



Medieval Times Grade 4 Social Studies

1. from Ontario Educational Resources Bank login & password available from Ontario boards (click on search)
<http://resources.elearningontario.ca/d2l/lp/homepage/home.d2l?ou=10489>
 - **Travel and Trade in Medieval Times** – In this interactive learning object, students will learn about Marco Polo and his explorations across Asia, specifically to China.
 - **The Crusades** - This interactive learning object will guide students through the cause of the Crusades, the timeline of the major battles of the Crusades, as well as some of the effects on European life that the Crusades had.
 - **Medieval Castles** - In this interactive learning object, students will learn about medieval castles, including the major features of castles and the stone keep's main levels, the characteristics of castles, explore castle life and learn about the people of various levels of medieval society that lived there.
 - **Medieval Society** - In this interactive learning object, students will learn about the groups of people with different rank and power in medieval European societies. They will explore the roles of people in medieval society and learn about the duties of each role.
 - **Medieval Times – Daily Town and City Life** - In this interactive learning object, students will learn about different aspects of daily town and city life back in the Medieval times (or Middle Ages) in Western Europe.

2. **from London District Catholic Schoolboard**

www.ldcsb.on.ca/schools/cfe/RPT/RPT_OnceUponATime/student.html

- **Once Upon a Time** – You are taking on a very important role as a member of this medieval society and need to educate the princess on what you do and why you are important to her kingdom. During a very exciting Medieval Fair you will be able to introduce yourself and your craft to Princess Elise.

3. **from Case, Clark, ed., *The Anthology of Social Studies Issues and Strategies for Elementary Teachers*, Vol. 1, Pacific Educational Press, Vancouver, 2008.**

- **Community Life** – What is the biggest (physical, daily life) difference between our present community and life in (an early civilization)., pg. 39.
- **Life in the Old Days** – On a scale from great to horrible, assess what it would be like to live at this time period considering the quality of the environment, comforts and fun things to do., pg. 39.
- **Legacy** – Which of the five selected items is the most impressive legacy of ancient Egypt?, pg. 40
- **Story-Writing** - Write a story that is true to the time period, involves all the characters in a meaningful way, and captures the mood of the scene., pg. 41
- **The Medieval World** – What can we learn about a society by its buildings?, Who had a better life in medieval Europe – men or women?, pg. 122
- **The Great Sand Castles/Snow Sculpture Competition** - Create an accurate scale model of a medieval village, castle, etc., pg. 128

Canada's Provinces, Territories and Regions

1. from Alberta Education On-Line Teaching Resources for Social Studies
<http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm>
 - **A Land of Riches** Determine the three most valuable natural resources in a region according to personal, economic and environmental contributions.
 - **Canada's Regional Treasures** Identify the most remarkable geographical features and the most fascinating place names to use in creating a travel brochure or guidebook to promote a specific region by highlighting the region's geographical treasures.
 - **Contributing to Our Lifestyles** Identify the most important influence, such as geography, resources or climate, on our quality of life, and identify the most important influence on quality of life in another Canadian community.
 - **Our Most Important Resources** What two natural resources provide the most important products found in the assigned room in your home?
 - **Powerful Words** Select 10 powerful words to describe each community.
 - **Thank You, Canada** Choose the top five geographical features and natural resources that have the greatest impact on the quality of life in Canada.
 - **The Story within the Map** Find out as much as you can about Alberta, using the assigned mapping technique. •• Ontario
 - **What Does Canada Look Like?** Identify the top five geographical features in an assigned region of Canada.
 - **Where to Put the People?** Identify the best location for a new community in an assigned region.
 - **Defining Key Factors** Select several pictures that best illustrate each factor that influences a community (geography, culture, language, heritage, economics, and resources).
 - **Where Am I?** On a map of Canada, identify the route to and location of a mystery community based on the clues provided.
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 - **O Canada!** - This interactive learning object will provide an opportunity for students to learn about the provinces and territories of Canada through map-making.
 - **Map it Out Canada's Provinces and Capitals** - In this interactive learning object, students will practice finding and naming the provinces, capitals and regions of Canada.

- **Canadian Regions in Visual Arts** – Students use the elements of visual arts design to create a fabric mural of the Physical Regions of Canada
 - **Canada Commercial** - Students will develop a Canada commercial as a travel agent. ... **Needs some work.**
3. **from King, Amy, Wooloshen, *Managing our Natural Wealth*, Critical Thinking Consortium, Victoria**
- **Resources at School and Home** - What two natural resources provide the most important products found in the assigned room in your house?
 - **Plotting Canada** - Plot a trip passing through as many Canadian provinces and territories and passing by as many capital cities as possible.
 - **Our Most Valuable Resource** - What are the first, second and third most valuable natural resources in your province/territory? Explain your group's conclusions in a presentation to the class.
 - **Developing Canada's Resources** - If you were in charge of Canada's natural resources, what two industries would you develop and how would you develop them?
 - **Resources then and Now** - What are the biggest differences between technology and products of the past and present for your assigned resource industry?
 - **Addressing our Resource Problems** - Rank in order the three most environmentally and economically sound solutions to the problems facing your resource industry.
 - **Harvesting our Resources** – Create and present to the class a poster outlining your assigned method of harvesting including its positive and negative effects. Rank the harvesting methods for each of the resource industries in order of their environmental and economic effects.
 - **Playing the Natural Resources Game** – What changes to your choice of industry and harvest methods would better manage your resource portfolio?
4. **from Case, Clark, ed., *The Anthology of Social Studies Issues and Strategies for Elementary Teachers*, Vol. 1, Pacific Educational Press, Vancouver, 2008.**
- **Teaching About Natural Resources** – lesson on showing students what natural resources are., pg. 54