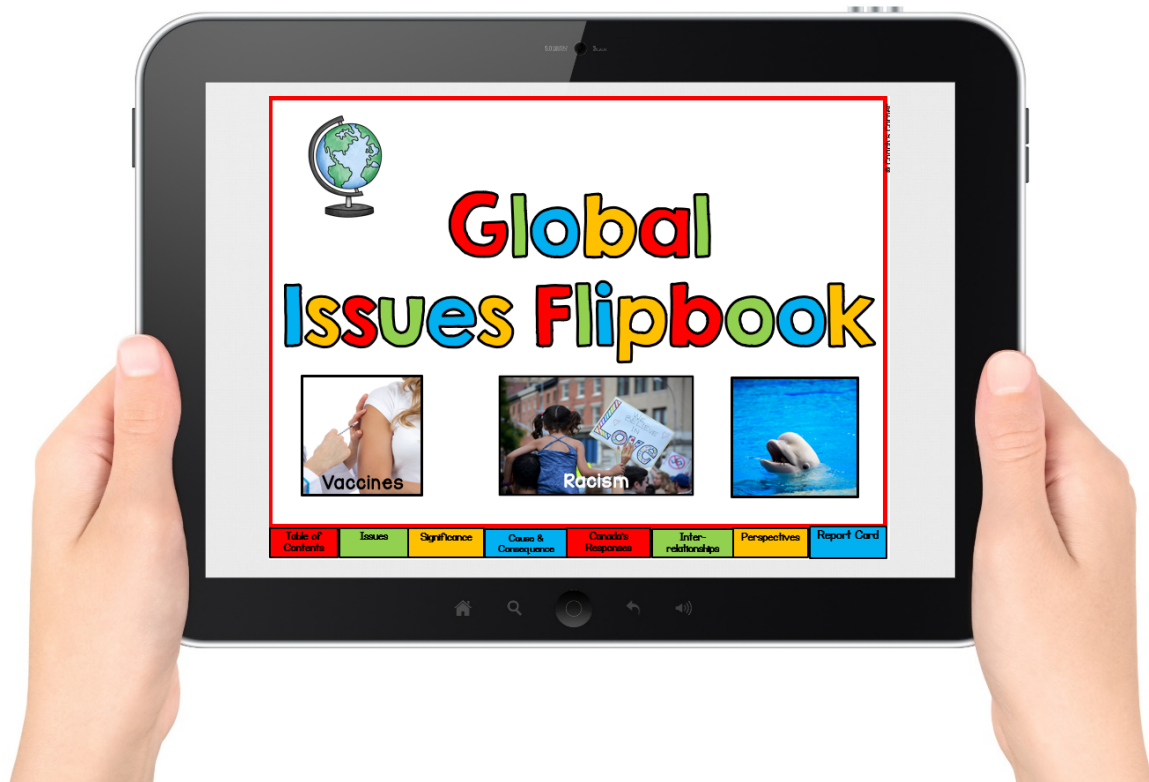


# Ontario

## Gr. 6 Social Studies



# Canada's Interactions in the Global Community



# Unit Components

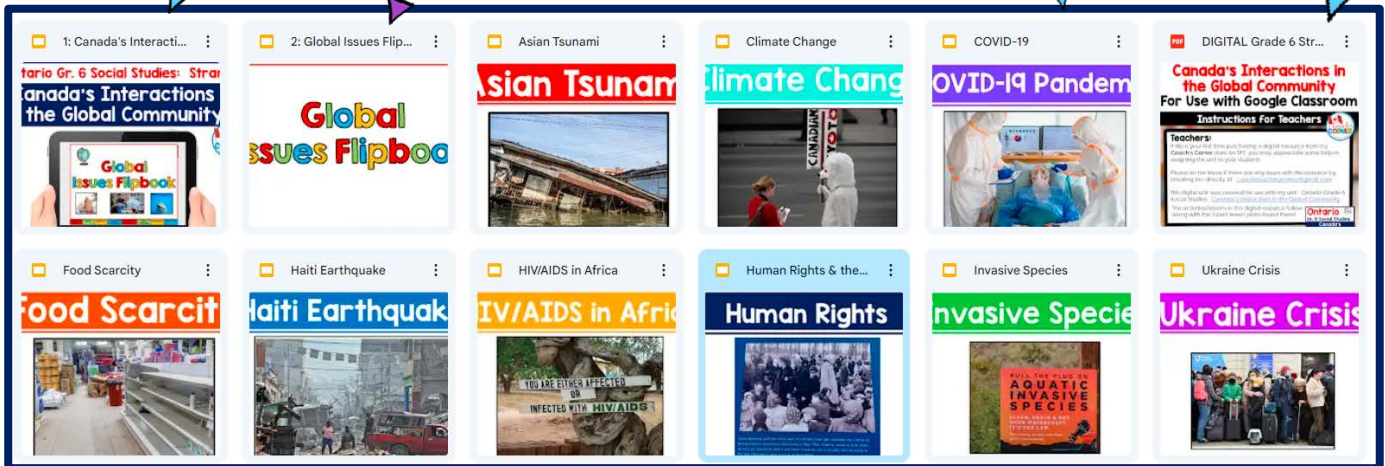
What you will find in the Google Drive folder!

Main  
Unit  
Slides

Global  
Issues  
Flipbook

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

Google  
Slides  
Instruction  
Booklet



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

# 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 8 global issues:
  - Haiti Earthquake
  - COVID-19 Pandemic
  - Climate Change
  - HIV/AIDS in Africa
  - Invasive Species
  - Food Scarcity
  - Asian Tsunami
  - Ukraine Crisis
  - Human Rights and the Holocaust

## 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

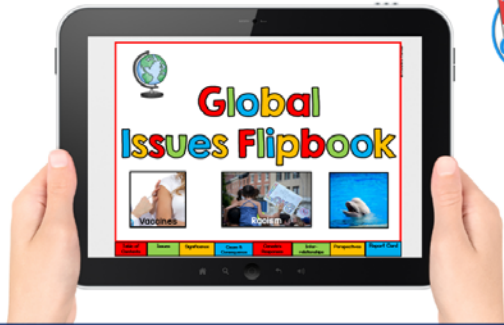
### Reflecting & Connecting

- 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.

# 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

# 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.

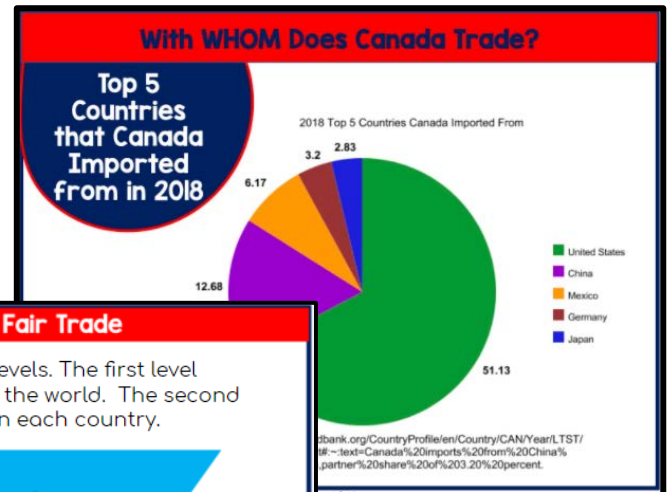
Canada, like most nations, often trades goods and services with other countries, and this helps each country buy things they don't have enough of from other countries, and sell items that they have a lot of to other places.

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



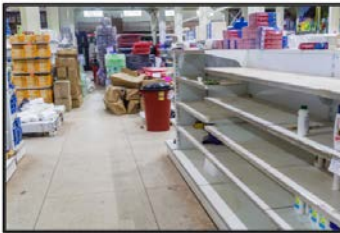
## Climate Change



## COVID-19 Pandemic



## Food Scarcity



## Haiti Earthquake



## HIV/AIDS in Africa



## Invasive Species



## Ukraine Crisis



## Human Rights

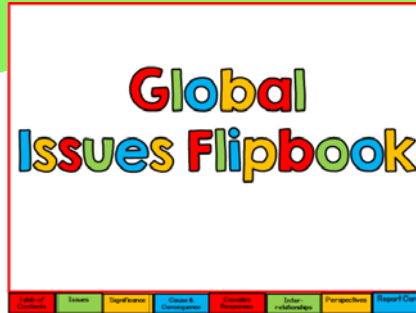


Each student focuses on  
**ONE** topic.

# Global Issues Flipbook

## Global Issues Flipbook

Students type directly onto slides.



### Table of Contents 1

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 2

Issue A	Issue B	Issue C
Type here	Type here	Type here
Why Canada Should Be Involved	Why Canada Should Be Involved	Why Canada Should Be Involved
Type here	Type here	Type here

### Significance 3

Write about the most significant feature for each issue you chose. Use the Significance criteria to help you decide how important that feature is.

Issue A	Type here
Issue B	Type here
Issue C	Type here

### Cause & Consequence 4

<b>A Cause</b> <ul style="list-style-type: none"> <li>Is an event that causes other things to happen.</li> <li>Is directly related to the issue.</li> <li>Is important to the degree of the consequences that follow.</li> </ul>	<b>A Consequence</b> <ul style="list-style-type: none"> <li>Is a reaction to a cause.</li> <li>Can be positive or negative.</li> <li>Can be minor or very serious.</li> <li>Can affect one or many people.</li> <li>Can be immediate (short-term) and last only a very short time or long-lasting (but a very long time).</li> </ul>
Find a picture of the issue on the internet. Copy and paste the picture here.	<b>Cause</b> Type here  <b>Consequence</b> Type here

### Canada's Responses 5

Research to find how a level of government, an NGO, and a person or group responded to your issue.

	Actions	Effectiveness
<b>Government</b> Type name of government	Type here	Type here
<b>NGO</b> (Non-Governmental Agency) Type name of NGO	Type here	Type here
<b>Independent Group or Person</b> Type name of group or person	Type here	Type here

### Interrelationships 6



### Perspectives 7

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.

Person or Group: <b>Grocery Store Owners</b>	Person or Group: <b>Canadian Chocolate Bar Company Owners</b>
Type here	Type here
Name of Issue: <b>Fair Trade Chocolate Bars</b>	
Type here	Type here
Person or Group: <b>NGO Members</b>	Person or Group: <b>Prime Minister</b>
Type here	Type here

### Report Card 8

Use this page to show how well you did in learning how to respond to global issues.

Category and Criteria	Grade	Learning Goal Example Next Step
<b>Research</b> <ul style="list-style-type: none"> <li>Research different levels of government</li> <li>Research different types of NGOs</li> <li>Research different types of people who are involved in the issue</li> </ul>	Type grade	Type here
<b>Organize</b> <ul style="list-style-type: none"> <li>Canada's response to the issue</li> <li>Organize information</li> <li>Write a report</li> </ul>	Type grade	Type here
<b>Reflect</b> <ul style="list-style-type: none"> <li>Canada's response to the issue</li> <li>Reflect on the issue</li> <li>Write a report</li> </ul>	Type grade	Type here

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

### Perspectives 7

<b>Person or Group: Grocery Store Owners</b> <ul style="list-style-type: none"> <li>May be happy to have new products in their stores.</li> <li>May worry that they will have to have a special display area for the Fair Trade chocolate.</li> </ul>	<b>Person or Group: Canadian Chocolate Bar Company Owners</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	•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.
<b>Name of Issue: Fair Trade Chocolate Bars</b>		
<b>Person or Group: NGO Members</b> <ul style="list-style-type: none"> <li>Are happy that the people they are working with in other countries will now be paid properly for the cocoa they produce.</li> </ul>	<b>Person or Group: Prime Minister</b> <ul style="list-style-type: none"> <li>May be concerned that Canadian chocolate bar companies might sell less chocolate and have to fire some workers.</li> </ul>	

# Student Texts for Each Issue

## COVID-19 Pandemic



David Phillips

### Covid-19 Pandemic

#### What is Covid-19?

Covid-19 is a virus that is infectious (spread from person to person).

#### What are the symptoms of Covid-19?

The most common symptoms are:

- Fever
- Dry cough
- Fatigue
- Difficulty breathing
- Less of taste and/or smell
- Body aches

#### When was Covid-19 first found?

Covid-19 was first found in the Chinese city of Wuhan on December 1, 2019. Some scientists believe that the virus was first transmitted to humans who were exposed to infected animals. By March 2020, Covid-19 had spread to over 100 countries. On March 11, 2020 the World Health Organization (WHO) declared that the virus had become a pandemic (an outbreak of a disease that quickly infects a large number of people, over a large area).

### What is the World Health Organization (WHO)?

The World Health Organization is part of the United Nations (UN). It works on public health issues throughout the world.

The WHO has many scientists and doctors who are always looking at health problems throughout the world. It has been working for more than 60 years on global health issues such as:

- Smallpox eradication
- Childhood vaccinations
- HIV eradication
- Polio eradication

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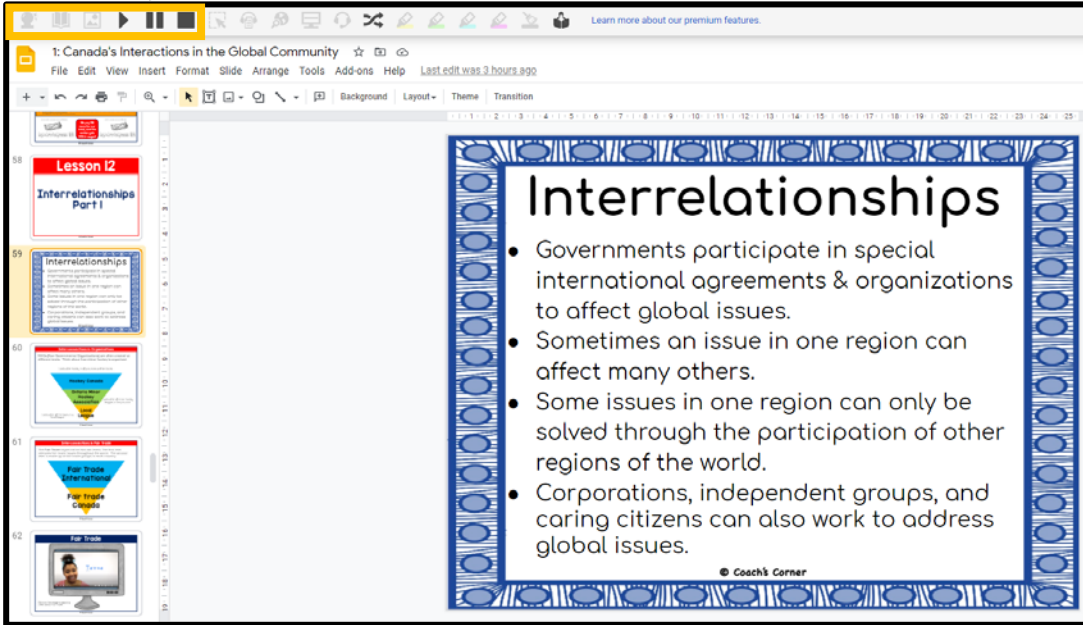
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# Can be Used with Google Read & Write



# Mapping

## World Map

Each country in the world has resources that they can sell to other countries. No one country can produce everything they need, so it will need to buy things from other countries.

Click on the computer to watch a video about how world trade works!



## What Does This Mixed-Up Map Show Us?



the world. Why did the map creator put about the world?

wer here

## Flow Maps - Try It Yourself!

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

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



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

Mineral Fuels Plastics  
Vehicles Machinery Electrical Machinery

### 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



## 20 YEARS OF NAFTA TRADE 1994-2014

This map shows how Canada, the United States, and Mexico have traded with each other under NAFTA (North American Free Trade Agreement).

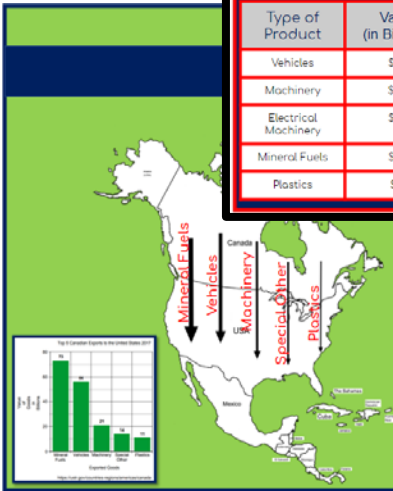
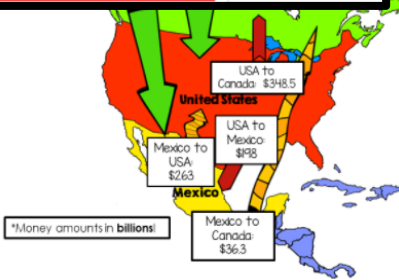
Think of 2 questions that might be hard for someone to answer using the map.

Write one question in each box below.

Type question here

Type question here

people or objects have travelled along that route. Skinny arrows show that less people or objects have travelled along that route. The flow map below shows the goods that Canada has exported (sold) to the United States in 2017. The thickest line shows that mineral fuels & oils were the most commonly exported material that Canada sold to the United States.



# Clickable Hyperlinks

## 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

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

© 2008's Corner

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.

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.

# 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](mailto: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!



### 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 it 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 **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 "Copy".

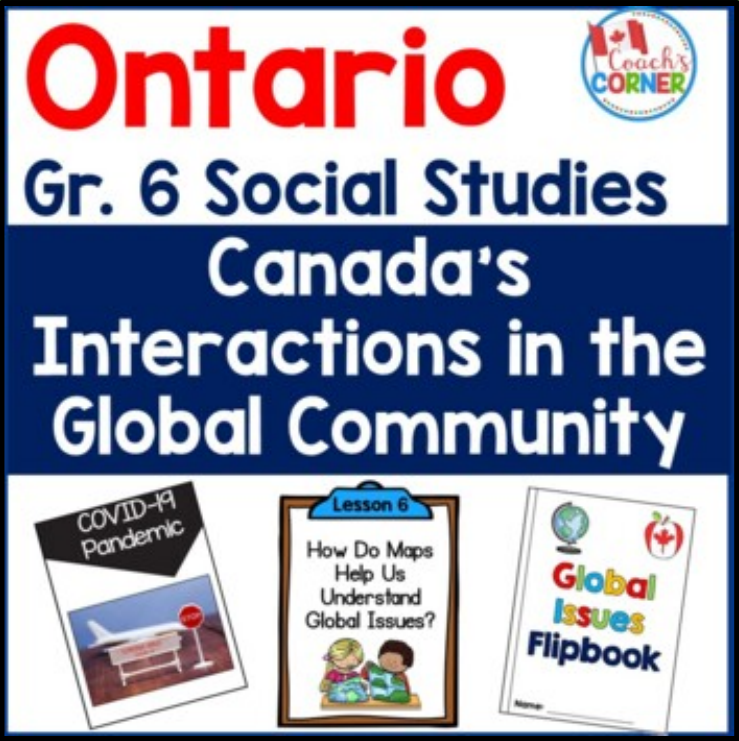
## Answer Keys

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.

Using Google Slides™

# Companion Resource for Original (Printable) Version (Sold Separately)



Important Global Issues		2
Issue		a
	Why Canada Should Be Involved	
Issue		b
	Why Canada Should Be Involved	
Issue		c
	Why Canada Should Be Involved	

Original Printable  
Version

Digital Version

Important Global Issues			2
<b>Issue A</b>	<b>Issue B</b>	<b>Issue C</b>	
Type here	Type here	Type here	
<b>Why Canada Should Be Involved</b>	<b>Why Canada Should Be Involved</b>	<b>Why Canada Should Be Involved</b>	
Type here	Type here	Type here	