

Many Gifts

3

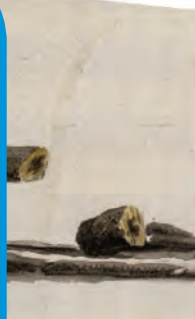
Social
Studies for
Catholic
Schools



MANY GIFTS 3 SAMPLE PACKAGE

Look inside to view key excerpts from the Student Book including Chapter 3: Great Lakes—St. Lawrence Lowlands from Unit 1: Living and Working in Ontario, plus one complete Lesson Plan and Activity Card.

2nd Edition





Theological Advisor

Fr. Michael T. Ryan

Series Authors

Mary Cairo

Luci Soncin

Series Consultant

Jennette MacKenzie

Social Studies Consultant

Angelo Bolotta

Assessment Consultant

Fran Craig

Advisory Panel

Patricia Amos
Michael Bator
Fran Craig
Martha Dutrizak
Aimee Gerdevich
Anne Jamieson
Lorne Keon
Bronek Korczynski
John Kostoff
Dr. Josephine Lombardi
Patricia Manson
Noel Martin
Sharron McKeever
Jim Minello
Susan Perry
Lou Rocha
Suzanne Wishak

Nelson Education would like to offer special thanks to Sr. Joan Cronin, g.s.i.c., for her guidance and advice.

Series Consultants and Contributors

Mary Bender, Assessment Contributor
Dr. Henry V. Bishop, African
Heritage Reviewer
Michael Borop, Cartography Reviewer
Wilfred Burton, Aboriginal Reviewer
Nancy Christoffer, Bias and Equity Reviewer
Lynnita-Jo Guillet, Aboriginal Reviewer
Stanley Hallman-Chong, Curriculum Expert
Tanya Leary, Aboriginal Reviewer
Paula Markus, Bias and Equity Reviewer
Professor Ovey Mohammed, s.j.,
Theology Reviewer
Byron Moldofsky, Cartography Reviewer
Dyanne Rivers, Social Studies Reviewer
Dr. Pamela Toulouse, Aboriginal Reviewer
Professor Rachel Urowitz, Religious
History Reviewer

Series Reviewers

Antoinette Armenti-Lambert, *Niagara CDSB*
Christine Battagli, *Niagara CDSB*
Mariella Bruni, *Dufferin–Peel CDSB*
Betty Brush, *Windsor–Essex CDSB*
Lori Bryden, *Algonquin and Lakeshore CDSB*
Michelle Bryden, *CDSB of Eastern Ontario*
Monica Campbell, *London DCSB*
Erin Cassone, *Huron–Perth CDSB*
Alan Creelman, *Niagara CDSB*
Nancy Das Neves, *Toronto CDSB*
Marina DiGirolamo, *York CDSB*
Shawn Evon, *Dufferin–Peel CDSB*
Vania Grober, *Toronto CDSB*
Anna Harris, *Thunder Bay CDSB*
Julia Janveau, *Nipissing–Parry Sound CDSB*
Deborah Karam, *Toronto CDSB*
Vivian Ku, *York CDSB*
Isabel Machado, *Algonquin and Lakeshore CDSB*
Anne Marie Maloney, *Niagara CDSB*
Debbie Matthews, *Peterborough Victoria
Northumberland and Clarington CDSB*
Veronica McCarren, *Simcoe Muskoka CDSB*
Suzanne McLaughlin, *Windsor–Essex CDSB*
Yvonne Minard, *Durham CDSB*
Susan Nelan, *Hamilton–Wentworth CDSB*
Susanne Nolan, *Nipissing–Parry Sound CDSB*
Terri Pauco, *Niagara CDSB*
Michelle Peres, *Toronto CDSB*
Deanna Perry, *Ottawa CSB*
Ralph Peter, *Toronto CDSB*
Lino Pin, *Hamilton–Wentworth CDSB*
Carmelina Pinozzotto, *Niagara CDSB*
Grant Ranalli, *Hamilton–Wentworth CDSB*
Daniel Reidy, *Dufferin–Peel CDSB*
Lynne Ruetz, *Durham CDSB*
Sandra Scime, *Hamilton–Wentworth CDSB*
Alan Skeoch, Retired, *Toronto DSB*
Jillian Stefik, *Durham CDSB*
Seán Stokes, *St. Michael's College School*
William Swartz, Retired, *Toronto DSB*
David Tignanelli, *Nipissing–Parry Sound CDSB*
Carol Vaage, *Edmonton CS*
Josie Zuppa, *Hamilton–Wentworth CDSB*

Contributing Writers

Tara Harte
Douglas Paton



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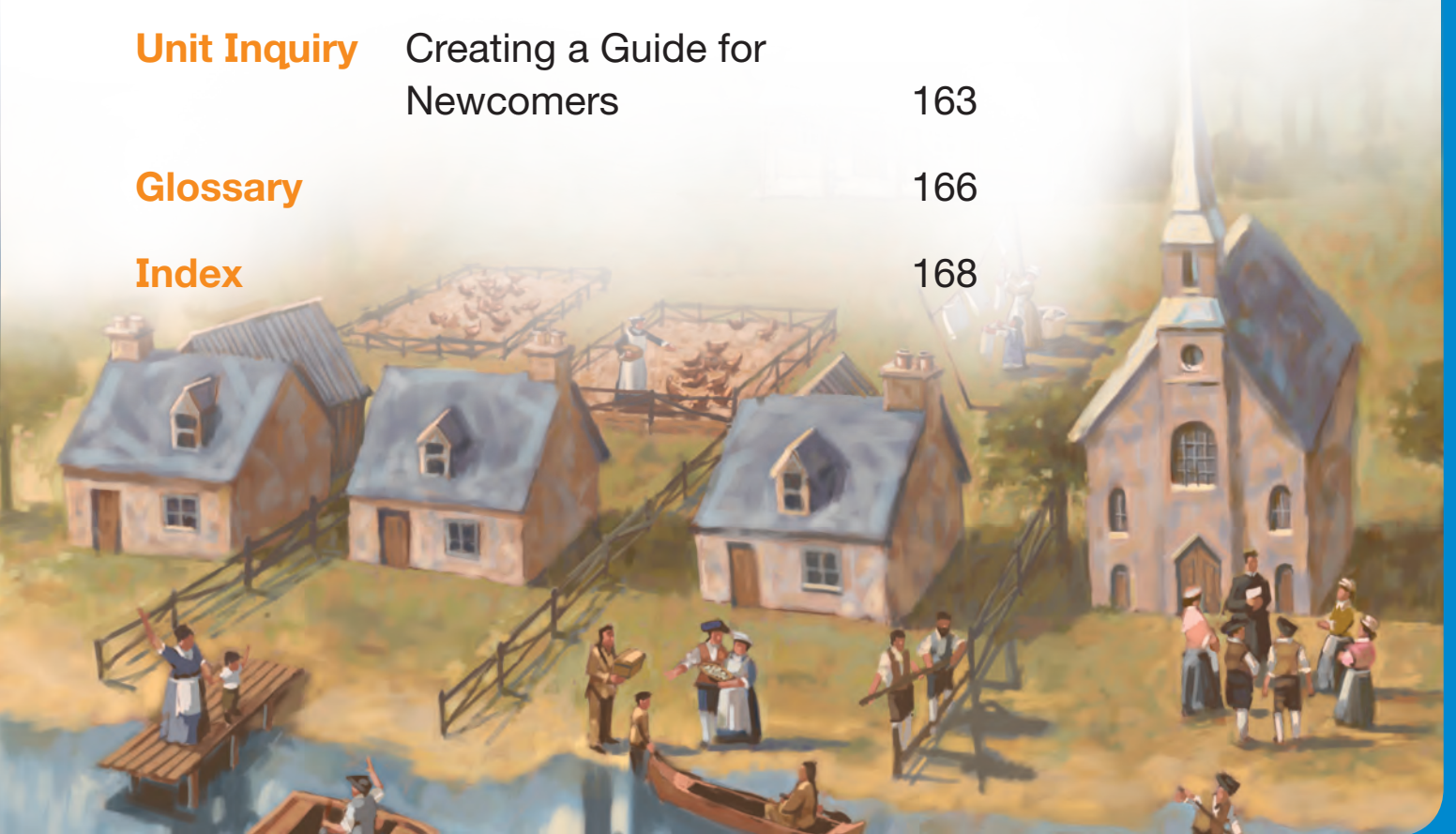


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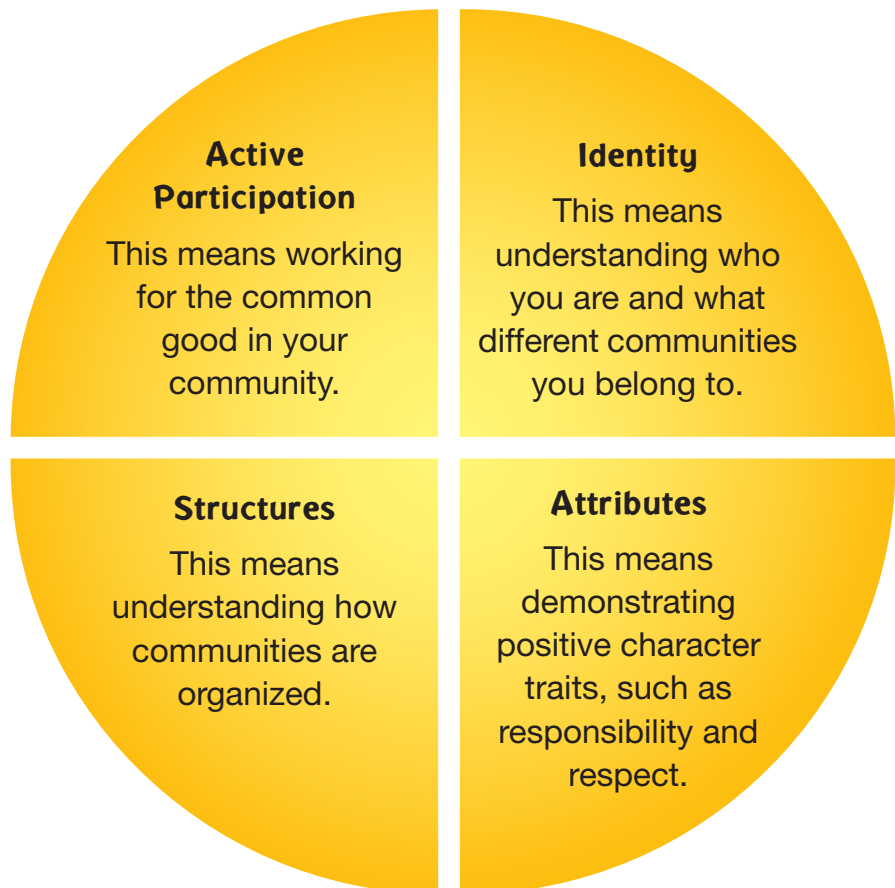
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Why Do You Learn Social Studies?



You learn social studies to become a better member of your community. Learning about Canada and the world helps you become a responsible, active citizen. This diagram shows what being an active citizen means.



What Are You Going to Learn?

This resource is divided into two units. The first unit is called **Living and Working in Ontario**. In this unit, you will learn about the different landform regions of Ontario. You will explore the connections between landform features and how people live and work. You will also explore the effects of human activities on God's Creation.

The second unit is called **Early Communities in Canada**. In this unit, you will learn about different communities in Canada between 1780 and 1850. You will explore how people lived and the challenges they faced. As well, you will compare how people lived in the past with how people live today.

How Are You Going to Learn?

The inquiry process can help you investigate topics. It can also help you solve problems and draw conclusions. The inquiry process has five parts, as shown in the diagram at the right.

You may not use all of the parts of the inquiry process during every investigation. Sometimes, you will use the same parts more than once.

The Inquiry Process



Social Studies Thinking Concepts

These **thinking concepts** give you ways to look at and understand information when learning about social studies.

When You Think about ...	You Might Ask Yourself ...
Significance	<ul style="list-style-type: none">• What is significant?• Who is it significant to?• Why is it significant?
Cause and Consequence	<ul style="list-style-type: none">• What caused the event to happen?• What was the result or consequence of the event?• Who was affected by it?
Continuity and Change	<ul style="list-style-type: none">• What changed over time?• What stayed the same, or did not change?
Patterns and Trends	<ul style="list-style-type: none">• What characteristics do I notice that are similar and repeat?• What connections can I make among these patterns?• What trends do I notice happening over time?
Interrelationships	<ul style="list-style-type: none">• What connections do I see?• What positive and negative effects do I notice within these connections?
Perspective	<ul style="list-style-type: none">• What perspectives do I see?• Whose perspectives are these?• What is my perspective?

You can use more than one thinking concept at a time. For example, when you think about an event's significance, you may also identify different perspectives on the event.

Catholic Social Teachings

These Catholic social teachings should guide your thinking about social studies.

When You Think about the Catholic Social Teaching of ...	You Might Ask Yourself ...
The Dignity of the Human Person	<ul style="list-style-type: none"> • How do people care for and respect one another? • How does this show that they are honouring God?
The Person as Part of a Family and a Community	<ul style="list-style-type: none"> • What goals do people share? • How do they work together?
The Person's Role in the Common Good	<ul style="list-style-type: none"> • What do people do to help one another?
The Person's Rights and Responsibilities	<ul style="list-style-type: none"> • What rights do people have? • What responsibilities do people have?
The Person's Special Responsibility to the Poor and Vulnerable	<ul style="list-style-type: none"> • How do people care for one another, especially those in need or suffering?
The Person as God's Manager, Worker, and Steward of Creation	<ul style="list-style-type: none"> • How do people act as stewards of Creation? • How do they respect the gifts that God gives us?



Exploring Many Gifts 3

Here are some of the features you will see in this book.

The **Unit Opener** introduces the unit.

The **Our Faith** quotation shows the Catholic perspective for the unit.



The **Big Question** is what you will be thinking about throughout the unit.

Let's Talk pages introduce the unit and chapters. They help you think about what you already know and make predictions.



In **Father Mike Says ...**, the Catholic social teaching for the unit is explained.

Looking Ahead to the Unit Inquiry tells you about the Unit Inquiry activity at the end of the unit.



The **chapter inquiry question** is the guiding question for the chapter.

The **learning goals** tell you what you will learn in the chapter.



Headings introduce new topics.

Learn about the social studies thinking concepts.

Sticky notes help you apply your learning about the social studies thinking concepts.

Daily Life

Life was hard for Black settlers when they arrived at the Queen's Bush settlement. Like the Scottish settlers in St. Raphael's, Black settlers built paths through the dense forest. They used axes to cut down trees. They broke up the soil with hoes. They planted crops by hand. Every year, they cleared a little more land.

Winters were long, with lots of snow and freezing winds. Settlers built sturdy huts and cabins to stay warm and safe from bears and wolves.

At first, many Black settlers had trouble getting enough food. Some white settlers tried to help. They shared their potatoes and beans. After they were settled, Black settlers helped newcomers, too.

Interrelationships

Interrelationships are connections. People can be connected with other people. People can also be connected with nature. As you read, ask yourself:

- What connections do I notice?
- What positive and negative effects do I notice within these connections?

At first, the only route into farms was a walking trail like the one in this photo. Over time, settlers built roads. This photo of a southern Ontario trail was taken in 2008.

How did the environment affect settlers in the Queen's Bush? How did settlers change the environment?

A Community Grows

By 1860, up to 2000 Black settlers were living in the Queen's Bush settlement. It was the largest Black community in Upper Canada.

People built schools and churches to strengthen their community. Families went to church on Sundays. Churches held community events. Every year, August 1 was Emancipation Day. It was a day for celebrating freedom from slavery. There were problems in the community, however. For example, Black people who worked in logging camps were paid less than other workers. Also, some white settlers did not want their children going to school with Black children.

As the years went by, life slowly got better for the Black settlers. They had food to eat and wheat to sell. Black and white farmers lived and worked side by side.

Catholic Connection

Every community grows stronger when people work together and treat each other with respect. The Bible tells us how to do this. It says, "Love your neighbour as yourself."

This school in Waterloo was built in 1861. The children in the nearby Queen's Bush settlement were similar. How does this school compare with yours?

I Wonder ...

What interrelationships helped the Queen's Bush settlement grow?

Each **Catholic Connection** links the social studies topics to our Catholic faith.

Each section ends with one **I Wonder ...** or **Try It** question for reflection and discussion.

Inquiry pages focus on the inquiry process and other skills.

Inquiry

Evaluate and Draw Conclusions

Steps for Evaluating

When you evaluate, you identify the information that is most important to answer your inquiry question.

- 1 Read the information you have gathered.
- 2 Identify what is important.

Steps for Drawing Conclusions

When you draw conclusions, you make decisions or form opinions to answer your inquiry question.

- 1 Check that you have enough information to answer your inquiry question.
- 2 Make a decision or form an opinion to answer your inquiry question. Support your answer with evidence.
- 3 State your conclusion clearly.

Emmitt Investigates

Emmitt gathered information about health and comfort in early Toronto. He organized it using the chart on the next page. Then, he followed the steps to evaluate and draw a conclusion.

Was health or comfort the biggest challenge in early Toronto?

Faith in Action

At St. Thekla's of Lissa Catholic Elementary School in Hamilton, Ontario, Grade 3 students collected mittens, hats, and scarves. Then, they donated these items to people who were homeless in their community to help the people stay warm.

I Wonder ...

If I were a newcomer in St. Raphael's, what would be most challenging for me?

Each **Faith in Action** gives an example of Ontario Catholic students living their faith.

New **vocabulary words** appear in bold and in the Glossary.

At the end of each chapter, you think about and show your learning in **Pulling It Together**.

Pulling It Together

People as Stewards of Creation

Father Mike Says ...

Pope John Paul II says that by carrying out our work, we "share in the activity of the Creator." We manage things for God. This is why our work should reflect God's care and wisdom.

How can we best care for the environment?

SEE **REFLECT** **ACT**

In what ways do you see people in your community showing God's care and wisdom in their work?

Think about what it means to be a steward of God's Creation. Why is it important to do good work?

Discuss how your family can do something to improve the environment in your community. Act on one of your ideas.

Unit Inquiry

Comparing Communities

Choose one Ontario community to compare with your own. On a map, identify which landform region of Ontario each community is located in. In your comparison, explore some of the following ideas:

- how the people of each community use the land to meet their needs
- how the use of land and resources affect the environment
- how people live and work in these communities
- how people act as stewards of God's Creation in these communities

Ask Questions

Develop one or more inquiry questions to guide your investigation into how land and resources are used in the two communities. Check your questions using the criteria on page 28.

When I ask questions, my questions will:

- ✓ be on topic
- ✓ be asked clearly
- ✓ need more than a "yes" or "no" answer

In the **Unit Inquiry**, you investigate a topic that interests you.

Checklists remind you what to do during each part of the process.

Living and Working in Ontario

Ontario is made up of three landform regions. Each region has features that make it different from the other regions. People care for God's Creation as they live and work in communities across the province.



Our Faith

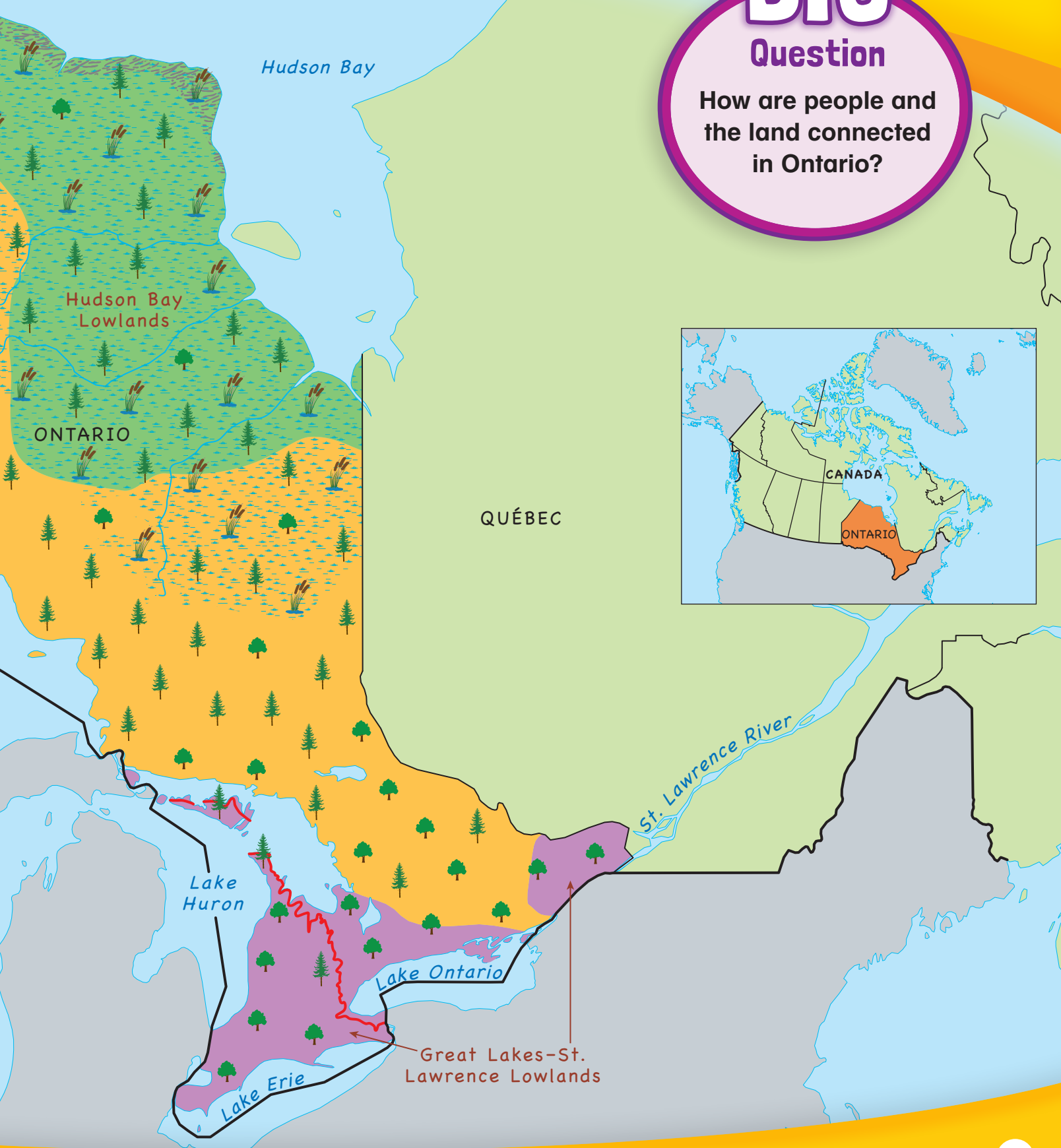
Saint John Paul II said ...

When people work, they not only change things and society, they also develop themselves.

On Human Work, no. 26



Landform Regions of Ontario



BIG

Question

How are people and the land connected in Ontario?



Three Landform Regions

Ontario is one province in Canada. It is made up of communities, including cities, towns, and reserves. A **reserve** is land that belongs to First Nations peoples.

Landform Features and Climate

One way that Ontario can be divided is by landform region. Each landform region has features that make it special. Landform features include forests and rocky hills.

Each of Ontario's landform regions has a different climate. **Climate** is the usual weather for an area.

Landform features and climate affect how people live and work in each region. They also affect how many people live in each region.

Attawapiskat is located in the Hudson Bay Lowlands. This region has small communities. Many are far from one another, and travelling between them can be difficult.



Land Use

In each landform region, people use land in similar ways. For example, in each region, land is used for housing, parks, schools, and roads.

There are also differences in how land is used. For example, most farms in Ontario are found in the Great Lakes–St. Lawrence Lowlands. The soil there is good for growing and the climate is warmer than the other regions.

How land is used affects how people live and work in a community. The more we understand how we use land in our communities, the better we can act as stewards of God's Creation.



Sault Ste. Marie is located in the Canadian Shield. This region has small and large communities and some cities. It is Ontario's largest landform region.

Mississauga is located in the Great Lakes–St. Lawrence Lowlands. This region has small and large communities with many large cities. This region has the highest population in Ontario.



Life in Ontario

Make connections between these activities and the landform regions.



Hudson Bay Lowlands



Canadian Shield



Great Lakes–St. Lawrence Lowlands



Father Mike Says...

God created Earth. We create a home for people by our work. We are stewards of God's Creation. In this unit, you will look at how we act as stewards in different parts of Ontario.



Looking Ahead to the Unit Inquiry

At the end of this unit, you will be asked to complete an investigation of two Ontario communities. You will compare the community where you live now with another community in Ontario. In your comparison, you will explore some of the following ideas:

- how the two communities use the land and resources
- how the use of land and resources affects the environment
- how the land helps people meet their needs
- how people live and work in these communities
- how people act as stewards of God's Creation to protect the environment

At the end of the investigation, you will share your findings.

Great Lakes- St. Lawrence Lowlands



Our Faith

“We must do our best to work hard, to be fair and honest, and to look after those in need.”

Catechism of the
Catholic Church 2239

Hi, my
name is Ella.
I wonder:
Why do people live
and work where
they do?

In this chapter, you will

- identify how communities in this region use land to meet people's needs and wants
- analyze maps
- evaluate and draw conclusions
- explore relationships between work and natural resources in this region
- reflect on how people work for the common good



Products of Work

Look at the photos. Match the workers to the products.





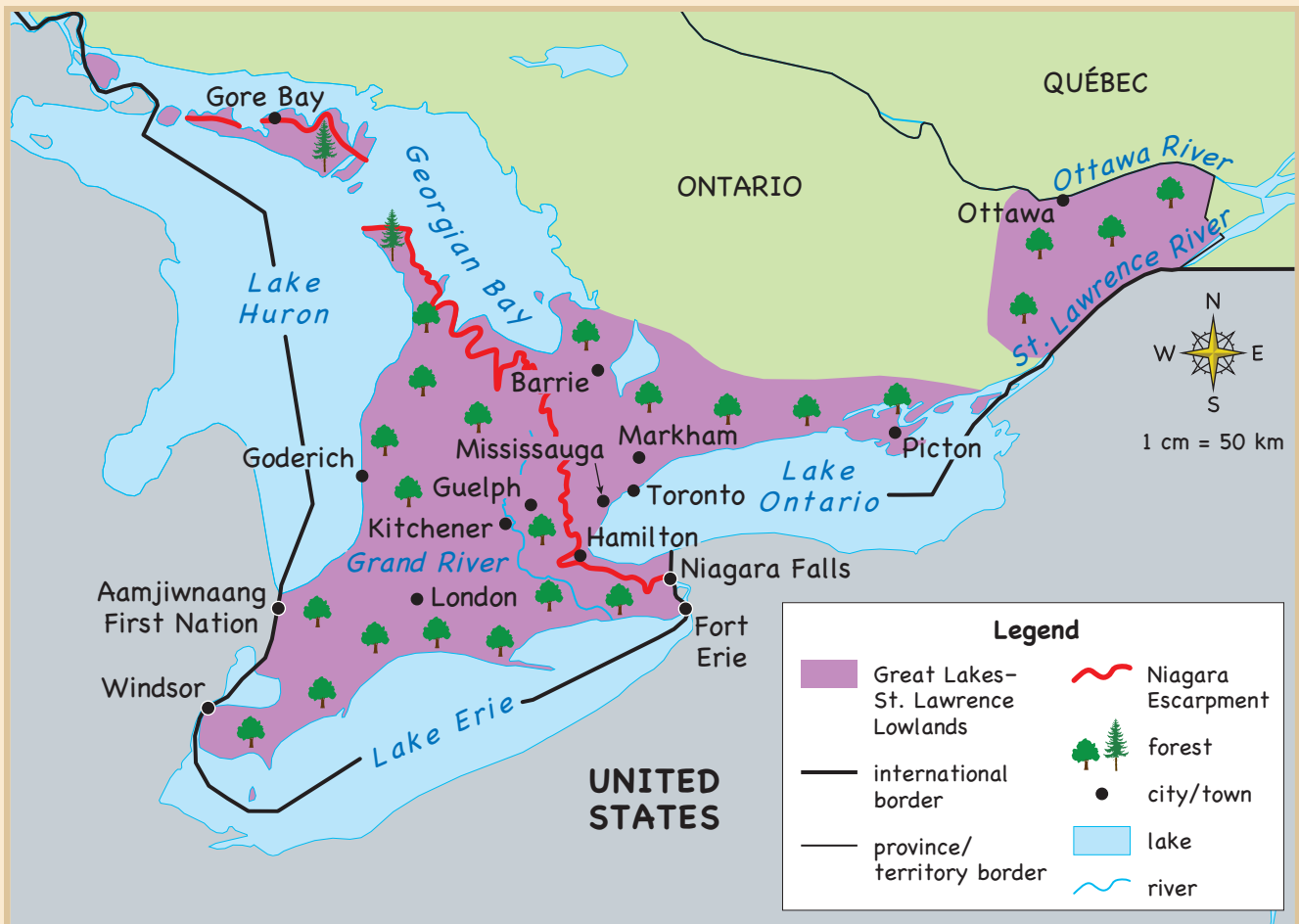
Features of the Region

Landform Features

The Great Lakes–St. Lawrence Lowlands is the smallest landform region in Ontario. This region is located in the southern part of the province. Most of the land in this region is low and flat. Some parts, such as the Niagara Escarpment, have hills and cliffs. The rich soil makes this region ideal for farming.

The Niagara Escarpment is a long, rocky area made up of tall cliffs.

Landform Features of Ontario's Great Lakes–St. Lawrence Lowlands



Climate

In this region, temperatures are warm in spring and fall, and hot in summer. There is a lot of rain in spring. Winter is cold and snowy. In this region, it does not get as cold as it does in the Canadian Shield and Hudson Bay Lowlands.

Natural Resources

There are many gifts from God in this region, including water. The region is named after the huge lakes called the Great Lakes and the wide St. Lawrence River. Water provides transportation routes and electricity.

Many animals live in this region, such as foxes, coyotes, and hawks. This region also has minerals, such as salt.

Construction in communities can cause animals to lose their homes. However, some animals, such as the beaver, are able to adapt. This beaver was seen in the city of Guelph.



I Wonder ...

What is special about this region that makes people want to live there?

At this mine in Goderich, salt is taken from beneath Lake Huron. Salt is used to help keep winter roads clear of ice and snow. It is also used to add flavour to food.

Living and Working in the Region

Patterns and Trends

Patterns are characteristics that are similar and repeat. Patterns can be found in nature or created by humans. One pattern you may notice is that many communities are located near water.

Trends are patterns that happen over a period of time. One trend you may notice is that each year, more houses are being built in your community. As you read, ask yourself

- What characteristics do I notice that are similar and repeat?
- What connections can I make among these patterns?
- What trends do I notice happening over time?

Many communities in this region are located along the St. Lawrence River and near the Great Lakes. Being near water makes it easy to grow food and ship goods by boat.

Today, the Great Lakes–St. Lawrence Lowlands has the highest population of any region in Canada. There are many large cities in this region, such as Toronto, Mississauga, and Ottawa. Many different types of housing, transportation, and work are available.

Some people work in banks, hospitals, and universities. Businesses that develop technology are also based in this region.



Mississauga has many tall towers used for homes and offices.

How People Affect the Land

People move to bigger cities and towns for many reasons. Larger populations affect the land and how it is used. Cities and towns must plan ahead. They need to balance their communities' needs and wants and still protect God's Creation.

Having more people in an area means more food, more homes, and more water are needed. Homes, roads, and stores are sometimes built on land that was used for farming.

Larger populations also create more garbage and pollution. This affects wetlands, forests, and the plants and animals that live there.

When more people move to a city or town every year, the population grows. This is a trend.

When more homes are built, more garbage and pollution are created. This is a pattern.



Most communities in Ontario reduce some of their garbage by collecting materials for recycling. This worker collects materials for recycling in Fort Erie.

I Wonder ...

What patterns do I notice in my community?

Faith in Action



Each year, the Niagara Catholic District School Board in Ontario hosts a recycling event. Students can show their care for God's Creation by recycling unwanted electronic devices. All funds raised by this event go to help families in need.





Analyze Maps

Maps can show where things are located in relation to each other. When you analyze a map, you look at its parts and try to make sense of it.

Steps for Analyzing Maps

- 1 Read the title of the map. The title tells you the map's purpose.
- 2 Look at the features of the map, including the legend. The legend shows what the symbols and colours mean.
- 3 Compare different parts of the map. Look for patterns. Make connections.
- 4 Identify what you learned from the map.

Which Ontario region has the most people living in it?



Ella Investigates

Ella wanted to understand what this population map of Ontario is showing. She read the title. The legend told her that one dot represents 1000 people.

Then, Ella compared different parts of the map and noticed a pattern. Some parts had so many dots that they blended together. From the map, she learned that most people live in the southern part of Ontario.

Population Map of Ontario, 2011



Ella made connections to photos of two communities that she found. She noticed that in the photo of the Aamjiwnaang First Nation, the houses are spaced far apart. There are fewer dots in this area on the map. In the London photo, there are lots of houses. The map shows lots of dots in that area.

Aamjiwnaang First Nation



Try It

- 1 Use the steps for analyzing maps to look for another pattern on the population map.
- 2 Describe the pattern in your own words.



London

Land Use: Manufacturing

Manufacturing is the making of goods from materials, such as steel, plastic, and wood. The work can be done by people and machines. Sometimes, manufacturing is done in a factory. A **factory** is a place where people manufacture goods.

Many different types of manufacturing are done in this region. There are many roads, railroads, and large lakes and rivers for transporting materials and goods. This makes it easy to ship goods locally and around the world.

Workers put a propeller on an airplane at the Bombardier factory in Toronto.



Effects of Manufacturing

Manufacturing is important to this region and to all of Ontario. It provides work for people in this region. Some workers make goods. Other workers package goods. Then, different workers transport the goods to stores and warehouses.

Manufacturing provides goods that people need and want. These goods include cars, clothing, and vitamins.

Harmful chemicals are sometimes used in manufacturing. These chemicals can pollute the air, water, and soil. Companies must make sure that chemicals are used and stored safely.

As stewards of God's Creation, people can protect the land by buying only things they need. This cuts down on waste and pollution.

In Hamilton, companies have been manufacturing steel for more than 100 years.



I Wonder ...

What connections are there between manufacturing and the common good?

Land Use: Farming

Interrelationships

Interrelationships are connections. Sometimes, these connections are between the environment and human activities. For example, the landform features of a region are connected to the types of work that people do there. As you read, ask yourself

- What connections do I notice?
- What positive and negative effects do I notice within these connections?

What connections are there between work done by farmers and other types of work?

The rich soil, flat land, and warm climate of this region are good for farming. Many different types of fruits, vegetables, and grains are grown there. For example, farms near Windsor grow corn and tomatoes. Farms near Hamilton and Niagara Falls grow fruits such as apples, peaches, and grapes. Farms near Kitchener raise animals, such as cows and chickens.

Effects of Farming

Farming creates many jobs. Some people work on the farms, planting and harvesting crops. Other people sell the crops and transport them.

Depending on the season, farm workers do different tasks. Here, farmers near Picton harvest pumpkins in fall.



When land is farmed for many years, the soil loses its nutrients to the plants. This makes it more difficult for things to grow. Sometimes, chemicals are used to keep the soil rich for plants. Adding these chemicals can sometimes damage the land and water in the area. Rain spreads chemicals into the soil, rivers, and lakes nearby.

Some farmers grow food without harmful chemicals. This process is called **organic farming**. Organic crops can be less damaging to the land.

Buying food that is grown locally can also help to protect the environment. When food does not have to be transported to distant places, less pollution from fuel is created.

One positive effect of people buying locally grown food is that they support farmers in their area.



I Wonder ...

How do growing populations in cities affect local farms and farmers?

Some farmers sell their products on the side of the road, or to stores and markets nearby. This woman is shopping at a farmer's market in Markham.

Working in the Great Lakes- St. Lawrence Lowlands



Parmi
Geological Engineer
Kitchener

In my work, I test the soil and water in the city of Kitchener. I do this to make sure that human activities do not harm the land. We drill deep holes into the ground to do our tests. If I discover something wrong with the soil or water, I think of ways to clean them up. It makes me happy to help the environment in my work.

Brother Tom
Director of Shelter Services and Hospitality
Toronto

I work at a shelter for homeless men in Toronto. We serve 1100 meals a day and have beds for people who have nowhere to sleep. We are open every day of the year. We also provide clothing and counselling to people in the community. My favourite part of this job is helping people and seeing them succeed.





Darlene

**Justice of the Peace
Gore Bay**

I work as a justice of the peace in a small town. A justice of the peace is a type of judge. For my job, it is important that I listen to people telling their stories and make decisions based on facts. I make a difference in my community by being fair and upholding the law. I like to think that I help people and help to keep my community safe.

Evan

**Director
Markham**

I work as a director in Toronto. I travel there from my home in Markham. Directors make things like movies, TV shows, commercials, and music videos. I love working in the city because there are so many opportunities. Since many things are filmed in Toronto, we get new cameras and technology often. These help me do my job even better.



I Wonder ...

How do different types of work serve the common good?

Comparing

Welcome to

Kitchener

Population:
219 153

Kitchener

Kitchener is a large city with a busy downtown. Many people work for technology companies and insurance companies. Other people work at universities and schools. Some people work at theatres and museums. Kitchener is surrounded by two other cities, as well as farmland.

Land Use: Homes

Kitchener has different types of homes to meet the needs of the people who live there.

For example, people live in apartment buildings, seniors' homes, townhouses, and houses. Many homes are close to parks and schools.

Kitchener's downtown has apartments above some stores and restaurants. There are also tall apartment buildings, such as the one in the background.



Communities

Picton

Picton is a town in Prince Edward County. A **county** is a large area with many communities. Many tourists visit Picton for its theatres, festivals, and nearby sandy beaches. People in Picton work at different businesses, such as hotels and stores. The town is surrounded by farmland.

Land Use: Homes

In Picton, people live in houses close to the downtown area. Some people live in apartment buildings. Other people live in homes on the waterfront. Most stores are located in the downtown area.

Picton has a mix of older homes and newly built homes.



Welcome to

Picton

Population:
4487

I Wonder ...

How do these communities compare with my community?

Land Use: Conservation

When land is used for conservation, it is protected. The land is not used for other purposes, such as building homes and businesses. Forests, meadows, wetlands, lakes, and rivers are protected for the plants and animals that also live there.

Some conservation areas have trails and buildings for people who visit. Other conservation areas are left as natural areas.

Effects of Conservation

Some people work to care for conservation areas. Guides teach people how to respect and care for the environment. Scientists study the plants and animals there. They also study the effects that people's activities have on the plants and animals.

Visitors use a boardwalk to explore the wetlands at Point Pelee National Park. When visitors stay on boardwalks and trails, they avoid damaging plants and animals.



People can experience and learn about the environment in conservation areas. They can also use those areas for recreation, such as hiking and birdwatching. Natural resources are protected from people's activities.

Sometimes, conservation areas are located on land that was used for other purposes. An area that was once used for manufacturing can be replanted with trees. Over time, pollution in damaged wetlands can be cleaned up. Then, these areas become safe homes again for plants and animals.

Catholic Connection



Using land for conservation is one way that we care for God's Creation. Our Church teaches us to be responsible stewards of the environment.



I Wonder ...

What can people do at conservation areas in my community?

These volunteers help scientists record the number of plants and animals along the Humber River in 2014. How can you help the environment?



Should people take a bus instead of driving a car in my community?



Evaluate and Draw Conclusions

When you evaluate, you identify the information that is most important to answer your inquiry question. When you draw conclusions, you make decisions or form opinions to answer your inquiry question. You use the evidence you found to support your conclusion.

Ella Investigates

Ella wondered about the effects on the environment if people take a bus instead of driving a car in her community of Ottawa. She reviewed the chart she had created.

Cars	Buses
Cars create road traffic.	There are special lanes for buses to get around road traffic.
Cars cause air pollution.	When you take buses, there are fewer cars on the road, so there is less pollution.
You can drive at any time. A car takes you directly where you want to go.	Travel time may be longer because you must wait for a bus and follow the bus route and schedule.
A car holds a small number of people.	A bus moves a lot of people at once.

Ella used the following questions to evaluate and draw conclusions:

Questions for Evaluating and Drawing Conclusions

- Do I have enough information to answer my inquiry question?
- What is most important in the information I collected?
- What conclusion can I draw based on the information?
- What evidence supports my conclusion?

Ella could see that she had a good amount of evidence to answer her inquiry question. She noticed that there were several negative things about driving cars, such as road traffic and air pollution.

Ella decided that the most important pieces of evidence she found were connected to pollution. She concluded that buses are the best option for the common good of the community. She noticed that the information about buses moving a lot of people at once supported this conclusion, too.



About 375 000 people ride Ottawa's buses and trains every day.

Try It

- 1 Review the different types of land use in this chapter.
- 2 Which land use do you think has the biggest effect on the environment?
- 3 Support your conclusion with evidence.

Making Decisions about Land Use

Communities consider the possible effects that land use may have on the environment. They also think about people's needs and wants. They consider questions such as these:

- Who will benefit from this land use?
- How does this land use affect the common good?
- Does the community need this land use?

This park is in Toronto. When communities decide to build new parks, they need to think carefully. Whose perspectives should be considered when parks are created?



I Wonder ...

What are some ways that communities can meet the needs of people while still caring for the land?

Pulling It Together

Working for the Common Good



Father Mike Says ...

To serve the common good, we need to remember two facts. First, God is the real owner of Earth. He lets us use it. Second, God wants us to use Earth so that it meets the needs of all people, present and future.

Why is it important to think about the common good in a community?



SEE

Think about how people work for the common good in the Great Lakes–St. Lawrence Lowlands.

REFLECT

What are some rules that I follow to support the common good?

ACT

Create a new rule for your classroom or school to support the common good.

Pulling It Together



What I Discovered

With a small group, discuss what you have discovered about the Great Lakes—St. Lawrence Lowlands. Next, discuss how this region compares to other regions in Ontario.



Making Connections

Why do you think people choose to live or work in your community?

Tourists come from all over the world to visit Niagara Falls.



Chapter Inquiry

Consider the Chapter Question: Why do people live and work where they do?

- 1 Gather and organize information from the chapter to help you answer this question.
- 2 Interpret and analyze the information you find.
- 3 Evaluate and draw conclusions about the information using the questions on pages 76 and 77.



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