

Grade 4

OVERVIEW

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine social organization, daily life, and the relationship with the environment in different societies that existed between 3000 BCE and 1500 CE, including at least one First Nation and one Inuit society in what would eventually become Canada. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras and representing different cultures. Students will investigate the interrelationship between daily life and the environment in these societies and will compare aspects of life in these societies with that in present-day Canada. Continuing to build on what they learned in earlier grades, students will also study the interrelationship between human activities and the environment on a national scale. They will build on their knowledge of municipal and landform regions, studying Canada's political regions, including the provinces and territories, and physical regions such as the country's landform, vegetation, and climatic regions. Students will investigate issues related to the challenge of balancing human needs and environmental stewardship in Canada. They will continue to develop their mapping skills, analysing print, digital, and interactive maps and using spatial technologies to investigate human interactions with the environment.

The Grade 4 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values, community, culture, power, relationships, and stewardship*.

The following chart presents an overview of the Grade 4 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectation	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: Early Societies, 3000BCE–1500CE				
<p>A1. compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society</p>	<p>Continuity and Change; Perspective</p>	<p>By studying the past, we can better understand the present.</p>	<p>What methods can we use to compare societies from different eras and regions?</p> <p>What are the most significant differences between contemporary Canadian society and societies of the past?</p>	<p>Maps* and Globes Analysing and constructing thematic maps (e.g., climate, soil, vegetation maps) related to early societies' relationship with the environment (see, e.g., A2.2, A2.3)</p>
<p>A2. use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p>	<p>Interrelationships</p>	<p>The environment had a major impact on daily life in early societies.</p>	<p>What are some of the legacies of early societies that continue in Canadian society today?</p> <p>In what ways did the environment influence early societies? Does the environment have the same impact on contemporary Canadian society? What has changed? Why has it changed?</p>	<p>Identifying the location of early societies on globes and/or maps (see, e.g., A3.1)</p> <p>Extracting information on early societies from thematic maps (see e.g., A3.1)</p>
<p>A3. demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other</p>	<p>Significance</p>	<p>Not all early societies were the same.</p>		

<TYPESETTER: Second part of table (on Strand B) is unchanged>

A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE

Overall Expectations

By the end of Grade 4, students will:

A1. Application: compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society (FOCUS ON: *Continuity and Change; Perspective*)

A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (FOCUS ON: *Interrelationships*)

A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: *Significance*)

Specific Expectations

A1. Application: Past and Present Societies

FOCUS ON: *Continuity and Change; Perspective*

By the end of Grade 4, students will:

A1.1 compare social organization (*e.g., social classes, general political structure, inherited privilege, the status of women*) in a few early societies, including at least one First Nation and one Inuit society (*e.g., a slave-owning and a feudal society; a matrilineal First Nation and a society in medieval Asia*)

Sample questions: “What is the difference between a slave and a serf? In what ways were social classes in a feudal society different from those in a slave-owning society? In what ways

were they the same?" "What were some differences in the position of women in ancient Greece, medieval France, and early Haudenosaunee society?" "What were some differences and similarities between the Clan systems of early Haida and Cree societies?" "What were some of the similarities and differences in systems of leadership between an early First Nation society and an ancient Islamic society?" "What were some ways in which early Potawatomi, Chippewa, or Inuit societies demonstrated a communal, cooperative approach towards responsibilities in daily life? How does this organization compare to the ways in which society in medieval Japan or India divided up such responsibilities?"

A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society (e.g., the work, family life, education, food, dress, and/or housing of a slave and senator in ancient Rome; women of different castes in medieval India; a serf and lord in feudal England; a man and a woman in medieval China or in early Mohawk society; a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society (e.g., the caste system in India; the matrilineal organization of Haudenosaunee society; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy)

Sample questions: "In what ways were the lives of a serf, samurai, and shogun in feudal Japan different? What do those differences tell you about the social organization of that society?" "What differences were there in the education of men and women in ancient Greece?" "How did the daily lives of men and women differ in an early Inuit society?" "What were some different groups that contributed to the social organization of early Algonquin society? What were the main responsibilities of these groups? What impact did their roles and responsibilities have on their daily lives? How did these groups work together for the benefit of everyone in that society?"

A1.3 describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural) in a few early societies, including at least one First Nation and one Inuit society (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)

Sample questions: "What kind of education was available to children in Europe during the medieval time period? Who would have been educated? What were they taught? Did most children learn to read and write?" "How did approaches to parenting and adults' interactions with children affect the lives of young people in early Indigenous societies?" "What were some of the

games and sports played by the ancient Mayans and in early Inuit or First Nations societies? In what ways are they similar to or different from the games and sports you play?" "In what ways is the game of lacrosse that is played today different than what was played in early Haudenosaunee societies? In what ways is it the same?" "How did children gain knowledge and learn about customs and cultural practices in early Thule or Coast Salish communities? How does this compare to how you learn about these things?"

A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationship with the environment (*e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious and spiritual practices/beliefs with respect to the environment*), and describe some key similarities and differences in environmental practices between these societies and present-day Canada

Sample questions: "What were some Celtic seasonal celebrations? Are these reflected in any celebrations in present-day Canada?" "What was the role of the moon in early Haudenosaunee, Anishinaabe, and/or Inuit societies? How did it affect their celebration of seasonal cycles? What is the connection between lunar seasons and the resources the environment provided for people in the past? The resources it provides in the present? In what ways are lunar seasons still recognized or celebrated in present-day Canada?" "What were some of the agricultural practices of the ancient Greeks? What are some ways in which they were similar to or different from the agricultural practices of the early Haudenosaunee?" "What are some ways in which Indigenous societies in what would become North America used local plants for medicine? Why is this knowledge still important today?" "What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers?" "How would a city in medieval Britain or ancient Rome have dealt with sewage and garbage? What are some ways that sewage and garbage are dealt with in various areas of present-day Canada? What health issues might arise if sewage and garbage were not treated or properly disposed of?"

A2. Inquiry: Ways of Life and Relationships with the Environment

FOCUS ON: Interrelationships

By the end of Grade 4, students will:

A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (*e.g., connections between the local environment and settlement, art, medicine, religion, spirituality, types of work; the impact on the environment of agriculture or the development of towns, cities, settlements, communities, and/or villages*)

Sample questions: “What are some ways in which societies along the Nile or in Mesopotamia had an impact on the environment?” “What role did religion or spiritual beliefs play in the daily life of the early Haida or Norse, or in ancient Egypt? In what ways were beliefs connected to the society’s view of and relationship with the environment?” “Why did people settle in the Indus Valley?” “In what ways did the environment and environmental knowledge shape hunting and gathering practices in the societies you are investigating?”

A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats (*e.g., images depicting the daily life of different social classes; religious or spiritual stories that provide evidence of a society’s view of the environment; agricultural artefacts; traditional stories, creation stories, legends, and/or oral history shared by Elders, community members, and/or Knowledge Keepers; virtual field trips to museums and to First Nations cultural centres to view artefacts and images*)

Sample questions: “Where might you look for information on how different people lived in rural Europe in medieval times? What do you think paintings from the time could tell you about how different people lived and their relationship with the land?” “Where might you find information on the art work of Indigenous societies in what would become North America? What do you think petroglyphs, birch bark scrolls, hide paintings, beadwork, and/or quillwork from the time could tell you about how Indigenous people lived and their relationships to the land?” “What might a society’s architecture or art tell you about its relationship with the natural environment?” “What

do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?”

A2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society (e.g., analyse thematic and/or physical maps showing rivers, vegetation, volcanoes, soil types; create a thematic map showing traditional trade routes of the Cree, Algonquin, or Haudenosaunee; analyse a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyse maps to determine the proximity of early settlements to water; construct a map showing the location of traditional First Nations and/or Inuit territories; use a decolonial map or atlas to determine the Indigenous names of the places they are investigating)

Sample questions: “What does this map tell you about why the Nile was so important to ancient Egypt?” “What type of thematic map might help you make connections between local plant life and the development of medicines?” “What type of information would you need to include on a map that shows seasonal camps of the early Inuit or Ojibwe?” “What kinds of maps might provide clues about the sustainability of a society?”

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the Internet or at a local gallery for information on a society’s religious practices; analyse artefacts found in a museum or on a website for information on a society’s daily life and relationship with the environment; use a Venn diagram or a T-chart to help them compare historic hunting customs, including giving thanks to animals, between an early First Nation and an early Inuit society; analyse petroglyphs and rock formations for information on sacred sites and their location)

Sample questions: “What do these works of art reveal about the religious and spiritual beliefs and practices of this society? Do they tell you anything about the connection between these beliefs and the environment?” “What does the Inuksuk tell you about the relationships between Inuit societies, the land, and the environment?” “Given the information you have found, what are some similarities and differences in the clothing of the early Haudenosaunee, Anishinaabe, and Inuit? In what ways do the materials used in the clothes relate to the land and the environment?” “What does the archaeological evidence reveal about the way these people lived? What

materials did they use to build their homes? What do these materials reveal about the local environment?" "What do these hunting tools tell you about the historic hunting practices in Mi'kmaq and Odawa societies? What is similar about these practices? What is different? How do these practices compare to those in early Inuit societies?"

A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

Sample questions: "What did you find out about religious beliefs/practices in medieval Japan? In what ways were these beliefs related to the physical features of the land?" "What did you find out about traditional medicines used by early First Nations and Inuit societies? How were traditional medicines reflected in the ways of life and ceremonies of these societies? In what ways were these medicines related to the environment?"

A2.6 communicate the results of their inquiries, using appropriate vocabulary (*e.g., peasant, serf, merchant, noble, Elder, Clan Mother, Faith Keeper, Knowledge Keeper, Inuit Shaman, Medicine Man, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban, resources/gifts*) and formats (*e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an interactive map that highlights traditional territories of some early Indigenous societies in what would become North America, along with key natural features of the environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed seasonal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies*)

A3. Understanding Context: Characteristics of Early Societies

FOCUS ON: Significance

By the end of Grade 4, students will:

A3.1 identify the location of some early societies, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability

to extract information on early societies' relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps)

Sample questions: "Where were early Incan societies located? What modern countries are part of this region now?" "Where was Mesopotamia?" "What were the main physical features in this society, according to this map? What challenges do you think they might have presented? What benefits might they have provided?"

A3.2 demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence (e.g., art works such as paintings, sculptures, carvings, masks, mosaics, hide paintings, beadwork, quillwork, soapstone carvings; clothing; ceremonial dress; regalia; petroglyphs; monuments; rock/earth mounds; artefacts such as tools, household utensils, pottery, religious articles, weapons)

Sample questions: "What do the murals at Bonampak tell us about the life of the Maya?" "What do the Elgin Marbles show us about ancient Greece?" "What can we learn from the Book of Kells about the importance of religion to the Celts?" "Why did the Wendat make their combs out of bone? What type of bone did they use? Why? Is this material different from the material used by the early Inuit to make their combs? If so, how would you explain the difference?" "Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them?" "What do Haudenosaunee longhouses and the totem poles of Indigenous peoples on the west coast of what would eventually become Canada tell you about the social structures of those societies?"

A3.3 describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society (e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation, ceremonies, ways of giving thanks and acknowledgement)

Sample questions: "How did the Cree travel during different seasons?" "What were some of the modes of transportation for early Inuit people? Why were animals important to these modes of transportation? What role did stars play in navigation?" "What types of clothing was worn by the Incas? The medieval Chinese?" "Why were the 'Three Sisters' so important to the Haudenosaunee in what would become North America?" "What religions were practised in ancient India?"

A3.4 describe significant physical features and natural processes and events in a few early societies, including at least one First Nation and one Inuit society (e.g., physical features: *rivers, flood plains, mountains, volcanoes, barren lands, tundra, ocean shore, fertile soil*; natural processes: *seasonal changes in climate, animal migration, erosion*; natural events: *earthquakes, floods, volcanic eruptions*) and how they affected these societies, with a focus on the societies' sustainability and food production (e.g., *how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and parts of the Roman Empire; how fluctuations in temperature led early Inuit societies to develop techniques like igunaq (meat fermentation) to prevent food spoilage, Cree societies to develop sphagnum moss bags to prolong meat freshness, or Anishinaabe societies to develop techniques to smoke fish*)

Sample questions: "How did seasonal migration of buffalo affect the lives of early plains First Nations?" "What impact did the annual flooding of the Indus River have on food production in ancient India?" "Why were Indigenous peoples in the sub-Arctic and Arctic regions of what would become eventually Canada more migratory than coastal and Haudenosaunee peoples?" "What are some ways in which seasonal changes and environmental knowledge shaped early Inuit societies? How did these societies learn to thrive in the harsh climate of the Arctic region?"

A3.5 describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs (e.g., *food, housing, clothing*)

Sample questions: "What techniques did the Aztecs develop to allow them to farm on the sides of mountains and hills?" "What techniques did the Anishinaabe and Haudenosaunee use to fish in lakes and rivers?" "What use did early Haida people make of cedar trees?" "How were igloos in an Inuit winter camp constructed and expanded as needed? Who lived in an igloo?" "How did practices of Indigenous peoples from this time in what would become North America, including practices associated with their relationship to the land and water systems, help to ensure a sustainable environment?"

A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world, including some from at least one First Nation and one Inuit society

(e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry, navigation)

Sample questions: “What is the purpose of an Inuksuk? How did these structures assist people and communities in early Inuit societies?” “Why were moon cycles significant to many early societies? How were these cycles connected to local ecosystems? How did these cycles affect lifestyles, practices, and daily life in these societies?” “Why was the birch bark canoe so important to the Algonquin people?” “How did the Anishinaabe carry fire from place to place?” “What techniques did the Haudenosaunee develop to store their foodstuffs?” “How did Mesopotamia or Egypt use irrigation systems for their agriculture?” “What were some important astronomical developments in early India or Mesoamerica?”

A3.7 describe how a few early societies, including at least one First Nation and one Inuit society, were governed (e.g., early democracy in Greece or Haudenosaunee society; city states on the Swahili Coast; emperors in China; the roles of nobles, priests, and the military in Aztec society, of kings, nobles, and knights in medieval France, or of chiefs in the Haida nation)

Sample questions: “What was the role of the emperor or empress in Heian Japan? How did the aristocracy help the emperor rule?” “How was the head of the government in ancient Athens chosen?” “How were Haudenosaunee or Anishinaabe chiefs and leaders chosen?” “What role did knowledge, age, and experience play in leadership in early Inuit societies?” “What are some ways in which systems of governance and social structures of early Indigenous societies in what would eventually become Canada supported daily life?”

A3.8 describe the social organization of a few different types of early societies, including at least one First Nation and one Inuit society (e.g., a slave-owning society, a feudal society, an agrarian society), and the role and status of some significant social and work-related groups in these societies (e.g., women, men, children, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, Shamans, imams, monks, nuns, merchants, artisans, apprentices, scribes, midwives, healers)

Sample questions: “How was Mayan society organized? Was there a hierarchy? Was it possible to move into a different social class?” “How were slaves treated in ancient Egypt? Why were slaves used? Who owned slaves?” “What does the foot binding of women in China tell you about the status of women and social organization in that society?” “What was the role of women and children in early Mohawk and Cree societies?”

A3.9 describe some key reasons why different groups in a few early societies, including at least one First Nation and one Inuit society, cooperated or came into conflict at different times (*e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions; to protect spiritual, traditional, and ceremonial beliefs and lands*)

Sample questions: “What was the Silk Road?” “What were the Crusades? What was their underlying cause?” “What were some instances of slave or peasant rebellions? What were their causes?” “What were some of the reasons why the Haudenosaunee and Anishinaabe nations came into conflict? When did they cooperate?”

A3.10 describe some attempts within a few early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation (*e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matrilineal structures among some First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances; the Great Law of Peace; the resolution of conflict with drumming, dancing, poetry, and/or humour among Inuit; the role of lacrosse games; the use of marriage and the ceremonial sharing of food and skins to symbolize alliances and the building of relationships in Inuit societies*)

Sample questions: “What were the reasons behind some of the treaties between various First Nations prior to European contact?” “What role did the practice of adoption play in Haudenosaunee, Inuit, and/or Celtic societies?” “How did wampum belts formalize and support cooperation between Haudenosaunee and other First Nations peoples?” “What role did guilds play in medieval European and/or Asian societies? Why were they important?” “What are some ways in which religion contributed to cooperation in some early societies?”