

Explore
Sask AG



TEACHER'S GUIDE

Grade 4 Unit Plan



Resource Overview



There are browser extensions that can support accessibility, such as [Chrome's Read Aloud](#) extension, which allows selected text to be read aloud.

AI tools, like ChatGPT, may also be helpful. For example, you can copy text from the website and prompt AI to adjust the reading level:

- Try: "Convert the following paragraph into a Grade 2 reading level: *insert paragraph here*"

This instructional resource is designed to support AITC-SK's Explore Saskatchewan Agriculture children's website, available at www.ExploreSaskAg.ca. This unit includes both introductory and culminating activities within a nine-lesson structure. Lessons target outcomes from Saskatchewan's Grade 4 Social Studies Curriculum, with suggested cross-curricular connections to Science and English Language Arts.

1. Each lesson can be taught independently and in any order. However, if you choose to use the "5Ws Handout" (Lesson 1 worksheet) for ongoing or final assessment, it is recommended that the unit be taught in full to ensure continuity and depth.
2. Before beginning the unit, please take time to explore the [ExploreSaskAg.ca](http://www.ExploreSaskAg.ca) website. It is a valuable teacher resource to help you further build your background knowledge on topics you may be less familiar with.
3. Since this unit was designed for the [ExploreSaskAg.ca](http://www.ExploreSaskAg.ca) website, having access to a projector or individual student devices with internet access will be needed for the digital components of each lesson.

Please note: Accessibility

- This unit encourages student exploration of [ExploreSaskAg.ca](http://www.ExploreSaskAg.ca). While the website is primarily text-based, it also includes a variety of images, illustrations, and interactive elements designed to support diverse learning styles.
- Depending on the needs of your learners, you may wish to adapt student-led research using:
 - o Teacher-guided overviews
 - o Group research activities
 - o Classroom supports
 - o Additional time
 - o Adaptive technology



To access the lesson handouts click on the handout link under "Materials" for each lesson, or go to "Grade 4 Unit Plan Lesson Handouts" folder on the website to download them all as PDFs.



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Saskatchewan Grade 4 Curricular Outcomes

Social Studies

Interactions and Interdependence

IN4.1 – Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.

IN4.2 – Describe the origins of the cultural diversity in Saskatchewan communities.

Dynamic Relationships

DR4.1 – Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

DR4.2 – Explain the relationship of First Nations and Métis peoples with the land.

DR4.3 – Analyze the implications of the Treaty relationship in Saskatchewan.

Resources and Wealth

RW4.1 – Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

RW4.3 – Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.

Suggested Cross-Curricular Outcomes – The following outcomes can be connected to some of the lessons in this unit plan.

Science

HC4.1 – Investigate the interdependence of plants and animals, including humans, within habitats and communities.

English Language Arts

Comprehend and Respond

CR4.3 – Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.

CR4.4 – Read for various purposes and demonstrate comprehension of grade-appropriate fiction, scripts, poetry, and non-fiction from various cultures including First Nations and Métis and countries (including Canada).

Social, Cultural, and Historical

- English Language Arts theme.



Explore Sask Ag – Grade 4 Unit Plan Outline

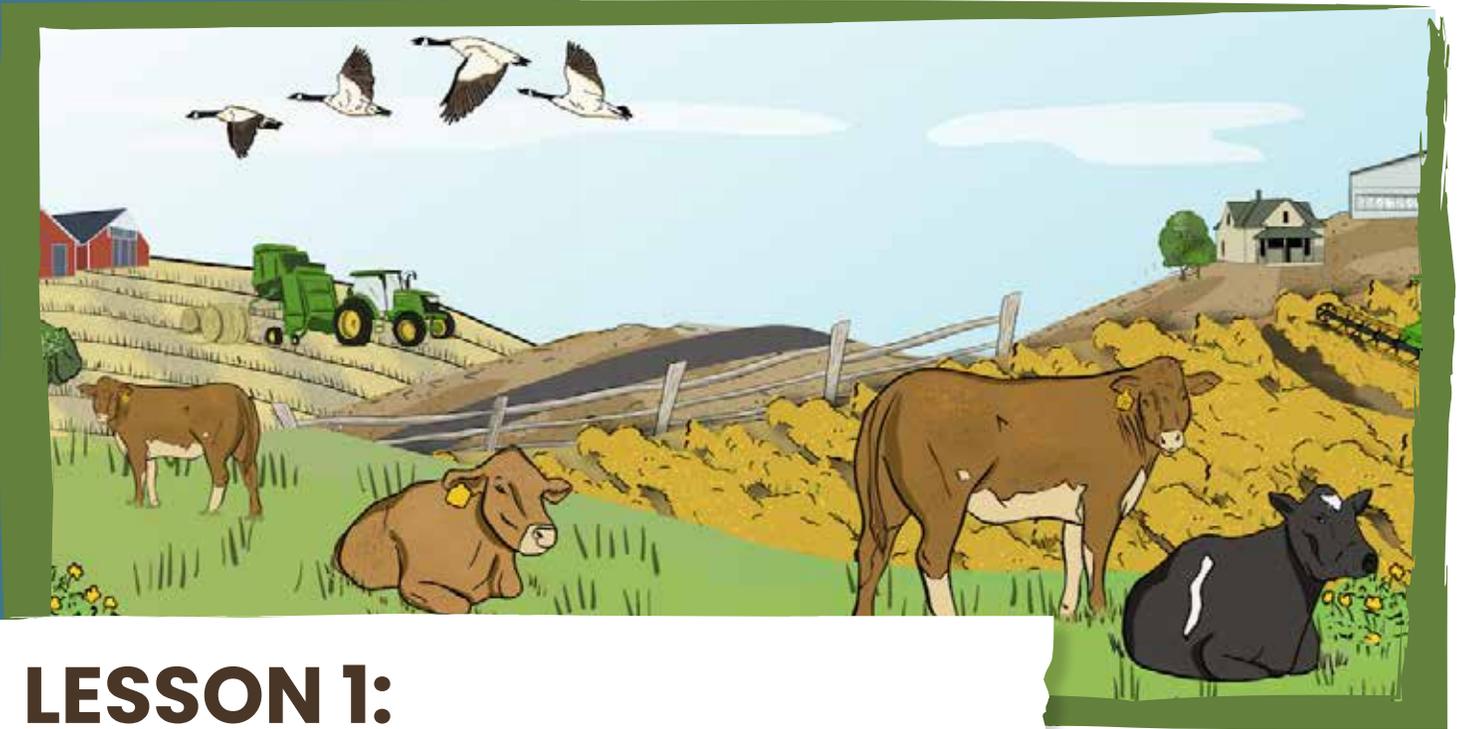
Lessons 1 – 5

Lesson #	Essential Questions	Outcome(s)
1. Introduction to the 5Ws of Agriculture (1 period)	<ul style="list-style-type: none"> What is agriculture and why is it important? What types of farms do we have in Saskatchewan? 	RW4.2
2. Foods and Products from Farms (2 periods)	<ul style="list-style-type: none"> What are products we use in daily life that come from Saskatchewan farms? 	RW4.2
3. Where Does Food Grow in Saskatchewan (2 periods)	<ul style="list-style-type: none"> Why are most communities located in the lower portion of Saskatchewan? What environmental challenges do farmers face in Saskatchewan, and what farming practices help them adapt? 	DR4.1 RW4.1 RW4.2
4. The Importance of Agriculture in Saskatchewan (2 periods)	<ul style="list-style-type: none"> How does agriculture in Saskatchewan and Canada impact other places in the world? How does agriculture support our provincial and national economy? 	RW4.2 RW4.3
5. First Nations and Agriculture (2 periods)	<ul style="list-style-type: none"> How do Indigenous and European styles of learning, doing, and farming differ? What is the difference between farming and hunting and gathering? 	DR4.2

Explore Sask Ag – Grade 4 Unit Plan Outline

Lessons 6 – 10

Lesson #	Essential Questions	Outcome(s)
6. Métis and Agriculture (1-2 periods)	<ul style="list-style-type: none"> Who are the Métis people? What is their history in Saskatchewan? 	DR4.1 DR4.2 IN4.1
7. Treaties (3 periods)	<ul style="list-style-type: none"> What is a treaty? Who do treaties affect, and why are they still important today? 	DR4.3
8. First Nations and Farming (1 period)	<ul style="list-style-type: none"> What were the policies put in place to limit First Nations farmers? 	DR4.2
9. Settlers in Saskatchewan (2-3 periods)	<ul style="list-style-type: none"> Why did Europeans come to Canada and settle in the West? What role did agriculture play for early European settlers? How is immigration to Canada different now than in the past? Why do people continue to immigrate to Saskatchewan? 	RW4.1
10. Cube Assessment (2-3 periods)	<ul style="list-style-type: none"> What is your understanding of Saskatchewan agriculture and the history of people who have lived and currently live here? 	IN4.2 IN4.1 DR4.1 DR4.2 DR4.3 RW4.1 RW4.2 RW4.3



LESSON 1: Intro to the 5Ws of Agriculture



Overview:

This lesson introduces students to the structure of the unit and the ongoing assessment tool that will be used throughout. Students will begin by activating their prior knowledge and then explore the types of farms found in Saskatchewan.

Essential Questions:

- What is agriculture and why is it important?
- What types of farms do we have in Saskatchewan?



Suggested Time:

- ✓ One, 45-minute period



Materials Required:

- ✓ [The 5Ws Handout](#)
- ✓ Individual devices with internet access



Social Studies 4 Curricular Connection:

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

- o Identify and locate various types of farms in Saskatchewan.

Lesson Outline:

Introduction:

Begin by discussing the essential questions (EQ) with the class:

- o “What is agriculture? Why is it important?”
- Then introduce the 5Ws (+H) framework of agriculture: *What, Who, Where, When, Why, and How?* Explain to students that they will add to their 5Ws handout throughout the unit as they learn new information.

Warm Up: Activate Prior Knowledge using the 5Ws handout

- o Distribute “The 5Ws Handout”. Ask students to write down everything they already know about farming and agriculture. Use the following prompts to guide them:
- **What:** What is farming? What kinds of farms exist? What grows on a farm? What does a farm look like? What other products come from farms?
- **Who:** Who works in agriculture? Who is affected by it? Who lives on farms (e.g., animals)?
- **Where:** Where are farms located? Where does the food go? Where do the animals go?
- **When:** When did farming begin in Saskatchewan? When have you visited a farm?
- **Why:** Why do we need farms? Why is farming important?
- **How:** How do farmers take care of crops? How did people earn a living from farming when they settled in Saskatchewan? How do we get food that is not grown here?

Activity #1:

- **As a class, define key terms:**
 - o **Farming:** *the process of producing food and by-products. Farming includes growing crops, raising livestock, or both.*
 - o **Agriculture:** *all industries that support farmers in growing crops and raising livestock (e.g., transportation, technology, processing).*
- o **Website Introduction**
 - Introduce ExploreSaskAg.ca to the class. Give students a guided tour of the main sections of the website: Past, Evolution, Present, Future. Explain that this website will be the main research resource used throughout the unit.





Activity #2:

• Group Activity: Explore Types of Farms

- ◊ Navigate to: [Home > Present > Types of Farms](#)
- Divide the class into 12 groups.
- Assign each group one type of farm from the “Types of Farms” section.
- Each group reads the assigned farm’s page and creates one sentence that explains what their type of farm is.
- Provide 10–15 minutes for student research and discussion.
- One student from each group shares their sentence aloud and record each sentence on the board.
- As a class, summarize the key ideas and have students add them to the “What” section of “The 5Ws Handout”.

Assessment:

Ongoing Assessment: At the end of every lesson in this unit, students will add to their “5Ws Handout” based on what they have learned about agriculture. This handout will function as both a formative tool and a summative assessment at the end of the unit.



TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Are students able to connect prior knowledge to unit content?
- ✓ Can students comprehend and summarize main ideas of text they have read?
- ✓ Are students able to demonstrate knowledge about the types of farms in Saskatchewan and add to their 5Ws handout?



LESSON 2: Foods and Products from Farms



Overview:

In this lesson, students will explore the foods and by-products that come from farms in Saskatchewan. They will examine how agricultural products show up in their daily lives, deepening their understanding of the importance of agriculture in their community and across the province.

Essential Questions:

- What are products we use in daily life that come from Saskatchewan farms?



Suggested Time:

- ✓ Two, 45-minute periods



Materials Required:

- ✓ [The 5Ws Handout](#)
- ✓ [Lesson 2 Activity #1-2: Animals & Crops in Saskatchewan handouts](#)
- ✓ Individual devices with internet access



TEACHER NOTE!

If doing Lesson 2 independently, skip the Warm Up.

Social Studies 4 Curricular Connection:

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

- o Compile an inventory of Saskatchewan agricultural food and by-products.
- o Identify agricultural products used in daily life in Saskatchewan.

Lesson Outline:

Warm Up: Farm Types Recap

- Begin by reviewing the types of farms covered in Lesson 1. Ask students to recall which types of farms were discussed. Encourage them to refer to their “5Ws Handout” if they need help remembering.

Introduction:

• What is a By-Product?

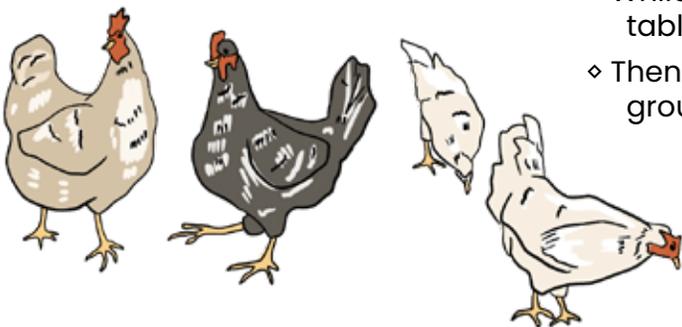
- o Introduce and define the term by-product, in relation to agriculture.
 - ◊ **By-product:** *something that is produced during the making of another product, often not the main reason for production.* Example: Feathers are a by-product of processing poultry.
- o Explain that by-products are an important part of agriculture and impact many areas of our lives.



Activity #1:

Think-Pair-Share: Animal Foods and By-Products

- Assign each student one of the 10 animals: Alpacas, Bees, Bison, Chickens (broilers and layers), Cow (beef and dairy), Elk, Goat, Llama, Pigs, Sheep.
- **Think:** Students individually brainstorm what foods and by-products come from their assigned animal.
- **Pair:** Students join up with others who have the same animal and compare lists. Groups can then use ExploreSaskAg.ca to fact-check and add any missing information.
- **Share:** Each group shares with the class what foods and by-products are produced from their animal.
 - ◊ While each group shares, the rest of the class fills out the table in the “Animals & Crops in Saskatchewan” handout.
 - ◊ Then students can answer the reflection questions once all groups have presented.





Activity #2:

Crops of Saskatchewan

- Teach the four main types of crops grown in Saskatchewan:
 - Oilseeds, Cereals, Pulses, and Forage.**
- Use ExploreSaskAg.ca to explore the following crops:
 - Canola, Mustard, Wheat, Oats, Peas, Barley, Flax and Lentils.**
 - Navigate to: [Present > Field Crops > *choose crop*](#)
- Students will complete the **Crops** section of their handout by filling in the table, using the website to research the types of crops and their by-products.
- Once complete, students answer the reflection questions below the table.

Wrap Up:

- Discussion:** Facilitate a class discussion about how the foods we eat and the products we use in daily life would not be possible without agriculture. Encourage students to consider food, clothing, transportation, and more.
- Have students add something new to the “What” section of their “5Ws Handout” based on today’s lesson.

Assessment:

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Collect the “Animals & Crops in Saskatchewan” handouts for further evaluation.



TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Are students able to connect prior knowledge to new content?
- ✓ Can students comprehend and summarize key ideas from the website?
- ✓ Are students able to demonstrate understanding of the several types of farms in Saskatchewan and add this knowledge to their 5Ws handout?



LESSON 3: Where Does Food Grow in Saskatchewan



Overview:

Students will explore Saskatchewan's geography and learn how it influences settlement patterns and agricultural practices. They will also examine how the environment plays a role in agriculture and how farms adapt to meet environmental challenges.

Essential Questions:

- Why are most communities located in the lower portion of Saskatchewan?
- What environmental challenges do farmers face in Saskatchewan, and what farming practices help them adapt?



Suggested Time:

- ✓ Two, 45-minute periods



Materials Required:

- ✓ The 5Ws Handout
- ✓ Lesson 3 Activity #2: Crop Care in Saskatchewan handout Activity handout
- ✓ Blank paper (for warm-up map activity)
- ✓ Projector or viewing screen

Social Studies 4 Curricular Connection:

DR4.1 – Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.



- o Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).
- o Analyze the influence of geography on the lifestyle of people living in Saskatchewan (e.g., flora and fauna, pastimes, transportation, cost of food, type of food, occupations, availability of services such as education and health care).

RW4.1 – Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

- o List the challenges and opportunities climate presents for residents of Saskatchewan.
- o Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation.

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

- o Identify various farm stewardship practices (e.g., how farmers care for the land, animals, water supply, natural vegetation, and air quality).



Lesson Outline:

Warm Up: Draw What You Know

- Provide students with a blank sheet of paper.
- Ask them to draw a map of Saskatchewan from **memory**, including labels for cities, lakes, crops, and animals, anything they think grows or lives here.
- Once finished, have students share and compare their maps with a partner.



Teacher Background: Why Saskatchewan communities are mostly in the south

1. Early settlers moved to areas with **suitable soil** for agriculture (southern SK has better soil quality, northern SK is rockier and forested).
2. **Warmer climate** in the south is more favourable for farming.
3. Greater access to **transportation routes** (roads, railways, and water).

Activity #1:

Map & Settlement Discussion

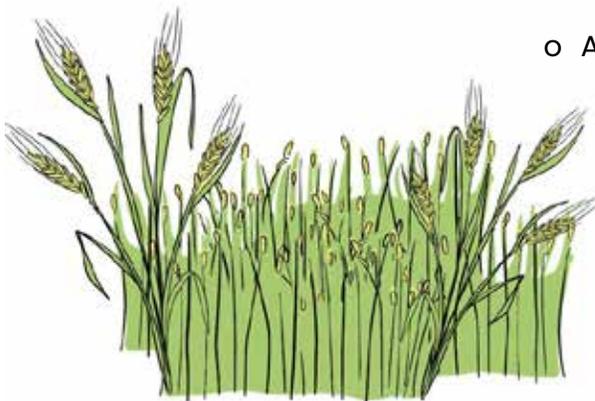
- Show students a real map of Saskatchewan.
 - Compare it with the students' maps.
 - Point out major cities and your school's location.
- **Class Brainstorm:** "Why do most people live in the Southern part of the province?"
 - Look for answers about water sources, land quality, forests, weather, transportation.
 - Explain how early settlers arriving in Saskatchewan went to areas that had access to good agricultural land and water.
 - Discuss the importance of living where you could grow your own food and compare to the ways that we access food today.
 - Briefly compare northern and southern Saskatchewan's climate.
 - Ask: "Which type of climate would you rather live in, and why?"



Activity #2:

Crop Care and Environmental Challenges

- Distribute the "Crop Care in Saskatchewan" handout.
- **Class Brainstorm:** "What environmental challenges do farmers in Saskatchewan face?"
- Visit ExploreSaskAg.ca
 - As a class, go over the 6 biggest challenges and expand on each.
 - ◊ Navigate to: [Present > Crop Care > Crop Protection/Weather/Crop Rotation](#)
 - As you explore each section together:
 1. Have students write one sentence for each form of protection.
 2. Respond to the scenario question at the bottom of the handout, using what they have learned about crop protection.



Wrap Up:

- If doing Lesson 3 independently, have students complete an “exit slip” where they write about one of the following topics:
 - ◇ SK-specific farming challenges
 - ◇ Why most people live in the southern part of the province
 - ◇ How the geography affects what and where we grow
 - ◇ How agriculture influences our daily life in Saskatchewan
- If doing Lesson 3 as part of the unit, have students reflect on the lesson and write one key takeaway on their “5Ws Handout” under the “**Where**” section.

Assessment:

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Collect the “Crop Care in Saskatchewan” handout for further evaluation.



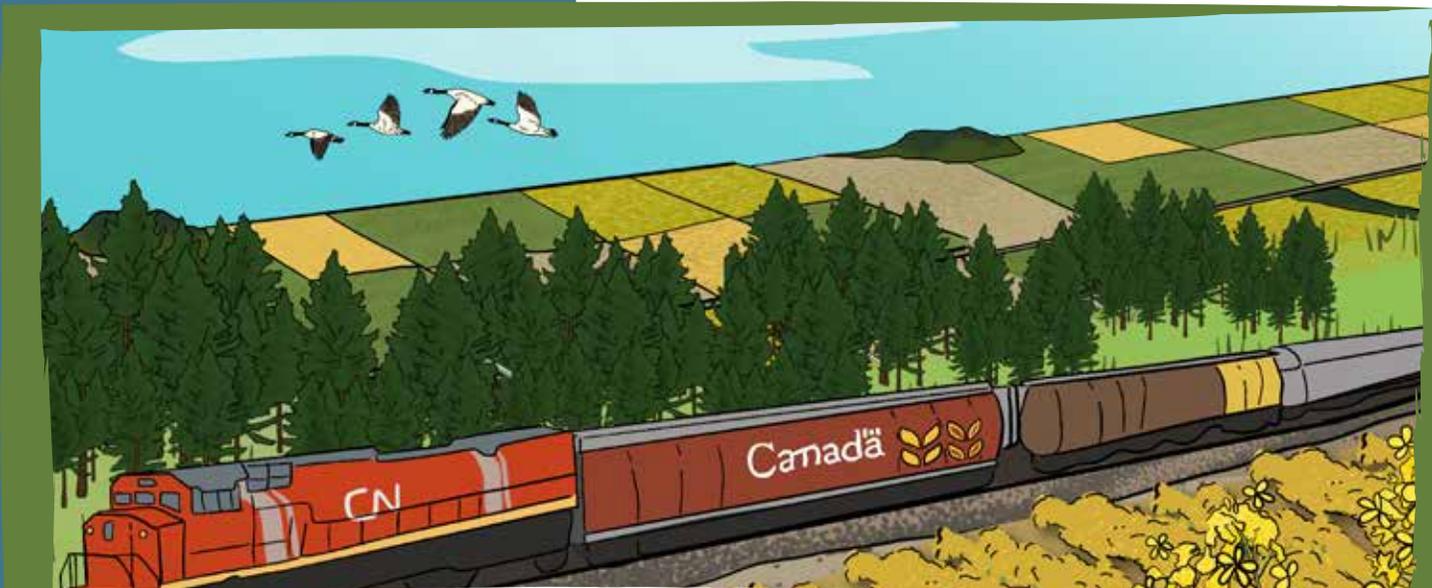
TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Do students understand each type of crop protection?
- ✓ Can students explain how geography influences where people live in Saskatchewan?
- ✓ Can students explain how the environment affects agriculture and add something they learned to the “Where” section on the “5Ws Handout”?



LESSON 4: The Importance of Agriculture in Saskatchewan



Overview:

Students will explore why agriculture is so important in Saskatchewan and how it contributes to both our provincial economy and the global food supply. Students will gain an appreciation for the natural resources in our province and understand how farmers help feed the world through the export of food.

Essential Questions:

- How does agriculture in Saskatchewan and Canada impact other places in the world?
- How does agriculture support our provincial and national economy?



Suggested Time:

- ✓ Two, 45-minute periods



Materials Required:

- ✓ [Map and Saskatchewan Agriculture Economy Questions](#) [handout](#)
- ✓ [Lesson 4 Activity #2: Import/Export Activity](#) [handout](#)
- ✓ [The 5Ws Handout](#)
- ✓ Projector or viewing screen

Social Studies 4 Curricular Connection:

RW4.3 – Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.

- o Represent on a map the major resources in Saskatchewan (e.g., minerals, potash, oil, uranium, natural gas, lumber, water, crop, and livestock production).
- o Illustrate the goods made from the major natural resources, the consumers of those goods, and the export destinations.

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

- o Analyze the significance of Saskatchewan agricultural commodity exports to the province.

Lesson Outline:

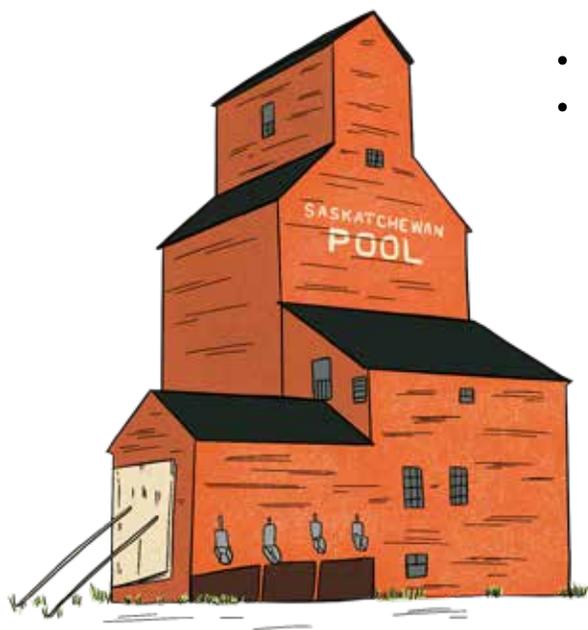
Teacher Background

Agriculture is one of the biggest economic drivers in Saskatchewan. Saskatchewan farmers grow and produce far more than we can consume ourselves, so we export a lot of our goods (products) to other provinces and countries. This global trade supports jobs and strengthens our economy.

Introduction:

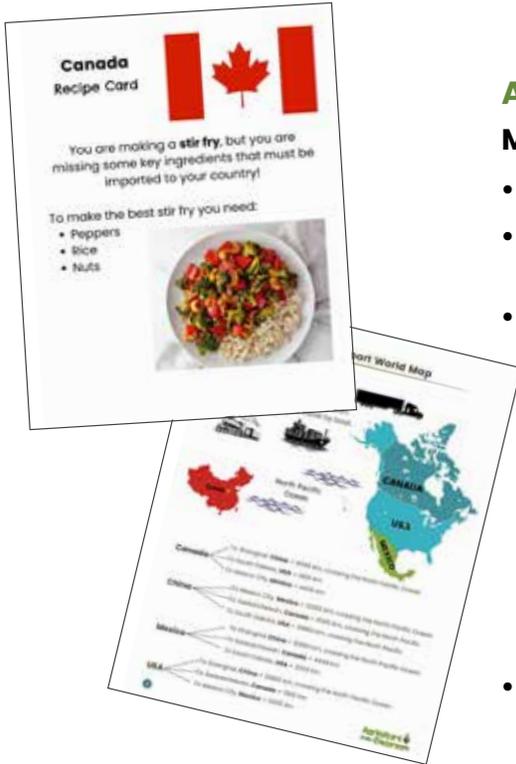
Key Vocabulary (for student understanding)

- **Supply:** *the total amount of product/good available*
- **Demand:** *the amount of a good or service that people want to buy at a certain price*
- **Import:** *bringing a product into your country from a different country or region*
- **Export:** *sending a product from your country to a different country or region*
- **Global Trade:** *buying and selling goods between countries*
- **Commodity:** *a product that's bought and sold*



Warm Up: Partner Brainstorm and Class Share

1. Ask students: "Can you think of any products that come from nature (natural resources) here in Saskatchewan?"
2. In partners, students create a list of the products that come from Saskatchewan.
3. Each group shares with the class, compiling a list of the SK natural resources (e.g., wheat, beef, oil, potash, lumber).



Activity #1:

Mapping Saskatchewan's Natural Resources

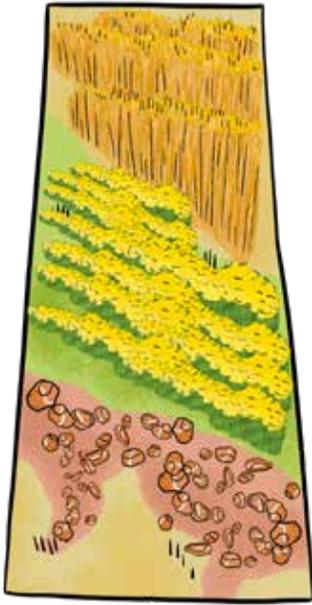
- Hand out the "Saskatchewan Natural Resources Map" handout.
- Define **Natural Resources**: a product found in nature that is useful and valuable to humans (e.g., grain, oil, beef, minerals, etc.)
- As a class, go over the map, discussing the different types of natural resources in SK and identify where different resources are found.
 - o Discuss:
 - ◇ Not all products grown/raised here stay in Saskatchewan
 - ◇ Many goods are **exported** to other places in Canada or the world
 - ◇ Exporting resources helps bring money into our province, it supports the economy (the wealth of our province)
- Visit ExploreSaskAg.ca
 - ◇ Navigate to: [Evolution > Trade > National Trade/International Trade](#)
 - o Read and discuss the sections on trade together. Go over the difference between **import** and **export** using real-world examples.

Activity #2:

Import/Export Simulation

- Students will work in small groups using the "Import/Export Activity" handouts.
 - o **Goal**: students work together to "source" ingredients from different countries and choose transportation methods to get the goods back to their home country. The handout provides more detailed instructions.
- After students complete the commodity trading simulation, students can complete the "Saskatchewan Agriculture Economy Questions" handout and answer the provided reflection questions.





Wrap Up:

- Return to “The 5Ws Handout”. Today’s focus is on adding to the “**Why**” section. Have students consider:
 - Why is agriculture so important to our province and to the world?
 - Why do we export so many of our goods?
- If teaching this lesson independently, have your students consider the previous questions with a partner.

Assessment:

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Collect the “Saskatchewan Agriculture Economy Questions” handout for further evaluation.



TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Can students add a key idea to their “5Ws Handout”?
- ✓ Do students know which natural resources we have in our province?
- ✓ Do students understand the difference between imports and exports?
- ✓ Do students understand how SK agriculture helps feed countries around the world?



LESSON 5: First Nations and Agriculture



Overview:

Students will explore the history and significance of First Nations agriculture and land stewardship. Through an introduction to the Medicine Wheel and traditional ways of knowing, students will reflect on how Indigenous approaches to food, farming, and the land differ from European agricultural models. This lesson emphasizes respect for the Earth and the ongoing relevance of Indigenous knowledge today.

Essential Questions:

- How do Indigenous and European styles of learning, doing, and farming differ?
- What is the difference between farming and hunting and gathering?



Suggested Time:

- ✓ Two, 45-minute periods



Materials Required:

- ✓ [The 5Ws Handout](#)
- ✓ [Lesson 5 Activity #1: Medicine Wheel handout](#)
- ✓ [Lesson 5 Activity #2: Word Web handout](#)
- ✓ Item for Talking Circle

Social Studies 4 Curricular Connection:

DR4.2 – Explain the relationship of First Nations and Métis peoples with the land.

- o Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.
- o Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).

Lesson Outline:

Introduction:

The Medicine Wheel and Indigenous Worldviews

- **Introduce the Medicine Wheel:**

- o Familiarize students with the appearance and concepts of the Medicine Wheel. Use ExploreSaskAg.ca.
 - ◇ Navigate to: [Past > First Nations Way of Life > Ways of Learning and Knowing](#)
 - ◇ Guide students through the key teachings of the Medicine Wheel and its significance to First Nations culture.
 - ◇ To learn more about Medicine Wheel teachings click on the image with the tipis that will take you to FourDirectionsTeaching.com.

Warm Up: Emphasize Respect and Stewardship

- Discuss the role of Mother Earth in Indigenous worldviews.
- Introduce **stewardship**: *responsible use and protection of the natural environment to build a more sustainable future for generations to come.*
- Highlight how First Nations communities lived in respectful relationship with the land and natural resources, guided by values of reciprocity, responsibility, and balance.



Activity #1:

Medicine Wheel Activity:

- Students complete the “Medicine Wheel” handout, reflecting on its themes and how they relate to sustainability, balance, and care for the Earth.

Discussion:

- Facilitate a class discussion on how sacred the land is to Indigenous people, and how stewardship for the land can be applied by everyone, regardless of their background. The students can share their medicine wheels with the class if they choose to do so.

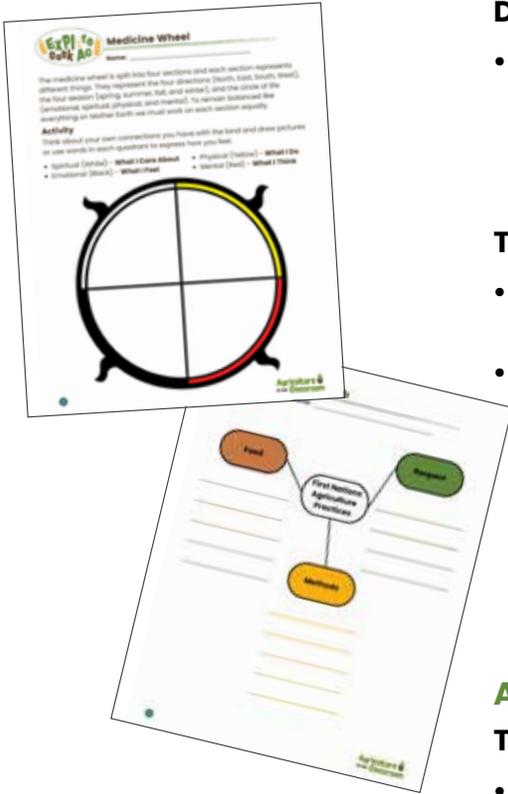
Talking Circle

- Have students sit in a circle and introduce the First Nations practice of the Talking Circle.
- One student at a time holds the designated talking item and may share their thoughts while others listen respectfully without interruption. When they are ready, they pass the item to the next person.
 - Emphasize that the person who has the talking item has the circle's full attention, and there are no comments, questions, interruptions, or other conversations going on while they are talking.

Activity #2:

Traditional First Nations Agriculture and Food Systems

- Using ExploreSaskAg.ca you will explore the First Nations methods of sourcing food.
 - ◊ Navigate to: [Past > First Nations and Agriculture > Sourcing Food](#)
- Students will use the “Word Web” handout and fill out each of the lines while going through this webpage. They will be learning how First Nations peoples viewed agriculture.



Wrap Up:

Discussion & 5Ws Handout

- As a class, discuss the traditional practices that continue today, such as hunting, fishing, berry picking, seasonal gardening, and sustainability. Discuss the relationship between people, plants, animals, and the land.
- Have students add something new they learned to the “Who” or “When” sections of their “5Ws Handout” about First Nation agriculture if teaching this lesson as part of the unit.

Assessment:

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Collect the “Medicine Wheel” and “Word Web” handouts for further evaluation.



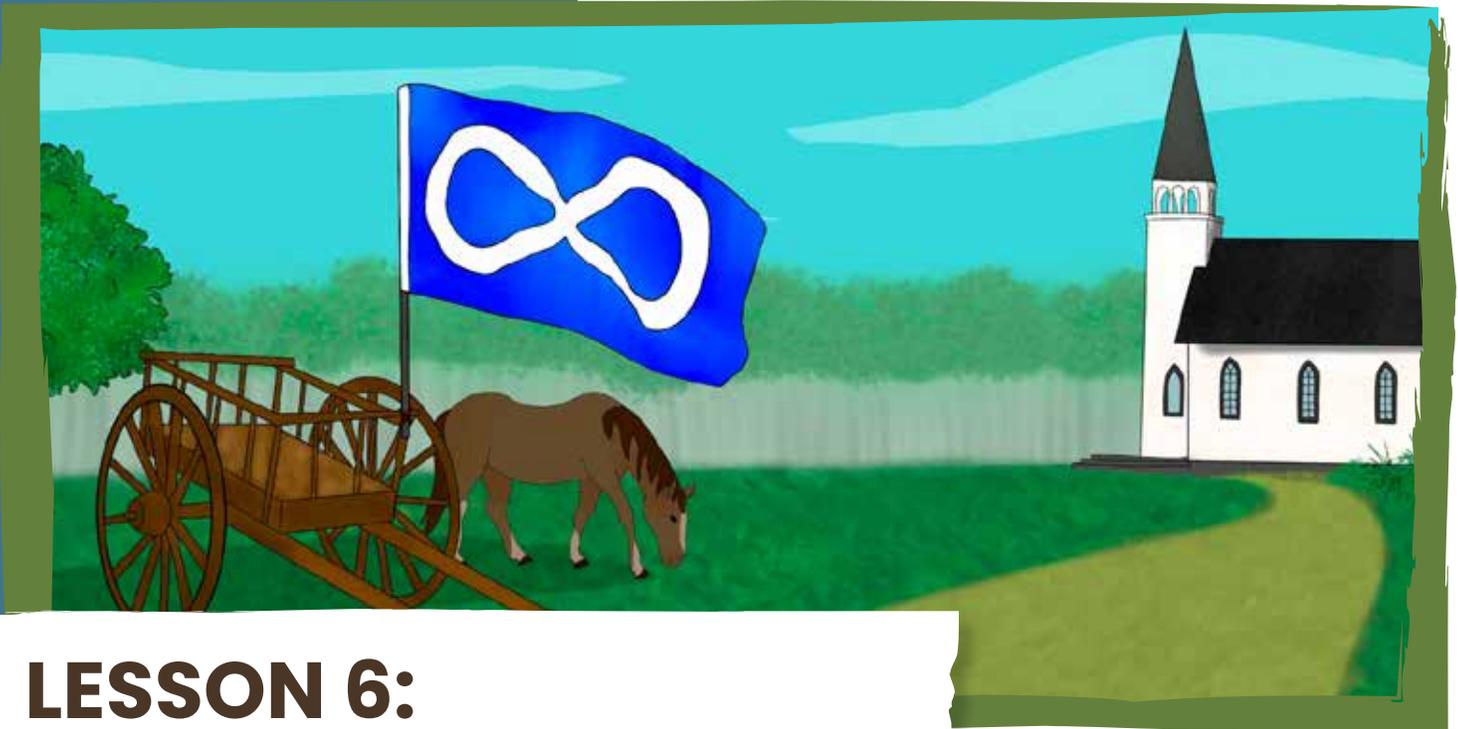
TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Can students add a key learning from this lesson to their “5Ws Handout”?
- ✓ Can students explain the difference between farming and gathering?
- ✓ Did students respectfully participate in the Talking Circle and engage in reflection?



LESSON 6: Métis and Agriculture



Overview:

Students will explore the history, culture, and contributions of the Métis people, with a particular focus on their relationship to agriculture in Saskatchewan. By examining Métis traditions, historical land practices, and cultural symbols, students will gain an appreciation for the background of Métis farming in Saskatchewan.

Essential Questions:

- Who are the Métis people?
- What is their history in Saskatchewan?



Suggested Time:

- ✓ One to Two, 45-minute periods



Materials Required:

- ✓ [The 5Ws Handout](#)
- ✓ "Proud to Be Métis" – [Métis Anthem, YouTube link](#)
- ✓ [Lesson 6 Activity #1: M.I.S.S. Activity handout](#)
- ✓ [ESA Unit Plan Assessment Document](#)
- ✓ Projector or viewing screen
- ✓ Individual devices with internet access



Social Studies 4 Curricular Connection:

DR4.1 – Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan

- o Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).
- o Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis).

DR4.2 – Explain the relationship of First Nations and Métis peoples with the land

- o Research the history of the Métis people and their relationship with the land.
- o Assess the impact of historical loss of land on First Nations and Métis people.
- o Research the Métis struggle for land, and the displacement of Métis people in the late 19th century.

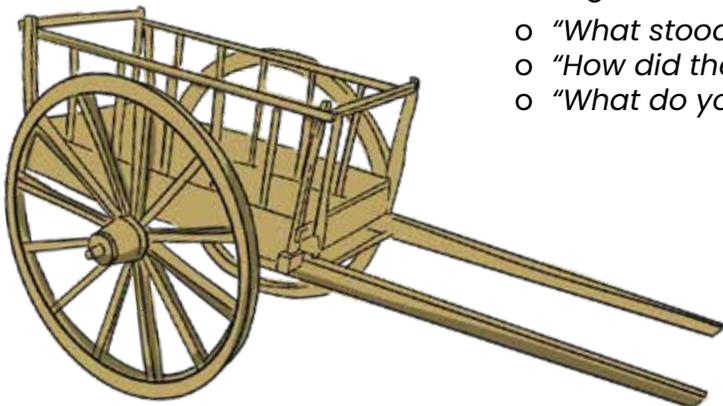
IN4.1 – Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan

- o Explain the significance of dance and music to First Nations and Métis peoples and its contribution to Saskatchewan intercultural development.

Lesson Outline:

Warm Up: Métis Anthem & Reflection

- Tell the students they will be learning about the Métis people. Play the Métis anthem [“Proud to Be Métis”](#) and have students read the lyrics as they listen.
- After listening, facilitate a class discussion about the anthem, asking:
 - o *“What stood out to you in the song?”*
 - o *“How did the song make you feel?”*
 - o *“What do you think it says about Métis pride and identity?”*





Activity #1:

M.I.S.S. Research Project

- Introduce the “M.I.S.S. Activity” handout structure:
 - Main idea
 - Important information
 - Sketch
 - Sentence
- Assign students a topic to research from the ExploreSaskAg.ca Métis sections.
 - ◊ Navigate to the Métis sections at: exploresaskag.ca/past/

Feel free to pick your own topics. Suggested topics include:

- Métis History
- River Lots
- Métis Flag
- Métis sash
- Michif Language
- Fur Trade
- Road allowance
- Métis farming
- Métis food
- Beadwork
- Buffalo
- Hunting
- Trapping
- Gardens/canning
- Song and Dance

Topics with a lot of information may need two or more students. Depending on class size, students may have to do the same main idea or work together.

Optional: go through each section briefly as a class and assign topics to students as you review the website.

Optional Assignment

Students can turn their research into a poster.

- Create a Métis Gallery Walk around the room for students to read and learn from each other’s work.
- Invite students to discuss their posters in small groups or as a class.

Wrap Up:



Discussion & 5Ws Handout

- Reflect as a class:
 - “What are some unique aspects of Métis farming and land use?”
 - “How do Métis traditions continue to influence Saskatchewan today?”
- Have students add what they have learned to the **“Who”** and **“When”** sections of their “5Ws Handout” if teaching the unit in its entirety.

Assessment:

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Collect the “M.I.S.S. Activity” handouts and/or posters for further evaluation.



TEACHER NOTE!

1. Rubric for the “M.I.S.S. Activity” poster is included in Assessment document.

2. You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Did students add new learning to the “Who” and “When” sections of “The 5Ws Handout”?
- ✓ Can students describe who the Métis people are and how they are connected to agriculture in Saskatchewan?
- ✓ Can students explain traditional Métis relationships with land, food, and farming practices?



LESSON 7: Treaties



Overview:

Students will develop an understanding of the historical and ongoing significance of treaties in Saskatchewan. They will explore how treaties have shaped and continue to impact the lives of First Nations, and the role it played in agriculture in Saskatchewan.

Essential Questions:

- What is a treaty?
- Who do treaties affect, and why are they still important today?



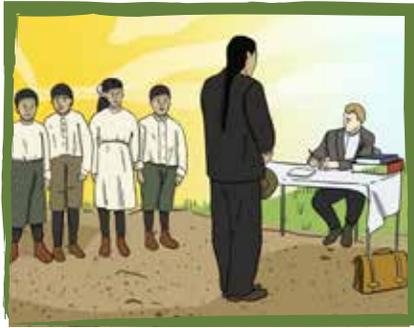
Suggested Time:

- ✓ Three, 45-minute periods



Materials Required:

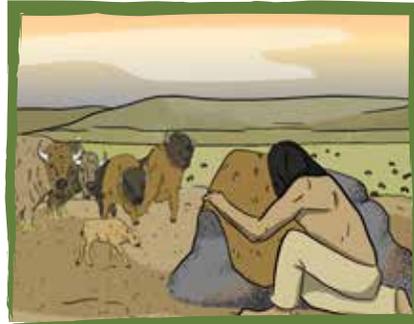
- ✓ [The 5Ws Handout](#)
- ✓ Sticky Notes
- ✓ [Lesson 7 Activity #1: Let's Learn About Treaties handout](#)
- ✓ [ESA Unit Plan Assessment Document](#)
- ✓ Projector or viewing screen



Social Studies 4 Curricular Connection:

DR4.3 – Analyze the implications of the Treaty relationship in Saskatchewan.

- o Locate Treaty areas within Saskatchewan.
- o Investigate conditions which precipitated Treaty negotiations in Saskatchewan.
- o Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.



Lesson Outline:

Warm Up: Sticky Note Brainstorm

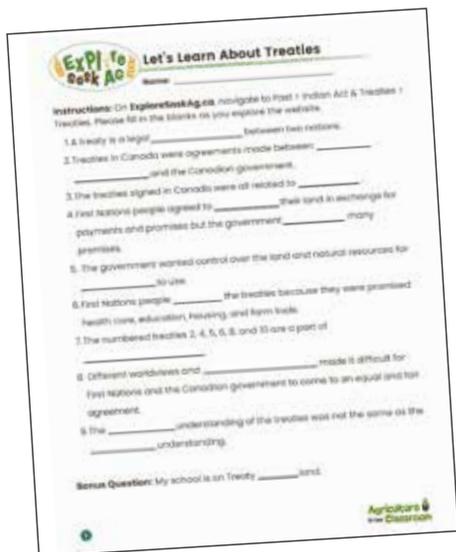
- Write the question: “*What do you know about Treaties?*” on the board. Distribute sticky notes and have students write what they already know. Prompts may include:
 - o “Who was involved? Why were treaties made? Where do the treaties apply?”
- Post all notes on the board to create a shared “knowledge cloud”.

Activity #1:

Interactive Website Exploration

- Navigate ExploreSaskAg.ca as a class:
 - ◊ Navigate to: [Past > Indian Act & Treaties > Treaties](#)
- Students follow along using the “Let’s Learn About Treaties” handout to fill in the blanks as you go through the website together.
 - o Pause periodically to highlight key points and ensure understanding.





Activity #2:

Creative Interpretation - “What Treaties Mean to Us”

- In pairs or small groups, students create a presentation or performance expressing what treaties mean to them today, using what they learned in Activity #1.
 - Formats could include: skit, storytelling, video, dance, song.
- Groups present projects to the class.

Wrap Up

Reflect & Sticky Note Cloud

- Following the presentations, hand out sticky notes to the class.
- Ask students to add new knowledge or reflections in response to:
 - “What do you now know about treaties?”

Assessment

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Collect the “Let’s Learn About Treaties” handout for further evaluation, informal assessment during class discussion. Rubric provided for Activity #2 in Assessment document.



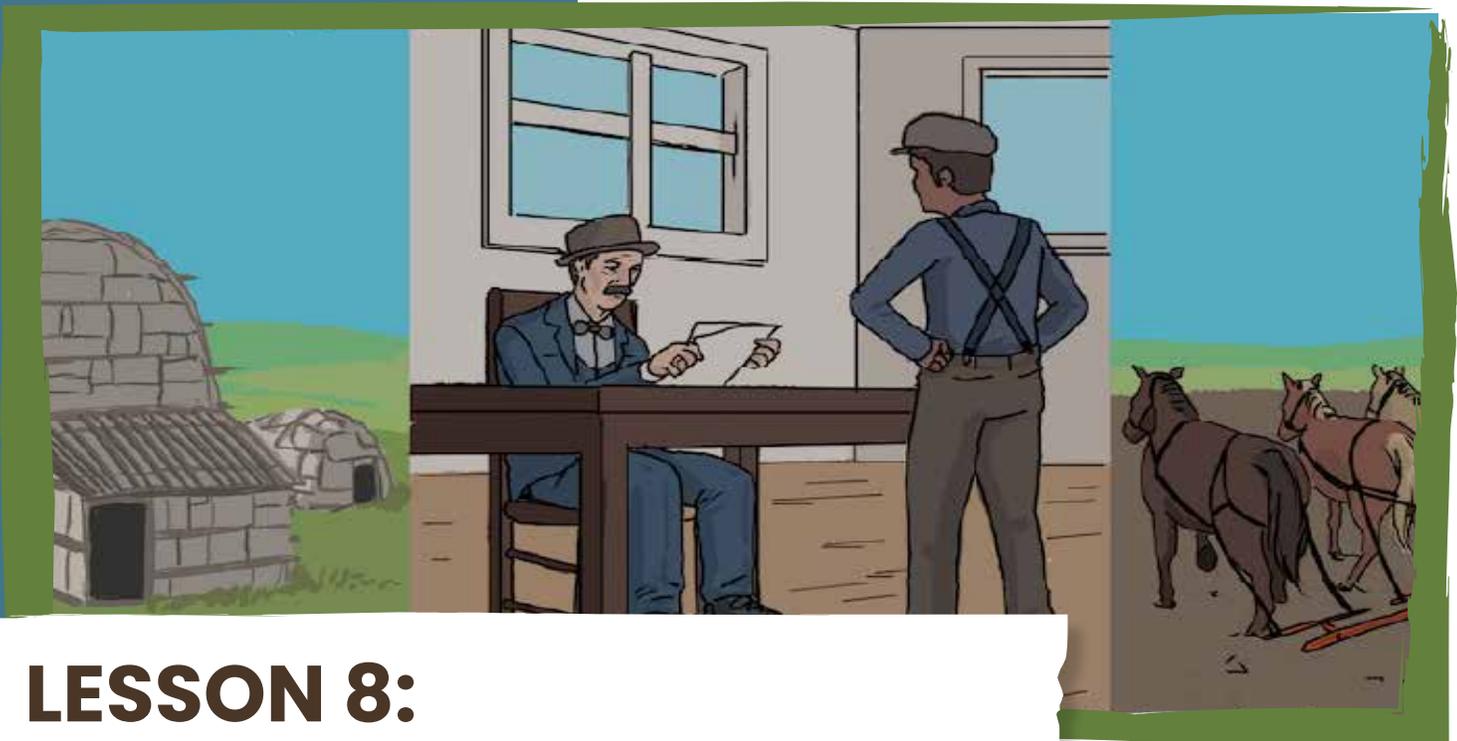
TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Can students add a new idea to “The 5Ws Handout” demonstrating an understanding of how treaties impacted agriculture in Saskatchewan?
- ✓ Can students demonstrate an understanding of treaties with their presentation, and did all students participate?
- ✓ Did all students contribute a key idea to the sticky note cloud?



LESSON 8: First Nations Farming



Essential Questions:

- What were the policies put in place to limit First Nations farmers?

Overview:

Students will learn more about the history of First Nations farming and the barriers and unfair policies that were put into place to prevent their success as farmers in Saskatchewan.



Suggested Time:

- ✓ One, 45-minute period



Materials Required:

- ✓ Scissors
- ✓ Construction paper (green, yellow, black)
- ✓ Markers
- ✓ Glue/tape
- ✓ [Lesson 8 Activity #1: Policy Role Play handout](#)
- ✓ [The 5Ws Handout](#)



Social Studies 4 Curricular Connection:

DR4.2 – Explain the relationship of First Nations and Metis peoples with the land.

- o Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).
- o Assess the impact of historic loss of land on First Nations and Métis people.
- o Investigate the process by which decisions were made about the location of reserve lands in Saskatchewan.

Lesson Outline:

Teacher Background:

To familiarize yourself with the history of First Nations agriculture in Saskatchewan, navigate to [Past > First Nations and Agriculture](#) and read through the Learning European Methods and Preventing Success sections.

- ◇ Further Reading:
https://teaching.usask.ca/indigenoussk/import/indigenous_reserve_agriculture_to_1900.php

Introduction: Preventing Success

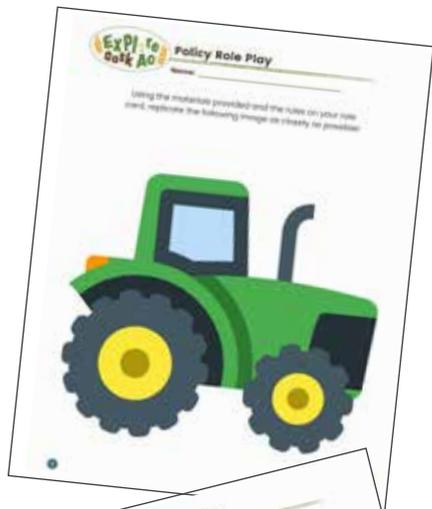
- With your class, navigate to: [Past > First Nations and Agriculture > Preventing Success](#)
- Go over the different policies put in place to limit the First Nations farmers success.
 - o Peasant Policy
 - o Pass and Permit System
- Have a discussion with your class about the fairness of these policies and how the First Nations people must have felt. Ask them to think about a time where they were treated unfairly and how it made them feel.

Activity #1:

Policy Role Play

- The class will be replicating a craft but will have to follow specific rules based on the role they are given. The craft and list of roles will be on the Lesson 8 Activity #1 handout.
- Depending on the role, there will be a list of rules and banned items that they may not use. They will then have to follow those rules when creating their craft and some may have to ask permission from the class “Indian Agent” to get permission to use certain items.
- Set a specific amount of time for them to complete their craft in.





Directions:

1. Assign a role to each student (you may want to give the class “Indian Agent” to a responsible student or say you will be acting as the class “Indian Agent”)
2. Allow the students who have the “Settler” role to come up and grab their materials and start their craft.
3. Then allow the “First Nations Farmers” to get the supplies that they are allowed to have and/or start asking the Indian Agent for permission to use the materials they want.
4. Once the time has ran out tell the class that they will be taking their craft to “market” and that the crafts that are the closest replicated will be given the highest market price! Have the students who are allowed to sell their craft hang their work from the closest replica to the most different.

Wrap Up:

Discussion

- Explain the symbolism between making a craft and farming. Review how the different policies that made making the craft/ farming more difficult for the First Nations peoples.
 - o *Had to use limited tools*
 - o *Had to ask for permission to use certain materials*
 - o *Had to ask to sell their product*
 - o *Sold their product at lower prices*
- End the discussion with the impact of these policies, and why many First Nations farmers did not carry on farming.

Assessment:

Ongoing Assessment: At the end of each lesson, students will add to their “5Ws Handout” based on what they have learned about agriculture.

Optional Additional Assessment: Informal assessment during class discussion and after role playing activity.



TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Were students able to participate in the discussion of the unfair policies that were put in place for First Nations farmers?
- ✓ Can students add a main idea to their “5Ws Handout”?
- ✓ Did students demonstrate an understanding about how the craft activity was a demonstration of unfair policies?



LESSON 9: Settlers in Saskatchewan



Essential Questions:

- Why did Europeans come to Canada and settle in the West?
- What role did agriculture play for early European settlers?
- How is immigration to Canada different now than in the past?
- Why do people continue to immigrate to Saskatchewan?

Overview:

In this lesson, students will interview an elderly person or long-time community member (possibly a family member) to learn why they or their family came to Saskatchewan. This activity helps students explore the motivations behind immigration, life for early settlers, and the role agriculture played in their settlement. Students will also compare past and present and reflect on the impact of settlement on First Nations and Métis communities.



Suggested Time:

- ✓ Two to three, 45-minute periods (plus additional time for an out-of-school interview)



Materials Required:

- ✓ [The 5Ws Handout](#)
- ✓ [Lesson 9 Activity #3: Immigration to Saskatchewan handout](#)
- ✓ Butcher Paper
- ✓ Markers
- ✓ Individual devices with internet access



Social Studies 4 Curricular Connection:

DR4.1 – Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan

- o Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis).

IN4.2 – Describe the origins of the cultural diversity in Saskatchewan communities

- o Trace and represent the history of European immigration to Saskatchewan including those who came for economic reasons (explorers, fur traders, homestead farmers) and religious reasons (Mennonites, Hutterites, Doukhobors).
- o Articulate reasons why European immigrants left their homelands and settled in Saskatchewan, with particular emphasis upon the local community and/or the individual student families.
- o Compare immigration patterns in Saskatchewan in the 19th and early 20th centuries to immigration patterns in the current era.

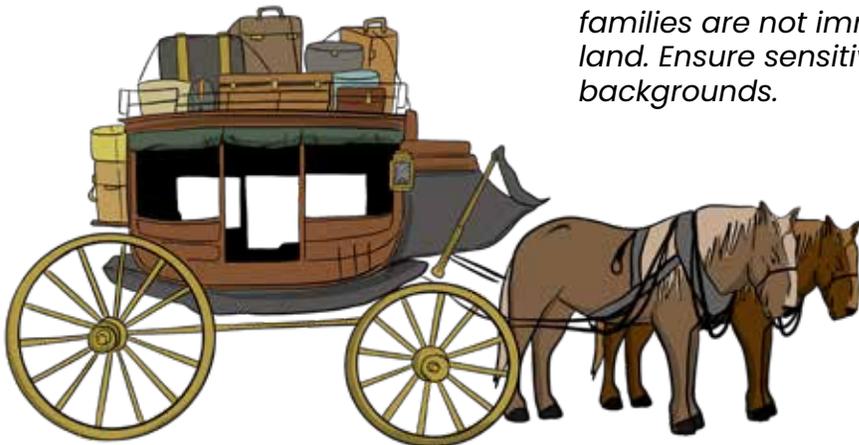
Lesson Outline:

Teacher Background:

- To explore different cultural groups that immigrated to Saskatchewan, visit ExploreSaskAg.ca.
 - ◊ Navigate to: [Past > Immigration](#)
 - ◊ For background on settler life, navigate to: [Past > Settler Life](#)
- Note: If you have a large number of students who are Indigenous to Canada skip to Activity 3.

Warm Up: Class Poll

- Start with a class poll: “Do you have any family members who moved to Saskatchewan from somewhere else? Maybe your parents, grandparents, or great-grandparents?”
- Prompt discussion about different time periods and immigration stories.
 - o *Be mindful of students with First Nations ancestry. Their families are not immigrants but are Indigenous to the land. Ensure sensitivity and respectful discussion of diverse backgrounds.*



Activity #1:

Family/Community Interview

- Explain to students they will conduct an interview with a family or community member who either immigrated to Canada or whose ancestors did.
- As a class, brainstorm interview questions. Have students write down 3-4 questions to use for their interviews. Sample questions:
 1. Why did you or your family come to Canada?
 2. Where did you or your family come from?
 - Why did you settle in the area you did?
 - What work did your family do when they arrived?
 - What were others in your community like?
 - How did people in your community help one another?
- Encourage students to bring artifacts, photos, or books if their subject is willing to share.
- Allow students a few days to complete interviews outside of class.

Activity #2:

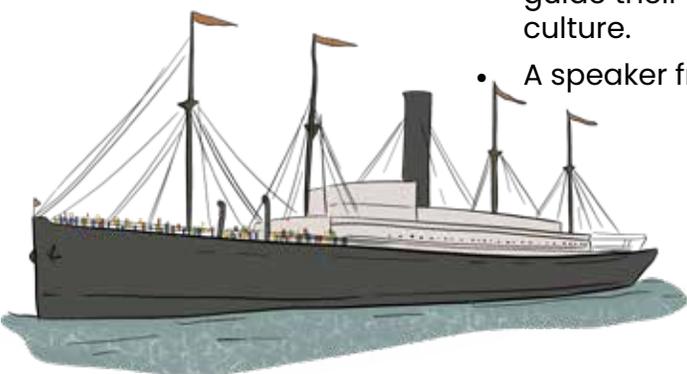
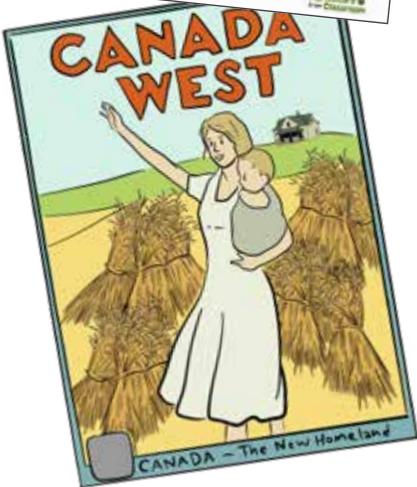
Sharing & Classroom Discussion

- Write each interview question on the top of a piece of butcher paper and hang them around the classroom.
- Have students share something interesting they learned from the interviews.
- Then place students in small groups, and have them rotate through the posters, writing their responses and observations.
- After all groups have contributed, do a gallery walk to read what others wrote.
- Facilitate a discussion about similar themes or patterns in the answers.

Activity #3:

Exploring Immigration to Saskatchewan

- Divide students into small groups and assign each group a cultural group from ExploreSaskAg.ca.
 - ◊ Navigate to: [Past > Immigration](#)
- Each group uses the “Immigration to Saskatchewan” handout to guide their research and fill in information about their assigned culture.
- A speaker from each group will present their findings to the class.





Wrap Up:

Discussion

- Bring the class together and guide a discussion:
 - *Why did people move to Saskatchewan?*
 - *How has immigration changed from early settlement (mostly rural and agricultural) to today (urban, variety of careers)?*
- Ask students to reflect quietly for a moment about whether they think it was harder to immigrate to Saskatchewan in the past or today. Then ask them to turn to a partner to share their thoughts.



Assessment:

Ongoing Assessment: At the end of each lesson, students will add something new to their “5Ws Handout” based on what they have learned about agriculture. Depending on the discussion, they may add to the **Who**, **When**, or **Why** sections.

Optional Additional Assessment:

- Collect the “Immigration to Saskatchewan” handout for further evaluation.
- Informal assessment during class discussion and sharing activities.



TEACHER NOTE!

You may want to collect “The 5Ws Handout” at the end of each lesson as a form of “exit-slip”.



Teacher Checklist:

- ✓ Can students add a key takeaway to their “5Ws Handout”?
- ✓ Did students gather information using an interview method?
- ✓ Were students able to reflect on their learning and connect it to broader themes?
- ✓ Can students explain why immigrants came to Saskatchewan?
- ✓ Can students compare immigration in the past to immigration today?



LESSON 10: Cube Assessment



Essential Questions:

- What is your understanding of Saskatchewan agriculture and the history of people who have lived and currently live here?

Overview:

Students will demonstrate their understanding of Saskatchewan agriculture and the history of people who have lived here, and continue to live here, by creating a summative project. Using a cube template, students will fill each face of the cube with key information they have learned throughout the unit.



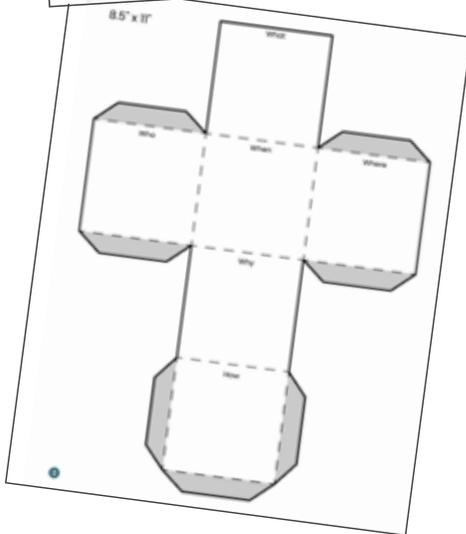
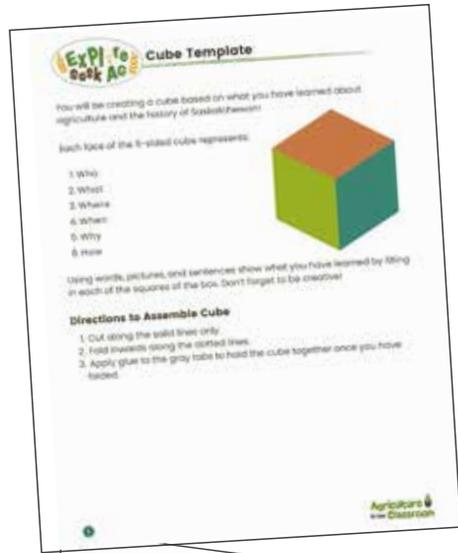
Suggested Time:

- ✓ Two to three, 45-minute periods



Materials Required:

- ✓ [Lesson 10 Activity #1: Cube Template handout](#)
- ✓ Larger paper for printing cube nets:
 - Recommended: *print the cube net on a larger piece of paper so students have more room on each face. You can find net templates by internet search or using the the Lesson 10 Activity #1 Handout and changing your printer settings to larger paper dimensions.*
- ✓ [Grade 4 ESA Unit Plan Assessment Document](#)
- ✓ [The 5Ws Handout](#)
- ✓ Access to any other handouts/assignments completed during unit



Social Studies 4 Curricular Connection:

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

IN4.1 – Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.

IN4.2 – Describe the origins of the cultural diversity in Saskatchewan communities.

DR4.1 – Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

DR4.2 – Explain the relationship of First Nations and Métis peoples with the land.

RW4.1 – Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

RW4.2 – Investigate the importance of agriculture to the economy and culture of Saskatchewan.

RW4.3 – Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.

Lesson Outline:

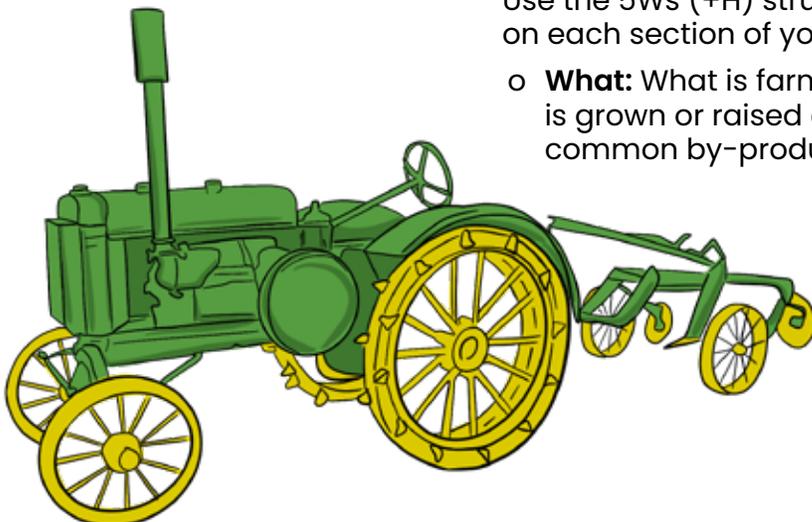
Warm Up: Review/Reflect

- Have students review their “5Ws Handout”. Ask them to reflect on what they have learned throughout the unit.
- As a class or in pairs, students can share their biggest takeaways or discuss how their thinking has changed since the beginning of the unit.

Activity #1:

Cube Setup and Brainstorm

- Hand out the cube net. Students will cut it out and prepare to fill each face with a different category of information.
- As a class, brainstorm the required content for each cube face. Use the 5Ws (+H) structure. Suggestion: “Answer these questions on each section of your cube”.
 - o **What:** What is farming? What kinds of farms are there? What is grown or raised on Saskatchewan farms? What are some common by-products?





- o **Who:** Who does agriculture affect locally and globally? Who were the first people to grow/gather food? Who were the first people who gathered and grew food from the land in Saskatchewan? Who are the Métis and what was their role historically in agriculture?
- o **Where:** Where are farms and cities located in Saskatchewan, and why? Where does the food go that is grown and raised on farms? Where did settlers and newcomers moving to Saskatchewan come from?
- o **When:** When did farming begin in Saskatchewan? When did different cultural groups arrive in Saskatchewan to begin farming and why?
- o **Why:** Why do we need farms? Why is agriculture important to Saskatchewan's economy?
- o **How:** How do farmers care for crops and animals? How did settlers survive in early Saskatchewan?

Activity #2:

Research and Creation

- Students use their prior handouts, assignments, or [ExploreSaskAg](#) to answer each of the above prompts on their cube.
- Encourage creativity! Students can add images, backgrounds, symbols, or small drawings to go along with the text information.
- Once complete, students cut, fold, and glue their cube together.

Wrap Up (Optional):

Students can share their completed cubes in a gallery walk or informational presentations. Students can walk around the classroom, pick up the cubes, and read the different sides to learn from each other's work.

Assessment:

- Use the "Cube Assessment Rubric" included in the ESA Assessment Document. Feel free to adjust the rubric as you see fit
- Optionally, provide an opportunity for students to self-reflect on what part of the unit they found most meaningful.

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