The student demonstrates a limited understanding of the exchanges that occur between Ontario and Saskatchewan by describing only one in a simplistic way on the poster plan (e.g., “They should trade because Ontario has Sheep and Hogs. Saskatchewan has wheat that Ontario needs”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to sort and classify information about Saskatchewan and Ontario by providing only a few simple examples of resources on the poster plan (e.g., Ontario – “Sheep”, “Hogs”; Saskatchewan – “wheat”).
- The student demonstrates a limited ability to create sketch maps by drawing only a simple outline of one province (a vague and distorted outline) and the five Great Lakes on the poster.

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary in the poster plan and on the poster itself, and the language used throughout the task is repetitive (e.g., “wheat”, “sheep and hogs”).
- The student demonstrates a limited ability to communicate information about the physical features and resources of the two provinces in the plan and on the poster by supporting his or her trade proposal with simple information and using language of limited persuasiveness (e.g., “Ontario need Wheat”).

### Application of Concepts and Skills

- The student shows a limited understanding of the similarities and differences between the physical features and resources in Saskatchewan and Ontario (e.g., the student’s comparisons are limited to the same examples throughout the poster plan and the poster).

## Comments/Next Steps

- The student should conduct more thorough research to learn more about the physical features and natural resources of Ontario and Saskatchewan.
- The student should provide more examples in the plan of both the physical features and the resources of the selected provinces.
- The student should refer to an atlas to create a more accurate and detailed map.
- The student should proofread and correct his or her work.



A

My Poster Plan

<p>A-Province/Territory: <u>Yukon</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input checked="" type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p>B-Province/Territory: <u>Prince Edward Island</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input checked="" type="checkbox"/> Appalachians    <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p>Physical Features:</p> <p>-cool          Shas frost          -trees          -shrubs</p>	<p>Physical Features:</p> <p>-lost of soil          -lots of water          -grand banks</p>
<p>Resources:</p> <p>*furs          mining-silver          forest-lumber</p>	<p>Resources:</p> <p>-fishing          -farming          -dairy          -mixed farming          -Potatoes*</p>

Reasons why Province/Territory A should trade with Province/Territory B:  
*A reason is that they should trade things so they can get stuff they need and give away things they already have*

Reasons why Province/Territory B should trade with Province/Territory A:  
*A reason is that they should trade things so they can get stuff they need and give away things they already have*

B



## Teacher's Notes

### Understanding of Concepts

- The student identifies physical features (e.g., “cool”, “Shas frost”, “trees”, and “shrubs” for the Yukon, and “lost of soil”, “lots of water”, and “grand banks” for Prince Edward Island) and generic resources (e.g., “furs”, “mining – silver”, and “forest – lumber” for the Yukon, and “fishing”, “farming”, “dairy”, “mixed farming” and “Poatoes” for Prince Edward Island) with limited accuracy and detail.
- The student demonstrates a limited understanding of the exchanges that could occur between the Yukon and Prince Edward Island, using only simple written descriptions (e.g., “... they should trade things so they can get stuff they need ...”) and visual representations (e.g., no connection is indicated on the poster).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to sort and classify information about the Yukon and Prince Edward Island on both the plan and the poster (e.g., the student lists generic physical features that could be found in most provinces on the plan and does not include them in terms of potential exchanges on the poster).
- The student demonstrates a limited ability to create sketch maps of the Yukon and Prince Edward Island on the poster, providing simple stand-alone outlines of each (Prince Edward Island and the Yukon are depicted as being similar in size) with almost no detail.

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary in the poster plan when explaining reasons for trade (e.g., the student states the following reason almost verbatim for both the Yukon and Prince Edward Island: “they should trade things so they can get stuff they need and give away things they all ready have”).
- The student demonstrates a limited ability to communicate information about the physical features and resources in the plan and on the poster (e.g., only unlabelled illustrations are used to represent the resources of each province).

### Application of Concepts and Skills

- The student shows a limited understanding of the similarities and differences between the physical features and resources in the Yukon and Prince Edward Island within the written description on the poster plan (e.g., “... trade things so they can get stuff they need ...”).

### Comments/Next Steps

- The student should label both maps and show the location of the resources.
- The student should represent the physical features visually on the maps.
- More extensive research would help the student more clearly understand the mutual benefits of a trade exchange between the province and the territory.
- Careful research would prevent inaccuracies such as naming “grand banks” as a physical feature of Prince Edward Island.
- The student should proofread the poster to eliminate errors.

**The Provinces and Territories of Canada Level 2, Sample 1**

**A**

**My Poster Plan**

<p><b>A-Province/Territory:</b> <u>alberta</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input checked="" type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p><b>B-Province/Territory:</b> <u>Saskatchewan</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p>Physical Features:</p> <ul style="list-style-type: none"> <li>• flat land</li> <li>• water</li> <li>• grass</li> <li>• trees</li> </ul>	<p>Physical Features:</p> <ul style="list-style-type: none"> <li>• wheat</li> <li>• trees</li> <li>• grass</li> <li>• water</li> <li>• flat land</li> </ul>
<p>Resources:</p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• animals</li> </ul>	<p>Resources:</p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• animals</li> </ul>

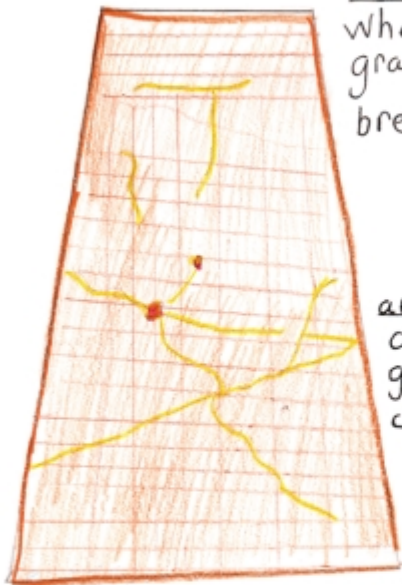
Reasons why Province/Territory A should trade with Province/Territory B:

Province A should trade with province B because PB has some of the stuff but not enough. Such as oil, gas and cattle.

Reasons why Province/Territory B should trade with Province/Territory A:

PB should trad with PA because PA dosent have enough like wheat, grain and bread.

# SASKATCHEWAN

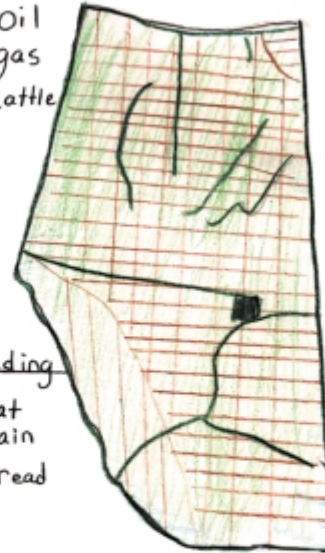


Trading  
wheat  
grain  
bread




after trading  
oil  
gas  
cattle



Trading  
oil  
gas  
cattle



after trading  
wheat  
grain  
bread

-  Canadian Shield
-  Great lakes / St. Lawrence lowlands
-  Cordilleras

# ALBERTA

## Teacher’s Notes

### Understanding of Concepts

- The student identifies physical features (e.g., “flat land”, “water”, “grass”, “trees”) and resources (e.g., “agriculture”, “animals”, “wheat”, “grain”, “bread”, “cattle”, “oil”, “gas”) of Alberta and Saskatchewan with some accuracy and detail in the plan and on the poster.
- The student demonstrates some understanding of the exchanges that could occur between Alberta and Saskatchewan (e.g., the “after trading” lists on the poster).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to sort and classify information about Alberta and Saskatchewan on the poster by listing the items that could be exchanged on the “Trading” and “after trading” lists.
- The student demonstrates some ability to create sketch maps of Saskatchewan and Alberta, drawing a basic outline of each and including some detail (e.g., roads and a couple of major centres in each province).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary in the plan and on the poster (e.g., “Province A should trade with province B because PB has some of the stuff but not enough. Such as oil, gas and cattle”).
- The student demonstrates some ability to communicate information about the physical features and resources in the plan and on the poster, using text and visuals (e.g., in the legend on the poster and in the explanation as to why these provinces would want to trade with each other in the plan).

### Application of Concepts and Skills

- The student shows some understanding on the poster of the similarities (e.g., identifying the Canadian Shield within both provinces) and the differences between the physical features and resources (e.g., oil, gas, and cattle to be traded for wheat, grain, and bread) of Saskatchewan and Alberta.

## Comments/Next Steps

- The student should enhance the visual presentation of the poster by using different colours in the legend for symbols that represent the resources being exchanged.
- The student should expand the plan to include a greater variety of resources and physical features (e.g., Rocky Mountains in Alberta).
- More extensive research would help the student learn more about what each province has to offer.
- Careful proofreading would eliminate errors in the use of language conventions.

A

My Poster Plan

<p>A-Province/Territory: <u>P.E.I.</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input checked="" type="checkbox"/> Appalachians    <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p>B-Province/Territory: <u>Newfoundland</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input checked="" type="checkbox"/> Appalachians    <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p>Physical Features: <u>- deep soil</u>  <u>- Mountain range</u>  <u>- good farming</u>  <u>- surrounded by water</u></p>	<p>Physical Features: <u>- deep soil</u>  <u>- Mountain range</u>  <u>- good farming</u>  <u>- on a island</u></p>
<p>Resources: <u>soil; potatoes</u></p>	<p>Resources: <u>Animal: fish</u></p>

Reasons why Province/Territory A should trade with Province/Territory B:

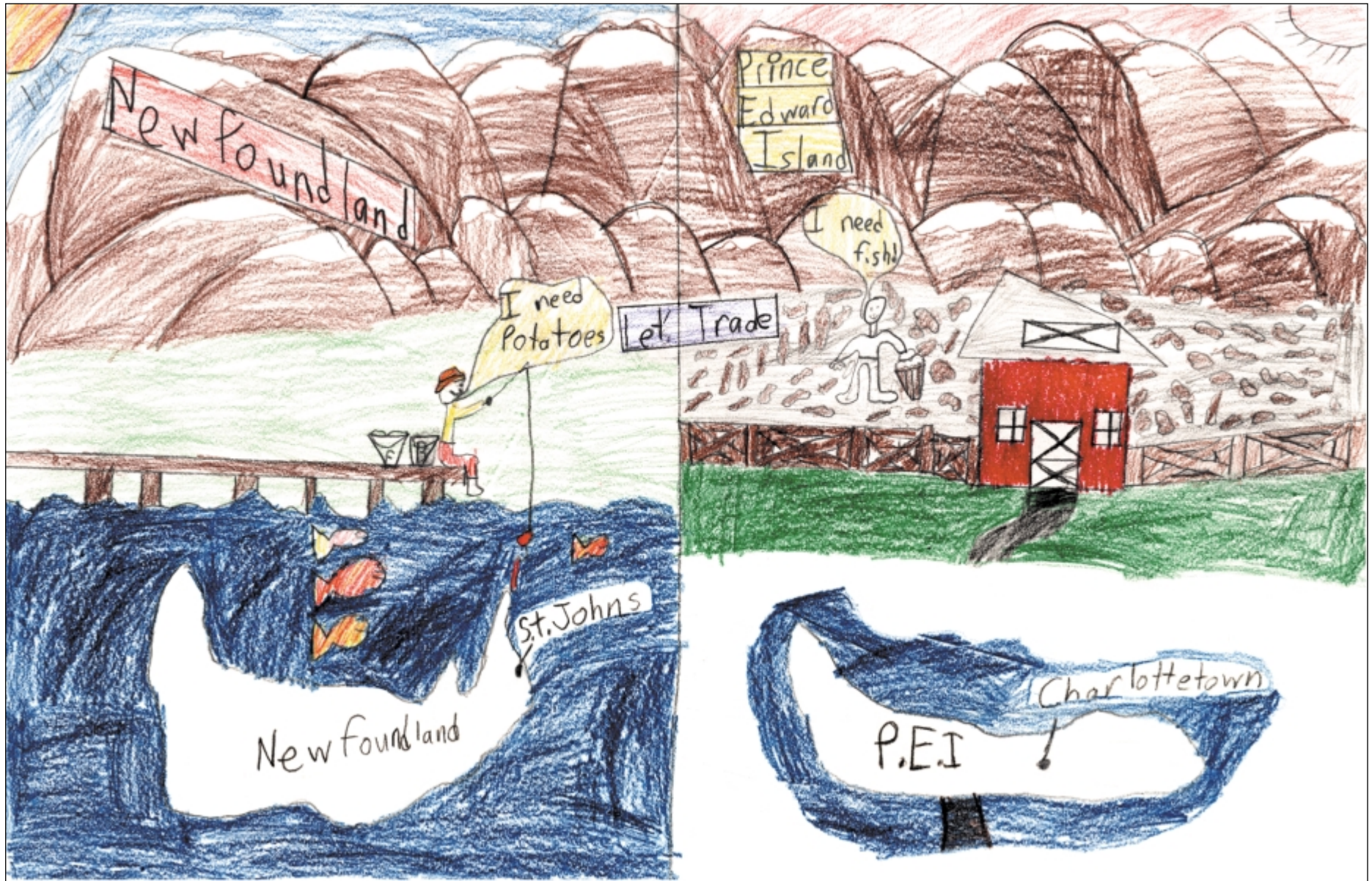
P.E.I. should trade with Newfoundland  
because P.E.I. is surrounded by the Atlantic  
Ocean so it can be shipped by boats  
and boats are cheaper to import or →

Reasons why Province/Territory B should trade with Province/Territory A:

Newfoundland should trade with P.E.I.  
because Newfoundland is also surrounded  
by water so it is cheaper to ship  
by boat. Fish and potatoes are equal.  
export. Potatoes and fish are equal.



B





## Teacher's Notes

### Understanding of Concepts

- The student identifies some physical features (e.g., “Mountain range”, “surrounded by water”, “on an island”) and resources (e.g., “potatoes”, “fish”) of both Prince Edward Island and Newfoundland with some accuracy and detail in the plan and on the poster.
- The student demonstrates some understanding of the exchanges that could occur between Prince Edward Island and Newfoundland in the written description (e.g., “Potatoes and fish are equal”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to sort and classify information about Prince Edward Island and Newfoundland through a visual representation on the poster (i.e., Newfoundland’s fish for Prince Edward Island’s potatoes).
- The student demonstrates some ability to create sketch maps on the poster of both Newfoundland and Prince Edward Island (e.g., the shape of Prince Edward Island is relatively accurate).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary in the plan to convey the concept of trade (e.g., “import”, “export”).
- The student demonstrates some ability to communicate information about the physical features (e.g., lists several for each province) and resources of each province (e.g., “I need Potatoes”, “I need fish!”) in the plan and on the poster.

### Application of Concepts and Skills

- The student shows some understanding of the similarities and differences between the physical features and resources of Newfoundland and Prince Edward Island through illustrations and relevant details on the poster (e.g., a fisherman fishing from a dock and a farmer harvesting potatoes in a field).

## Comments/Next Steps

- The student should provide more specific examples of resources in the plan and on the poster.
- More extensive research would help the student identify other resources available for trade in each province.
- The student should accurately identify physical features (e.g., there are no mountains in Prince Edward Island) and the location of each of the resources on the maps.
- The student should proofread “My Poster Plan”.

**The Provinces and Territories of Canada Level 3, Sample 1**

**A**

**My Poster Plan**

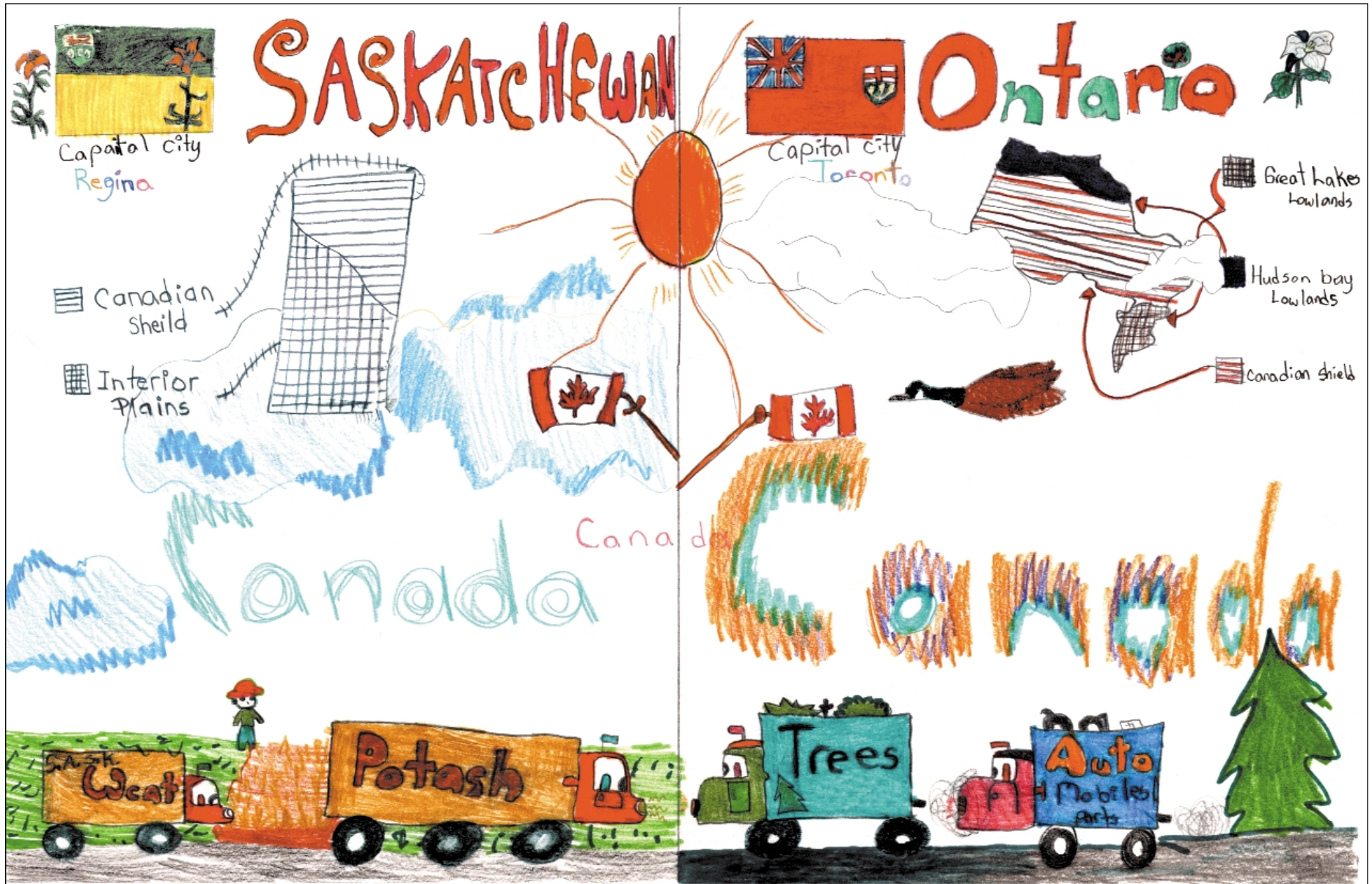
<p><b>A-Province/Territory:</b> Saskatchewan</p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p><b>B-Province/Territory:</b> Ontario</p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input checked="" type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input checked="" type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p><b>Physical Features:</b></p> <ul style="list-style-type: none"> <li>• wet soil</li> <li>• dry wather</li> <li>• Estevan, sask. sunniest place in Canada</li> <li>• some mauntains</li> </ul>	<p><b>Physical Features:</b></p> <ul style="list-style-type: none"> <li>• Niagara falls 12 highest.</li> <li>• trees</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• lots of wheat</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Most population</li> <li>• lost of auto mobils</li> </ul>

Reasons why Province/Territory A should trade with Province/Territory B:

• it has lots of wheat and Ontario dosen't . Ontario has lots of auto mobils and trees and sask. dosen't

Reasons why Province/Territory B should trade with Province/Territory A:

• auto mobils and trees because sask dosen't



**Teacher’s Notes****Understanding of Concepts**

- The student identifies physical features and resources of Ontario and Saskatchewan with considerable accuracy and detail, using clearly labelled maps and illustrations (e.g., trucks transporting the resources between the two provinces).
- The student demonstrates considerable understanding of the exchanges that could occur between Ontario and Saskatchewan by naming specific resources for trade (e.g., “Wheat” and “Potash” from Saskatchewan, “Trees” and “Auto” from Ontario) on the poster.

**Inquiry/Research Skills and Map and Globe Skills**

- The student demonstrates considerable ability to sort and classify information about Saskatchewan and Ontario by organizing information in a logical manner (e.g., the depiction of resources on individual trucks and the concept of trade as being the exchange of goods).
- The student demonstrates considerable ability to create sketch maps on the poster of Ontario and Saskatchewan (e.g., the outlines are relatively accurate; legends are included)

**Communication of Required Knowledge**

- The student makes considerable use of appropriate vocabulary to state relevant facts and details (e.g., “population”, “Canadian Shield”).
- The student demonstrates considerable ability to communicate information about the physical features and resources in the plan and on the poster (e.g., the student correctly identifies the appropriate physical regions of each province in the plan).

**Application of Concepts and Skills**

- The student shows considerable understanding of the similarities and differences between the physical features and resources of Ontario and Saskatchewan, depicting the physical regions of both provinces (e.g., the differences in physical regions are illustrated by the use of colour, lines, arrows, and legends) and their resources (e.g., “Trees” and “Auto” from Ontario).

**Comments/Next Steps**

- The student should provide more extensive and more accurate descriptions of the physical features and resources of Ontario and Saskatchewan in the plan.
- The student should indicate the location of the resources on the maps.
- More extensive research could help the student better understand the complexities of trade exchange between the two provinces.
- The student should check and correct spelling and punctuation, especially on the poster.

A

My Poster Plan

<p>A-Province/Territory: <u>Ontario</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input checked="" type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input checked="" type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p>B-Province/Territory: <u>Prince Edward Island</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input checked="" type="checkbox"/> Appalachians    <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p>Physical Features: The wild life is red foxes, white tailed deer, black bear, polar bears and seals. The climate is hot in the south and the winters are short, but in the north it gets cold and winter is longer and colder. The bodies of water are Lake Erie, Lake Huron, Lake Superior, Lake Michigan and Lake Ontario. Ontario is rich, forest, lakes in the north, in the south its lots of cities towns and people and lots of</p>	<p>Physical Features: The land forms are hilly with small hills and they have lots of food processing. The bodies of water is atlantic ocean. The climate is hot in July about 19° and cold in January about -7.</p>
<p>Resources: The resources are chemical, cattle, fruits, mining, dairy, tourism, forest products, sheep, soybeans, grain, poultry, manufacturing, transportation equipment, fur, hog and vegetables.</p>	<p>Resources: The resources are manufacturing, tourism fishing, potatoes, cattle, vegetables, grain and food processing.</p>

Reasons why Province/Territory A should trade with Province/Territory B:

The reason why they should trade is that Ontario dose not have these products potatoes, fish and lots of canned food like tuna. P.E.I. Has lots of this stuff. So If they trade Ontario will have tons of these wonderful useful products.

Reasons why Province/Territory B should trade with Province/Territory A:

The reason P.E.I. should trad is that they don't have any of these trees, Maple syrup, fur and minerals and Ontario dose. So if P.E.I trades they same valuable resources.



B

**PEI**

**ONTARIO**

Ontario tons of mining and lots of minerals are found but Ontario special-yes in nickle.

The products on this map are wonderful and useful and we will be to trade.

All the products on the map are the ones P.E.I. Is offering to trade.

Fish  
Potatoe  
Canned food

= Tree  
= Minerals  
= fur

Food processing and potatoe shop

One of our specialties is food processing. If your people love delicious tuna and other fish products trade P.E.I. We also grow fresh potatoe that means we have french fries and other potatoe prod

PEI News paper  
**PEI fish**  
The best in the world!  
Our fish is the freshest tastest best fish in the world. It's from the cleanest sea.

Ontario has lots of trees and lots of tree products like maple syrup paper wood other tree products.

Because Ontario has so many trees they produce alot of maple syrup and paper and firewood. Ontario also has alot of mining places so they have tons of valuble minerals.

## Teacher's Notes

### Understanding of Concepts

- The student identifies physical features and resources of Ontario and Prince Edward Island in the plan (e.g., “Ontario is rock, forest a lakes in the north. In the south its lots of cities towns and people”) with considerable accuracy and detail.
- The student demonstrates considerable understanding of the exchanges that could occur between Ontario and Prince Edward Island in a written description (e.g., “Ontario deos not have these products patatoes, fish and lots of caned food like tuna. P.E.I. Has lots of this stuff. So If they trade Ontario will have tons of these wonderful useful products”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to sort and classify information about Ontario and Prince Edward Island in the plan (e.g., the student provides an extensive list of resources that can be traded for both provinces).
- The student demonstrates considerable ability to create sketch maps of Prince Edward Island and Ontario on the poster (e.g., the sketches of both provinces strongly resemble their actual shapes and legends are used).

### Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary in the plan and on the poster to illustrate and to explain resources and reasons for trade (e.g., “tourism”, “manufacturing”, “specialyes in nickle”).
- The student demonstrates considerable ability to communicate information about the physical features (e.g., in the illustrations and by including a legend on the poster) and resources (e.g., “One of our specialtyes is food processing”).

### Application of Concepts and Skills

- The student shows considerable understanding of the similarities and differences between the physical features and resources in Prince Edward Island and in Ontario (e.g., the student provides reasons to support the view that trade between the provinces would be mutually beneficial).

## Comments/Next Steps

- The student should clearly distinguish between physical features and other natural elements of the provinces in the plan.
- The student should make clearer references to the nature and benefits of a trade exchange between the two provinces.
- The student should check information carefully to reduce inaccuracies (e.g., canned tuna from Prince Edward Island).
- Proofreading the final product would reduce errors in the use of language conventions.

**The Provinces and Territories of Canada Level 4, Sample 1**

**A**

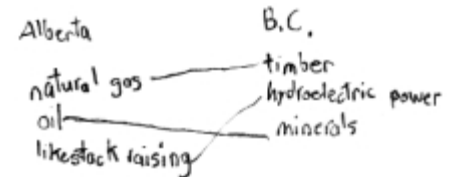
**My Poster Plan**

<p><b>A-Province/Territory:</b> <u>Alberta</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input checked="" type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p><b>B-Province/Territory:</b> <u>British Columbia</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input checked="" type="checkbox"/> Appalachians    <input type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input checked="" type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p><b>Physical Features:</b> Alberta has a little bit of land of rocks. Its land has good soil for farming and has bits of potash, coal, oil, and natural gas. It has prairie, flat grasslands and few trees. Its high mountains are around a central flat area. It has forests along the coast.</p>	<p><b>Physical Features:</b> British Columbia has lots of high mountains. It has lots of forests. Some land has good soil for farming and has a tiny bit of potash, coal, oil and natural gas.</p>
<p><b>Resources:</b> Alberta's resources are livestock raising, oil, natural gas, hydroelectric power, timber, commercial farming and forests.</p>	<p><b>Resources:</b> British Columbia's resources are timber, minerals, silver, hydroelectric power, natural gas, forests, oil and commercial farming.</p>

Reasons why Province/Territory A should trade with Province/Territory B:  
Alberta should trade with British Columbia because Alberta doesn't have a lot of forest and timber and British Columbia does.  
Alberta should trade British Columbia livestock for timber.

Reasons why Province/Territory B should trade with Province/Territory A:  
British Columbia should trade Alberta because British Columbia doesn't have a lot of oil and Alberta does. British Columbia should trade timber for oil.

**B**





# TRADE WITH US!

Legend for B.C.

- ↑ timber
- 🔥 natural gas
- 🏠 minerals
- ⚡ hydroelectric power
- 🌾 commercial farming
- 🌲 forests



timber FOR natural gas  
minerals FOR oil  
hydroelectric power FOR livestock raising

Legend of Alberta

- 🐄 livestock raising
- ⚡ oil
- 🔥 natural gas
- ⚡ hydroelectric power
- ↑ timber
- 🌾 commercial farming
- 🌲 forests



TRADE WITH US! WE HAVE LOTS OF TIMBER, MINERALS AND HYDROELECTRIC POWER YOU DON'T!

TRADE WITH US! WE HAVE LOTS OF NATURAL GAS, OIL AND LIVESTOCK RAISING YOU DON'T!

## Teacher’s Notes

### Understanding of Concepts

- The student identifies physical features (e.g., for Alberta: “prairie, flat grasslands and few trees”, “high mountains”) and resources (e.g., for Alberta: “likestock raising, oil, natural gas, hydroelectric power, timber, commercial farming and forests”) of Alberta and British Columbia with a high degree of accuracy and detail in the poster plan.
- The student demonstrates a thorough understanding of the exchanges that could occur between Alberta and British Columbia in the plan (e.g., “... Alberta doesn’t have a lot of forest and timber and British Columbia does”) and in the poster (e.g., a caption that reads, “TRADE WITH US! WE HAVE LOTS OF TIMBER, MINERALS AND HYDROELECTRIC POWER. YOU DON’T!”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates an insightful ability to sort and classify information about British Columbia and Alberta in the plan and on the poster (e.g., the connections between the physical features and the resources are obvious).
- The student demonstrates extensive ability to create sketch maps on the poster of British Columbia and Alberta (e.g., the student provides a clear representation of both provinces, uses colour effectively, and includes a legend for each province).

### Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary in the plan and on the poster when describing the physical features, the resources, and the reasons for trade (e.g., “likestock”, “commercial farming”, “hydroelectric power”).
- The student demonstrates extensive ability to communicate information about the physical features and resources in the plan (e.g., the student connects the type of land with its use) and on the poster (e.g., through the use of symbols, legends, and colour coding).

### Application of Concepts and Skills

- The student shows a thorough understanding of the similarities and differences between the physical features and resources of both British Columbia and Alberta (e.g., the student gives detailed descriptions and clearly states possible items for a trade exchange).

### Comments/Next Steps

- The student’s poster is visually effective.
- More extensive research would help the student understand the complexities of trade relationships.
- The student should proofread completed work carefully, checking for inaccuracies (e.g., the statement that Alberta “has forests along the coast”).

A

My Poster Plan

<p><b>A-Province/Territory:</b> <u>Ontario</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains    <input type="checkbox"/> Cordilleras  <input checked="" type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input checked="" type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p><b>B-Province/Territory:</b> <u>Alberta</u></p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians    <input checked="" type="checkbox"/> Canadian Shield  <input checked="" type="checkbox"/> Interior Plains    <input checked="" type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p><b>Physical Features:</b></p> <p>- northern Ontario/marshy wet area                  - Hudson Bay lowlands/good forming soil, low hills, deciduous forests                  - Canadian Shield/thin soil, coniferous forests                  - temperature/July 21°C Jan -5°C</p>	<p><b>Physical Features:</b></p> <p>- interior plains/flat plains, good soil, rolling hills, coniferous forests                  - Canadian shield/rolling hills, poor soil, lots of coniferous forests                  - cordilleras/rocky mountains, forest slopes, mineral deposits, plateaus, deep fertile valleys and meadows</p>
<p><b>Resources:</b></p> <p>- manufactured goods, farm products, minerals, wood products, pulp and paper                  - needs/oil, natural gas, minerals</p>	<p><b>Resources:</b></p> <p>- oil, natural gas, beef, wheat                  - needs/manufactured goods, farm machinery</p>

- ① Reasons why Province/Territory A should trade with Province/Territory B:  
Ontario should trade with Alberta because Alberta doesn't have manufactured goods or farm machinery  
Ontario has manufactured goods. So Ontario could trade the manufactured goods with
- ② Reasons why Province/Territory B should trade with Province/Territory A:  
Alberta should trade back oil and natural gas because Ontario needs oil and natural gas. That is why Ontario

B

① Alberta and give something back. That is why Ontario would make good trading partners with Alberta.

② and Alberta would make wonderful trading partners.

Name



C

**Alberta Landscape**

**Ontario Landscape**

**Map**

**Key**

- the provinces I have chosen
- United States
- other provinces territories

**Alberta Resources**

Alberta has to trade oil and natural gas which Ontario wants.

**Beef**

**Wheat**

**Natural Gas**

**Manu factured goods**

**Minerals**

**Farm products**

**pulp, paper and wood products**

Alberta you have to except us as your trading partner. We have a deal for you. We'll give you all the manufactured goods you need.

Ontario we have a deal for you. We have all the oil and natural gas you need for your whole province. Produced every day and shipped smoothly.

Ontario has to trade Manufactured goods which Alberta wants.

## Teacher's Notes

### Understanding of Concepts

- The student identifies physical features and resources of Ontario and Alberta with a high degree of accuracy and detail, naming and describing them clearly (e.g., “nothern ontario/marshy wet area”, “Canadian Shield/thin soil, coniferous forests”), and combining text and illustrations on the poster.
- The student demonstrates a thorough understanding of the exchanges that could occur between Ontario and Alberta (e.g., in a written description on the poster: “Ontario has to trade Manufactured goods which Alberta wants”).

### Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates an insightful ability to sort and classify information about Ontario and Alberta through written and visual descriptions of the provinces' regions and physical features in the poster plan (e.g., the descriptions of the Interior Plains, Canadian Shield, and Cordilleras) and in the poster.
- The student demonstrates extensive ability to create sketch maps on the poster, highlighting important information (e.g., the student uses a key to identify the location of the provinces he or she has chosen and illustrates the provinces' resources).

### Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary, using accurate and descriptive terminology (e.g., “Canadian Shield”, “coniferous forests”, “manufactured goods”, “farm machinery”).
- The student demonstrates extensive ability to communicate information about the physical features and resources in the plan and on the poster (e.g., the student uses both text and a variety of illustrations to represent the resources and the landscapes).

### Application of Concepts and Skills

- The student shows a thorough understanding of the similarities and differences between the physical features and resources of the two provinces, incorporating major components of the physical features and resources on the poster.

## Comments/Next Steps

- The student should make better use of the features of a poster to enhance and reinforce his or her message (e.g., layout, dividing lines, lettering, balance of text and visuals).
- More extensive research would help the student understand the complexities of trade relationships.

# Teacher Package

## Social Studies Exemplar Task Grade 4 – Canada and World Connections

### Teacher Package

**Title:** The Provinces and Territories of Canada

**Time requirement:** 180 minutes (four to five class periods)

- 40 minutes (one period or two 20-minute periods) to explore the physical features and natural resources of Canada
- 20 minutes to review the concepts of trading and of supply and demand
- 60 minutes to complete the worksheet “My Poster Plan”
- 60 minutes to create the poster

#### Description of the Task

The task requires each student to create a poster that would promote trade between two provinces and/or territories. Students will independently develop plans for their posters to advertise the provinces and/or territories based on their physical regions and natural resources. They will then create posters to send to the provinces and/or territories to encourage trade between them.

#### Student Scenario

The following scenario should be presented to students:

You have been approached by an advertising agency to create a poster that will promote trade – a partnership – between two provinces and/or territories. You are to develop a plan for a poster that advertises what each of the provinces and/or territories have to offer each other in the way of trade to convince their governments that trade between them would be beneficial to both.

### Expectations Addressed in the Exemplar Task

Note that the codes that follow these expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

#### Students will:

1. demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions (4z24);
2. describe and compare the physical environments of these regions (e.g., with respect to landforms) (4z32);
3. demonstrate an understanding of the exchanges that occur between provinces (e.g., potatoes from P.E.I., fish from B.C., grain from Saskatchewan) (4z34);
4. use appropriate vocabulary (e.g., *regions, Canadian Shield, Great Lakes lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, Cordilleras, physical features, boundaries, province, capital, territories, natural resources, grid, latitude, longitude*) to describe their inquiries and observations (4z39);
5. sort and classify information to identify issues, solve problems, and make decisions (4z42);
6. communicate information about regions, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (4z44);
7. locate and label the physical regions of Canada on a map (4z49);
8. create sketch maps of familiar places, using symbols for places and routes (4z55);
9. compare two or more regions (e.g., the Arctic and the Prairies), investigating their physical environments and exchange of goods and services (4z57).

### Teacher Instructions

#### Prior Knowledge and Skills Required

To complete this task, students should have some knowledge or skills related to the following:

- reading maps and charts
- generating questions, conducting research, and using various media (e.g., the Internet, print resources, electronic resources)
- media literacy (e.g., understanding some of the common features of promotional campaigns and what makes promotional materials effective)
- the concepts of trade (e.g., by trading popular game cards), physical geography (landforms), natural resources (natural materials), supply and demand, producing and manufacturing

### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

### Materials and Resources Required

Before completing the task, students should be provided with the following materials:

- resources (e.g., books, pictures, websites, CD-ROMs) on each of the physical regions of Canada
- atlases outlining the regions, their physical geography, and their natural resources
- materials to create posters, such as 11" x 17" paper, pencils, and crayons
- a copy of the Student Package for each student

### The Rubric

The rubric\* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

### Task Instructions

#### Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the tasks.

#### **Pre-task 1 (one period of 40 minutes or two periods of 20 minutes each)**

1. Discuss the map and the physical regions of Canada (see Appendix 1) with students and have them recall the differences between provinces, territories, and regions. Have them relate the regions to the provinces. (For example, Manitoba is a province. Within this province you see portions of the regions of the Canadian Shield, the Hudson Bay lowlands, and the interior plains.)

*Note:* The exact location of the regions vary slightly from resource to resource. The map in Appendix 1 is one such representation.

2. Divide students into small groups and give each group a copy of Appendix 1. Assign each group either (a) a physical feature of Canada or (b) a natural resource of Canada. Ask each group of students to research its feature or resource, and place a symbol on its map to identify the location of the feature or resource.

*Note:* The teacher should use the theme maps in atlases to identify the topic categories (e.g., physical features, resources) ahead of time.

3. To give students a complete picture of Canada, have the class share the information, using a map on an overhead projector or a large classroom map.

#### **Pre-task 2 (20 minutes)**

1. The purpose of this task is to review the concepts of trade and of supply and demand.
2. Ask students to share with the class the names of trading cards (e.g., hockey, baseball).
3. Discuss why some cards in each set are more popular than others. Why are the popular cards more valuable?
4. Discuss how fair trades are made to complete sets of cards.
5. Discuss how these trades relate to the kind of trades that are made among the regions and provinces/territories in Canada.

\*The rubric is reproduced on pages 102–3 of this document.

### Exemplar Task

Both the poster plan worksheet (see Appendix 2) and the poster are to be submitted for marking.

#### Part 1: Poster Plan (60 minutes)

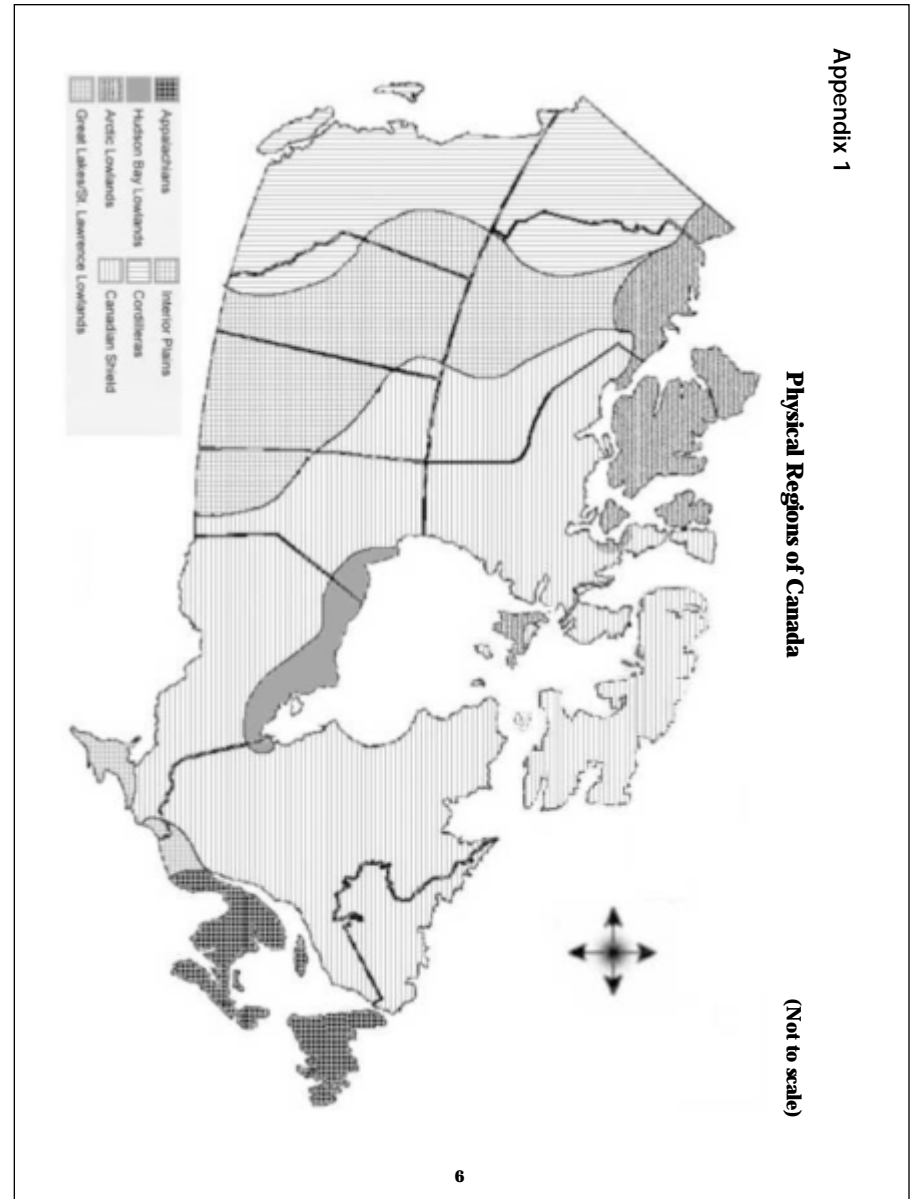
*Note:* For the exemplar task, students will require access to a map of Canada that shows physical regions, physical features (e.g., mountains), the provinces and territories, and natural resources. This can be posted in the classroom.

1. Read the student scenario to the class.
2. Review the worksheet “My Poster Plan” (see Appendix 2) with students. Explain that they will each be identifying two provinces/territories that they think would make good trading partners and that the physical features and resources they identify on the plan will determine the content of the poster.
3. Have students complete their plans, being sure to state their reasons for the inclusion of specific physical features and natural resources of the provinces/territories that they have chosen.

#### Part 2: Poster (60 minutes)

1. Discuss the qualities that make posters appealing (e.g., they are colourful, the print is clear, the pictures are big and catch attention).
2. Tell students that they are to include sketch maps of each of the provinces/territories that they have chosen on their posters, highlighting the regions contained in those provinces.
 

*Note:* Remind students that a sketch map is one that is drawn freehand and not one that is photocopied or printed from a computer.
3. Tell students to identify the two provinces/territories that each has represented on the poster and to include the features and/or resources of the provinces/territories that they consider to be the most important.
4. Give each student an 11” x 17” piece of paper and ask him or her to fold it in half. Tell students that each half is to contain an advertisement for one province or territory. Have students create their posters to show what the chosen provinces/territories have to offer each other.





**Appendix 2**

**My Poster Plan**

<p><b>A. Province/Territory:</b></p> <p>_____</p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians      <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains      <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>	<p><b>B. Province/Territory:</b></p> <p>_____</p> <p>Physical regions in this province (check all that apply):</p> <p><input type="checkbox"/> Appalachians      <input type="checkbox"/> Canadian Shield  <input type="checkbox"/> Interior Plains      <input type="checkbox"/> Cordilleras  <input type="checkbox"/> Hudson Bay Lowlands  <input type="checkbox"/> Arctic Lowlands  <input type="checkbox"/> Great Lakes/St. Lawrence Lowlands</p>
<p>Physical Features:</p> <p>_____</p>	<p>Physical Features:</p> <p>_____</p>
<p>Resources:</p> <p>_____</p>	<p>Resources:</p> <p>_____</p>

Reasons why Province/Territory A should trade with Province/Territory B:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reasons why Province/Territory B should trade with Province/Territory A:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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The Ministry of Education wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this resource document.



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