

Ontario

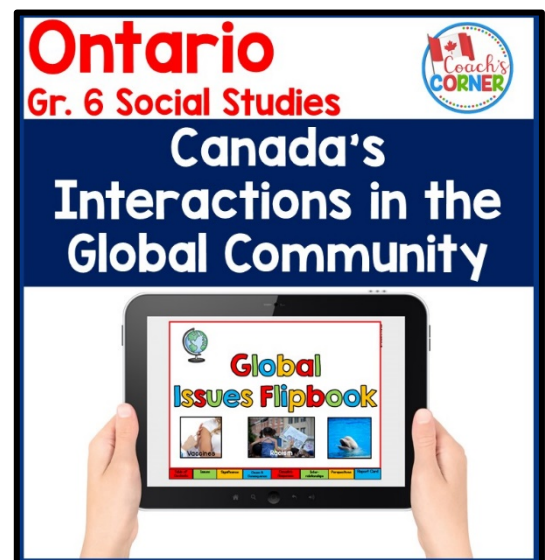
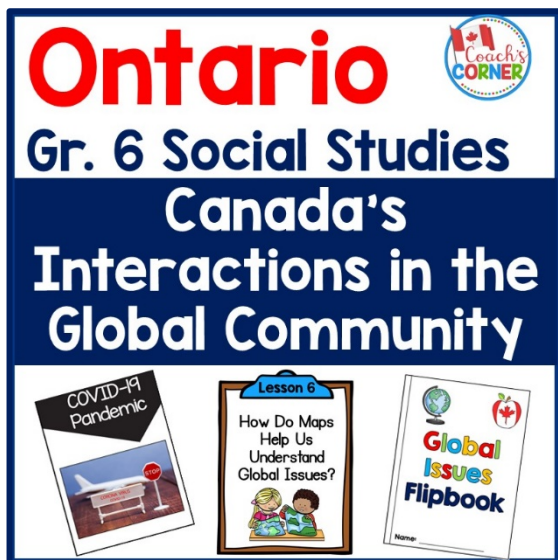
Gr. 6 Social Studies



Strand B

Printable + Digital

Bundle



Unit Structure

1

The first few lessons of the unit are meant to acquaint students with some background knowledge of the “global community” and “global issues”.

- Students are set up in “Experts Groups” with each group focusing its attention on one of up to 7 global issues:
 - 2010 Haiti Earthquake
 - COVID-19 Pandemic
 - Climate Change
 - HIV/AIDS in Africa
 - Invasive Species
 - Food Scarcity
 - Asian Tsunami

Three-Part Lesson Format

2

Getting Started

Lessons focus on a curriculum expectation or “Concept of Disciplinary Thinking”, using the topic of **International Trade** to provide students with a framework for how to approach their Expert Group’s global issue.

3

Working On It

- Students learn more about their Expert Group’s global issue through reading student text, researching, and consulting with peers & teacher.
- Students apply the concepts introduced with International Trade from “Getting Started”.
- Information is recorded using a variety of templates.

4

Reflecting & Connecting

- The class gathers to share information about their topics, often in a formal “Knowledge Building Circle”.
- Students make connections between topics as they contribute to the collective body of knowledge.

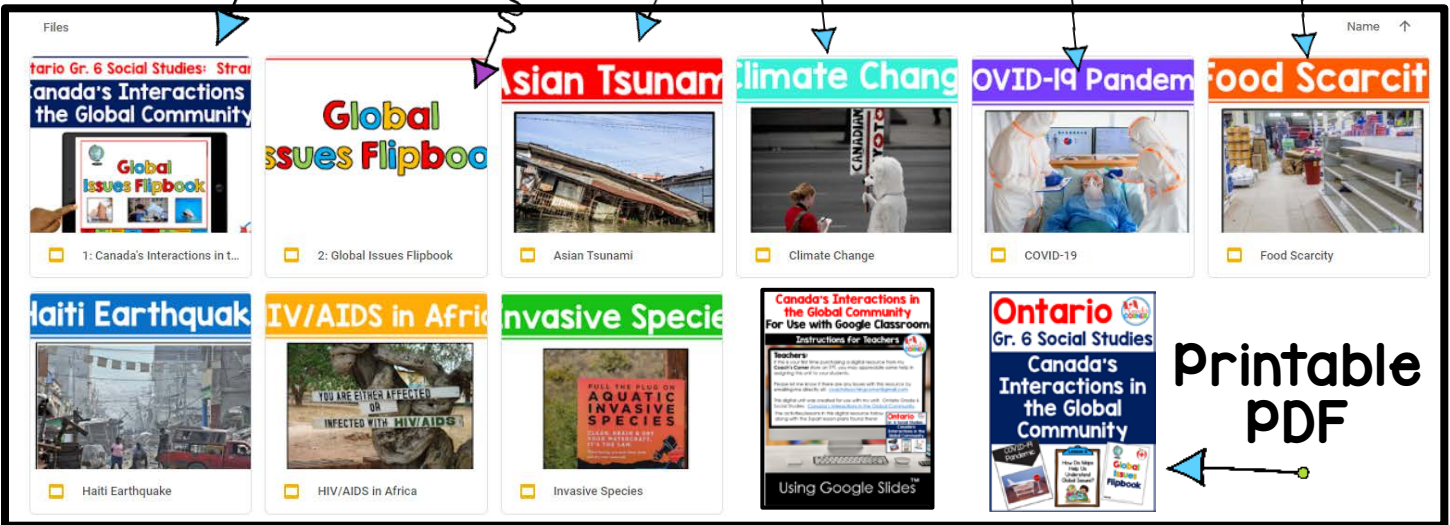
Unit Components

What you will find in the Google Drive folder!

Main
Unit
Slides

Global
Issues
Flipbook

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

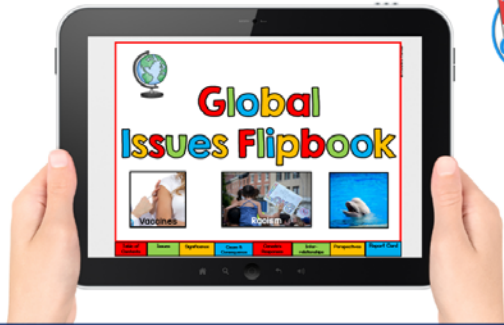


- Teacher-led lessons based on International Trade.
- Individual or group inquiries on one of seven topics.

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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Section or Lesson	Title	Page Number
A	Ontario Social Studies Curriculum	
B	Big Ideas, Learning Goals and Success Criteria	
C	Unit Set-Up and Interactive Book Templates	
D	Lesson Plans	
Lesson 1	How Do Countries Interact with Each Other in the Global Community?	
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	
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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.

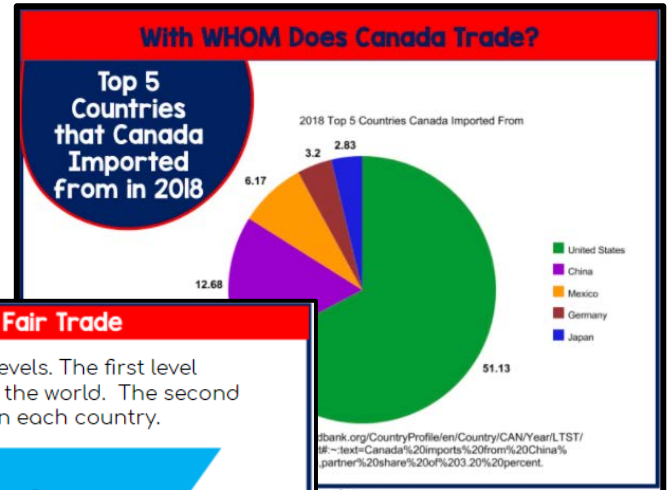
Canada, like most nations, often trades goods and services with other countries, and this helps each country buy things they don't have enough of from other countries, and sell items that they have a lot of to other places.

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.



7 Global Issues Topics

Asian Tsunami



Climate Change



COVID-19 Pandemic



Food Scarcity



Haiti Earthquake



HIV/AIDS in Africa




Invasive Species



Each student focuses on
ONE topic.

Each "issue" contains 6-10 pages of student text, including scannable barcodes to relevant websites.

A



Global Issues Flipbook

Name: _____

100 Days of School

[illegible]

Printable Version

Report Card on Canada's Response		
Use this space to complete a report card by showing how you think our government has performed.		
Category and Criteria	Grade	Learning Goal Excerpt Next Step

CLASS CODE:

Global Issues Flipbook

Cause & Consequence

4

<p>1. Cause</p> <p>What caused the problem to arise?</p> <p>2. Effect</p> <p>What are the consequences of the problem?</p> <p>What are the consequences of the consequences?</p> <p>What are the consequences of the consequences of the consequences?</p>	<p>3. Solution</p> <p>What actions can be taken to solve the problem?</p> <p>4. Evaluation</p> <p>How well did the solution work?</p> <p>5. Consequences</p> <p>What are the consequences of the solution?</p>
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Report Card		8
<p>Student Name: _____</p> <p>Teacher Name: _____</p>		
<p>Category and Criteria</p> <p>1. Attendance</p> <p>2. Behavior</p> <p>3. Communication</p> <p>4. Classroom Management</p> <p>5. Classroom Organization</p> <p>6. Classroom Procedures</p> <p>7. Classroom Environment</p> <p>8. Classroom Safety</p> <p>9. Classroom Climate</p> <p>10. Classroom Culture</p> <p>11. Classroom Community</p> <p>12. Classroom Character</p> <p>13. Classroom Citizenship</p> <p>14. Classroom Character</p> <p>15. Classroom Citizenship</p>	<p>Strands</p> <p>Place grade</p> <p>Place grade</p> <p>Place grade</p> <p>Place grade</p> <p>Place grade</p>	<p>Learning Goal Example Next Step</p> <p>Place here</p> <p>Place here</p> <p>Place here</p> <p>Place here</p>

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

Perspectives

Person or Group: <i>Grocery Store Owners</i>	Person or Group: <i>Canadian Chocolate Bar Companies/Owners</i>
<p>• May be happy to have new products in their stores.</p> <p>• May worry that they will have to have a special display area for the Fair Trade chocolate.</p>	<p>• Worry 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.</p>
Name of Issue: <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Fair Trade Chocolate Bars </div>	
<p>• Are happy that the people they are working with in other countries will now be paid properly for the cocoa they produce.</p>	<p>• May be concerned that Canadian chocolate bar companies might sell less chocolate and have to fire some workers.</p>
Person or Group: <i>NGOs/ Members</i>	Person or Group: <i>Prime Minister</i>

• Issues and events can be looked at in different ways by different people.

• A person's culture, customs, language, beliefs, values, and experiences affects his or her perspective.

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

Lesson 12
Interrelationships Part I

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.

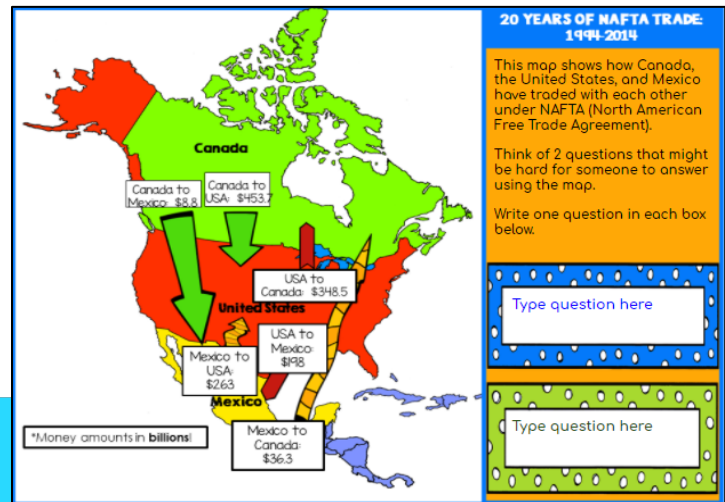
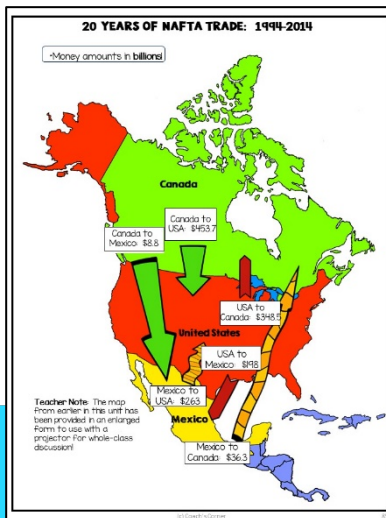
Drag each item to the correct location: names of countries, products, and arrows.

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	
<p><u>A Cause:</u></p> <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.	<p><u>A Consequence:</u></p> <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).
<p>Find a picture of the issue on the internet. Copy and paste the picture here.</p>	<p>Cause (Why did this event occur?)</p> <p>Type here</p>
	<p>Consequence (What happened as a result?)</p> <p>Type here</p>

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.