

People and Environments: Living and Working in Ontario

— Grade 3 —

Written by Bill Gowsell

BRIEF OVERVIEW: This teacher resource has been designed to give students a snapshot of the different responsibilities and communities that make up Ontario. Students will have the chance to participate in multiple learning opportunities that allow them to learn about the needs of communities in Ontario.

MEETING YOUR STUDENT'S NEEDS: Depending on the needs of the students in your class, the teacher may want to scan any Reading Passages into Kurzweil on the computer. By doing this, no matter the reading abilities of your students, students will be able to access the information of the text. Teachers are also encouraged to allow their students to collaborate on as many activities possible. Promoting discussion amongst the students can encourage a greater understanding of the topic.



BILL GOWSELL is a teacher for the Catholic District School Board of Eastern Ontario. For the last three years he has been teaching grade 6 in Brockville. Bill has been fortunate to work on multiple school committees that develop long range goals for his students and his school in Language and Math goals. He loves to create resources that are fun and informative, but allow all of his students to succeed.

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At Glance

Learning Expectations	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Extra Activities
Knowledge and Understanding Content							
Demonstrate an understanding that Ontario is divided into different municipal or regional entities.	●		●		●	●	
Identify the major landform regions in Ontario (e.g., the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands).	●						
Identify and describe the main types of employment that are available in two or more municipal regions in Ontario.				●			
Thinking Skills							
Formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario.		●	●	●	●	●	
Analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions.		●	●	●			
Evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impact of that use.		●				●	
Communication							
Describe major types of land use (e.g., for agriculture, industry, commerce, housing, recreation, transportation, conservation) and how they address human needs and wants.				●		●	
Compare some aspects of land use in two or more municipalities.		●	●	●	●		
Construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, using appropriate elements of a map, including standard units of measurement.	●		●	●			
Application							
Describe some major connections between features of the natural environment and the type of employment that is available in a region.		●		●		●	
Identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario.			●				

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Lesson 3: Population: Metropolis vs. Small Town

LEARNING INTENTION:

Students will learn about the differences between the largest city in Ontario (Toronto) and a small village in Ontario (Westport). Students will learn about the responsibilities of each municipality, and how the population can affect the services.

SUCCESS CRITERIA:

Students will be able to identify the differences between the major city and the small village.

Students should be able to identify the reasons for the population distribution in the two different communities, and why it is that way.

MATERIALS NEEDED:

- 2 pieces of chart paper labelled Toronto and Westport

PROCEDURE:

***This lesson should be 2 sessions lasting between thirty to forty five minutes each.**

Day 1

The teacher will hand out Reading #1, 2, 3. The teacher will read through with the students the two case studies about Toronto and Westport, and talk about the differences between the two population areas.

The teacher will guide the discussion based on the reading and write down on the chart paper descriptions of the locations.

The students will then complete the reading comprehension questions on Student Worksheets #1, 2, and 3.

Pass out Student Worksheet #6 and read through the expectations. This activity lasts the whole unit, students will need to be reminded to go back to this worksheet to complete the expectations.

Day 2

The teacher will hand out Teacher Notes #1, #2 to the students and read through with the students what is labelled on the map for both communities.

The teacher will then pass out Student Worksheets #4 and #5 and have the students complete the blank maps of the two population areas.

The students will be expected to label the blank maps based on what is provided to them, and explain in their own words the difference between waterfront usages in the two communities.

Note:

Students with reading difficulty may find more success with the assignment sheets scanned into Kurzweil. Teachers are recommended to allow their students to collaborate when possible especially on the reading comprehension assignments.

EXTENSION ACTIVITIES:

The teacher can pass out Extension Worksheet #1. Based on the readings about Toronto and Westport, students can have the chance to create their own tourism skit that promotes either of the population centers.

The skits should be 1 minute long using details related to the community.

It is advisable to partner the students up before hand and assign them the population area they are going to use in their commercial.

You may wish to divide this extension activity into two days, one where the students can practice and make props, and a second where the students can perform the final product.

ANSWERS:

Worksheet #1: 1. True; 2. C; 3. A; 4. C; 5. D

Worksheet #2: 1. D; 2. A; 3. D; 4. B; 5. B

Worksheet #3: 1. C; 2. D; 3. D; 4. D; 5. B

Toronto: Canada's Largest City

Canada's largest city and the 4th largest city in North America, Toronto is home to a diverse population of almost 3 million people. Toronto is the centre for business, finance, arts, and culture, for Canada. Toronto is also the provincial capital for Ontario. A quarter of Canada's population is located within 160 km of Toronto.



Royal Ontario Museum

Toronto is controlled by a municipal government which has 44 elected councillors, including the Mayor and the Councillors. City government decisions are made through committees that work on behalf of City Council.

Toronto has approximately 5,600 km of roads, 7,945 km of sidewalks, and the third largest public transit system in North America. With 132 subway trains, 248 streetcars, and 1,878 buses, Toronto tries to cater to the millions of residents.

Located in the Great Lakes Lowlands, Toronto covers 641 sq. km and stretches 43 km from east to west and 21 km from north to south at its longest points.



Toronto Questions

Instructions:

Circle the correct answer below based on information in the Toronto reading passage.

1. Toronto is Canada's largest city.

- a. True
- b. False

2. The population of Toronto is almost

- a. 5 million
- b. 7 million
- c. 3 million
- d. 1 million

3. There are _____ members of Toronto's City Council.

- a. 44
- b. 45
- c. 12
- d. 50

4. Where is Toronto located?

- a. The Canadian Shield
- b. The St. Lawrence Lowlands
- c. The Great Lakes Lowlands
- d. None of the above

5. Toronto has the _____ largest public transit system in North America.

- a. 2nd
- b. 4th
- c. 5th
- d. 3rd

Westport: A Quiet Little Village

With a population of about 700 residents, Westport has become popular for tourists due to the interesting shops in town and the ability to fish on the many small lakes in town and nearby.

Founded between 1810 and 1820. Not originally known as Westport, it was two local merchants in 1841 that named the area for its location at the west end of Upper Rideau Lake.

View of Westport from
Foley Mountain



Downtown Westport has many unique shops and boutiques. Westport constantly has festivals and

events taking place so any time you visit you are sure to be entertained. Situated between Kingston and Ottawa, Westport is beginning to cater to tourists as a perfect escape. Between Bed and Breakfast spots and cottage rentals tourists are coming to

Westport for the relaxed country life.

Westport has many interesting shops, two local golf courses and many swimming beaches. Nature enthusiasts will want to visit Foley Mountain Conservation Area, which provides many opportunities for hiking and nature viewing. You can catch the best view of Westport from Spy Rock on Foley Mountain.

Westport has town government that is composed of four councillors and a mayor.

Westport Questions

Instructions:

Circle the correct answer below based on the Westport reading passage.

1. The population of Westport is about

- a. 500
- b. 300
- c. 1000
- d. 700

2. Westport was founded between

- a. 1810-1820
- b. 1800-1810
- c. 1850-1860
- d. 1880-1900

3. Which of the following does Westport NOT have?

- a. Shops
- b. Boutiques
- c. Festivals
- d. Fireworks festival

4. What is the name of the mountain that overlooks Westport?

- a. Westport Mountain
- b. Foley Mountain
- c. Farley Mountain
- d. Foiley Mountain

5. How many people are on the Westport Town Council?

- a. 4 people
- b. 5 people
- c. 6 people
- d. 9 people