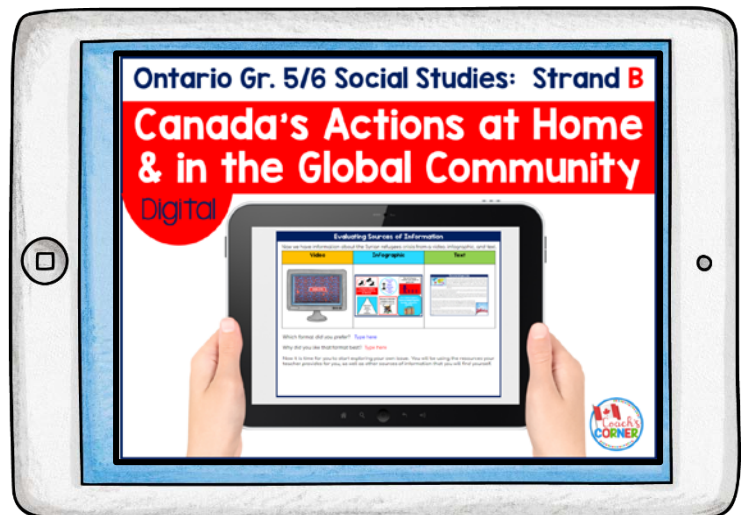
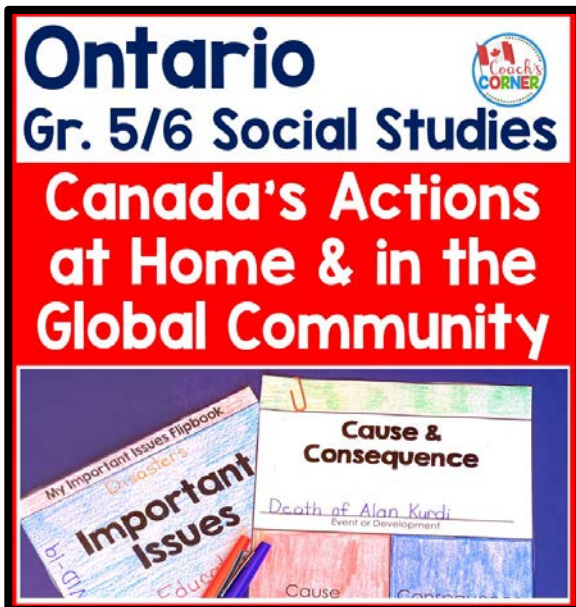


Ontario



Gr. 5/6 Strand B Social Studies
Printable + Digital BUNDLE

Canada's Actions at Home & in the Global Community



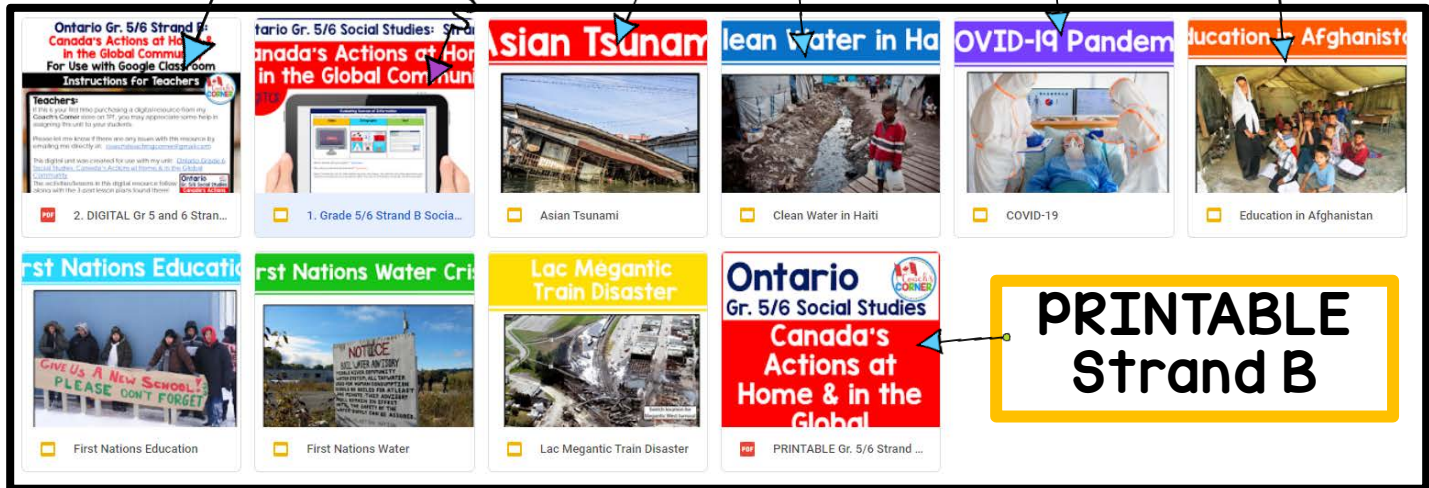
Unit Components

What you will find in the Google Drive folder!

Instruction
Book &
Answer
Keys

Main
Unit
Slides

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



- Teacher-led lessons based on Syrian Refugee Crisis.
- Individual or group inquiries on one of seven topics.

Unit Structure

1

The first few lessons of the unit are meant to acquaint students with some background knowledge of the International Rights of the Child as well as definitions of national and global issues.

- Students are set up in “Experts Groups” with each group focusing its attention on one of up to 7 global issues:

Grade 5

- First Nations Water Crisis
- First Nations Education
- Lac Mégantic Train Disaster

Grade 6

- Education in Afghanistan
- Asian Tsunami
- Clean Water in Haiti

Grade 5 and/or 6: Covid 19 Pandemic

Three-Part Lesson Format

2

Getting Started

Lessons focus on a curriculum expectation or “Concept of Disciplinary Thinking”, using the topic of **Syrian refugees** 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 the refugee crisis 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.

19 Lessons

Ontario Gr. 5/6 Social Studies: Strand B

**Canada's Actions at Home
& in the Global Community**

Digital



Lesson 1

What is a "Right"?




© Coach's Corner

1. What is a "Right?"
2. Introducing the Issues
3. Defining National & Global Issues
4. Levels of Government/NGOs
5. Creating Our Expert Groups
6. Asking Good Questions
7. Gathering & Organizing Information
8. Maps
9. Significance of an Issue
10. Significant Issues in the Syrian Refugee Crisis
11. What is Significance?
12. Causes & Consequences, Part 1
13. Causes & Consequences, Part 2
14. Patterns & Trends (Canada's Refugee History)
15. Interrelationships (Levels of Government, NGOs, Private Groups & Citizens)
16. Perspectives, Part 1
17. Perspectives, Part 2
18. Exploring Perspectives on our Issues/Culminating Task, Part 1
19. Exploring Perspectives on our Issues/Culminating Task, Part 2

Syrian Refugee Crisis

The plight of Syrian refugees is used as the teacher model for exploring national and global issues. This issue is looked at using the "Concepts of Social Studies Thinking" in lessons. Students then apply these concepts to the specific national and global issues they are exploring.

Printable

Canada's Role in the Syrian Refugee Crisis	
Since 2011 millions of Syrian refugees have been hoping to start new lives in other countries. Many families have been waiting for years completing paperwork and waiting for a new country to accept them as refugees.	
Canada is looked upon by many people throughout the world as a good country. In winter 2014, the Middle East's largest refugee camps in Jordan and Syria were overcrowded with refugees. Many of these refugees have applied to come here. They have not been on easy process, and has taken a lot of work to move. Canada is helping these refugees reach their goal of coming to our country.	
	
Source: CBC News, 2014	
Important Dates	Event
Date	Event
2012	• Canada closes its embassy in Syria. No Syrians can apply to Canada through its office. • United Nations High Commissioner for Refugees (UNHCR) estimates 500,000 refugees in neighboring countries.
2013	• Prime Minister Harper promises to admit 10,000 Syrian refugees by the end of 2014, almost all of them sponsored by private groups, not the government itself.
2014	• Prime Minister Harper visits a refugee camp in Jordan, and announces that Canada will donate \$150,000,000 in aid to refugees. By the end of the year, Canada has admitted just over 1000 Syrians instead of the 10,000 it had promised. • In January, the government promises to allow 10,000 more Syrians in by 2015. Most of these refugees will have to be sponsored by private groups, not the government itself. • In September, 3-year old Alan Kurdi dies as his family tries to escape Syria by boat. Pictures are shown throughout the world, and it is found that Alan's family hoped to come to Canada eventually. This event becomes an election issue. • In October the Liberal Party wins the federal election and promises to allow 25,000 Syrian refugees into the country.
2015	• In January, the government promises to allow 10,000 more Syrians in by 2016. Most of these refugees will have to be sponsored by private groups, not the government itself. • In September, 3-year old Alan Kurdi dies as his family tries to escape Syria by boat. Pictures are shown throughout the world, and it is found that Alan's family hoped to come to Canada eventually. This event becomes an election issue. • In October the Liberal Party wins the federal election and promises to allow 25,000 Syrian refugees into the country.
2016	• By February 2016, 25,000 new Syrian refugees have arrived, reaching the goal of the new federal government. • In March 2016, the government announces that it will speed up the applications of 15,000 privately sponsored refugees.

This issue was chosen as the Grade 5 students can explore how Syrian refugees TO Canada were aided by Canadian governments & people, while Grade 6 students could learn how Canada worked with other countries to help these refugees in the global community.

Canada's Role in the Syrian Refugee Crisis

Since 2011 millions of Syrian refugees have been hoping to start new lives in other countries. Many families have been waiting for years completing paperwork and waiting for a new country to accept them as refugees.

Canada is looked upon by many people throughout the world as a good country. In winter 2014, the Middle East's largest refugee camps in Jordan and Syria were overcrowded with refugees. Many of these refugees have applied to come here. They have not been on easy process, and has taken a lot of work to move. Canada is helping these refugees reach their goal of coming to our country.

Source: CBC News, 2014



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Digital

7 Global Issues Topics

Education

Water

Disaster Response

Gr.
5

First Nations Education



First Nations Water Crisis



Lac Mégantic Train Disaster



Gr.
6

Education in Afghanistan



Clean Water in Haiti



Asian Tsunami



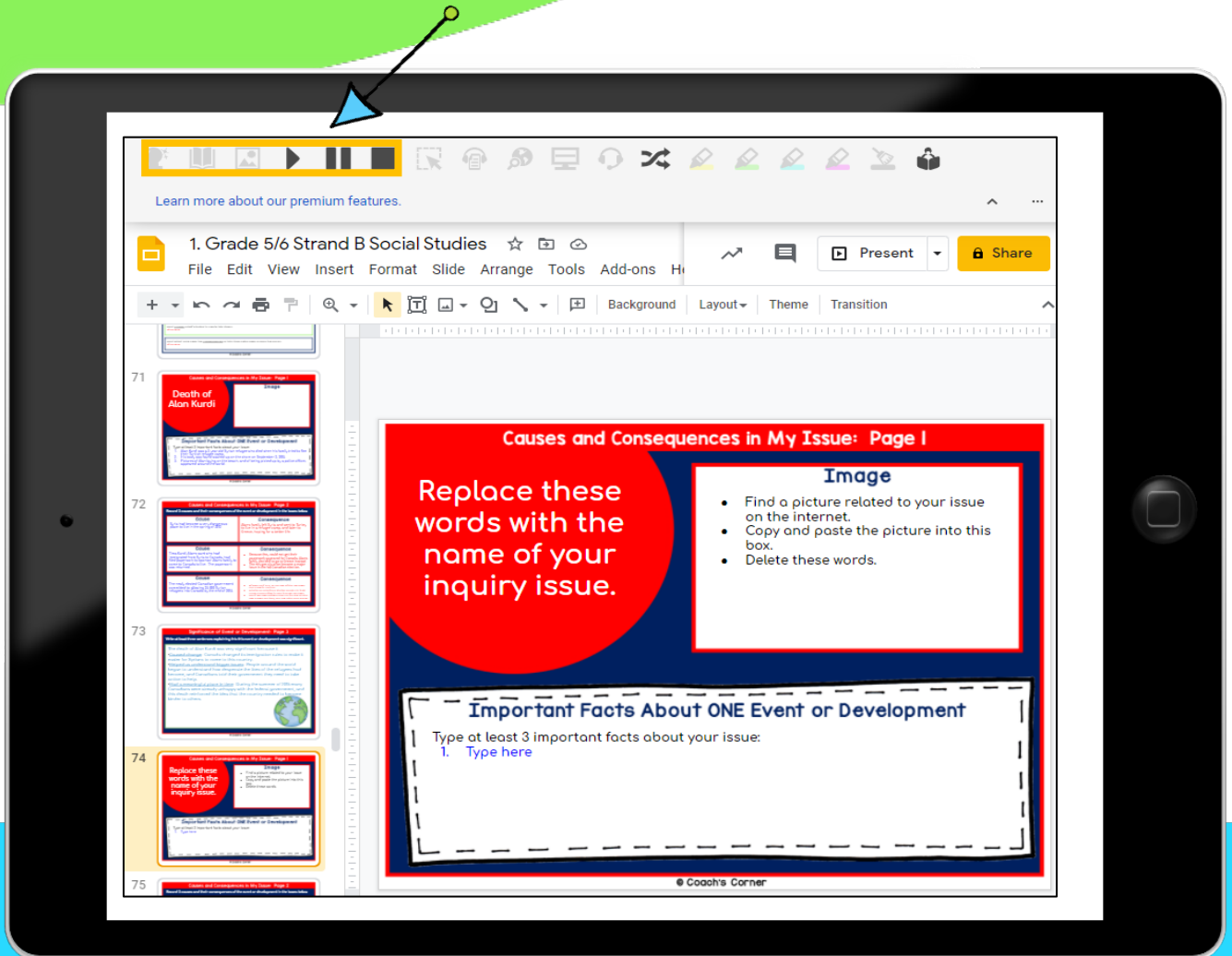
Grade 5 and/or
Grade 6:
Covid
Response

COVID-19 Pandemic




Each student focuses on
ONE issue.

Digital Version Can be Used with Google Read & Write




Digital Version: Movable Interactive Pieces


First Nations Education





First Nations Water



Lac Mégantic



Asking Good Questions



- Find the issue you are exploring off the side of this slide.
- Drag the issue into the box.
- Write one good question about your issue in each of the boxes below.
- Discuss your questions with your group members. You may want to adjust your own questions after your discussion.
- Drag this star beside the question you think is most interesting.

1


Type here

2


Type here

3


Type here




Education in Afghanistan




Clean Water in Haiti



Asian Tsunami



Covid-19 Pandemic



personal computer

education

internet

holiday trips

medical care

clothing

pet

Drag each item into the group you think it belongs to.

Rights

Wants

play and rest

bike

clean water

junk food

privacy

opinions

cellphone

Mapping

Syrian Refugees to Canada and the United States: Flow Map

Canada and the United States are welcoming Syrian refugees to safety in their countries. These refugees have usually spent many months or years living in camps in Middle Eastern or European countries before being accepted into North American nations.

Mapping My Important Issue

My important issue is [type here](#)

- Find an online map that is related to your issue.
- Copy and paste the map below.

[Type here](#) Type of Map

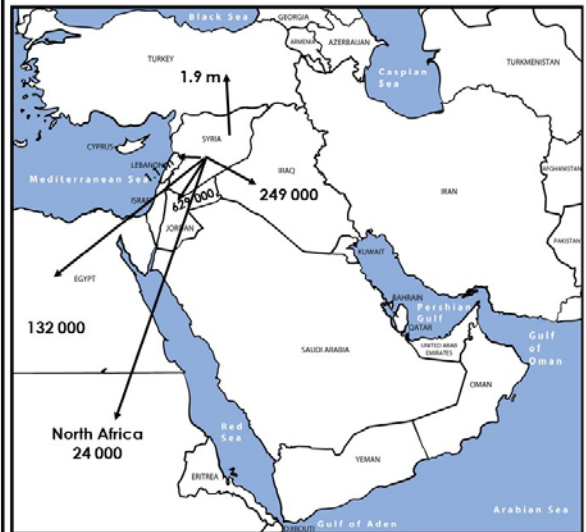
Where I found my map:

[Copy and paste the link here](#)

Three Things My Map Tells Me

1. [Type here](#)
2. [Type here](#)
3. [Type here](#)

Syrian Refugees to Nearby Nations



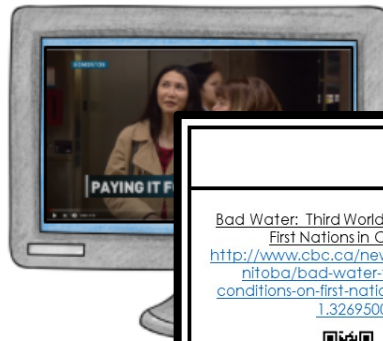
Source: [Amnesty International](#)

- What questions does this map create in your mind?
- Are you surprised by the number of Syrian refugees living in each country?
- What information is missing that you think might be helpful?
- Is this map the most helpful one in understanding how other Middle Eastern countries responded to the refugee crisis?

Links to Relevant Videos & Websites

Canada's Refugee History

People from many countries have fled their homes when they have become too dangerous to stay. Watch these two videos to learn about the Vietnamese Boat People, who left Vietnam in the 1970s for new lives in North America.



Clickable Links in Digital Version

First Nations Water Crisis

Bad Water: Third World Conditions on First Nations in Canada
<http://www.cbc.ca/news/canada/manitoba/bad-water-third-world-conditions-on-first-nations-in-canada-1.3269500>



Human Rights Watch
<https://www.hrw.org/report/2016/06/07/make-it-safe/canadas-obligation-end-first-nations-water-crisis>



Safe Water: University Students Test New Strategies
<http://thethunderbird.ca/2016/04/05/mobile-water-treatment-helps-first-nations-access-safe-drinking-water-2/>



Clean Water: A Long Journey from the Source to Our Tap
<https://www.youtube.com/watch?v=-bvZCdMecEo>



Naskantaga Water Crisis
<https://www.theglobeandmail.com/canada/article-in-this-ontario-first-nation-undrinkable-water-is-a-crisis-of-health/>



Amnesty International
<http://www.amnesty.ca/our-work/issues/indigenous-peoples/indigenous-peoples-in-canada/the-right-to-water>



Neskantaga First Nations – 5 Stories
<http://www.cbc.ca/news/aboriginal/neskantaga-first-nation-5-people-clean-water-1.3271165>



The Council of Canadians
 Safe Water for First Nations
<https://canadians.org/fn-water>



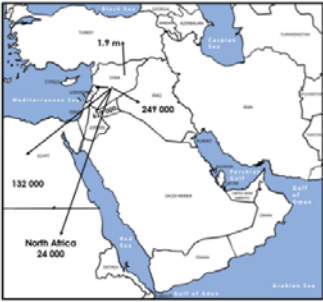
QR Codes in Printable Version

Printable Version: Full 3-Part Lesson Plans

Lesson 17: Perspective, Part 2		Timeline: 1 Class Period
Grade 5 Expectations: B2.5	Grade 6 Expectations: B1.2	
Materials: <ul style="list-style-type: none">• Perspective Poster• Video: From Syria to Canada• I Am poem template• I Am Fatema poem example		NOTE: This idea for this lesson came from the wonderful book The Big Six: Historical Thinking Concepts by Dr. Peter Seixas and Tom Morton.
Getting Started <ul style="list-style-type: none">• Review the Perspective poster from the previous lesson. Discuss the factors that can affect the perspective of a group or person.• Ask students to consider the issue of children's rights as it applies to Syrian refugee children.• If possible, show students the video From Syria to Canada. Ask them to think about how much the lives of these children have changed since they've arrived here. How would their perspectives on their own safety have changed?• Distribute and/or display the I Am poem template, and have students cooperatively fill in the blanks to create a poem that shows Fatema's perspective in her life in Syria. Alternatively, show the example provided in this resource.		
Working On It <ul style="list-style-type: none">• Discuss what the shareholders might be in the issue of Syrian refugees. How might Canadian children feel? Would their parents' perspectives be different? What about the views of Canadian politicians? Or those who are concerned that the new refugees to Canada might be terrorists?• Distribute blank I Am poem templates to each student, and have students get into their Expert Groups.• Have students identify different stakeholders in their global issue. Each group member is to complete the poem template by writing in the perspectives of one of these stakeholders. Students may share their completed poems within their groups, asking for feedback and making changes as needed.		
Reflecting & Connecting <ul style="list-style-type: none">• Bring the groups together. Have each group stand at a time. Allow each group member to read their I Am poems. After each group's turn, have the class discuss what they noticed about the views expressed in the poems.• After all groups have shared their poems, remind students of the Perspective poster introduced in the last lesson. Have the poems demonstrated the effects of language, culture, beliefs, values and experiences on perspective?		

Digital Version: Extra Student Assistance

Mapping: Flow Maps



This is a flow map.

Flow maps show the movement of people, or goods from one place to another. Usually arrows are used to show the direction of movement.

This particular flow map shows:

- The different places to which Syrian refugees moved.
- How many refugees moved to each location.

This flow map makes it easy to see where the refugees moved to!

What do you find surprising about the information found in this flow map?

Type here

What information do you feel could be added to the map to make it more helpful?

Type here

© Coach's Corner

Click on [this link](#) to explore other types of Syrian maps.

Teachers: There are many types of maps that you may want to explore other than flow maps. A flow map makes sense when looking at the movement of refugees from one location to another, but you may choose to use another type of map for this lesson. For example, a physical map of Syria might help students visualize the problems Syrians might face trying to leave the country quickly.

Additional Teacher Notes

Instruction Booklet

Ontario Gr. 5/6 Strand B: Canada's Actions at Home & 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 Actions at Home & 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's" → "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 click "DENY" 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

Levels of Government

1 The important issues we will be exploring all need the help of governments. Click on the screen below to find out what each level of government is responsible for in our country.



2 What new information did you learn from the video?

Make a list of at least 3 important facts you learned about the levels of government in Canada.

1. There are three levels of government: federal, provincial/territorial, and municipal.
2. The federal government is responsible for banking, the postal system, and international relations.
3. The provincial and territorial governments take care of education and healthcare.
4. The municipal government takes care of libraries and garbage collection.
5. Sometimes different levels of government must work together on issues.

Printable & Digital Versions are Companion Units:

The printable version consists of two sheets. The first sheet is a chart titled "Significant People, Events, or Developments" with three columns. The second sheet is a worksheet titled "Every Child..." with a decorative border. It contains the following text:

Every child has the right to _____

Every child has the right to _____

Every child has the right to _____

Every child has the right to _____

But most of all, every child has the right to _____

because _____

By: _____

The digital version consists of two sheets. The first sheet is a chart titled "Significant People, Events or Developments" with the following text:

Today you are going to decide what are the three most significant people, events or developments in the issue you are studying. Use the text and links your teacher has given you, as well as the Significance criteria. Complete the chart below.

Name of Significant Person, Event or Development	Explanation
Type here	• Type here
	•

The second sheet is a worksheet titled "Every Child" with the following text:

Every child has the right to **type here**

Every child has the right to **type here**

Every child has the right to **type here**

Every child has the right to **type here**

But most of all, every child has the right to **type here**

because **type here**

By: _____

Original
Printable
Versions

Digital
Versions