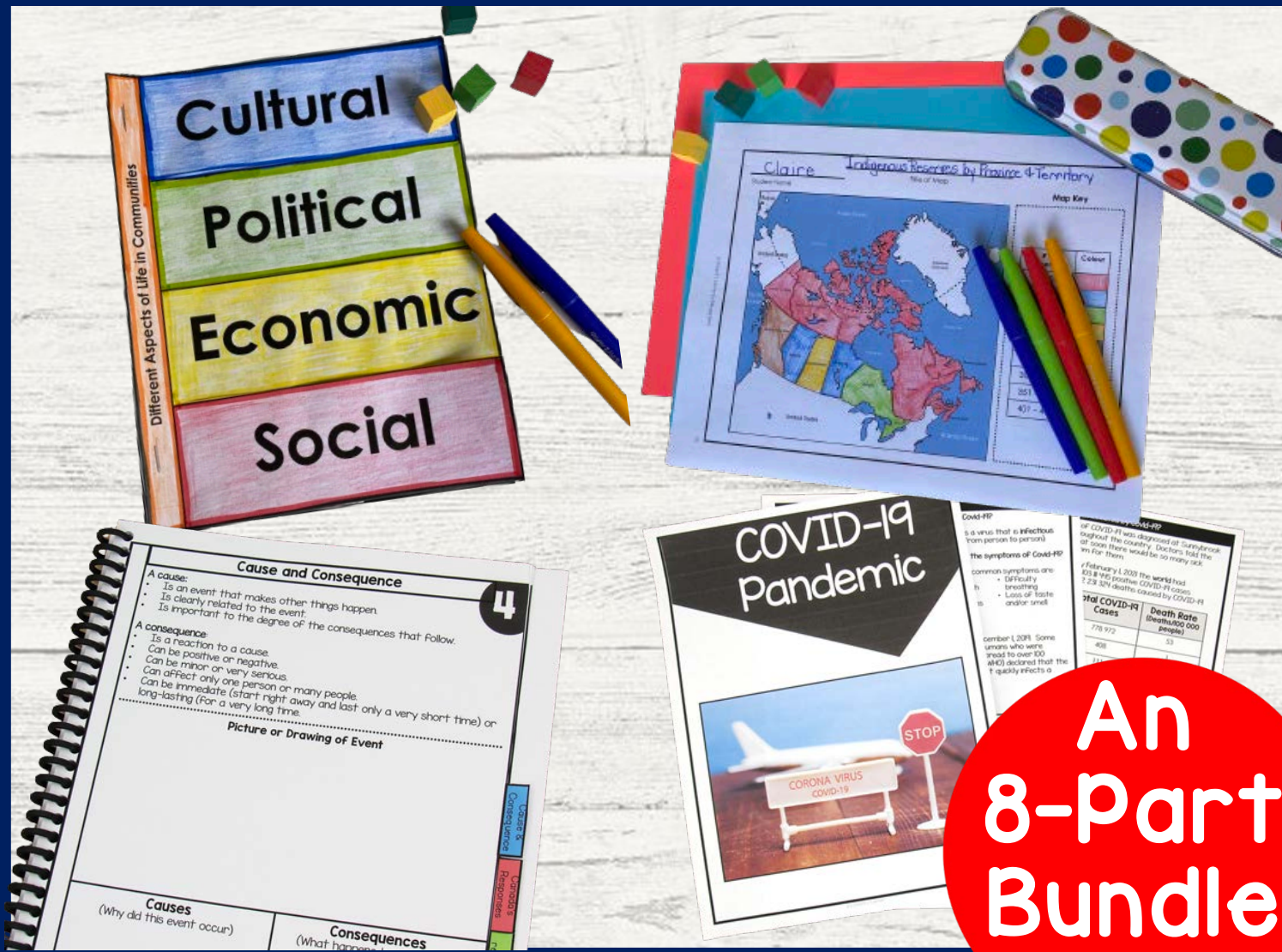


Ontario Grade 6 Social Studies Full Year Printable Bundle



Resource Highlights



Full 3-Part Lesson Plans



Student Texts



Learning Goals



Variety of Activities



Hyperlinks

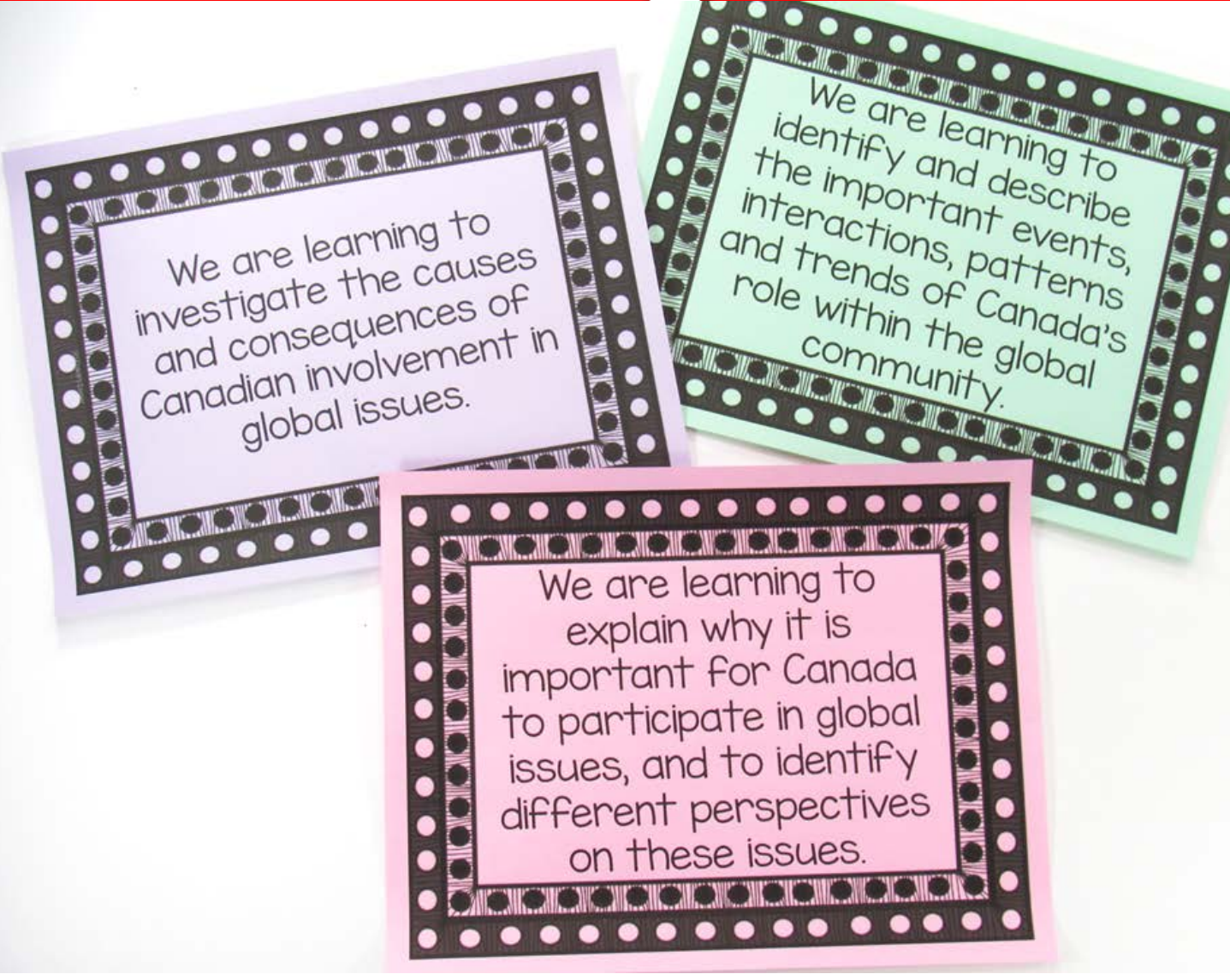


Citizenship Focus



Assessment Tools

Learning Goals



The image shows three overlapping cards with decorative borders. The top-left card is purple with a black border of white dots. The top-right card is light green with a black border of white dots. The bottom card is pink with a black border of white dots. Each card contains a learning goal related to global issues and Canada's role.

We are learning to investigate the causes and consequences of Canadian involvement in global issues.

We are learning to identify and describe the important events, interactions, patterns and trends of Canada's role within the global community.

We are learning to explain why it is important for Canada to participate in global issues, and to identify different perspectives on these issues.

**Learning Goals Tied to the Big Ideas
of the Ontario Curriculum**

Communities in Canada



Part 1: Moving From One Community to Another

1. Winnipeg
2. Attawapiskat
3. Close-Up Communities (Europeans in New France and Early Black Communities)
4. Citizenship Focus: Making Our School Welcoming
5. Inquiry Focus: Pros & Cons of a New Community

Part 2: Settler Communities & the Environment

1. Features of a Community (1)
2. Features of a Community (2)
3. Close-Up Communities (Fort McMurray, Alberta & Quebec City)
4. Protecting Our Environment
5. Different Kinds of Evidence
6. Inquiry Focus: Primary Source Photographs

Part 3: Important Events in Community Development

1. Important Winnipeg Events
2. Important Attawapiskat Events
3. Cause & Consequence in Community Development
4. Important Events in a Cultural Community
5. Treaty Land
6. Making Our Community Stronger
7. Inquiry Focus: Identify & Explain an Important Community Event

Part 4: Life in a Settler Community

1. The Canadian Identity
2. Patterns & Trends in Community Life
3. Culture in One Community
4. Ottawa: Home of Canadian Politics
5. The Economy of the Fur Trade in New France
6. Inclusiveness in a Canadian Community
7. Citizenship Focus: Celebrating Our Diversity
8. Inquiry Focus: Thematic Mapping

Part 5: Canada - A Land of Many Perspectives

1. What is "Perspective"?
2. Let's Debate
3. Close-Up Communities (Africville, Nova Scotia and Japanese-Canadians)
4. Citizenship Focus: Community Role Models
5. Inquiry Focus: A Telephone Script



Canada's Interactions in the Global Community



1. International Trade
2. Global Issues Picture Sort & Carousel
3. What is a "Global Issue"?
4. Asking Good Questions
5. Gathering & Organizing Information
6. How Do Maps Help Us Understand Global Issues?
7. Significance of an Issue
8. Significant Events, People & Developments in Global Issues
9. Cause & Consequence, Part 1
10. Cause & Consequence, Part 2
11. Patterns & Trends
12. Interrelationships, Part 1
13. Interrelationships, Part 2
14. Interrelationships, Part 3
15. Perspectives
16. Culminating Tasks

Global Issues

- Asian Tsunami
- Climate Change
- Covid-19 Pandemic
- Food Scarcity
- Haiti Earthquake
- HIV-AIDS in Africa
- Invasive Species
- Coming Soon: Ukraine Crisis

Lessons Plans



Lesson 2: Features of a Community (2)

Key Question: How do the features of a community contribute to its identity?
Grade 6 Ontario Social Studies Curriculum Expectations:
A1.1, A2.2, A2.3, A2.4, A3.6

Time Line:
2-3 Class
Periods

Materials Required

- [Rick Mercer in Fort McMurray Youtube video](#) (first 3 minutes ONLY – trust me on this!)
- [Winter Carnival in Quebec City video](#)
- [Fort McMurray, Alberta](#) and [Winter in Quebec City, Quebec](#) student texts
- Large Index cards for postcard activity



Getting Started/Minds On

- Review with students what they have learned about Canadian communities so far. Explain that they will now be learning about two new communities. Before telling them what these communities are (Fort McMurray and Quebec City), ask them to work in small groups to create questions that they might have about ANY community. Students should record their questions using a web designed by themselves
- Divide students in half, with each group researching one of the 2 communities.

Working On It

Day One

- Show students each of the videos listed above, and then ask them if any of the questions they prepared in the "Getting Started" activity were answered in a video. Allow them time to include this information in their webs.
- Distribute the student texts for each community to the appropriate groups, and allow them time to read the text.
- Ask students to add any new information to their web.

Day Two

- Discuss with students which of yesterday's sources of information they felt was more "unbiased": the videos or the student texts? This is an opportunity for you to discuss primary versus secondary sources, as well as "perspective": whose voice is being heard in the videos? Whose voice might not be represented? For example, how might a bus driver in Quebec City feel about the Quebec Winter Carnival?
- Put students in pairs, with each partner sharing information about Fort McMurray while the other partner shares information about Quebec City.

Reflecting & Connecting

(Perhaps a "Day Three" activity?)

- To have students reflect on their learning about community features and identify, have each student create a postcard from one of the communities studied so far. One side should contain an illustration showing an important feature (building, celebration, symbol, landscape...) of the community, and the other side containing a note to a friend telling the friend something about how this feature contributes to the identity of the community.

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19

Strand A

Lesson 2: Global Issues Picture Sort & Carousel

Ontario Social Studies Expectations: B2.1, B2.4

I-2 class
periods

Materials Required

6 Magazine, newspaper, and/or internet images of national and international issues, preferably ones that are relatively current and within the grasp of your students. (NOTE: due to copyright restrictions, I am not able to provide these photos. You, however, as a classroom teacher, have "Fair use" permission to use these images for single classroom use.)

Chart paper, markers

For Carousel: Pictures of a) COVID 19 Pandemic b) Habitat Protection c) Climate Change (Oil Sands) d) Food Scarcity e) 2010 Haiti Earthquake f) 2004 Tsunami g) HIV/AIDS in Africa

Getting Started/Minds On: Picture Sort

Put students in groups of 4-6 students per groups, depending upon how many issues/expert groups you plan to have in this unit.

Give each group of set of images of national & international significance.

Students work in groups to sort the pictures by National/International issues.

Have each group briefly share their pictures and how they decided which showed national issues & international issues. Allow other groups to offer their own ideas!

Working On It: Carousel

Divide students into 4 or 5 groups, depending upon whether you want to include the 5th picture (International Trade) or not. Trade will be a major whole-class focus throughout this unit, but you may choose to have 1 group also study it in a more in-depth manner.

Ahead of time, tape one of the 5 carousel pictures at the top of a piece of chart paper. Make 2 columns: Observations and Questions.

Place the chart papers around the classroom.

Give each group a different colour of marker. They will need to KEEP that colour marker as they rotate through the charts.

Have groups rotate through the charts, recording their observations & questions.

Reflecting & Connecting

- Place all charts up on a wall, and spend a few minutes discussing each chart as a whole class.
- Review the meaning of "inference", a skill that students have likely developed as they worked on their reading comprehension abilities. Remind them that
 $\text{Text} + \text{Background Knowledge} = \text{Inference}$
- Explain that the same equation holds true for images. The information we can see in an image, combined with any background knowledge, can help us **infer** what is happening in the photographs.
- Have students offer their inferences about what global event each photograph is depicting. Supplement their knowledge as needed.
- Ask students WHY it might be important for us to know about what is happening throughout the world. How might Canada be involved in these events?

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58

Strand B

Links to Relevant Sites

Extra Info for Teachers

Extra Teacher Notes

In planning this resource, I did not want to make the student text too dense, as I find that can be overwhelming to Grade 6 students. At the same time, I wanted teachers to have the information they needed to address questions that may arise during the unit. Here are a few things you may wish to address with your students!

Treaty 9/James Bay Treaty

- ❑ The treaty also stated that each Indigenous person would receive \$4.00 each summer. This amount has remained the same right up to present day Canada.
- ❑ To show how the Indigenous communities involved interpreted the treaty check out this: [The Real Agreement as Orally Agreed To](#). Hopefully students will engage with the idea that each group had a different interpretation as to the parameters of the James Bay Treaty.

Land Ownership Hierarchy

Most Indigenous peoples see ownership of the land in a different light that other people might.

1. The Creator gave the land for all people to take care of while they are on earth.
2. Royal Proclamation of 1763 (King George of England): States that Indigenous title has existed and continues to exist, and that all lands will be considered Indigenous until ceded by treaty.
3. Confederation Act: The federal government took over the "management" of all Indigenous land. The Indian Act followed soon after, creating **reserves** which Indigenous peoples could live on and use, but not own without the permission of the government.
4. Charter of Rights and Freedoms, Section 35 recognizes Indigenous rights, but doesn't create them.



QR Codes for Students

QR Codes

International Trade: Government

Statistics Canada - Canada & the World Statistics Hub (click on a country and then click "Trade")

<https://www.statcan.gc.ca/eng/stathub>



World Trade Organization (WTO) Explained in One Minute (video)

<https://www.youtube.com/watch?v=8-voHl16vFE>



Government of Canada: International Trade & Investment

<https://www.canada.ca/en/services/business/trade.html>



International Monetary Fund Trading Game

<http://www.imf.org/external/hp/exr/center/students/trade/index.htm>



International Trade: Non-Governmental Agencies (NGOs)

World Vision Canada
No Child For Sale

<https://www.worldvision.ca/no-child-for-sale/the-issue>



Fair Trade Canada

<http://www.fairtrade.ca/en-ca>



International Trade: Groups and Citizens

Craig Keilburger
Free the Children (60 Minutes Video)



Kathy Sexsmith
Peruvian Coffee Workers
<http://mcc.ca/bethechange/video/kathy-sexsmith>



Lesson 5: Treaty Land

Key Question: In what ways is our community's story the story of Canada?
Ontario Social Studies Expectations: A2.3, A2.6, A3.1

Time Line:
 1 Class
 Period

Materials Required

- Projector with internet access
- Website: [Map of Ontario Treaties and Reserves](#)
- Optional: Internet-abled devices for student use (ie. Ipads)
- Optional: [Treaty Lands](#) student sheet

Getting Started/Minds On

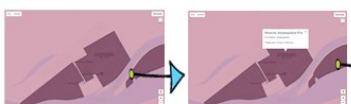
Provocation: Tell students to pretend that the gym of a nearby school has flooded, and that the principal is asking that your school share its gym with the neighbouring school. Ask students to brainstorm some questions they would have before an agreement is made between the two schools. (You may want to have students work in pairs or small groups first, before a full class discussion.) You will likely hear questions such as:

- Which school will decide when each class gets to use the gym?
- How long will we have to share the gym?
- Will we still get to use the gym as much as we do now?
- Will the other school pay us, or share something with us in return?

You will want to highlight the fact that when a person or group wants to use the property of another person or group, they need to come to an agreement that both sides are happy with.

Working On It

- Carrying on the conversation from "Getting Started", remind students of what they have already learned about the agreements made between Indigenous Peoples and various governments in Canada.
- Show students the [Map of Ontario Treaties and Reserves](#) where Attawapiskat is located using the search have students click on the dark section.
- Continue clicking until students find the "Treaty 9" together.



- Ask students if they think that their community is
- Either as a whole group activity using one computer or technology such as Ipads, have students use the map to find any treaties that involve the

Reflecting & Con

- Discuss what students have learned about the community.
- Ask them to reflect upon if this treaty was fair to
- Ask students to consider how their new learning about how our country was created. How does Canada?
- Optional: Have students complete the [Treaty L](#)

Treaty Land

Name: _____

The name of my community is _____

My community is located on the following treaty territory:

This territory is covered by Treaty Number _____

The most important thing about this treaty is _____

It is important that we know about this treaty because _____

Mapping

Strand A

Making a Thematic Map

Name: _____

Every few years the federal government asks Canadian citizens to take part in a **census** to help the government learn more about the population of the country. People answer questions about things such as their age, job, ethnic origin, religion, and place of birth. The government then arranges the information by province or territory, and then by cities, towns, and villages. This helps the government know which areas are getting larger and smaller, so they can use tax money as wisely as possible.

In 2011 the following information about where Indigenous Peoples Reserves were located in the country was released:

P/T	NL	PEI	NS	NB	QC	ON	MN	SK	AL	BC	YT	NWT	NT	Total
RES	3	4	25	18	27	139	75	168	81	419	0	2	0	961

You can use this information to create a thematic map of Indigenous Peoples Reserves in Canada.

- On the map below, write the number of reserves for each province and territory.
- You will use colour to show an approximate **range** of reserve data on this map. Assign a colour for each range. For example, provinces/territories that have between 0 and 50 reserves could all be blue, while those between 51 and 100 reserves could be red. You can decide on your own range of data, OR use the chart below!
- Lightly colour the map below according to your key.
- Once you are happy with your map, redo it in good form on the following page, including your own key.
- Choose an appropriate title for your thematic map.

# of Reserves	Colour
0 – 50	
51 – 100	
101 – 150	
151 – 200	
201 – 250	
251 – 300	
301 – 350	
351 – 400	
401 – 450	



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17

Mapping

Strand B

Flow Maps - Try It Yourself!

Canada is the largest importer of goods from the United States. Look at the information regarding the top 5 types of products our country imports from the USA in 2018. Create a Flow map showing this information.

Type of Product	Value (in Billions)
Vehicles	\$52
Machinery	\$43
Electrical Machinery	\$25
Mineral Fuels	\$20
Plastics	\$11

Flow Maps

- Use arrows to show the direction that goods move from one location to another
- Use arrow thickness to show the relative amounts or value of the goods moving



Remember to label the countries on this map of North America!

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18


Flow Mapping

Student Texts




Strand A

Strand B



Close-Up

Elliot Lake, Ontario



Elliot Lake is a small community just north of Lake Huron that has seen several changes during its existence. Like other communities in Canada, it had to adapt to events that **transformed** (changed) the way the community worked!

In the early 1950's, **uranium** (a radioactive metallic element used in nuclear fuels and weapons) was discovered in the Canadian Shield near Elliot Lake. The Government of Ontario wanted to make sure that they would have enough people in the area to develop a community to work the mines in the area, and the city of Elliot Lake was born!

Many people moved to Elliot Lake to get good-paying jobs in the area mines, and by 1960 the town had a population of 25 000! The **infrastructure** of the town was built to serve the needs of the mining community, which needed roads in and out of the mines, stores for the people who moved there to buy supplies, and schools and hospitals for the families of the men (and women!) who worked in the mining industry.

Elliot Lake became a "single industry town", which means that the citizens depended upon one major industry for survival, the mining of uranium. This was fine when the demand for uranium was high and it could be easily sold for a good price, but by the early 1960's the United States government announced it would no longer buy uranium from Canada, and people began leaving the area as the mines no longer needed so many employees. By 1964 employment in the mines had fallen from 8500 to 1060, and by 1966 only 6700 people lived in Elliot Lake.

However, in the 1970's and '80's, things improved when the mining companies signed long term contracts with Japan and Britain, as well as with Ontario to supply uranium for nuclear power plants. The population rose again, this time to 20 000, but sadly in the 1990's there were fewer buyers as there were fewer nuclear power plants being built as people were worried about the safety of these plants. Also, Saskatchewan had now started producing uranium, so Elliot Lake was no longer the only Canadian source of this product.

Boom and Bust??

Elliot Lake has experienced a "boom and bust" economy:

Boom: demand & price for a product is high, so many people are hired and the community grows quickly

Bust: demand & price of product is low, production is reduced, so workers are laid off and move away

With so many people moving away from Elliot Lake, the town was in danger of disappearing off the map! The citizens realized that since uranium could no longer draw young families people to the area, they would have to find something new to make the area attractive to newcomers. Instead of young people, they now advertise the town as a place for retirees to come and live. Advertisements are placed in magazines showing older people enjoying the beautiful scenery and low-cost homes in the area, and it is now a very successful community. The median age of the citizens in Elliot Lake is 57.1, while the median range of citizens in the province is 40.4!

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24

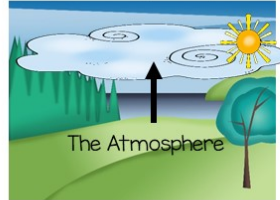
Climate Change & Global Warming

What is Climate Change?

Recently much attention has been given to "climate change", but what does this mean?

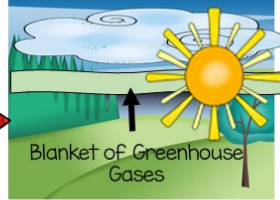
Scientists have known for a long time that our earth is warmed by energy from the sun. This energy passes through the atmosphere around the earth and warms its surface.

As the earth warms up, it sends heat energy back into the atmosphere. Some of this heat is absorbed by gases in the atmosphere such as carbon dioxide (CO₂), nitrous oxide, methane, and water vapour. These gases keep the heat of the sun on the earth's surface.



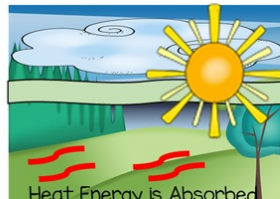
The Atmosphere

The earth's atmosphere is all around us. It is the air that we breathe.



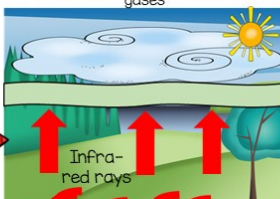
Blanket of Greenhouse Gases

Sunlight enters the earth's atmosphere, passing through the blanket of greenhouse gases



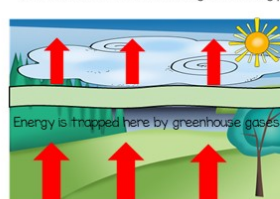
Heat Energy is Absorbed

As it reaches the earth's surface, the land & water absorb the sunlight's energy.



Infra-red rays

Once absorbed, the energy is sent back into the atmosphere in the form of Infra-red rays.



Energy is trapped here by greenhouse gases

This process is called "global warming". While some of the heat is important as it keeps the earth warm enough for us to live, global warming is keeping the earth's surface warmer than normal. This increase in temperature is causing dangerous situations for humans, plants, and animals.

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149

Answer Keys



Strand A

Causes & Consequences of the Discovery of Uranium in Elliot Lake			
Possible Responses			
Name: _____			
Source of Information	Immediate Causes	Immediate Consequences	Long-Term Consequences
Text: <u>Elliot Lake, Ontario</u>	<ul style="list-style-type: none"> Uranium is discovered near Elliot Lake in 1950 United States stops buying uranium from Canada in 1960's Contracts are signed with other countries 	<ul style="list-style-type: none"> Many people move to the area for jobs Town was built to serve the mining industry Population dwindled to 6700 in 1966 Population rose again to 20 000 	<ul style="list-style-type: none"> By 1960, 25 000 people lived in Elliot Lake Population changes according to the supply & demand for uranium throughout the world
Video: <u>A City is Born</u>	<ul style="list-style-type: none"> There was no government in place to organize the new mining area Land was rocky and hard to build upon Homes weren't being built quickly enough to keep up with demand 	<ul style="list-style-type: none"> The government & mining industry had to work together to create the town Town had to be split into 2 sections Shacks & mobile homes were used until permanent homes could be built 	<div>As this film was made soon after Elliot Lake was created, it does not address long-term consequences of development!</div> <ul style="list-style-type: none"> Health & safety was in danger because of improper housing & sanitation
Student Discussion	Responses will be dependent upon items brought up during the class discussion!		

Name: Jack

Healthy Kids: Thematic Mapping the Canadian Identity

Each area of Canada has something to contribute to the Canadian identity. Choose one of the following topics and create a thematic map of your country. Color, shape, natural resources, food, music, celebrations or your own choice.

What does this map tell us about Canadian identity?

A large part of Canada has a younger population. Ontario has a large senior population. Areas near the U.S. border have diverse populations. Canada can be seen as a "young" country as it is still growing, as seen by its younger population.

Strand B

Teacher Example

Important Global Issues

2

Issue

COVID 19 Pandemic

I think that Canada should be involved in the COVID 19 response because this virus is affecting every part of the world. Scientists from each country can work together to find a vaccine and cure that every country could use. Each country's government should give money to the scientists. World leaders should be working together to reach a common goal.

Why Canada Should Be Involved

Issue

Climate Change

I think that Canada should be involved in responding to climate change because this is an issue that affects all parts of Canada and the world. Canada needs to set goals with other countries to reduce greenhouse gases so that the world is a safer place for everyone. If only one country takes action, it is not enough to make a significant difference.

Why Canada Should Be Involved

Issue

Habitat Protection

Canada needs to be involved in habitat protection because many of the wildlife that we depend upon live in other areas of the world. For example, our entire world depends on the honeybee. For many reasons, and if the honeybee becomes extinct, the human race is in trouble. Canada must work with other countries to protect wildlife.

Why Canada Should Be Involved

Student Tasks

Strand A

Strand B: Flipbook to Document Student Learning



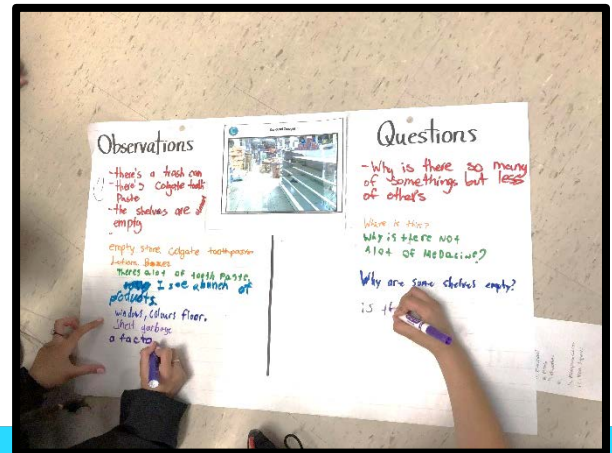
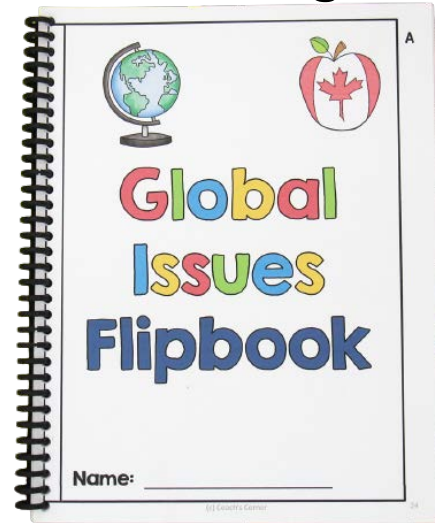
Citizenship Focus: Protecting our Environment

- In a small group, make a list of 3-5 areas in your community in which the natural environment is important. For example: a local pond, dog park, riding trail, or community garden.
- Think about each area on your list. Which of the areas are most in need of some help to continue to be a safe area or a safe source of food, water, or other essential need of the local citizens?
- Choose the area that is in need of the most protection, and find out more about which level of government is in charge of the area: federal, provincial/territorial, or municipal.
- Make an "action plan" for how you will let the proper level of government know that you think there is a specific problem. You can also write letters, call the local government representative, contact the local newspaper, make posters to put in the community, etc. to make people more aware of the problem.
- Use the form below to organize your information:

Comparing Communities

- Read the chart to learn about what kind of amenities can be found in Attawapiskat.
- Add any other categories in the empty spaces in Column 1.
- Print the name of your own community at the top of Column 3.
- Do research to find out the proper information for each amenity in your community. Record it in the proper space in Column 3.

Amenity	Attawapiskat	
Number of Stores	1 (Northern)	
Cafes	1	
Source of Fresh Water	Boiled water	
Playgrounds	0	
Doctors	0	
Hospitals	0	
Nursing Stations	1	
Schools	2	
Roads	Dirt/gravel	
Airports	1	



Assessment Tools



Learning Goal & Success Criteria (Knowledge Building Circle)

Date: _____

EXAMPLE

Content Learning Goal: We are learning to explain why it is important for Canada to participate in global issues, and to identify different perspectives on these issues.	Inquiry Skill Learning Goal: We are learning to gather & organize information about global issues.
Success Criteria	Success Criteria
<ul style="list-style-type: none"> I can relate one or more key reasons why Canada should participate in a particular issue. I can identify two different points of view about a global issue. I can explain why an issue may be important to the global community. 	<ul style="list-style-type: none"> I can locate information about a global issue using the internet, books, or other media. I can find specific data to show the impact of international response to a global issue.
Name: KARLIE - RESPONDED TO JACK'S QUESTION RE: OIL SANDS; SAID THAT THE FIRST NATIONS GROUPS FEEL THAT THE SANDS VIOLATE THEIR PRIOR TREATY RIGHTS	Name: TERRY - SHARED AN ARTICLE HE FOUND IN AN OLD "CANADIAN READER" ABOUT THE TSUNAMI, AND EXPLAINED THE MAP INCLUDED IN THE ARTICLE
Name: LANDON - NOTED THAT THE CANADIAN GOVERNMENT HAS A VERY DIFFERENT POINT OF VIEW ABOUT THE IMPORTANCE OF SUPPORTING AFRICAN COMMUNITIES THAN STEPHEN LEWIS DOES, & EXPLAINED BOTH POINTS OF VIEW	Name: CLAIRE - USED QR CODES TO LOCATE DATA ABOUT THE RESPONSIBILITIES OF THE WHO AS IT APPLIES TO AIDS IN AFRICA
Name: DANIEL - STRUGGLED SOMEWHAT TO EXPLAIN WHY CANADA SHOULD CARE ABOUT THE HIV/AIDS PANDEMIC IN AFRICA; SAID THE MAIN REASON WAS TO STOP AIDS FROM COMING TO CANADA	Name: McKENNA - QUESTIONED COOPER ABOUT THE DATA HE SHARED ABOUT CLIMATE CHANGE, SAYING THAT THE GOVERNMENT WEBSITE COOPER USED IGNORED THE ORAL ACCOUNTS OF FIRST NATION COMMUNITIES
Name:	Name:

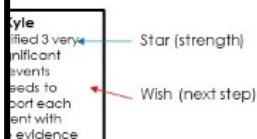
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211

Assessment (sigh...)

More than once during the unit, you will be evaluating their progress. I have found that, while saving my sanity, is not an organizer such as the one below, from the Ontario Social Studies Curriculum. On this page, I have "linked" at the top, and then use either oral discussions to assess this skill.

You could then write a quick "star & a wish" for each student's work cards, because then you have a student's written "star & wish" anyway, which goes onto my "grid". Here's what it might look like:



Application - Application

Knowledge & Skills
Knowledge, concepts & new contexts

C: Making Connections Between Contexts
makes connections between issue being studied and other situations

I have included 4 Assessment grids – one for each section of the Social Studies rubric

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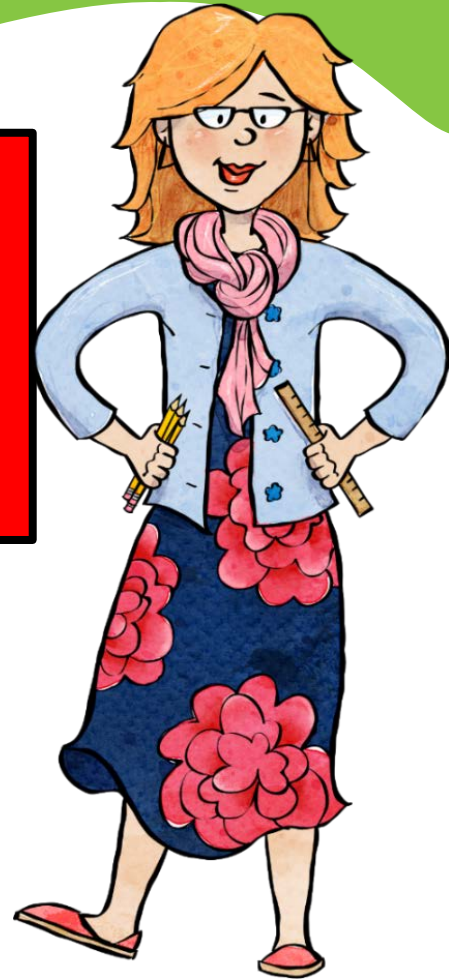
10

Teacher Feedback

This resource is phenomenal. By far, the best resource out there for Grade 6 Social Studies. It is engaging, differentiated, and very thorough. Thank you so much!

I love these engaging and interesting lesson ideas/plans. It has saved me so much time in planning! Easy to follow and engaging lesson ideas. Thanks so much!

Thank you for sharing this incredible resource. It is very well-rounded and exactly what our board is looking for. You have saved me hours and hours of planning!



PLEASE READ!!

To get a more thorough look at what is included in this full-year printable bundle, please take a moment to look at the preview files for EACH of the components before purchasing!



Also Available....

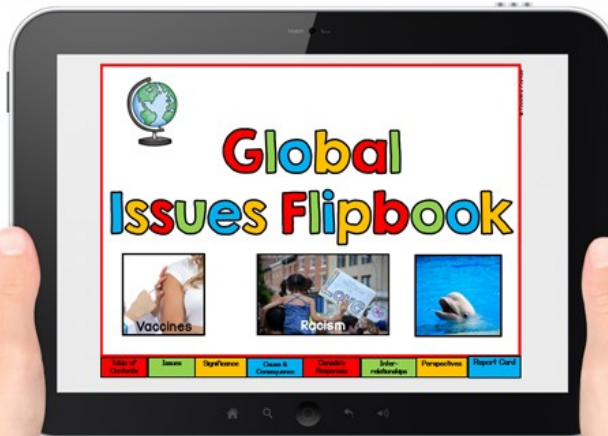
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Ontario

Gr. 6 Social Studies



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