

# Ontario Gr. 6 Social Studies



## Digital Bundle

Strands  
A & B



For Use with Google Classroom

# Addresses the 2023 Ontario Social Studies Curriculum

## Toronto and Montreal's Jewish Communities



Many years ago, Jewish people started coming to Canada as newcomers and settlers. They were looking for a new home where they could be safe and feel free to practice their religion. Let's talk about their journey and experiences in two big Canadian cities, Toronto and Montreal.

In Toronto, the first Jewish immigrant, Judah Joseph, arrived in 1838. More Jewish immigrants began moving to Toronto during times when they were being treated badly in their home countries.

Jewish people created a vibrant community. They started building homes, schools, and synagogues, which are special buildings where Jewish people go to pray. One famous area where many Jewish people lived is Kensington Market. This neighbourhood became a busy spot where people could buy all sorts of things like food, clothes, and more!



Jewish immigrants began settling in Montreal, Quebec as early as 1768. Just like in Toronto, they built houses, schools, and synagogues. One popular area for the Jewish community was called Mile End. Even now, you can find delicious bagel shops and delis there, serving traditional Jewish foods.

Being new in Canada wasn't always easy. Sometimes, Jewish settlers faced unkindness from people who did not understand them. They were unable to get some types of jobs because businesses would not hire Jewish workers. But they continued to work hard and support each other.

Over time, these Jewish communities grew stronger. They started their own businesses, became leaders in their cities, and helped make Canada a better place. Today, we can see the lasting impact of Jewish settlers in cities like Toronto and Montreal. Their story teaches us how important it is to welcome everyone and learn from each other.



Joe Shuster,  
creator of Superman  
(Photo: Tim Evanson  
<https://creativecommons.org/licenses/by-sa/2.0/>)



Drake, Canadian musician  
(Photo: Musicisentropy  
<https://creativecommons.org/licenses/by-sa/2.0/>)

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## Strand A Exp: A3.7

### What is Anti-Semitism?

By the late 1930s, many people around the world were upset that World War I and the Great Depression were making their lives very hard. They were looking for someone to blame for these conditions. At this time, Anti-Semitism began to rise.

#### What is Anti-Semitism?

Anti-Semitism is a term that describes when people feel hatred or prejudice towards Jewish people. Prejudice means to judge someone before knowing them based on things like their race, religion, or nationality.

#### What Do Jewish People Believe?

Jewish people believe in a special set of rules and beliefs called the Torah. They believe that these rules were given to them by God. Jewish people believe in one God, who is very powerful and who has always existed.

### Synagogue



A synagogue (sin-a-gog) is a building used by Jewish people for worship and religious study.

### Star of David



The Star of David is a symbol of the Jewish faith.

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## Strand B Exp: B3.5

# Strand A: Heritage & Identity

# Communities in Canada

# BUNDLE

The image displays a digital bundle for a lesson on communities in Canada. The central element is a laptop screen showing a Google Classroom-style activity. The activity is titled 'Push and Pull Factors' and includes two sections: 'Push Factor' and 'Pull Factor'. Each section contains a list of factors and a set of colored boxes for sorting. The 'Push Factor' section lists: 'Poor housing conditions', 'Lack of jobs', 'Pollution', 'Overcrowding', 'Lack of services', 'Lack of safety', 'Lack of education', and 'Lack of healthcare'. The 'Pull Factor' section lists: 'Better housing conditions', 'Better jobs', 'Better environment', 'Better services', 'Better safety', 'Better education', and 'Better healthcare'. To the right of the laptop screen, there is a small map of Canada and a small Canadian flag logo. To the left of the laptop screen, there is a clipboard with the title 'Ontario Gr. 6 Social Studies' and a small grid of colored boxes. The background is a solid light blue color.

Ontario  
Gr. 6  
Social  
Studies

**Push and Pull Factors**

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

**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.

**Push Factors:**

- Poor housing conditions
- Lack of jobs
- Pollution
- Overcrowding
- Lack of services
- Lack of safety
- Lack of education
- Lack of healthcare

**Pull Factors:**

- Better housing conditions
- Better jobs
- Better environment
- Better services
- Better safety
- Better education
- Better healthcare

**Sort each item.**

- Decide if it is a PUSH or PULL factor.
- Drag it into the correct box.

**Push Factor Box**

**Pull Factor Box**

**Map of Canada**

**Canadian Flag**

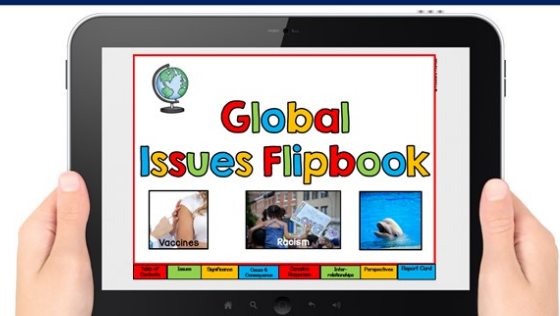
**DIGITAL**

**For Use with Google Classroom™**

# Ontario

## Gr. 6 Social Studies

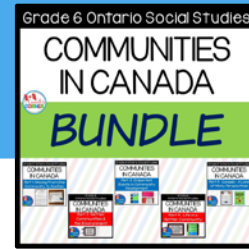
### Canada's Interactions in the Global Community



The image shows a hand holding a tablet that displays a digital flipbook titled 'Global Issues Flipbook'. The flipbook features a globe icon and three issue cards: 'Vaccines', 'Racism', and 'Climate Change'. Below the cards is a navigation bar with tabs for 'Home', 'Issues', 'Activities', 'Resources', 'Assessment', 'Feedback', and 'Help'.

## Strand B: People & Environments

# Activities Adapted from Original PDF Units



Causes & Consequences of the Discovery of Uranium in Elliot Lake			
Source of Information	Immediate Causes	Immediate Consequences	Long-Term Consequences
Text: <u>Elliot Lake, Ontario</u>			
Video: <u>A City is Born</u>			
Student Discussion			

Printable PDF

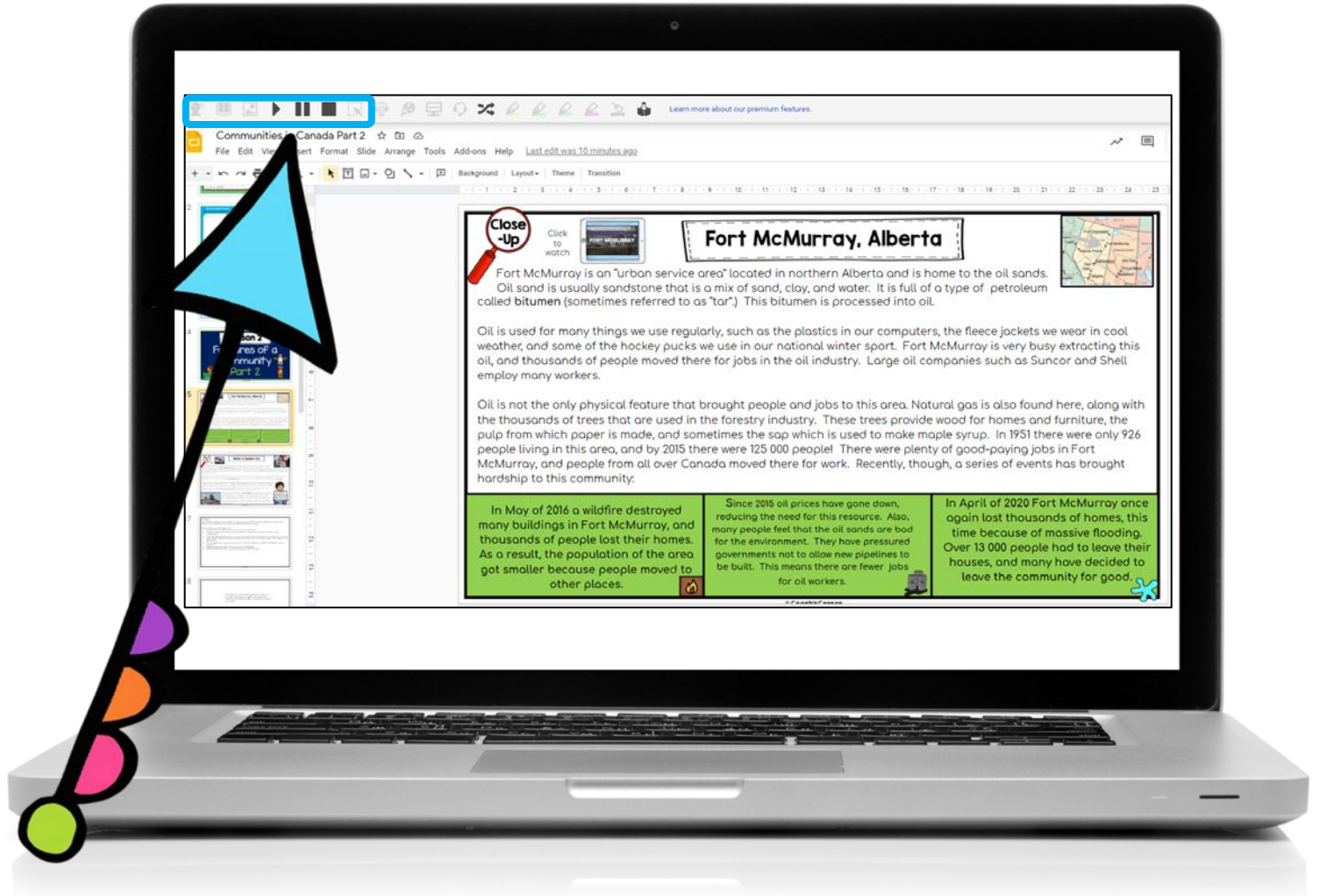
Digital Unit:



Perfect for Students with IEPs OR Distance Learning



# Students Can Use Google Read & Write



Students can listen to text

# Perfect for Distance Learning

## Perspectives

7

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Students:  
Name 4 people  
or groups that  
are concerned  
with your global  
issue.

Write at least  
one sentence  
explaining each  
person or  
group's  
perspective on  
your issue.

Person or Group: Type  
here

Type here

Person or Group: Type  
here

Type here

Name of Issue:

Type here

Type here

Type here

Person or Group: Type  
here

Person or Group: Type  
here

•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

# Students can type in answers.

# Helpful Video Links



**Fair Trade**

Tayna

001 / 9:17

Click on the image to watch a video about Fair Trade.

© Coach's Corner

Video Link: <https://www.youtube.com/watch?v=VeUGvhlNwHw>

Teachers: This video is not included in the original PDF version of the unit. I included it here in case you felt students needed extra context if you were working in a "distance learning" situation.



## Extra Notes & Tips for Teachers

# 95% of text is editable!


**Directions:**

Read about the Bangladesh Rana Plaze Collapse. Match each cause with its consequence.


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

Cause	Consequence
Bangladesh has no laws that allow workers to refuse unsafe work.	
Bangladesh is a poorer, developing country	
Workers needed money to buy food for their families.	
The company did not fix the unsafe building.	
Hundreds of workers died.	


Workers went into an unsafe building.
Hundreds of people died
The company did not have to worry about unsafe working conditions.
People around the world could see working conditions in clothing factories.
There are not many well-paying jobs.




# What Treaty Territory Do I Live On?



Watch this short video about Treaty 9.





Click on [this link](#).

Find this:

Type in the name of your community into the box and hit "Enter". It will tell you the treaty territory that you are on.

**Territories**


You are on the land of the  
[Anishinabek: the Ojibwa](#) (2015)  
[Anishinabek \(Ojibwa\)](#) (2015)  
[Métis](#) (2015)

**Treaties**

Treaty 9, 1790 (2015)  
[Learn more about this option on this link](#)

• [Anishinabek](#) (2015)

You can click on the blue links the website gives you to find out about your treaty territory!



The name of my community is [type community name](#).

My community is located on the following treaty territory: [type name of treaty territory](#).

This territory is covered by the following treaty: [Type name of treaty](#).

The most important thing about this treaty is [type here](#).

It is important that we know about this treaty because [Type here](#).



# Teacher Instruction Booklets to Help You Assign Tasks to Students

Helpful guides (with video links) to assigning specific lessons to students.

## 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](mailto:coachsteachingcorner@gmail.com)

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

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

Using Google



## 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!



Using Google Slides™

# Answer Keys

## Answer Keys

**World Map**

Possible Student Answers












This is a world map. List the three things you feel are most important about this map.

- 1 Colour is used to show where each country's borders are.
- 2 The name of each country is shown.
- 3 It is easy to see how large or small each country is.

**Sorting These Images by National or International**

- A **national** issue is one that is important only to one country.
- An **international** issue is one that is important to more than one country in the world.

National	International
 Concussion in Hockey	 Plastic Pollution
 Forestry	 Clean Water
	 Vaccines
	 Homeless people
	 Low Food Supply
	 Melting Ice
	 Invasive Species

**Write 1 observation and 1 question you have about each image.**

<p><b>A</b></p>  <p>COVID-19 has made life all over the world very challenging. How is the virus being handled in the rest of the world?</p>	<p><b>B</b></p>  <p>The polar bear can't walk across the ice because it is melting. Why is it getting warmer where polar bears live?</p>
<p><b>C</b></p>  <p>Some parts of the store have empty shelves, but other parts look full of products. Why are the shelves not full?</p>	<p><b>D</b></p>  <p>The land looks very brown and dull. Where are the trees and grass?</p>

# Strand A:

## Communities of Canada, Past & Present

### 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 & the Environment

1. Features of a Community (1)
2. Features of a Community (2)
3. Protecting Our Environment
4. Different Kinds of Evidence
5. Inquiry Task: Community Landmarks Using Primary Evidence

### 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. Treaty Land
6. Making Our Community Stronger
7. Inquiry Task: Key Events in a Community (Menu)

### Part 4: Life in a Settler Community

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

### Part 5: Canada - A Land of Many Perspectives

1. Perspective
2. Let's Debate: Mini Unit
3. Unsung Community Heroes
4. Citizenship Focus: Community Role Models
5. A Telephone Script

# **Strand B: Canada's Interactions with the Global Community**

- 1. How Do Countries Interact With Each Other as Part of the Global Community?**
- 2. Global Issues Picture Sort & 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 Global Issues**
- 9. Cause & Consequence, Part 1**
- 10. Cause & Consequence, Part 2**
- 11. Patterns & Trends**
- 12. Interrelationships, Part 1**
- 13. Interrelationships, Part 2**
- 14. Interrelationships, Part 3**
- 15. Perspectives**
- 16. Culminating Tasks, Part 1**
- 17. Culminating Tasks, Part 2**



# 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  
& the  
Holocaust



Each student works independently OR in a group to explore ONE topic in depth.

Students then share their knowledge with their classmates.



# Wide Variety of Tasks

## Interpreting & Analysing Newspaper Notices

**1914**

**BIG APARTMENT HOUSE TO BE BUILT IN 1914**

Contemplated Burnell St. Structure of Theo. Oddson Will Cost \$236,000

**BIG APARTMENT HOUSE TO BE BUILT IN 1914**

Contemplated Burnell St. Structure of Theo. Oddson will cost \$236,000

**1917**

**Judicial Sale of Valuable City Property**

IN THE COUNTY COURT OF WINNIPEG  
Berapellon vs. Odden, et al.

In pursuance of a Final Order for Sale made by the Honorable Referee of the Court of King's Bench the undermentioned valuable City Property will be offered for sale by public auction on

**SATURDAY, THE 27th DAY OF OCTOBER, A.D. 1917,**

at the hour of 12 o'clock noon, by Herbert Gray at his apothecary - room, 252 Ellice Avenue, in the City of Winnipeg, in Manitoba.

**Judicial Sale of Valuable City Property**

In the County Court of Winnipeg In pursuance of a Final Order for Sale, made by the Honorable Referee of the Court of King's Bench the undermentioned valuable City Property will be offered for sale by public auction on

**Saturday, the 27th day of October, 1917**

At the hour of 12 o'clock noon, by Herbert Gray at his auction rooms, 252 Ellice Avenue in the City of Winnipeg, in Manitoba

What kind of information do these newspaper notices give us about Winnipeg real estate between 1914 and 1917?

Type here

Are these newspaper notices primary or secondary sources? How do you know?

Type here

## Interrelationships

6

How did the government, NGOs, and groups/citizens work respond to your issue? Use this triple Venn diagram to show how they worked independently AND with each other.

Government

Groups & Citizens

NGOs

Inter-relationships

## Part 3 Inquiry Task

Think about the events that have caused change in the communities we have learned about this year.

For your inquiry task, you will be choosing a community. For your chosen community, you will

- Choose the two events that you feel are most significant to that community.
- Identify which of the two events is the most important, and justify your thinking.
- Explain how the community changed because of the events (the consequences).

You will choose ONE of the activities list in the "menu" to complete the above tasks.

Drag this over to the menu to show which activity you have chosen.

**NOTE:** The following slide shows the rubric your teacher will be using to assess your work!

**Winnipeg**

☐ Commercial

3-5 minutes long  
Script must be handed in before commercial is presented  
Can be presented live or recorded  
Props or some form of costume must be used  
Can include more than one person

☐ Letter

Neatly written or typed  
Uses proper letter format  
At least 3 paragraphs in length  
Must justify why event is significant

☐ Scrapbook

Cover of scrapbook must have a meaningful title  
Must have at least 3 inner scrapbook pages  
Each page will have at least 1 picture  
All pictures will have captions

**Attawapiskat**

☐ Comic Strip

Pages must be illustrated  
Should have at least 4 cells  
Must have meaningful dialogue  
Must include colour

☐ Free Choice

Discuss your idea with the teacher before beginning

☐ Song or Rap

Words must make sense  
Can be presented to an audience or recorded  
Written words must be turned in before performance or with recorded song  
Should be at least 2 minutes long

**Your town or city**

☐ Interview

Must have at least 5 questions relevant to a significant historical event  
Questions and answers must be neatly written or typed

☐ News Article

Must tell the "who, what, where, when, why & how" of the event  
Script of report must be turned in with the project, or before if performance is live  
Must be either performed live or recorded

☐ Story

Must be neatly written or typed  
Must have all of the elements of a well-written story (setting, characters, problem, events & solution)

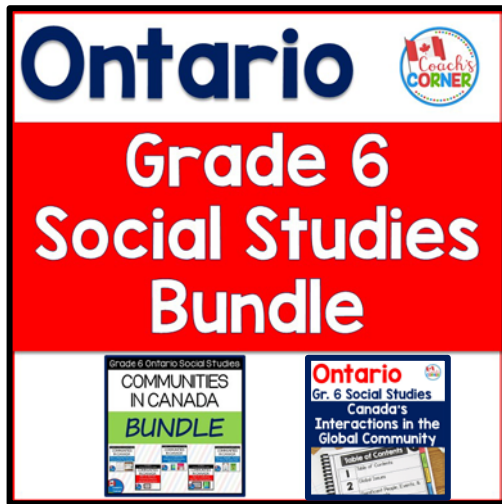
## What Do YOU Think?

Is it ethical to buy cheaper goods from other countries? Why or why not?

Type here

# Plenty of Activities for Teachers to Choose From!

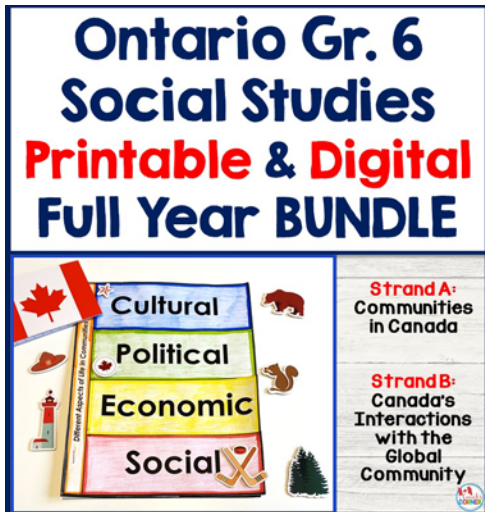
# Aligns with the Original Coach's Corner Bundle in PDF Format!



- Each lesson reflects the content from the original units.
- Makes a smooth transition between “in-class” and “distance” learning situations.
- Allows students with IEP accommodations to focus on the same content material as the rest of the class.

*Don't have this resource yet? Click the image to see it in my TPT store!*

# Also included in the full year Printable + Digital Coach's Corner Bundle!



- Makes a smooth transition between "in-class" and "distance" learning situations.
- Allows students with IEP accommodations to focus on the same content material as the rest of the class.



*Don't have this resource yet? Click the image to see it in my TPT store!*

# What Do Other Teachers Say About These Digital Units?



Amazing resource. My students were so engaged! This resource led to great discussions!

Vikki

Great resource, well planned out. My students loved learning about the different communities featured, and linking it back to their own community throughout the unit!

Miranda

This is my first year as a full time teacher, and first year distance learning - this package saved me! Everything is perfectly laid out, easy to follow, and easy to learn along with!

Delaney