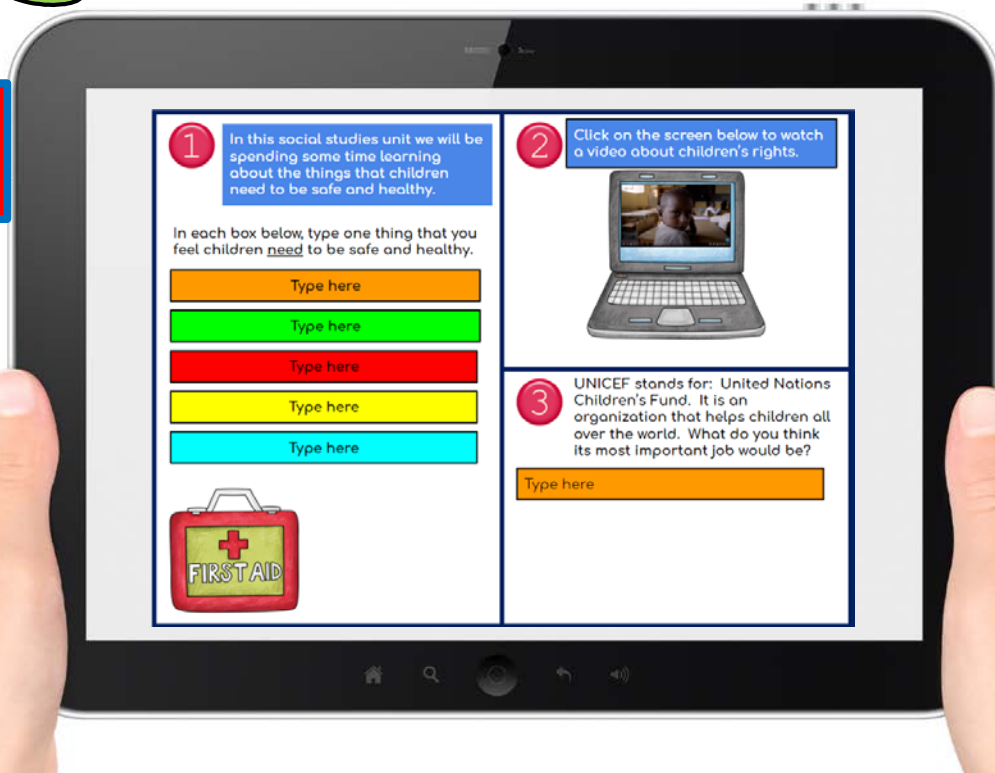


Ontario Gr. 5/6 Social Studies


Digital Bundle

**Strands
A & B**




The tablet screen displays a digital social studies unit interface with two columns of content.

Column 1:

- 1** In this social studies unit we will be spending some time learning about the things that children need to be safe and healthy.
- In each box below, type one thing that you feel children need to be safe and healthy.
- Type here (orange box)
- Type here (green box)
- Type here (red box)
- Type here (yellow box)
- Type here (cyan box)
- 

Column 2:

- 2** Click on the screen below to watch a video about children's rights.
- 
- 3** UNICEF stands for: United Nations Children's Fund. It is an organization that helps children all over the world. What do you think its most important job would be?
- Type here (orange box)



For Use with Google Classroom

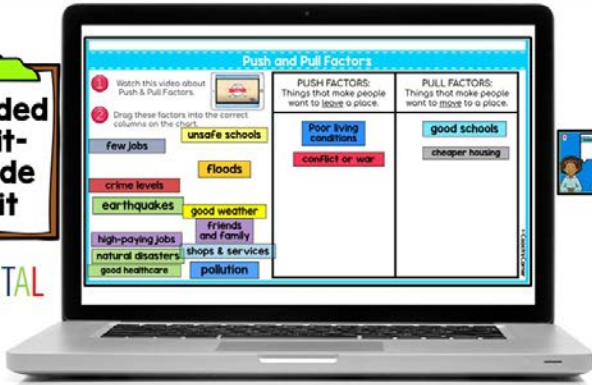
Strand A: Heritage & Identity

Ontario Gr. 5/6 Social Studies

Strand A: Heritage & Identity



DIGITAL



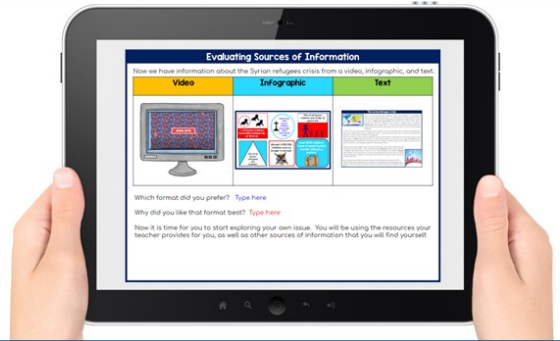
For Use with Google Classroom™

Ontario

Gr. 5/6 Social Studies Strand B

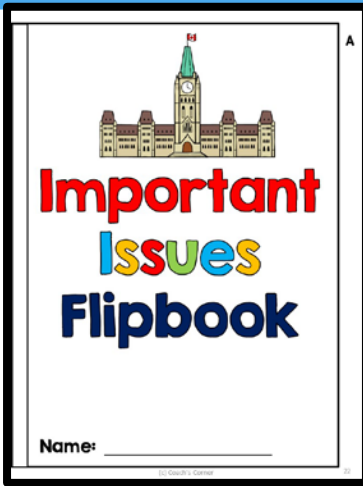
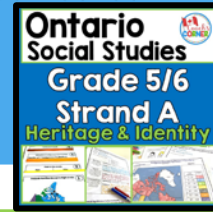


Canada's Actions at Home & in the Global Community



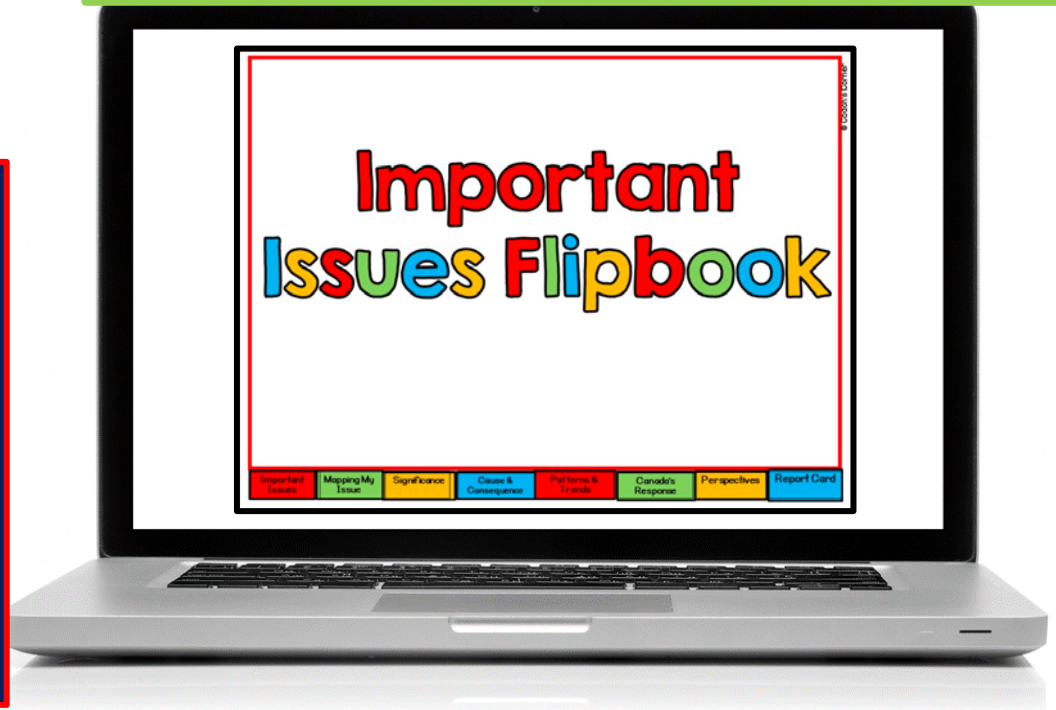
Strand B: People & Environments

Activities Adapted from Original PDF Units



Digital Unit: Students find & insert a relevant photo, list facts, and identify causes & consequences of their focus issue.

Full Unit:
Students
Cut out,
assemble and
complete
booklet pages
documenting
their inquiry
issue.



Perfect for Students with
IEPs OR Distance Learning

Updated for 2023 Ontario Social Studies Curriculum

Strand A

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. End. Even now, you can find delicious food.

Being new in Canada wasn't always easy for Jewish immigrants who did not understand them. They were often not hired for jobs. But they worked hard.

Over time, these Jewish communities grew stronger. They stayed and helped make Canada a better place. Today, we can see Jewish culture in Toronto and Montreal. Their story teaches us how important it is to be kind to everyone.



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

© Coach's Corner

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



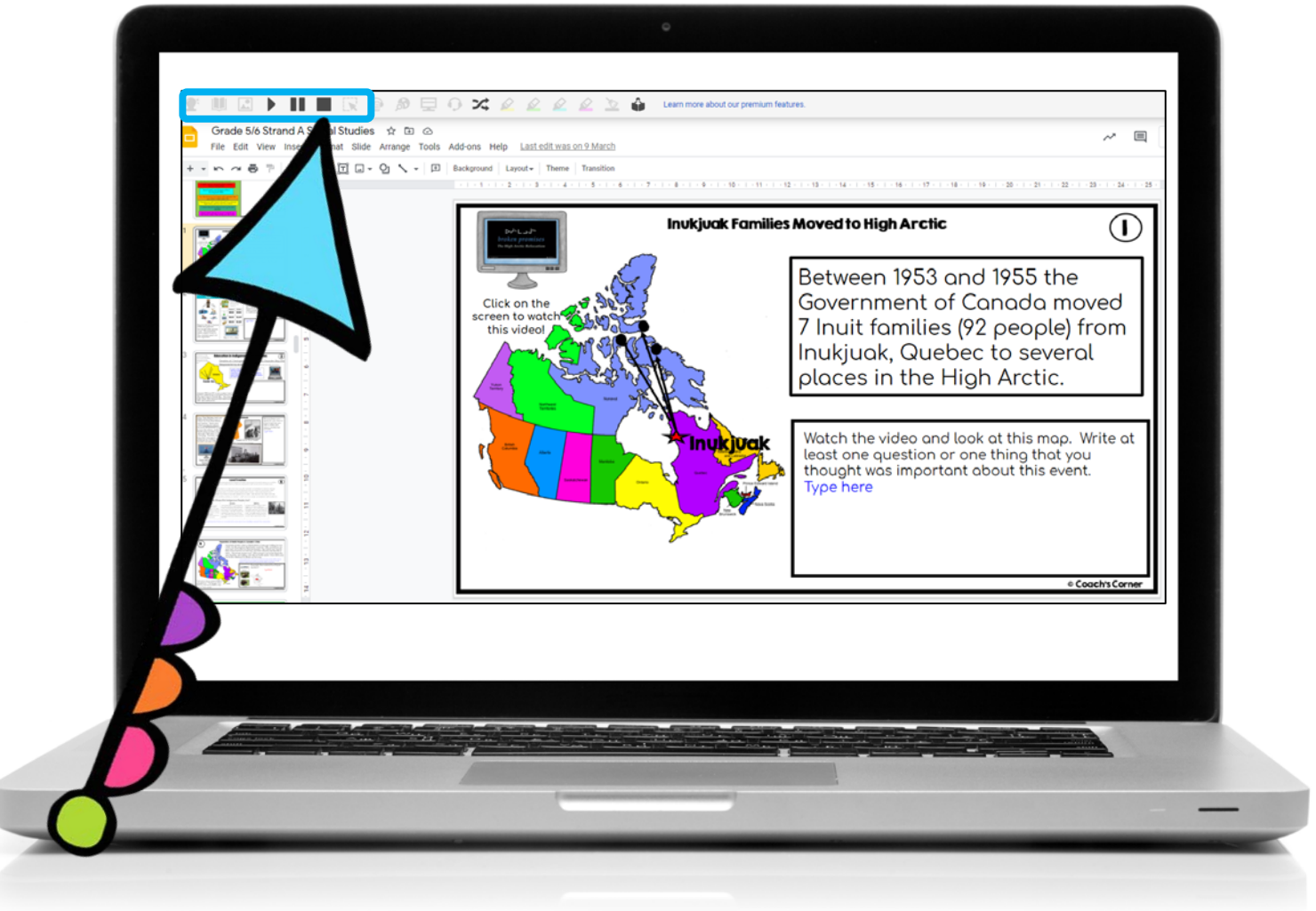
The Star of David is a symbol of the Jewish faith.

© Coach's Corner

Strand B

Strand B: People & Environments

Students Can Use Google Read & Write



Students can listen to text

10 Global Issues Topics

Education

Water

Disaster Response

Gr.
5

First Nations Education



First Nations Water Crisis



Lac Mégantic Train Disaster



Ottawa Area Tornadoes



Gr.
6

Education in Afghanistan



Clean Water in Haiti



Asian Tsunami



Ukraine Crisis



COVID-19 Pandemic



Grade 5 and/or
Grade 6:
Covid
Response







New 2023 Topic
for Grade 6:
Human Rights and
the Holocaust

Human Rights



Each student focuses on ONE
issue in Strand B.


Perfect for Distance Learning

Asking Good Questions	
 	<ol style="list-style-type: none">1. Find the issue you are exploring off the side of this slide.2. Drag the issue into the box.3. Write one good question about your issue in each of the boxes below.4. Discuss your questions with your group members. You may want to adjust your own questions after your discussion.5. Drag this star beside the question you think is most interesting.
	
	Type here
	Type here
	Type here

© Coach's Corner


Students can type in answers.

Helpful Video Links



What Treaty Territory Do I Live On?

1 Watch this short video about Treaty 9.



2 Click on [this link](#).

Find this:

Search a location to find territory acknowledgement information:

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 Anishinabewaki ne-Aw-ikw \(2013\)](#)

[Anishinabewaki \(Sheshatshii\) \(2013\)](#)

[Mikewik \(2013\)](#)

Treaties

[Treaty 9, 1790 \(2013\)](#)

[Learn more about language spoken on this land](#)

[Anishinabewaki \(2013\)](#)

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

3 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](#).

Teachers: All schools should have at least 1 large paper copy of the [Map of Ontario Treaties and Reserves](#) in their school somewhere (some schools had enough for each classroom to have one). You can also access the online version here: <https://www.ontario.ca/page/map-ontario-treaties-and-reserves>

Extra Notes & Tips for Teachers

95% of text is editable!

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.

Which Source is Best?

Communities change and grow over time. When we study these changes we can see patterns in the growth of a particular community.

Information about Winnipeg schools

Municipal Records (Primary Source)				
Year	Trunks	Buildings	Value of Real Estate and Business	Popul.
1870	4	3	\$2,000	123
1880	49	13	229,000	2,833
1890	762	134	307,000	9,274
1900	1,149	146	467,000	7,586
1910	1,447	159	704,000	9,506
1920	1,447	159	772,000	10,546
1930	1,512	171	1,075,000	11,473
1940	1,512	171	1,211,000	13,447
1950	1,512	171	1,302,000	14,802
1960	1,512	171	1,474,000	15,444
1970	1,512	171	1,506,000	16,078
1980	1,512	171	1,646,000	17,136
1990	1,512	171	1,842,000	18,706
2000	1,512	171	2,000,000	20,594

History Text (Secondary Source)

There had been enormous changes on Roslyn Road since 1900. In that year there had only been twenty-three houses on the street. In 1912 there were fifty, as well as the Roslyn Apartments on the corner of Osborne Street. The new construction was not the only change; of those who lived on Roslyn in 1900, only eight remained and only four were still in the same house.

(from Winnipeg 1912 by Jim Blanchard)

Which of the above sources would be most effective in helping you understand how Winnipeg grew over the years? Explain your thinking.

Type here

© Canada's Corner

How Has Canada Been Affected by Covid-19?

On January 25, 2020 Canada's first case of COVID-19 was diagnosed at Sunnybrook Hospital in Toronto. It quickly spread throughout the country. Doctors told the federal government that they worried that soon there would be so many sick people that hospitals would run out of room for them.

By January 31, 2021 Canada had:

- 778 972 positive COVID-19 cases.
- 20 032 deaths caused by COVID-19.

By February 1, 2021 the world had:

- 103 111 445 positive COVID-19 cases
- 2 231 324 deaths caused by COVID-19

Location	Total COVID-19 Cases	Death Rate (Deaths/100 000 people)
Canada	778 972	53
Newfoundland & Labrador	408	1
Prince Edward Island	111	0
Nova Scotia	1580	7
New Brunswick	1256	2
Quebec	262 583	114
Ontario	268 211	42
Manitoba	29 564	60
Saskatchewan	23 864	26
Alberta	124 208	37
British Columbia	66 779	23
Yukon Territory	70	2
Northwest Territories	31	0
Nunavut	294	3

The Seigneurial System



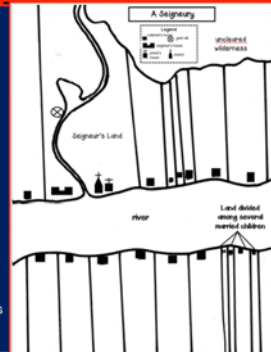
A seigneur & his family

The seigneurial system was a method of distributing land for farming in New France. It had existed for hundreds of years in France, and was introduced to New France during the time that Samuel de Champlain was Governor.

The king granted tracts of land to **seigneurs**, who were usually wealthy and powerful men. Some were retired military officers. Some of these tracts of land, or seigneuries, were also granted to religious orders and communities of nuns. The seigneuries varied in size from 16 km² to 160 km². The seigneurs decided how to divide their land, but they normally kept the biggest and best pieces of land for themselves.

The rivers of New France were the main means of transportation and communication, so it was decided that each seigneurie should have frontage on a river.

When seigneurs began to grant land to habitants, they offered the habitants long, narrow rectangles of land that extended from the river.



Teacher Instruction Booklets to Help You Assign Tasks to Students

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!

Ontario
Gr. 5/6 Social Studies
Canada's Actions
at Home & in the
Global Community

Important
Issues
Cause &
Consequence

Using Google Slides™

Helpful generic guides to assigning specific lessons to students.

Social Studies Heritage & Identity Google Classroom

Instructions for 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 Social Studies: Heritage and Identity](#)

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

Ontario
Social Studies
Grade 5/6
Strand A
Heritage & Identity

Using Google Slides™



Answer Keys

Push and Pull Factors

- 1 Watch this video about Push & Pull Factors.
 - 2 Drag these factors into the correct columns on the chart.
- NOTE:** Some of the items could be placed in either column, depending upon someone's perspective. For example, someone might want to leave an area because they no longer want to live near family & friends.



PUSH FACTORS:
Things that make people want to leave a place.

unsafe schools
floods
natural disasters
pollution
crime levels
Poor living conditions
earthquakes
conflict or war
few jobs

PULL FACTORS:
Things that make people want to move to a place.

cheaper housing
good weather
friends and family
good schools
shops & services
high-paying jobs
good healthcare

© Coach's Corner

Use the brush menu to create a map key.
Use a different colour for each range of numbers. HINT: You will actually only need FIVE colours!
Colour in the province and territories using the colours from your map key.

Province or Territory	# of Reserves
Newfoundland & Labrador	3
Prince Edward Island	4
Nova Scotia	25
New Brunswick	18
Quebec	27
Ontario	139
Manitoba	75
Saskatchewan	168
Alberta	81
British Columbia	419
Yukon Territory	0
Northwest Territories	2
Nunavut	6

Map Key	
# of Reserves	Colour
0 – 50	
51 – 100	
101 – 150	
151 – 200	
201 – 250	
251 – 300	
301 – 350	
351 – 400	
401 – 450	

Number of First Nations Reserves by Province and Territory



Strand A: Heritage & Identity

- 1. What is the “Canadian Identity”?**
 - 2. How Do the Features of a Community Contribute to Its Identity?**
 - 3. Why Do People Live in Certain Communities?**
 - 4. Where Have Canada’s Indigenous Peoples Lived?**
 - 5. What Are Treaty Territories?**
 - 6. What Are Primary and Secondary Sources?**
 - 7. How Do Maps Show Patterns and Trends?**
 - 8. What Are Interrelationships?**
 - 9. How Have Canadians Solved Problems?**
 - 10. What Makes an Event Significant?**
 - 11. What Are Causes and Consequences?**
 - 12. Why Do People Have Different Perspectives?**
 - 13. Whose Perspectives Are Loudest?**
 - 14. Métis and Inuit Peoples**
- Culminating Event**
- Assessment & Evaluation**

Gr. 5: Interactions of Indigenous Peoples & Europeans
Gr. 6: Communities of Canada, Past & Present

Strand B: People & Environments

- 1. What is a "Right"?**
- 2. Introducing the Issues**
- 3. Defining National and 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**

Gr. 5: The Role of Government & Responsible Citizenship
Gr. 6: Canada's Interactions with the Global Community

Wide Variety of Tasks

Quebec History 4: The Fall of Huronia

1 Watch this video.



2 Read each sentence.

Iroquois attack Hurons.

French missionaries bring new diseases to Hurons.

Catholic Church wants to convert Indigenous Peoples to their faith.

Jesuit missionaries arrive in Huronia.

Iroquois attack Hurons.

Many Hurons become sick.

Hurons & French settlers are almost destroyed.

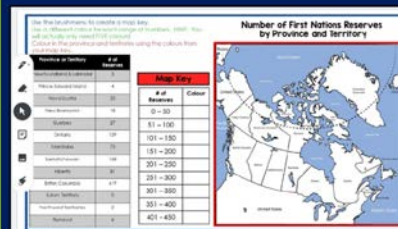
Hurons are weakened.

3 Drag each sentence into the correct column.

Causes

Consequences

Teacher-Only Slide



Teachers: Click on the following link to access the Jamboard activity. You can then assign it to your students.

https://jamboard.google.com/d/1D_A1GG2LoSEDrAodWXW1b97Z-wjBZw3u_uA0GclhE/edit?usp=sharing

Jamboard Mapping

In the regular (PDF) version of this mapping activity, students would simply be given a paper copy of these activity sheets. They would create a map key using coloured pencils, and then use that key to colour in the map.



In a distance learning situation, however, it becomes more complex. I have created a Google Jamboard version of this activity for students to use that platform's marker to create the key and colour in the provinces and territories. The image to the left shows what this slide looks like. You can access the Jamboard file by clicking on the link to the left, and then assigning to students.

Inuit Daily Life

The Arctic could be a very hard place for people to live. The Inuit people spent most of their time trying to find food and keep warm.

The land in many parts of the Arctic was frozen all the time. That meant that no trees or other plants could grow there. People needed to find animals to eat so they would not starve. They spent almost every day hunting, fishing, or moving from place to place to find new animals to catch.

At night the Inuit would gather in their homes to make tools, tell stories, and carve animals from the soft soapstone in the area.

The winter was very cold, and all the water would freeze. This made it much easier for the Inuit people to get from place to place by using dog sleds and by walking. They did not use snowshoes because their land was mostly made of ice, not snow.

The Inuit people often made figures from large stones. These are called inukshuks and they were used to leave information for other Inuit on their travels. They helped people find good hunting and fishing areas, water, or where food had been stored.

Which activity was most important in early Inuit life?

- A. Hunting
- B. Carving animals out of soapstone
- C. Dog-sledding
- D. Making inukshuks



e Coach's Corner

Perspectives

Type the topic here

Choose a topic that people might disagree upon. Write what each of these people might say about the topic inside their speech bubble.

Type here

Type here

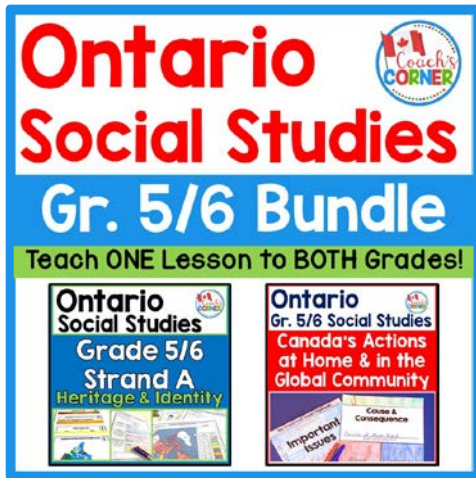
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Plenty of Activities for Teachers to Choose From!

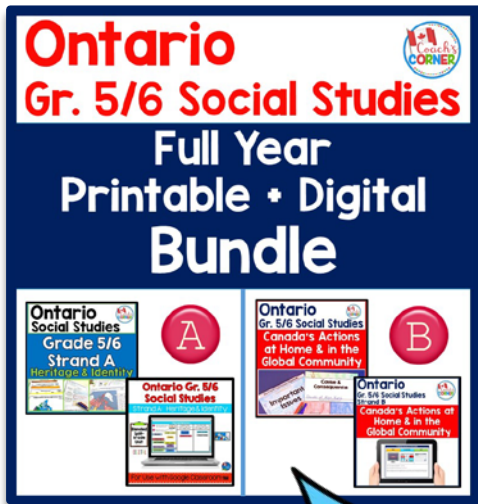
Aligns with the Original Coach's Corner Bundle in PDF Format!



- 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!

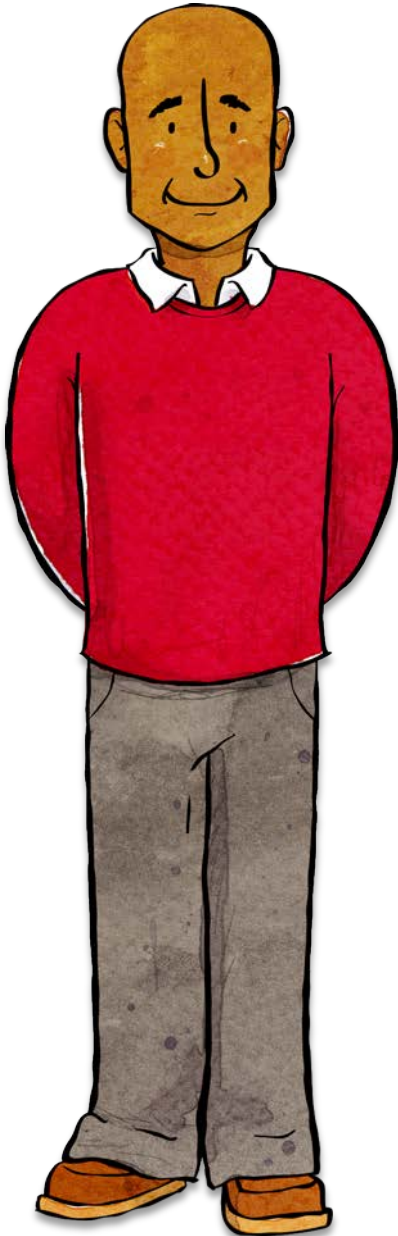
Also included in the full year Printable + Digital Coach's Corner Bundle!



- 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?



Coach's Corner put a ton of effort into these resources! I have already started using them with my students. They are digital friendly AND were great with my students who needed differentiated learning! Worth every penny during this virtual learning, I needed all the help I could get!

Miranda

Extremely helpful with a split class and the switch to distance learning. The work was engaging and easy to follow for students! Amazing resource!

Hillary

I am teaching a split grade online and this resource is an absolute life saver. It is excellent and easy to use for my students. Thank you very much!

Cassandra

This resource was absolutely wonderful to use! I have used the PDF version of it for 3 years (with the updates) and knew when I saw this that it would work wonderfully in the virtual class that I'm teaching this year! SO happy I made the purchase!

Stefanie