

Ontario Gr. 6 Social Studies Printable & Digital Full Year BUNDLE

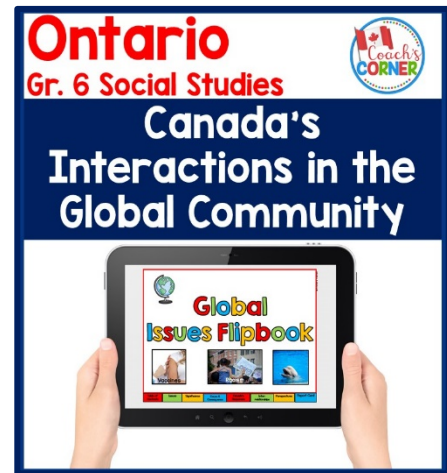
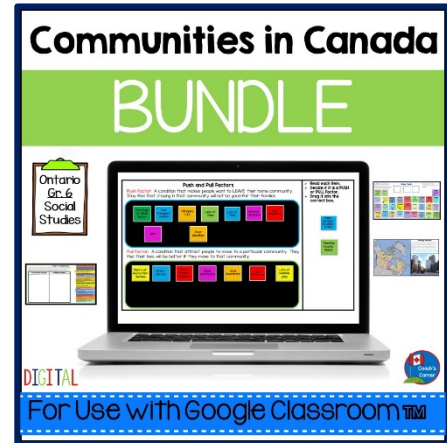
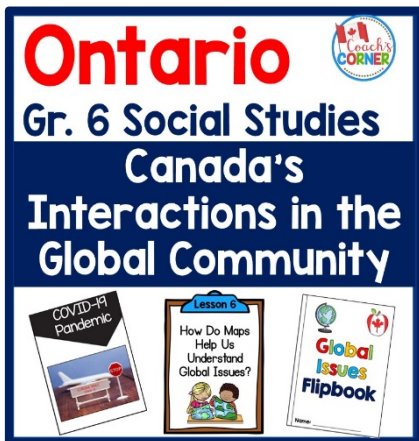
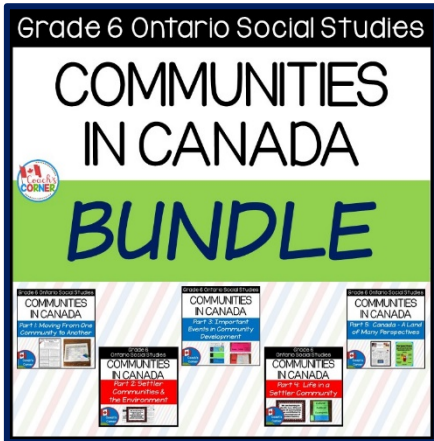


Strand A:
Communities
in Canada

Strand B:
Canada's
Interactions
with the
Global
Community

Full Year of Social Studies

PRINTABLE
PDF VERSIONS



DIGITAL VERSIONS
(Created with Google Slides)

Two Complete Versions

Perfect for transitioning between in-class and distance learning!

Great for "hybrid" model as well!

Lesson 2: Important Events in Attawapiskat's History
Key Question: How have the events in Attawapiskat's history affected its identity?
Ontario Social Studies Expectations: A2.4, A2.5, A3.4, A3.5

Materials Required

- Important Events in Attawapiskat History student sheet
- The People of the Attawapiskat River: Elliot Lake video
- Spinning on How Important Was It?

How Important Was It?: Determining Historical Significance

Student: _____

Event: _____

Give a rating for each criteria.

	1. Not at all important	2. Somewhat important	3. Important	4. Very important	5. Extremely important
Relevance: Who needs to know about this event: only a few, or many?					
Impact: How many people were affected? How long was the impact felt in the community?					
Consequences: How serious were the effects of the event to the community?					

Overall Significance to the Community: 1 2 3 4 5
Overall Significance to the Canadian Identity: 1 2 3 4 5
Reasons: _____

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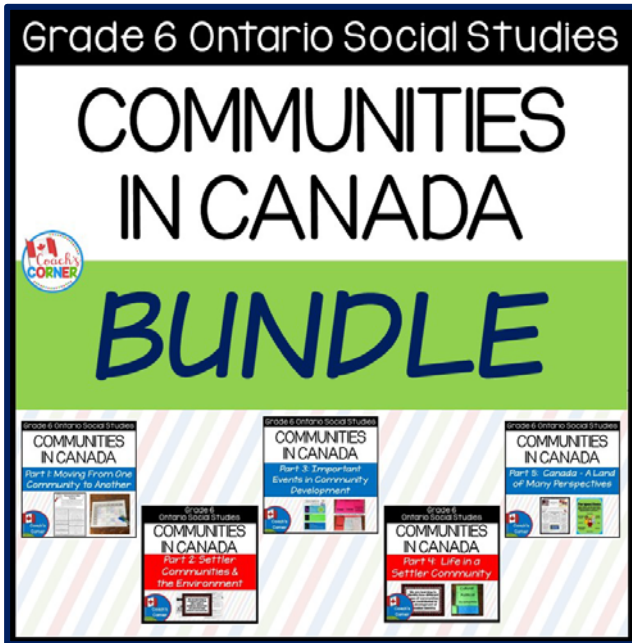


Finish Lesson 2 while "in-class" with printables...

...then move seamlessly to Lesson 3 using the digital version.

Communities in Canada

A



Printable for Regular
In-Class Lessons



Digital for Distance Learning
OR Students with IEP
Accommodations

Based on 2023 Ontario Gr. 6
Social Studies Curriculum

Unit Structure

1

This unit leads students on an exploration of many different Canadian communities, both historical and current. I have chosen the communities of Winnipeg and Attawapiskat to be the “pillar” communities, as they are very different from each other, but students will also explore:

Early Black Communities

Québec City

L'Arche

Europeans in New France

Fort McMurray

Africville, NS

Indigenous Peoples in Canada

Japanese-Canadians

Ottawa

Elliot Lake

Jewish Communities in Toronto & Montreal

New for 2023!

Three-Part Lesson Format

2

Getting Started

Lessons focus on a curriculum expectation or “Concept of Disciplinary Thinking”, with an engaging activity.

3

Working On It

Students explore a community (ie. Japanese-Canadians during WWII) while applying a skill (ie. mapping) or concept (ie. Cause & consequence).

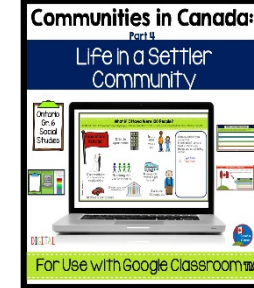
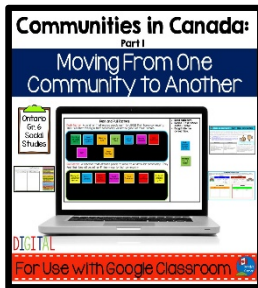
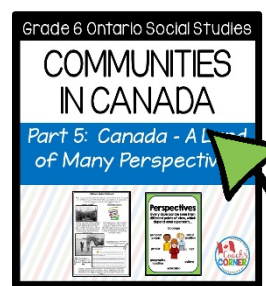
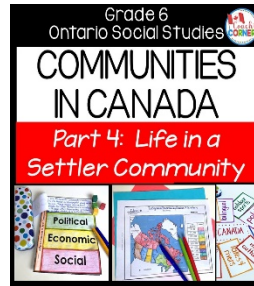
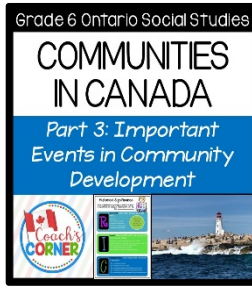
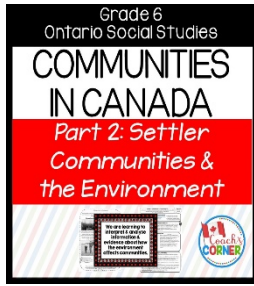
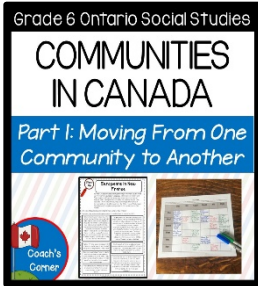
4

Reflecting & Connecting

The class gathers to share information about their learning and to reflect upon how that lessons' focus contributes to their collective understanding the many types of Canadian communities, the role that individual citizens can play in improving these communities, and the “Canadian identity”.

Unit Components

5 Printable PDFs



Part 5 has not been digitized as it contains a large debate component, that doesn't lend itself well to this format.

4 Digital Google Slides

- Teacher-led lessons
- Students explore a wide variety of current and historical Canadian communities

5 Mini-Units

30 Activities

Part 1: Moving From One Community to Another

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

Part 2: Settler Communities and the Environment

1. Features of a Community (1)
2. Features of a Community (2)
Close-Up Communities:
 - Fort McMurray, Alberta
 - Winter in Québec City
3. Citizenship Focus: Protecting Our Environment
4. Different Kinds of Evidence
5. Inquiry Task: Environmental Features of a Community

Part 3: Important Events in Community Development

1. Important Events in Winnipeg's History
2. Important Events in Attawapiskat's History
3. Cause & Consequence in Community Development
4. Important Events in a Cultural Community
5. Citizenship Focus: Making Our Community Stronger
6. Inquiry Task: Menu Board: Important Events in a Community

Part 4: Life in a Settler Community

1. The Canadian Identity
2. Patterns and 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. Inquiry Task: Celebrating Our Diversity

Part 5: Canada - A Land of Many Perspectives

1. Perspective
2. Let's Debate (1)
3. Let's Debate (2)
4. Let's Debate (3)
5. Unsung Community Heroes
6. Inquiry Task: A Telephone Script



3-Part Lessons in PRINTABLE VERSION

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

Materials Required

- [Rick Mercer in Fort McMurray Youtube video](#)
- [Winter Carnival in Quebec City video](#)
- Blank Paper to create question webs (1 per group)
- [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. Explain that they will now be learning about two new communities. Before 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. Allow them time to include this information in their webs.
- Distribute the student texts for each community to the appropriate groups. Give them time to read the text.
- Ask students to add any new information to their webs.

Day Two

- Discuss with students which of yesterday's sources of information they felt were "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 best represented in the videos? Whose voice might not be represented? For example, how do the drivers in Quebec City feel about the Quebec Winter Carnival?
- Put students in pairs, with each partner sharing information about Fort McMurray and 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 each student create a postcard from one of the communities studied so far. On the front of the postcard should contain an illustration showing an important feature (building, celebratory event, landscape...) of the community, and the other side containing a note to a friend about something about how this feature is important to the community.

(c) Coach's Corner

Timeline:
2-3 Class
Periods

Lesson 4: Important Events in a Cultural Community

Key Question: How Do Some Events Change a Community?
Ontario Social Studies Expectations: A2.4, A2.5, A3.1, A3.4, A3.5

Timeline:
1-2 Class
Periods

Materials Required

- [Indigenous Peoples in Canada](#) student text
- [Value Cards](#) – copy enough so that each student gets 3 cards
- [Important Events in Indigenous Peoples' History](#) student chart



Getting Started/Minds On

- Discuss the meaning of "value" as it relates to personal standards (something that a particular person, group, or community considers to be important).
- Distribute individual value cards so that students each have 3 different cards (ie. power, beauty, and ecology).
- Tell students that they may keep all 3 cards, or trade 1 or more of them for another value card that a classmate has. Each student should be looking for cards that state the values that are most important to him/herself.
- Allow students approximately 10 minutes to mingle and trade value cards until most students are satisfied with the cards that they now hold.
- Have a class discussion for students to explain why the values they now hold are ones that they feel are most important to them. Ask what they would do if one or more values were taken away from them. How would that change their lives?

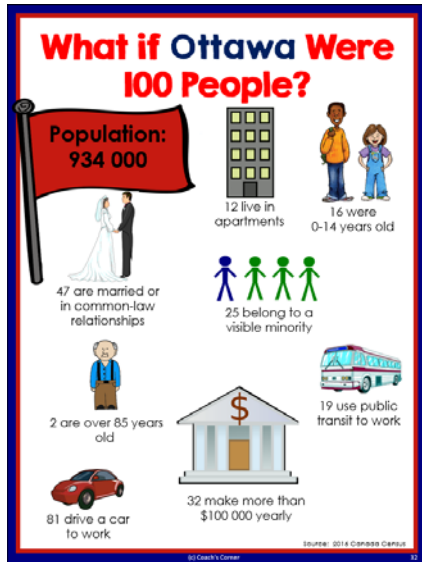
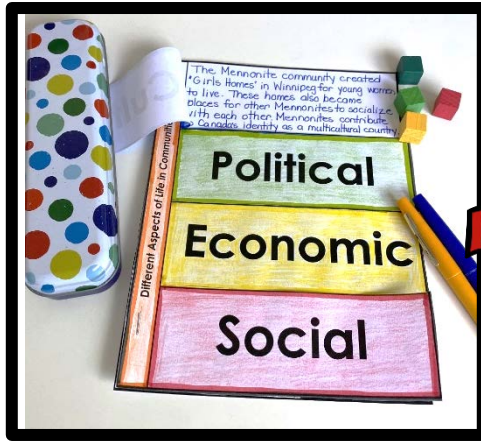
Working On It

- Ask students what they already know about the lives of Indigenous Peoples before the arrival of the early explorers and Europeans in New France & early Canada. What do they feel may have been most important to the Indigenous Peoples? To the Europeans?
- Distribute the [Indigenous Peoples in Canada](#) student text. Discuss how the information there is organized in chart form.
- Have students read the texts in groups, pairs, or independently, depending upon student ability.
- Refer to the "RIC" criteria for historical significance, and the [Cause & Consequence](#) posters from earlier lessons. Ask students to work in groups of 4 to discuss which 3 events from the student text they feel would have the most impact on Indigenous communities, and what the consequences of these events would be. What values do they think the Indigenous communities might have had before the arrival of the Europeans, and how have these values been affected by the Europeans?
- Explain that students are to choose ONE of the events in Indigenous Peoples history, and complete the [Important Events in Indigenous Peoples' History](#) chart

Reflecting & Connecting

Ask students to reflect upon the Value Cards activity from "Getting Started". After having read about events in Indigenous history, can they discuss which values the various parties involved in treaty-making would have brought to negotiations? Can they identify whose voices and values may not have been made during the treaty-making process?

Printable & Digital Versions Cover Same Content



Perfect for distance learning,
AND for IEP accommodations!

Student-Friendly Text



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 Ontario government wanted to make sure that they would have enough people to work the mines in the area. As a result, the city of Elliot Lake was born!

Many people moved to Elliot Lake to get good-paying jobs in the area mines. 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. Elliot Lake needed roads in and out of the mines, stores for the people who moved there to buy supplies, and schools and hospitals for the workers.

Elliot Lake became a "single industry town". This 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. However, by the early 1960's the United States government announced it would no longer buy uranium from Canada. 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.

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. 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??

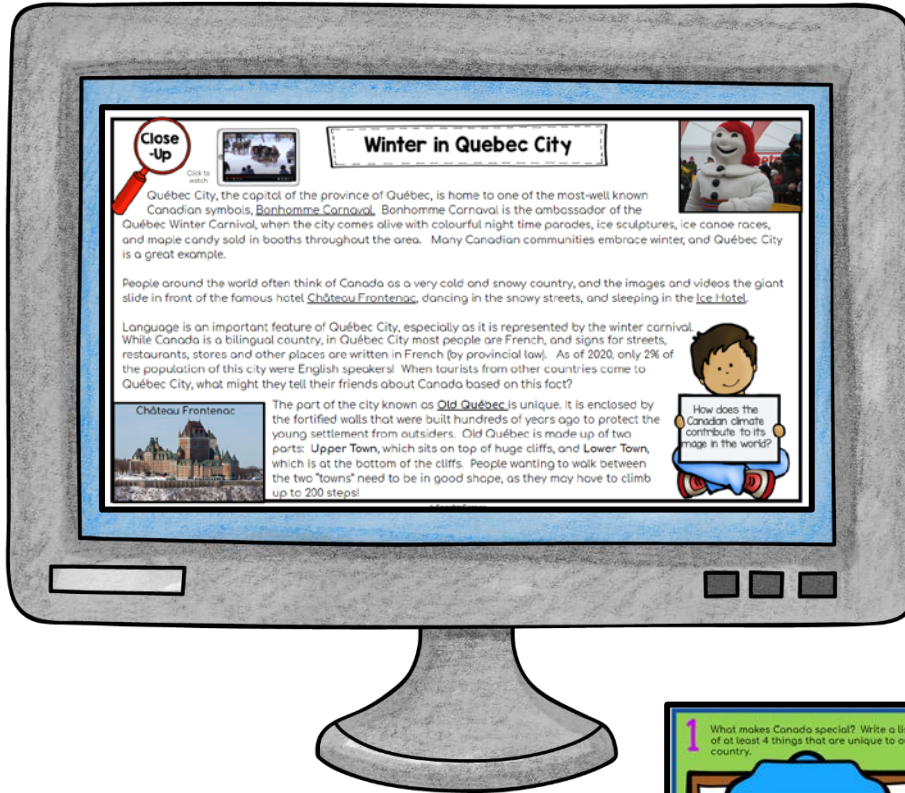
Elliot Lake has experienced a "boom and bust" economy:

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 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!

95% Editable Text in DIGITAL VERSION



Draggable Items

- What makes Canada special? Write a list of at least 4 things that are unique to our country.

1. Type your list here
- Click on the screen below to watch a short video about Canada. This video was made by students in Germany as a project about our country.


Do you think these students' ideas about Canada are correct? Why or why not?

Type here
- Now that you've thought more about what makes Canada special, make a collage of words describing what makes our country unique.
 - Type one item in each box.
 - For example: pet, food, etc.
 - Move the boxes around to make an arrangement that looks like!

Type here

Type here

Type here

Type here

Type here

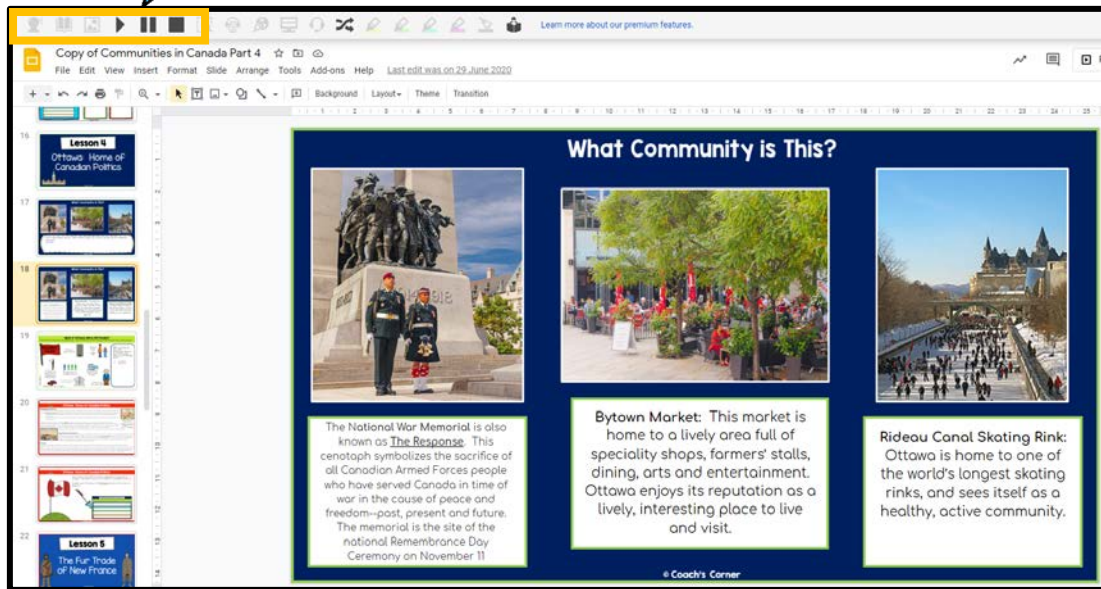
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Type here

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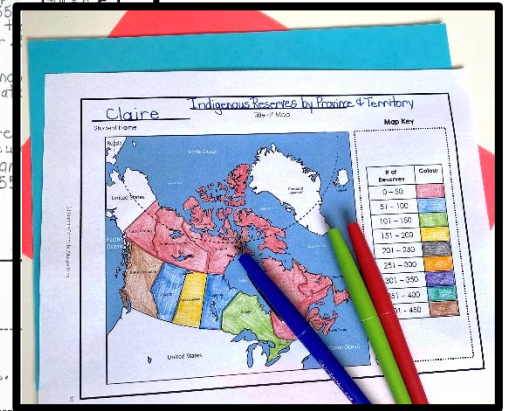
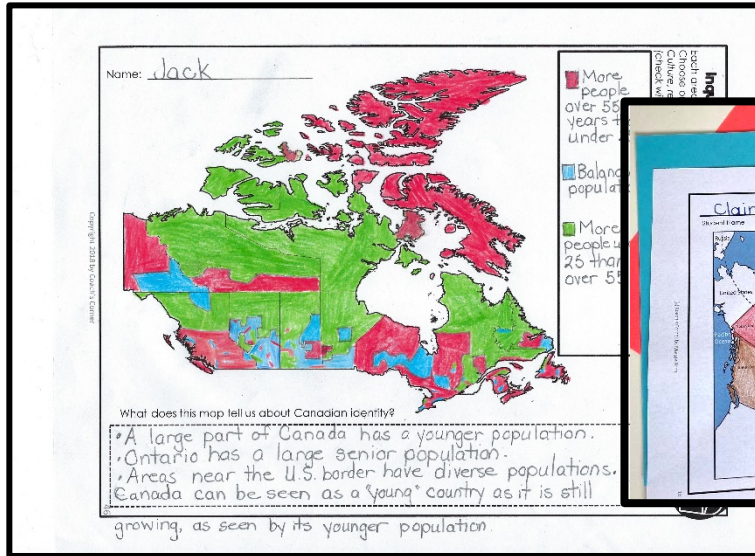
Students simply type in their answers, or use Google Read & Write's dictation tool!

Digital Version Can be Used with Google Read & Write



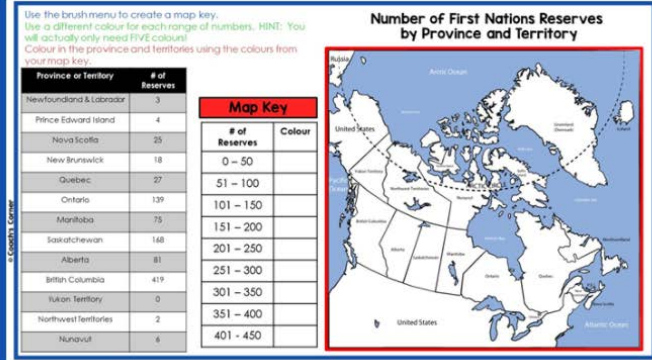
Mapping

Printable



Digital

Teacher-Only Slide!!!

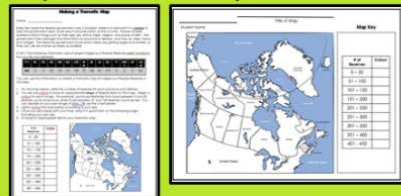


You will find the Google Jamboard file of this interactive map in the Google Drive folder for this Part 4 resource!

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Jamboard Mapping

In the regular (PDF) version of this mapping activity, students would simply be given a paper copy of these activity sheets. They would create a map key using coloured pencils, and then use that key to colour in the map.



In a distance learning situation, however, it becomes more complex. I have created a Google Jamboard version of this activity for students to use that platform's markers to create the key and colour in the provinces and territories. The image to the left shows what this slide looks like! *You will find this Jamboard activity in the Google Drive folder for this unit, and can assign it to students from there.*

Clear Student Instructions

Digital Version

The screenshot shows a digital assignment interface. On the left is a table titled 'Community Features' with columns for 'Feature', 'Winnipeg', and 'Attawapiskat'. The table has three empty rows for data entry. To the right of the table is a section titled 'Instructions' with five numbered steps. Below the instructions are ten colored boxes representing different community features: climate, natural resources, economy, language, hazards, wildlife, recreation, special buildings, religion or spiritual beliefs, and population. A red arrow points from the 'Digital Version' header to the 'Instructions' section, and a blue arrow points from the 'Additional Teacher Notes' header to the 'Teachers' section at the bottom.

Feature	Winnipeg	Attawapiskat
	•	•
	•	•
	•	•

Instructions

1. Choose 3 features below. Drag each one to a box in the first column.
2. Watch [this video](#) about Winnipeg.
3. Watch [this video](#) about Attawapiskat.
4. Fill in the chart to show the features of each community.
5. Read the texts about each community and add anything new that you learned.

Community Features:

- climate
- natural resources
- economy
- language
- hazards
- wildlife
- recreation
- special buildings
- religion or spiritual beliefs
- population

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Teachers: Students may need to use information from [Communities in Canada: Part 1 Moving from One Place to Another](#) to assist them with this task. In addition, they may want to consult other classroom materials and/or online sources for some of these categories. You are able to edit the table and assignment to better meet the needs of your class or specific students.

Additional Teacher Notes

Links to Relevant Resources

Printable: QR Codes

Digital: Clickable Links

Extra Sources of Information - Japanese Canadians During World War II

Teacher Note: You may want to provide students with some direction in terms of electronic resources they may find helpful in researching their debate topics. I have provided several websites which might be helpful, although you will want to supplement with a trip to the school or community library!

For each site, I have provided the name of the article, the full url, AND a QR Code that can be easily accessed by students using a QR code reader on a tablet or phone.

Canada, A People's History: Japanese Internment

<https://www.cbc.ca/history/EPISCONTENTSE1EP14CH3PA3LE.html>



National Film Board: Minoru - Memory of Exile

<https://www.nfb.ca/film/minoru-memory-of-exile/>



Prezi: Was the Internment of Japanese Canadians Justified?

https://prezi.com/7axvvhgqm_kp/was-the-internment-of-japanese-canadians-justified/




Google Images: Japanese Canadian Internment

<https://www.google.ca/search?tbm=isch&q=internment+of+japanese+canadians+&imgdli=&cad=h>



The people in this video have developmental disabilities, and live together in a L'Arche community in Cape Breton, Nova Scotia. Click the screen below to see who they are, and what they love, hate, and dream.



What did you notice about the answers you gave to the "I Am, I Love, I Hate, I Dream" prompts compared to those of the men and women of L'Arche? Were you surprised by anything?

Type here

Instruction Booklets

Communities in Canada For Use with Google Classroom

Instructions for Teachers

Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assigning this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

This digital unit was created for use with my unit [Communities in Canada Part 1 \(PDF Version\)](#)

The activities/lessons in this digital resource follow along with the 3-part lesson plans found there!



Using Google Slides™



Need extra help? Check out these Google Slides Tutorial Videos

How to Access Tpt Google Uploads

Log in to your Google Drive (<https://drive.google.com>) → Click "My Drive" from the left navigation bar if not already selected → Open the "Tpt Purchases" folder → Each of your Tpt purchases that were uploaded using TPT's Google Upload tool will have its own folder.



"Help! My Tpt Purchases Folder Appears to be Missing."

If you are logged into your Google Drive account and clicked on "My Drive" as directed above but do not see your "Tpt Purchases" folder, check in the top right corner to make sure you are logged into the same Google Drive linked to your Tpt account.



How to Share Slides with Students (if not using Google Classroom)

Option 1: Have Students Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → By default, this link will allow anyone to VIEW the Slides. For students to make their own copy of this file to work in, they must go to "it" → "Share a copy"



Option 2: Share a Link that Forces Students to Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → At the end of the URL, find the word "edit" and starting there, delete everything from the word "edit" until the end → Type the word "copy" where it used to say "edit"

*One thing to note is that if you do not want students to have access to make changes in your document, if you get an email that a student is requesting access to the file, you must TOGGLE their email. Do not allow them access. They must make their own copies using one of the options above.

How to View Student Work (if not using Google Classroom)

Option 1: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the search bar into an email.



Option 2: Have students open the Google Slides presentation → In the top right corner, select the "Share" button → Have students enter your email address → Select "Done"



Answer Keys

Push and Pull Factors

Push Factor: A condition that makes people want to LEAVE their home community. They feel that staying in that community will not be good for their families.

Lack of Food	Poor Healthcare	Poor Weather	Natural Disasters	Unhappy Life
War	Lack of Jobs	Poor Transport System	Overcrowding of Own Home	

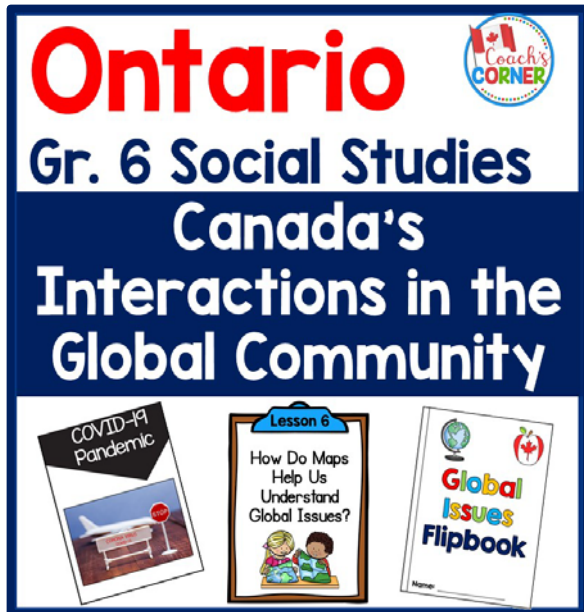
Pull Factor: A condition that attracts people to move to a particular community. They feel their lives will be better if they move to that community.

Good Government	Good Healthcare	Lots of outdoor jobs	Safe to live in & free	Job Security
Warm Climate	Good Food & Water	Thriving Food & Water	Many of Recreation Options	

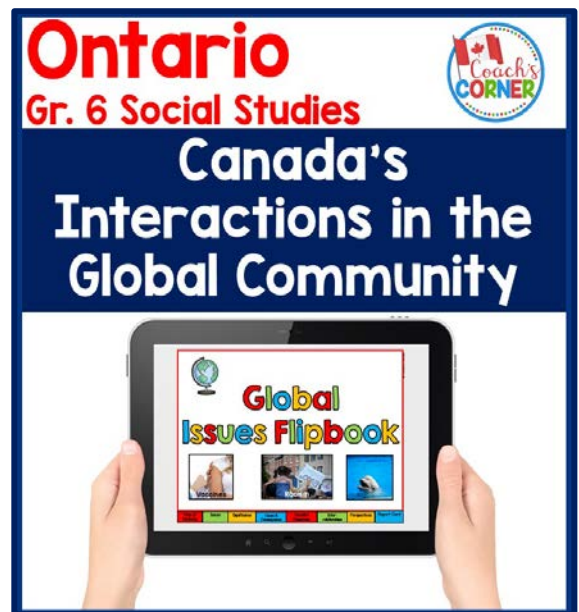
Read each item.
Decide if it is a PUSH or PULL Factor.
Drag it into the correct box.

Canada's Interactions with the Global Community

B



Printable for Regular
In-Class Lessons



Digital for Distance Learning
OR Students with IEP
Accommodations

Based on Ontario Gr. 6 Social Studies Curriculum

Unit Components

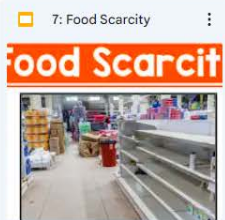
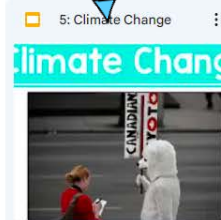
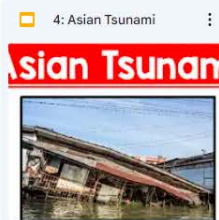
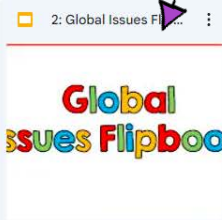
What you will find in the Google Drive folder!

Main
Unit
Slides

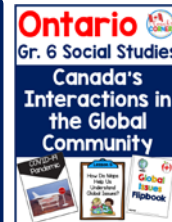
Global
Issues
Flipbook

Instruction
Book &
Answer
Keys

9 Global Issues
Topics; Students
choose or are
assigned ONE of
these topics to
focus upon.



- Teacher-led lessons based on International Trade.
- Individual or group inquiries on one of nine topics.

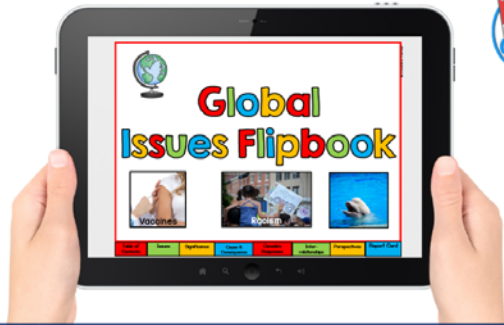


Printable
PDF
Version
of Unit

16 Lessons

Ontario Gr. 6 Social Studies: Strand B

Canada's Interactions in the Global Community



Lesson 1

How Do Countries Interact With Each Other in the Global Community?

1. How Do Countries Interact with Each Other in the Global Community
2. Global Issues Picture Sort and Carousel
3. What is a Global Issue?
4. Asking Good Questions
5. Gathering and Organizing Information
6. How Do Maps Help Us Understand Global Issues?
7. Significance of an Issue
8. Significant Events, People & Developments in Our 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 Task: Report Card

3-Part Lessons in PRINTABLE VERSION

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D	Lesson Plans	
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Lesson 2	Global Issues Picture Sort & Carousel	
Lesson 3	What is a "Global Issue"?	
Lesson 4	Asking Good Questions	
Lesson 5	Gathering and Organizing Information	
Lesson 6	How Do Maps Help Us Understand Global Issues?	
Lesson 7	Significance of an Issue	
Lesson 8	Significant Events, People & Developments in Global Issues	
Lesson 9	Cause & Consequence, Part 1	
Lesson 10	Cause & Consequence, Part 2	
Lesson 11	Patterns & Trends	
Lesson 12	Interrelationships, Part 1	
Lesson 13	Interrelationships, Part 2	
Lesson 14	Interrelationships, Part 3	
Lesson 15	Perspectives	
Lesson 16	Culminating Task, Part 1	
Lesson 17	Culminating Task, Part 2	

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Lesson 3: What is a "Global Issue"?

Ontario Social Studies Expectations: BI.3, B2.5

2 class periods

Materials Required

- Global Issues Flipbook Templates (1 set per student)
- Coloured Pencils
- Global Issues Flipbook example (make ahead of time)
- Charts From Lesson 2
- Scissors & staplers

Getting Started/Minds On

- Ask students to talk with a partner about what they think the phrase "global issue" means. Encourage them to think of examples of such issues.
- Either develop a class definition of the term OR use this simple definition:
Global Issue: an important problem or topic that can affect many people around the world
- Briefly review the charts from Lesson 2. Ask if these issues are "global".
- Brainstorm any other issues of global significance. List the issues on chart paper.

Working On It

Day 1

- Explain that during the upcoming weeks students will be working to develop rich questions about a variety of global issues, and that each issue will be looked at closely by one group of students who will become the "experts" on that issue. Each expert group will share their knowledge with the whole class at regular intervals during "knowledge building circles".
- Tell students that each student will be developing a "Global Issues" Flipbook to document their inquiry journeys, and that they will start with the **Global Issues Flipbook** to record the 3 issues that they feel are most significant in terms of the world community. These issues MUST be from the topics you chose to include in the Lesson 2 activity.
- Show students the example of the **Global Issues Flipbook** that you have put together. (See the example provided in this resource!)
- Distribute the templates and have students cut them out and staple together.
- Have students use coloured pencils to record a variety of global issues in an attractive manner on the cover page. They need to put their name on the front.

Day 2 (or extension of Day 1)

- Review the topics, ensuring that all students have a basic understanding of each topic.
- Have each student choose the 3 topics from the list that they feel are most significant for Canadians to be involved in, and record one global issue on the left side of each sheet, and a point-form explanation of why he/she feels that issue is important to Canada. **NOTE:** Students should be free to add to or revise their explanations throughout the unit, as they learn more through their own research or as the result of the research of other "expert groups".

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International Trade

International trade is used as the teacher model for exploring global issues. Trade is looked at using the “Concepts of Social Studies Thinking” in lessons. Students then apply these concepts to the specific global issues they are exploring.

How and Why Does Canada Trade with Other Countries?



If you look at the items you use every day, you will likely find that each item will state what country it was made in. For example, how many people in your class have shoes that were made in Canada? What about jackets? Take a moment to look around the room to find at least 5 objects that have been made in other countries.

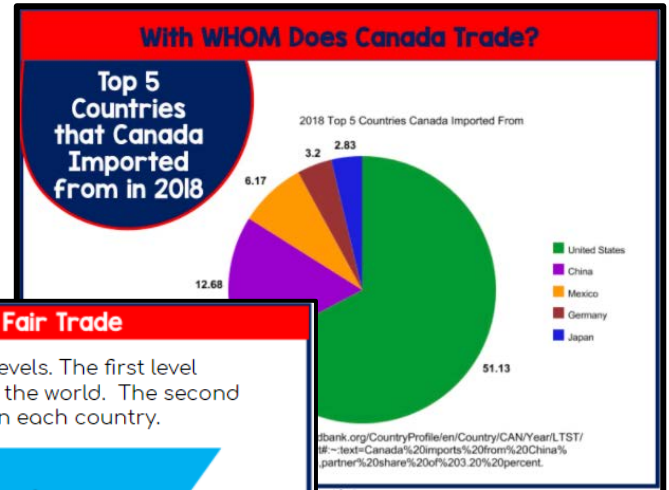
Canada, like most nations, often trades goods and services with other countries, and this helps each country buy things they don't have enough of from other countries, and sell items that they have a lot of to other places.

Canada often imports items from other countries. There are several reasons for this:

- The price of some items is cheaper to buy from other countries than it is to make and sell those some items in Canada.
- Some items cannot be made in Canada. If we want these items we must import them from countries that have a good supply of them.

Canada also exports items to other countries.

- Our country has many natural resources that other areas of the world lack, and we export them to other countries.



9 Global Issues Topics

Asian Tsunami



Climate Change



COVID-19 Pandemic



Food Scarcity



Haiti Earthquake



HIV/AIDS in Africa



Invasive Species



Ukraine Crisis



Human Rights




New
Topic
for
2023

Each student focuses
on ONE topic.

Covid-19: Websites		
Government Response	Non-Governmental Organizations	Individuals & Groups
Global Affairs Canada https://www.international.gc.ca/covid-19/covid-19.aspx?lang=eng https://www.international.gc.ca/covid-19/covid-19.aspx?lang=eng https://www.international.gc.ca/covid-19/covid-19.aspx?lang=eng https://www.international.gc.ca/covid-19/covid-19.aspx?lang=eng	World Vision Canada https://www.worldvision.ca/covid-19 https://www.worldvision.ca/covid-19	Caremongering https://www.caremongering.ca/covid-19 https://www.caremongering.ca/covid-19 https://www.caremongering.ca/covid-19 https://www.caremongering.ca/covid-19
COVID Alert App https://www.covid19.ca/alert-app https://www.covid19.ca/alert-app https://www.covid19.ca/alert-app	Canadian Red Cross https://www.redcross.ca/covid-19 https://www.redcross.ca/covid-19 https://www.redcross.ca/covid-19	The Gift: Chatham Kent https://www.thegift.ca/covid-19 https://www.thegift.ca/covid-19 https://www.thegift.ca/covid-19
How Canada Compares to Other Countries On COVID-19 https://www150.competeandwin.com/covid-19 https://www150.competeandwin.com/covid-19 https://www150.competeandwin.com/covid-19		

A



Global Issues Flipbook

Name: _____

100 Days of School

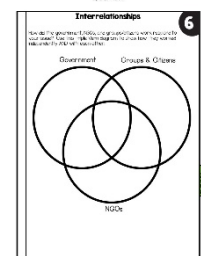
Important Global Issues		2
ISSUE		a
ISSUE	Why Canada Should be Involved	b
ISSUE	Why Canada Should be Involved	c
ISSUE	Why Canada Should be Involved	

NAME OF THE SIGNIFICANT PERSON, EVENT OR DEVELOPMENT DATE OF THE SIGNIFICANT PERSON, EVENT OR DEVELOPMENT LOCATION OF THE SIGNIFICANT PERSON, EVENT OR DEVELOPMENT	NAME OF SIGNIFICANT PERSON, EVENT OR DEVELOPMENT	3
	NAME OF SIGNIFICANT PERSON, EVENT OR DEVELOPMENT	
	NAME OF SIGNIFICANT PERSON, EVENT OR DEVELOPMENT	

Cause and Consequence	
<p>A: Subject</p> <ul style="list-style-type: none"> 1. the subject has to be a noun, proper Noun, singular 2. the subject can be the subject of the sentence 3. the subject can be the subject of the consequence with subject <p>B: Consequence</p> <ul style="list-style-type: none"> 1. can be a verb, the infinitive 2. can be a noun, or Noun phrase 3. can be a verb, or Noun phrase 4. can be a verb, or Noun phrase, or Noun phrase 5. can be a verb, or Noun phrase, or Noun phrase, or Noun phrase 6. can be a verb, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase 7. can be a verb, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase 8. can be a verb, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase 9. can be a verb, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase 10. can be a verb, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase, or Noun phrase 	
<p>Pattern for creating of Event</p>	
<p>Cause (why & how we want)</p>	<p>Consequence (what happened to me, it)</p>

Printable Version

Candidates Response to Global Issues			5
How much has this candidate put government and US citizens' interests first, as opposed to your interests?			
	Actions	Effectiveness	
Government			
1920 Foreign-born immigrant			
Independent group or Person			



Pre-specifications

- Treatment continued to until the onset of a different seizure type or different seizure
- A person is not a different person depending on the seizure, seizure type, or age when they start the seizure or their prognosis etc.

Use this program to show the different pre-specifications along the time (0-10 year) scale.

[illegible]

Global Issues Flipbook

Table of Contents	
1	Table of Contents
2	Global Issues
3	Significant People, Events, & Developments
4	Cause and Consequence
5	Canada's Response to Global Issues
6	Interrelationships
7	Perspectives
8	Report Card: Canada's Response to Issues

Important Global Issues

Issue A	Issue B	Issue C
Topic Name	Topic Name	Topic Name
Why Canada Should Be Involved	Why Canada Should Be Involved	Why Canada Should Be Involved
Topic Name	Topic Name	Topic Name

Significance

Do the observed test results differ significantly from what would be expected? Look for **Significance** in the test results and the **p** value. The **p** value indicates the probability that the observed results are due to chance.

Significance Level	Significance
0.05	Significant
0.01	Significant
0.001	Significant
0.0001	Significant

Cause & Consequence

44

Causes

- 1. Lack of clear vision and goals
- 2. Lack of communication
- 3. Lack of resources
- 4. Lack of motivation
- 5. Lack of commitment
- 6. Lack of accountability
- 7. Lack of feedback
- 8. Lack of support
- 9. Lack of time
- 10. Lack of energy

Identify aspects of behaviour in the statement. Circle appropriate phrases (if any).

Consequences

- 1. Lack of clear vision and goals
- 2. Lack of communication
- 3. Lack of resources
- 4. Lack of motivation
- 5. Lack of commitment
- 6. Lack of accountability
- 7. Lack of feedback
- 8. Lack of support
- 9. Lack of time
- 10. Lack of energy

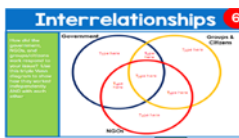
True/False

True/False

Canada's Responses 5

Responses to the loss of a government or NGO and a person or group associated by a name

	Actions	Dissemination
Government The Government of Canada has been involved in the following activities:	Task force	Task force
NGO The following NGOs have been involved in the following activities:	Task force	Task force
International Group of Experts The following groups of experts have been involved in the following activities:	Task force	Task force



Perspectives

Economic	Financial	Marketing	Sales
Topic name	Topic name	Topic name	Topic name

Analysis of the Situation

Human Resources	Production	Distribution
Topic name	Topic name	Topic name

Economic What business goals are associated with different economic perspectives?

Financial What are the financial, human, technological, material, and other resources needed to achieve business goals?

Marketing How does the business achieve its goals?

Human Resources How does the business achieve its goals?

Production How does the business achieve its goals?

Distribution How does the business achieve its goals?

Category and Criteria	Score	Grade
1. Attendance	100	A
2. Homework	90	B
3. Classwork	80	C
4. Participation	70	D
5. Behavior	60	F
6. Progress	50	F
7. Effort	40	F
8. Achievement	30	F
9. Attitude	20	F
10. Cooperation	10	F
11. Creativity	0	F
12. Communication	0	F
13. Collaboration	0	F
14. Character	0	F
15. Citizenship	0	F

Score	Grade
100	A
90	B
80	C
70	D

Completed examples of each flipbook page are provided, using the topic of international trade.

Perspectives

**Person or Group: Grade 6
Stacy Conner**

•May not have to have new products in their stores.
•May worry that they will have to have a special display over for the Fair Trade chocolate.

Person or Group: Canadian Chocolate Box Company Owners

•Story that people will buy Fair Trade chocolate rather than Canadian-made chocolate, and that their companies won't be able to sell as many chocolate bars

Name of Issue:

Fair Trade Chocolate Bars

**Person or Group: NGO
Members**

•Are happy that the people they are working with in other countries will be paid properly for the cocoa they produce.

Person or Group: Prime Minister

•May be concerned that Canadian chocolate bar companies might sell less chocolate and have to fire some workers.

Use this organizer to show the different perspectives people have about your issue.

Perspectives

Digital Version Can be Used with Google Read & Write

1: Canada's Interactions in the Global Community

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 3 hours ago

Background Layout Theme Transition

59 Lesson 12 Interrelationships Part I

59 Interrelationships

60

61

62

Interrelationships

- Governments participate in special international agreements & organizations to affect global issues.
- Sometimes an issue in one region can affect many others.
- Some issues in one region can only be solved through the participation of other regions of the world.
- Corporations, independent groups, and caring citizens can also work to address global issues.

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Mapping

Printable

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.

Digital

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.

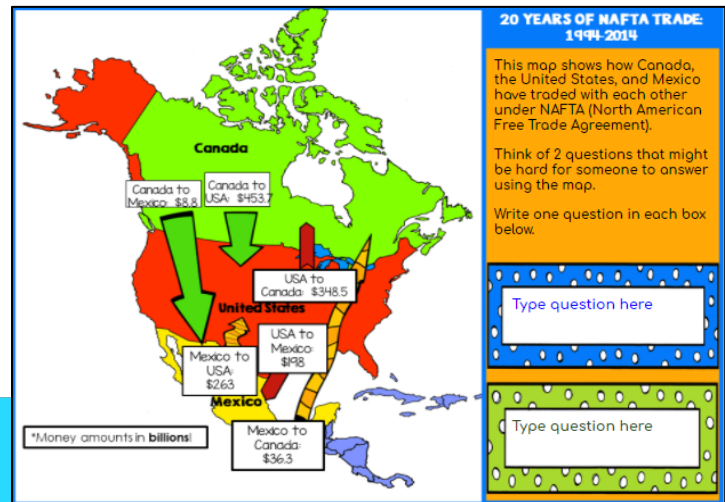
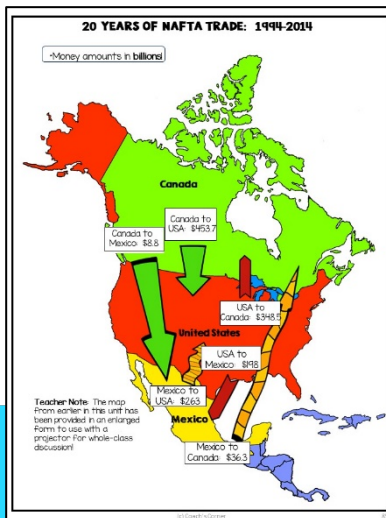
Drag each item to the correct location: names of countries, products, and arrows.

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

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

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.



Links to Relevant Resources

Printable: QR Codes

Digital: Clickable Links

FoodScarcity - Government Response

Emergency Food Security Program
<https://www.agr.gc.ca/eng/agricultural-programs-and-services/emergency-food-security-fund/?id=585855025072>



Nutrition International
<https://nutritionintl.org/about-us/>



United Nations World Food Programme
<https://www.wfp.org/>



FoodScarcity - NGO Actions

Action Against Hunger Canada -
Generation Nutrition
<https://youtube.com/GGMxEPmx2o>



World Vision
<https://www.worldvision.ca/our-work>



Canadian Foodgrains Bank
<https://foodgrainsbank.ca>



Seed Change
<https://weseedchange.org/>



FoodScarcity - Individual Citizens or Groups

Chef Jagger Gordon
<https://feeditforward.ca/>



Kids Against Hunger Canada
<https://www.kahcanada.org/>



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Chocolate and Child Slave Labour



Click on the image to watch a video about where some of the chocolate you eat comes from!

Extra Student Instructions

Digital Version

Cause & Consequence 4	
A Cause: <ul style="list-style-type: none">Is an event that makes other things happen.Is clearly related to the eventIs important to the degree of the consequences that follow.	A Consequence: <ul style="list-style-type: none">Is a reaction to a cause.Can be positive or negative.Can be minor or very serious.Can affect one person or many peopleCan be immediate (start right away and last only a very short time) or long-lasting (for a very long time).
Find a picture of the issue on the internet. Copy and paste the picture here.	Cause (Why did this event occur?) Type here
	Consequence (What happened as a result?) Type here

Teachers: Students should now look at their own specific global issue, looking for the causes and consequences that surround the issue. They use this slide to record their work. NOTE: THIS SLIDE IS ALSO IN THE GLOBAL ISSUES FLIPBOOK, AND STUDENTS COULD BE DIRECTLY TO THAT SEPARATE RESOURCE TO COMPLETE.

Students: Use the Cause & Consequence poster below as you complete this flipbook page.

Cause & Consequence

- ✓ Change can have multiple causes & consequences.
- ✓ Some causes can be more important than others.
- ✓ People's actions and particular social, political, economic & cultural conditions work to create change.
- ✓ Some causes have unintended consequences.

Additional Teacher Notes

Instruction Booklet

Canada's Interactions in the Global Community For Use with Google Classroom

Instructions for Teachers

Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assigning this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

This digital unit was created for use with my unit: Ontario Grade 6 Social Studies: [Canada's Interactions in the Global Community](#).

The activities/lessons in this digital resource follow along with the 3-part lesson plans found there!



Using Google Slides™

Need extra help? Check out these Google Slides Tutorial Videos

How to Access TpT Google Uploads

Log in to your Google Drive (<https://drive.google.com>) → Click "My Drive" from the left navigation bar if not already selected → Open the "TpT Purchases" folder → Each of your TpT purchases that were uploaded using TpT's Google Upload tool will have its own folder.

"Help! My TpT Purchases Folder Appears to be Missing."

If you are logged into your Google Drive account and clicked on "My Drive" as directed above but do not see your "TpT Purchases" folder, check in the top right corner to make sure you are logged into the same Google Drive linked to your TpT account.

How to Share Slides with Students (if not using Google Classroom)

Option 1: Have Students Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → By default, this link will allow anyone to VIEW the Slides. For students to make their own copy of this file to work in, they must go to "It" → "Share a copy".

Option 2: Share a Link that Forces Students to Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → At the end of the URL, find the word "edit" and starting there, delete everything from the word "edit" until the end → Type the word "copy" where it used to say "edit".

*One thing to note is that if you do not want students to have access to make changes in your document, if you get an email that a student is requesting access to the file, you must **LOCK** the email. Do not allow them access. They must make their own copies using one of the options above.

How to View Student Work (if not using Google Classroom)

Option 1: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the search bar into an email.

Option 2: Have students open the Google Slides presentation → In the top right corner, select the "Share" button → Have students enter your email address → Select "Done".

Answer Keys

Drag the correct **Consequence** into the box beside the correct **CAUSE**.

Cause	Consequence
Bangladesh has no laws that allow workers to refuse unsafe work.	The company did not have to worry about unsafe working conditions.
Bangladesh is a poorer, developing country.	There are not many well-paying jobs.
Workers needed money to buy food for their families.	Workers went into an unsafe building.
The company did not fix the unsafe building.	Hundreds of people died.
Hundreds of workers died.	People around the world could see working conditions in clothing factories.