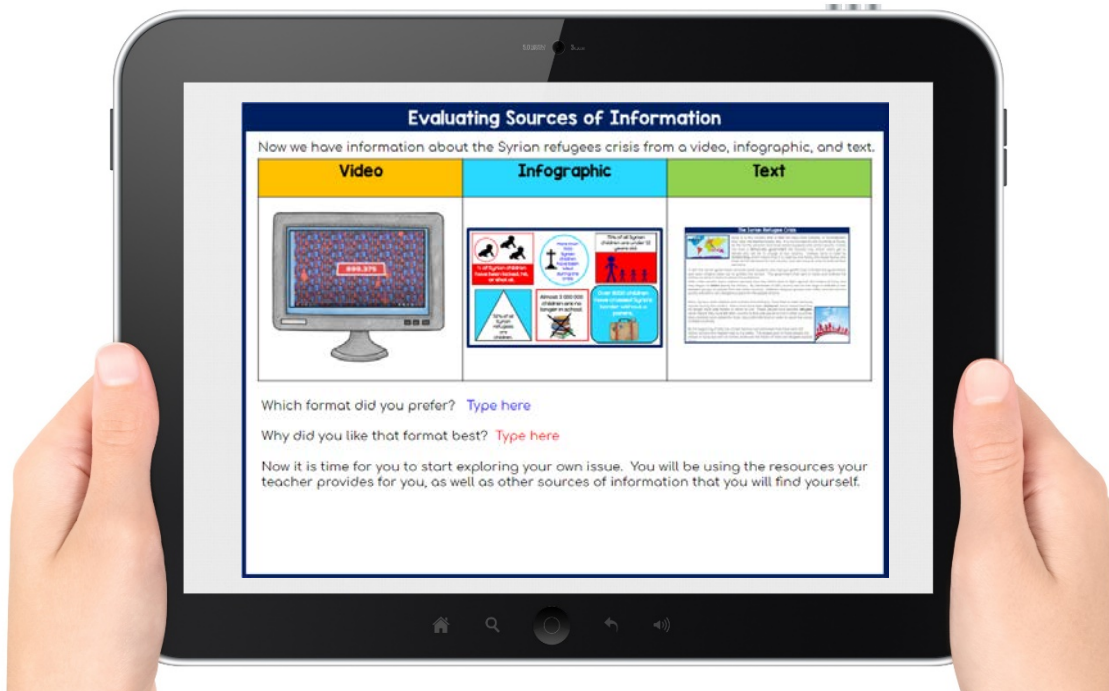


Ontario

Gr. 5/6 Social Studies Strand B



Canada's Actions at Home & in the Global Community



Unit Components

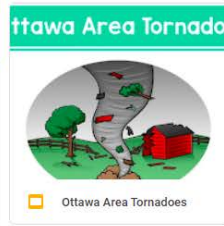
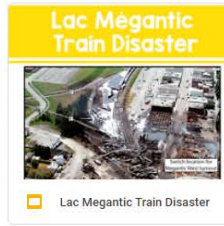
What you will find in the Google Drive folder!

Main Unit Slides

Instruction Book & Answer Keys

Important Issues Flipbook

9 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 nine 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 9 global issues:

Grade 5

- First Nations Water Crisis
- First Nations Education
- Lac Mégantic Train Disaster
- Ottawa Area Tornadoes

Grade 6

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

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"?



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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.

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.



Syrian Refugees Arriving at Airport

Canada is looked upon by many people throughout the world as a great country in which to live, and thousands of Syrians living in refugee camps in other Middle Eastern countries have applied to come here. It has not been an easy process, and it has taken a lot of work by many Canadians to help these refugees reach their goal of coming to our country.

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.

9 Global Issues Topics

Education

Water

Disaster Response

Gr.
5

First Nations Education



First Nations Water Crisis



Lac Megantic Train Disaster



Ottawa Area Tornadoes



Gr.
6

Education in Afghanistan



Clean Water in Haiti



Asian Tsunami



Ukraine Crisis



Grade 5 and/or
Grade 6:
Covid
Response

COVID-19 Pandemic



Each student focuses on
ONE issue.

Important Issues Flipbook

Important Issues Flipbook

Significance
Mapping My Issue
Cause & Consequence
Patterns and Trends
Perspectives
Report Card

Significance 3

Write about the most significant person, event or development for the issue you chose. Use the [Significance](#) criteria to help you decide how important that feature is.

| | |
|---|-----------|
| Issue of Government Person, Event or Development | Type here |
| Issue of Person, Event or Development | Type here |
| Issue of Significant Person, Event or Development | Type here |

Significance

Canada's Responses 6

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

| | Actions | Effectiveness |
|--|-----------|---------------|
| Government Type name of government | Type here | Type here |
| NGO (Non-Governmental Organization) Type name of NGO | Type here | Type here |
| Independent Group or Person Type name of group or person | Type here | Type here |

Canada's Response

Important Issues 1

a

Type here

Issue

Why Canada Should Be Involved

b

Type here

Issue

Why Canada Should Be Involved

c

Type here

Issue

Why Canada Should Be Involved

Important Issues

Cause & Consequence 4

A Cause

- Is an event that makes other things happen.
- Is closely related to the event.
- Is important to the degree of the consequences that follow.

Find a picture of the issue on the Internet. Copy and paste the picture here.

A Consequence

- Is a reaction to a cause.
- Can be positive or negative.
- Can be minor or very serious.
- Can affect only one person or many people.
- Can be immediate (start right away and last only a very short time) or long lasting (for a very long time).

| | |
|-------------|--|
| Cause | |
| Type here | |
| Consequence | |
| Type here | |

Cause & Consequence

Perspectives 7

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, beliefs, values, and experiences affects his or her perspective.

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

Name of Issue:

Type here

Person or Group

Type here

Person or Group

Type here

Perspectives

Mapping My Issue 2

Type OF Map: Type here

Where I Found My Map: Type here

3 Things My Map Tells Me:

1 Type here

2 Type here

3 Type here

Mapping

Patterns and Trends 5

Think about your issue. What other issues can be compared to this issue? What common patterns or trends do you notice in how Canadian governments, organizations and citizens respond to these issues?

| Example | Description of Patterns or Trends |
|-----------|-----------------------------------|
| Example 1 | Type here |
| Example 2 | Type here |
| Example 3 | Type here |
| Example 4 | Type here |

Patterns and Trends

Report Card 8

Use this page to create a report card to show how well Canada responded to your issue.

| Category and Criteria | Grade | Learning Goal Example Next Step |
|--|------------|---------------------------------|
| Significance <ul style="list-style-type: none"> Canadian actions resulted in change. Canadian actions were part of a global response. Canadian actions were important to more than one region. | Type grade | Type here |
| Cause <ul style="list-style-type: none"> Canada's actions caused change. Change was positive for: Global community Canada A specific region | Type grade | Type here |
| Responses <ul style="list-style-type: none"> Canadian actions were part of a global response. Canadian actions were important to more than one region. | Type grade | Type here |

Report Card

Students use this flipbook to record their inquiry journey.

Sample Responses

Mapping My Issue

Type Of Map: Political Map

Where I Found My Map: National Geographic Website

3 Things My Map Tells Me:

- 1 The capital city of Syria is Damascus.
- 2 Syria is south of Turkey.
- 3 The Euphrates River is very long. It runs from Iraq in the south and Turkey in the north.

Mapping

Teachers: This page should be done in Lesson 3 (What is a Global Issue?)

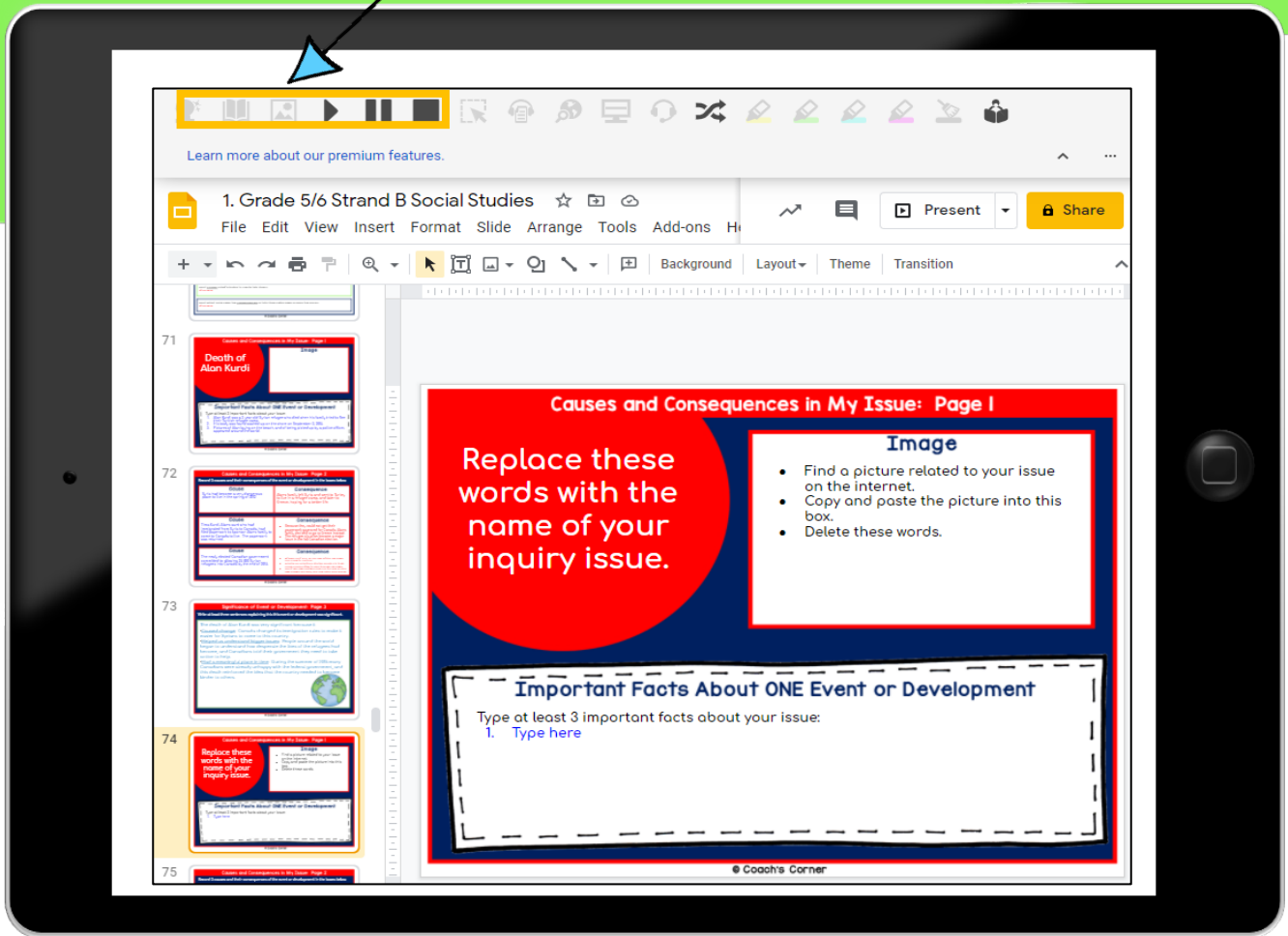
STUDENTS:

- Find an online map related to the issue that you are learning about.
- Copy and paste the map into the large box.
- Type three things that you have learned from this map.

Teacher Notes

Student
Instructions

Can be Used with Google Read & Write



Movable Interactive Pieces

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

| | Rights | Wants |
|-------------------|--------|-------|
| personal computer | | |
| education | | |
| internet | | |
| holiday trips | | |
| medical care | | |
| clothing | | |
| pet | | |
| 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](#)

Are you surprised?

Why or why not?

Clickable Hyperlinks

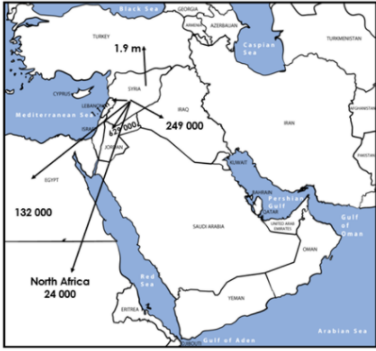
Canada's Refugee History

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.



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

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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" → "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.




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

Ontario

Gr. 5/6 Social Studies

Canada's Actions at Home & in the Global Community

Teach ONE Lesson to BOTH Grades!



Click to check it out!

| Significant People, Events, or Developments | | |
|---|---|---|
| 1 | 2 | 3 |

1 copy per student

Original Printable Version

| Significant People, Events or Developments | |
|---|-------------|
| Today you are going to decide what are the <u>three</u> 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 |
| | • |
| | • |

Digital Version