



CANADA'S

interactions with

THE GLOBAL COMMUNITY



WELCOME TO

Grade 6

CANADA'S INTERACTIONS WITH
THE GLOBAL COMMUNITY

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INTRODUCTION

madly learning inquiry based units

Dear Teacher,

This unit has a lot of hands on activities and information that will keep students excited and engaged while learning about Canada's Interactions in the Global Community.

I have tried to ensure that all of the activities are relatively easy to set up and run. However an important aspect of these activities is the ability for students to reflect on their learning as some of the concepts are complex with multiple layers of understanding (e.g., international trade). Effort has been made to present the information at an appropriate level for your students. Even so students may struggle with making these connections without your guidance.

Reading and research are necessary for inquiry. Most of the research is done through guided inquiry activities where information has been provided. These articles will be challenging for some students because of the geographic terminology required to understand the concepts. You may wish to provide a range of ways for your students to access the information. (modelled reading, shared reading, partner reading, guided reading). Using Language Arts classes for some of the reading will help cover the content but also allow you to teach specific strategies for non fiction reading and assess student skills. The final inquiry is an open inquiry. Practicing skills with the guided inquiry lessons will give the students a base.

This unit uses an inquiry based approach to learning. This means that the role of the teacher is ideally that of a guide to help students learn the concepts in the lessons contained herein. We know that good teaching provides our students with a variety of learning activities. Effective instruction must go beyond the passive consumption of read and respond worksheets or repetitive centres activities. This is the reason that you will find a limited amount of these tasks in Madly Learning units.

We know teachers have a wide variety of experiences with inquiry, and we have worked to make the teaching components flexible and adaptable to your needs as a teacher but also to the wide variety of needs of students in your classroom. Through every Madly Learning unit, we hope to bring you a wider variety fun and engaging lessons that fit it all together to make learning meaningful.

As always, if you have any questions, concerns, or comments you would like to share with me, I am always available to support you. Send me an email and I will get back to you promptly. I appreciate when buyers contact me directly about any issue prior to leaving feedback.

Enjoy the unit!

Sincerely,

Patti

@MadlyLearning

EMAIL : info@MadlyLearning.com

FOCUS ON *inquiry*

Inquiry is an approach to teaching that takes the teacher out of the role of lecturer and transitions the teacher into the guide on the side. By implementing an inquiry approach, you are giving up some of the control in your classroom and over the learning.

Getting Started:

Start your unit getting to know how much your students know and what they are interested in. This is the goal of lesson one. They will review the images of the Wonder Wall to activate prior knowledge and inspire thinking. Their thinking will elicit questions that will serve to guide your exploration through the remaining components of the unit. Capture student questions and post them on a chart as they share their ideas with the class.

At this point, students will ask questions—but don't give them answers; just write the questions down and ask a question back that makes them think more deeply about the topic they are curious about. Get an idea about what they are interested in and what they know. Once you have captured their questions, look at their list and group their questions into topics.

The photos were designed to foster student thinking related to the content of the curriculum. These will serve as questions that will lead into your lessons.

Make a list of themes that students want to know more about. These will generally follow the lessons as they are planned out in this unit, except now you have let them choose why they are learning about them.

FOCUS ON *inquiry*

The Lessons:

The lessons in this resource reflect the typical goals of an initial student inquiry.

You will work through these lessons by always referring to these as being a part of the student goals. They do not have to be done in exactly this order, and you can add in other information based on student interest. You will notice that many of the pages either activate prior knowledge or are a reflection about a hands-on learning activity to ensure that students are learning what they are supposed to learn from the activities. This is where your guidance becomes an important part of the learning process.

You are no longer just giving information. You are leading discussions through questioning techniques that help students to draw conclusions.

Conferencing and knowledge-building circles will be important activities for this to occur. Assess who is doing most of the talking? It should be the students doing the talking about their learning, not just listening.

This is the goal for learning. However this may be new to many of them as they learn to listen to each other instead of just you. So train them, train them, train them by gradually releasing the control of the conversation away from you and more to them.

Final Inquiry Project:

This is the application piece of all of their learning and should take up the most of your teaching and learning time. During this time, you are not teaching and lecturing. Instead, you are supporting, questioning, and conferencing with students.

FOCUS ON *inquiry*

If this is one of your first inquiry units, you can consider a guided inquiry approach where you walk them through each step and limit their choices. Alternatively, you can allow students to work as a group based on interest and use a guided reading for science model to help guide them through their inquiry.

Assessment

Assessment has three elements along the journey.

Diagnostic - Assess students about their initial knowledge. This is not a formal assessment but will give you a baseline of student understanding. Quickly level student knowledge based on three levels of understanding: limited, developing, and good.

Formative Assessment - Through each lesson, there are guides for how to collect formative assessment of your students. Gather information for your assessment from a balance of your conversations, observations, and the products produced by students.

Summative - At the end of the unit, students will participate in a culminating activity of the inquiry project. This project will have them apply their learning from the smaller parts of the unit to complete this inquiry project. Allow for an open-ended approach to how students present their information. Your assessment will be of the knowledge and skills demonstrated, not on specific methods of how this is demonstrated.

Inquiry is a journey, and wherever you are on your inquiry journey as a teacher is an okay place to be. Start with one inquiry task and with every new experience release a bit more control to students letting them lead. This happens over time, not overnight.

CROSS CURRICULAR connections

There are many other opportunities to connect this unit with other subjects that you teach. Here are some ideas on how you can connect the learning in this unit with other subject areas.

OTHER SCIENCE

- biodiversity
- energy resources and climate change
- careers in environmental science

SOCIAL STUDIES

- mapping skills
- mapping technology
- historical connections due to immigration

MATH

- data management - graphs
- geometry - Cartesian plane
- financial literacy - fair trade

LANGUAGE

- research skills - reading skills, paraphrasing, note taking, bibliographic information,
- media - more time with photo essays, spa's, infographics

ARTS

- art from other countries/cultures
- media art - infographics
- posters for social, political, environmental issues

PHYS ED

- sports/games from country partners

CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY



ONTARIO

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Grade Six

Unit checklist

Checklist of curriculum expectations covered by lesson

Curriculum Expectations	1	2	3	4	5	M6	7	8	9	10	11	12	I
1.1 explain why Canada participates in specific international accords and organizations				X			X X		X X	X X	X X		
1.2 analyse responses of Canadian governments, NGOs, individual citizens to an economic, environmental, political, and/or social issue of international significance											X X		
1.3 explain why some environmental issues require the participation of other regions of the world							X		X		X X		
2.1 formulate questions to guide investigations into global issues	X												X
2.2 gather and organize information on global issues including their impact and responses to them, using a variety of resources and various technologies							X X	X X	X X	X X			X
2.3 Analyse and construct different types of maps, both print and digital, as part of their investigations into global issues.					X X								X
2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools								X X	X X	X X	X X	X X	
2.5 evaluate evidence and draw conclusions about global issues								X X	X X	X X	X X	X X	
2.6 communicate the results of their inquiries, using appropriate vocabulary			X X					X X	X X	X X	X X	X X	
3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world			X X				X X	X X	X X	X X	X X	X X	

Curriculum Expectations	I	2	3	4	5	M6	7	8	9	10	11	12	I
3.2 describe Canada's participation in different international accords, organizations, and/or programs							X	X	X	X	X	X	
3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues							X	X	X	X	X	X	
3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world										X	X	X	
3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions		X					X					X	
3.6 identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions			X	X		X						X	
3.7 identify countries/regions with which Canada has a significant economic relationship	X						X					X	
3.8 describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world				X	X		X					X	
3.9 describe some ways in which Canada's interactions with other regions of the world have affected the environment								X		X	X	X	
OTHER													
Communicate their understanding with others in a variety of ways.	X	X	X	X	X	X	X	X	X	X	X	X	X
- Group discussions	X	X	X	X	X	X	X	X	X	X	X	X	X
- Student participation in small groups	X	X					X	X	X	X	X	X	
- Student notebook and reflection pages		X	X	X	X	X	X	X	X	X	X	X	X
- Student teacher conferences								X	X	X	X	X	X

grade six

LEARNING GOAL SUMMARY

Student Name: _____

Lesson	Learning Goal	1	2	3	4
1	Students will recognize their background knowledge about the topic. They will formulate specific questions to answer during the study of Canada's Interactions with the Global Community.				
2	Students will review general information about Canada. Students will explore the idea of international relationships.				
3	Students will identify and locate countries with which Canada has a significant interrelationship.				
4	Students will identify some of the major ways in which the Canadian government interacts with other nations of the world.				
5	Students will identify countries/regions with which Canada has a significant economic relationship.				
IM	Students will be able to use longitude and latitude to locate cities in these countries with which Canada has interactions. Students will be able to read coordinates in all four quadrants of the Cartesian plane.				
6	Students will describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world. (Case Study - USCMA)				
7	Students will describe Canada's participation in different international accords, organizations, and/or intergovernmental programs.				
8	Students will gather and organize information on global issues, including their impact on the global community and draw conclusions about the responses to them.				
9	Students will describe several groups or organizations (non governmental) through which Canada and Canadians are involved in global issues.				
10	Students will explain why some environmental issues are of international importance and how cooperation has affected the environment .				
11	Students will analyse responses of Canadian governments, NGOs, individual citizens to an economic, environmental, political, and/or social issue of international significance.				
12	Students will consolidate various expectations presented in the lessons.				

LESSON ONE

Wonder Wall and Diagnostic Assessment

grade six LESSON ONE

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will recognize their background knowledge about the topic. They will formulate specific questions to answer during the study of Canada's Interactions with the Global Community.

PREPARATION

- Read Aloud: [If the World Were a Village](#)
- [If the World Were a Village – video](#) (newer statistics based on book, put to video images not from the book)
- [Centre Cards](#)
- Copies of [graphic organizer](#)
- [Collage \(Wonder Wall\)](#)
- [Word Sort](#)
- [We Wonder – bulletin board cards](#)
- A collection of various objects with country of origin label
- [Question Chart](#)

Lesson Part A

- Read Aloud: [If the World Were a Village](#)
- Class Brainstorming – Create a list of questions students have in reaction to the book. Have a question chart posted to help students.
- Inform students that they will be rotating through 3 centres and continue with question building.
- Introduce centres (object sort, photo collage, word sort)

Lesson Part B

- Divide students into 3 groups
- Provide students with centre materials
- Groups rotate through centres; approximately 5 minutes each
- Students record questions at each centre
- Submit to teacher
- Teacher can select most popular, thought provoking, etc. to post on bulletin board

ASSESSMENT

The students' notes on the [organizers](#) will give you insight into background knowledge and which lessons you might want to spend more time on, noted by the interest in different topics.

NOTES

Image Collage

1. plastic in ocean
2. child worker in factory
3. polar bear in Arctic – melting ice floats
4. medical worker with Covid test
5. showing world connections
6. refugee camp
7. Canada-South Korea cooperation
8. greenhouse gases/global warming
9. United Nations flags of member countries
10. symbols of Canada
11. soldiers briefing for peacekeeping mission
12. Trudeau and Trump – U.S./Canada relations

TEACHER NOTES

??? QUESTION CHART

	IS/ARE	DO/ DOES/ DID	CAN	WOULD	WILL	MIGHT/ COULD
WHO						
WHAT						
WHEN						
WHERE						
WHY						
HOW						



OBJECT SORT

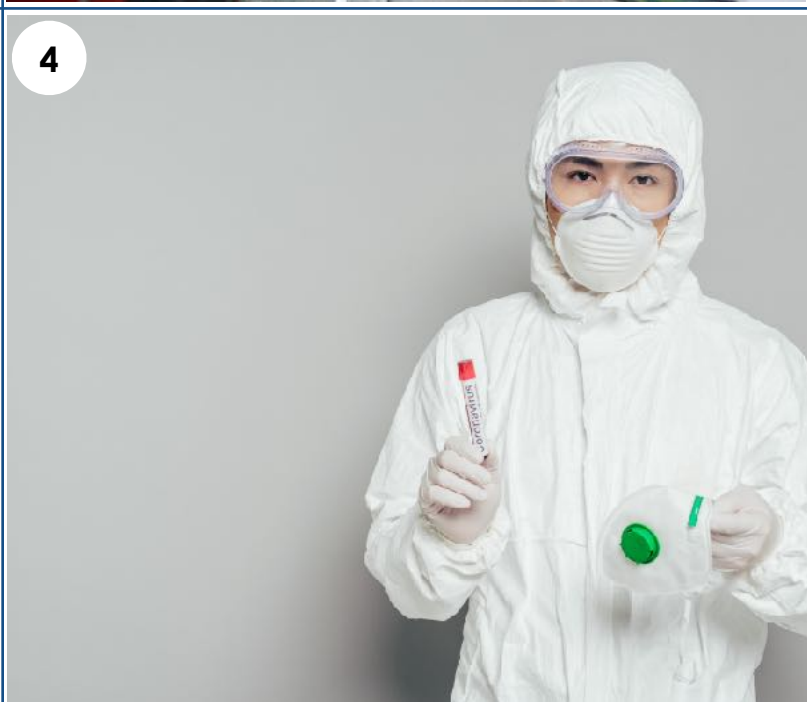
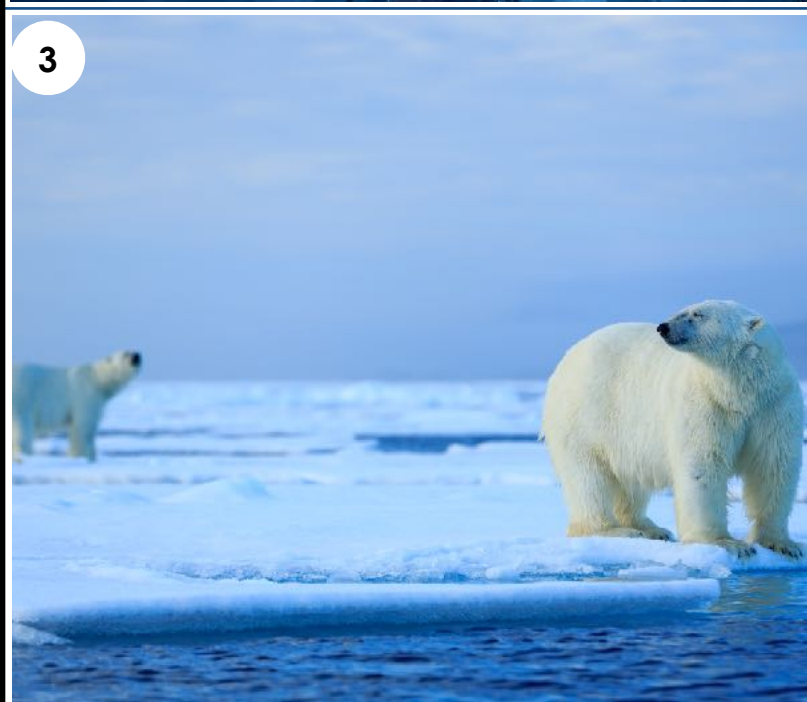
Look at the following objects at the centre. Find out where the object was made. Look at the labels on your clothing. Where were they made? What questions do you have about how/ why these objects are in Canada?

collage

Explore the images in the collage. Consider setting/ topic of each image. What questions do you have?

WORD SORT

Take the word cards and sort them into categories you think make sense. Looking at the categories and words, what questions do you have? Use a question chart to help you if you are having difficulty.



7

8

9

10

11

12

WORD SORT

United Nations	food shortages
UNICEF	governmental organizations
Red Cross	non-governmental organizations
Canada–United States– Mexico Agreement	citizens
Asia Pacific Economic Cooperation	global issues
climate change	import
trade	export
child labour	peace keeping
Covid-19 pandemic	developed country
Hurricane Katrina	underdeveloped country
Haiti	Canada
tariffs	Afghanistan



OBJECT SORT

KNOW	OBSERVE	WONDER

COLLAGE

KNOW	OBSERVE	WONDER



WORD SORT

KNOW	OBSERVE	WONDER

THE THING I AM MOST CURIOUS ABOUT

I WONDER

WE WONDER

WE WONDER

LESSON TWO

Canada in the World

grade six LESSON TWO

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will review general information about Canada.
Students will identify the continents and oceans.
Students will explore the idea of international relationships.

PREPARATION

- | | |
|--|---|
| <ul style="list-style-type: none"> • Trivia Quiz • Chart paper/markers • Video – Proud to be Canadian | <ul style="list-style-type: none"> • World Map (consider enlarging to 11X17 paper) • Labels for world map – continents and oceans • Labelled world map • Blank world map for notebook |
|--|---|

Lesson Part A

- [Trivia quiz](#) – Read questions to students. Students can record answers. Verify answers at end. (For background information only)
- I am proud to be Canadian! – Have students brainstorm responses to this statement (chart paper, small whiteboards, etc.)
- Viewing of video – [Proud to be Canadian](#) (see NOTES)
- Have students add to their brainstorm using information from the video – collect and post
- Discussions – The world is a community. What relationships does Canada have with other countries? (See NOTES for Discussion Guide)

Lesson Part B

- Where in the World? – labeling game – Continents and Oceans. Provide small groups with a [map](#) and [labels](#). Have them label the locations they know.
- Groups can self check with the [Answer Key](#).
- Students label their own map for their notebook.

ASSESSMENT

- Observation during discussions and labelling activity
- Observations during brainstorming activity
- Map – ensure it is labelled correctly

NOTES

Proud to be Canadian – <https://www.youtube.com/watch?v=oCBbknmeXJw>

This video was made for Canada's 150th Birthday.

Types of International Relationships/Interactions

Canada has relations with many countries. These relationships are based on different factors.

1. **Historical relations** – Canada is a country of immigrants, so it has interactions with countries from which large groups emigrated. The strongest ties are with France and the United Kingdom, the two countries that colonized Canada originally.
2. **Geographic proximity** – Canada's closest relationship is with its neighbour the United States due to its proximity and shared immigration history. Mexico also shares close ties with Canada as part of North America.
3. **Economic interactions** – Trade is a principal reason for countries to begin relations. Canada is a thriving member of many trade relationships.
4. **Military alliances** – Canada has fought as a global member in both World Wars, the Korean War, South African War, and Afghanistan, as well as being part of numerous peacekeeping missions. The countries Canada fought with are all considered allies.
5. **Aid** – As a highly developed country, Canada offers aid to many underdeveloped countries, as well as to areas hit with natural disasters.
6. **Tourism** – Canadians love to travel to other parts of the world. People from across the globe love to visit Canada. Tourism was the number one service export, with almost 2 million jobs in Canada being in the tourism sector, generating \$105 billion dollars. (2019)



CANADA TRIVIA

1. How many provinces are there in Canada?
2. What is the capital city of Canada?
3. What is Canada's ranking in terms of size compared to other countries around the world?
4. How many oceans touch Canada?
5. What is the name of the most recently formed territory?
6. Who were the first people to inhabit Canada?
7. What is Canada's national sport?
8. What is the leader of Canada called?
9. Which province or territory has the tallest mountain?
10. Which European country was the first to colonize what is now Canada?

RESPONSES

1. 10
2. Ottawa
3. Second (Russia is first)
4. 3 – Atlantic, Pacific, Arctic
5. Nunavut
6. Indigenous/ Aboriginal peoples
7. Lacrosse
8. Prime Minister
9. Yukon (Mt. Logan)
10. France



CONTINENT LABELS

Africa

Antarctica

Asia

Australia

Europe

North America

South America

OCEAN LABELS

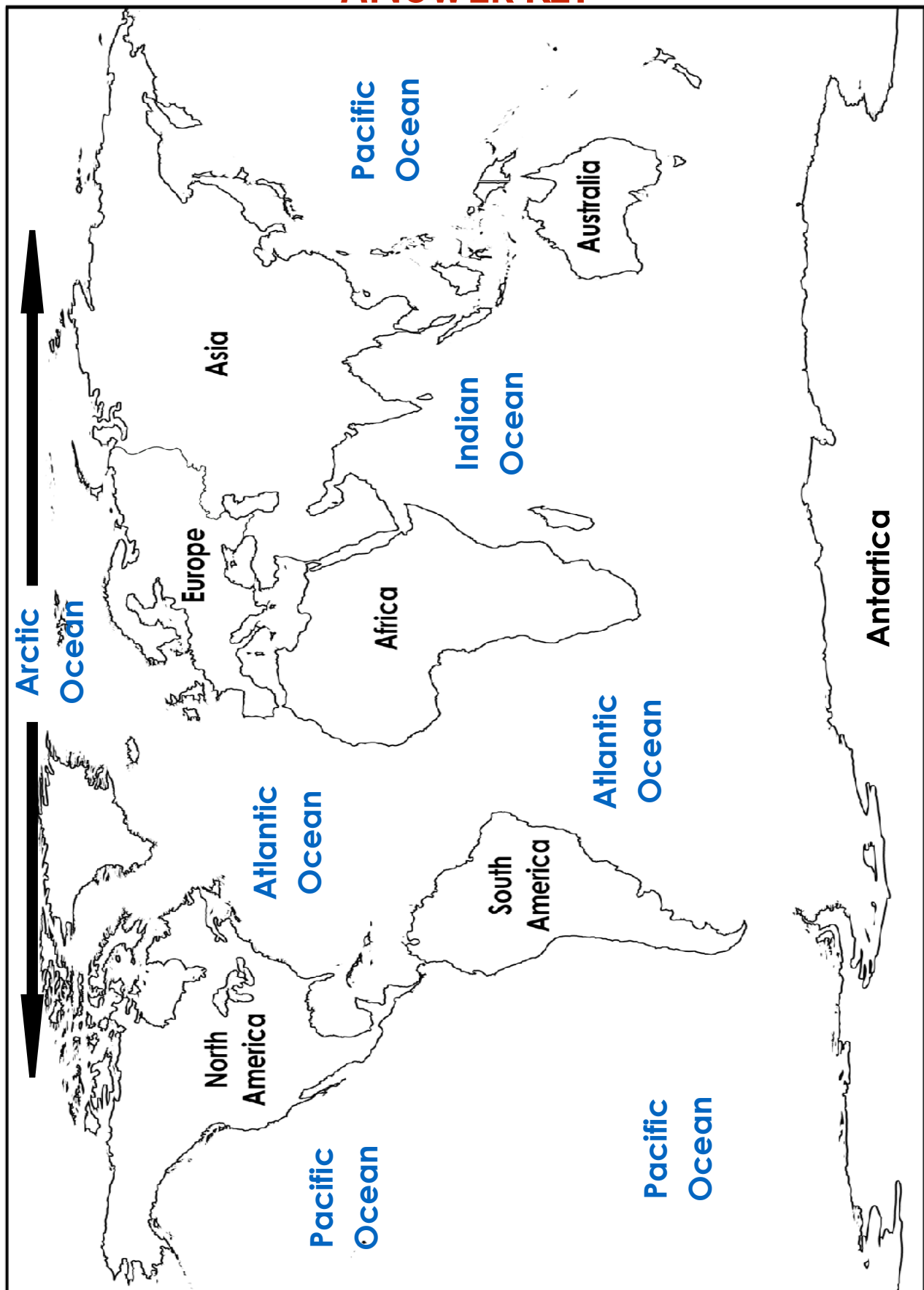
Atlantic Ocean

Arctic Ocean

Pacific Ocean

Indian Ocean

ANSWER KEY



LESSON THREE

Canada's Relations with Other Countries

grade six LESSON THREE

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will identify and locate countries with which Canada has a significant interrelationship.

PREPARATION

- [World map](#)
- [Country labels](#)
- [Anchor chart – International Relations terms](#)
- [Country Profile Card template](#)
- [The World Facebook CIA](#)
- [CG – Developing World site](#)
- [Country Profile Model](#)

Lesson Part A

- World Map – game – countries of the world (see [NOTES](#))
- How does Canada compare to other countries? Introduce students to the [CG – Developing World site](#). Choose a country to compare to Canada (see [NOTES](#))
- Ask – What does this tell us about the countries? Introduce the [Developing World Anchor Charts](#) for terms.
- Explore several countries using the [Country Labels](#). Answer the question: How does Canada compare with _____, using the [Global Terms](#) as a guide.

Lesson Part B

- Introduce students to the [Country Profile Card](#).
- Provide them with the [model for Afghanistan](#).
- Students should use the site [The World Facebook CIA](#) for the most recent information.
- Students will select a country and complete a [profile card](#).
- Note for students the categories on the menu. Ask them to think about which category will give them information about each criteria (see [NOTES](#)).
- The cards can be posted for reference.

ASSESSMENT

- Observation during discussions
- [Country Profile Card](#) – assess inferences made from information – level of understanding (limited, considerable, extensive)

NOTES

World Map Game

Use a large projected map. Create 4-5 groups, depending on your class size. Give each group a set of labels. Allow approximately three minutes for groups to study labels and discuss where they belong on the world map.

Select an order for groups. Groups can send a member of their group to the map to place a label. If it is incorrect, they remove the label and return to the group. The group that gets rid of its labels first is the winner.

The Developing World site

This site was developed to support the United Nations Millennium Development Goals. The data is from 2011 but still applicable to the idea of comparing countries based on the level of development.

CIA Factbook

Note for the students:

1. Show them that under percentages, it gives the country comparison to the world. Usually, 250 countries are included in the rankings.
2. Finding information:

Continent: Geography

Population: People and Society

Area: Geography

Climate: Geography

Gross Domestic Product (2017): Economy

Gross Domestic Product Growth Rate 2015-2017: Economy

Life Expectancy: People and Society

School Life Expectancy: People and Society

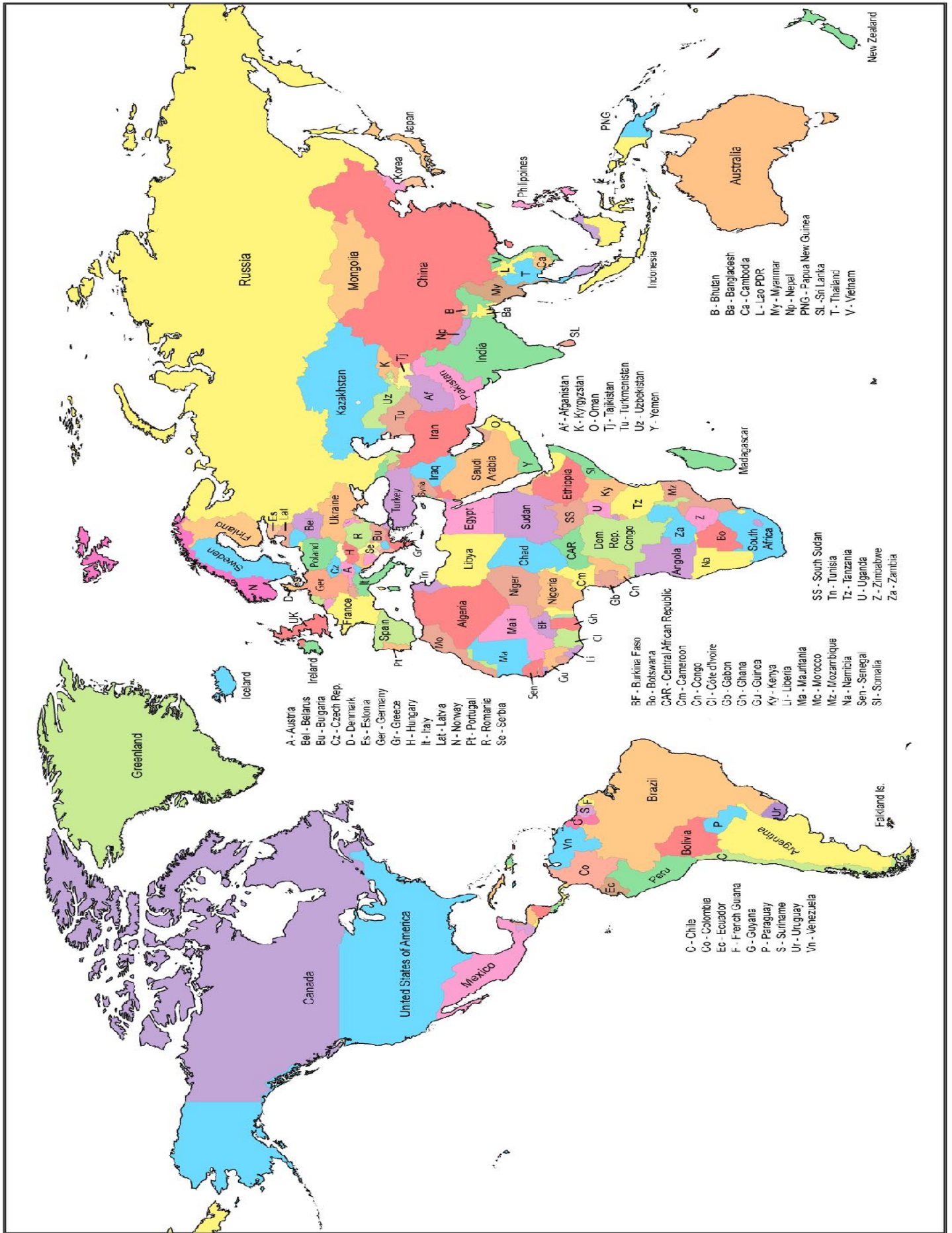
Population below poverty level: Economy

Export commodities: Economy

Import commodities: Economy

Interesting Fact:

CANADA'S INTERACTIONS WITH THE GOGAL COMMUNITY



COUNTRY LABELS

COUNTRIES WITH WHOM CANADA HAS
SIGNIFICANT RELATIONS

UNITED STATES

FRANCE

UNITED KINGDOM

MEXICO

CHINA

AUSTRALIA

NORWAY

DENMARK

NEW ZEALAND

NETHERLANDS

COUNTRY LABELS

COUNTRIES WITH WHOM CANADA HAS
SIGNIFICANT RELATIONS

GERMANY

SOUTH KOREA

INDIA

ITALY

BELGIUM

BRAZIL

ETHIOPIA

AFGHANISTAN

BANGLADESH

SYRIA (SYRIAN ARAB REPUBLIC)



GLOBAL TERMS

TERM	MEANING	SIGNIFICANCE
Life expectancy at birth	The number of years an infant would be expected to live if health and living conditions at the time of birth stayed the same throughout the child's life.	A high life expectancy indicates a country has good health care, citizens have access to good nutrition, clean water and education. Countries with war, famine and disease have lower life expectancies.
Net primary enrollment rate	This represents the number of children enrolled in primary school as a percentage of the total number of children of official primary school age in the country	Elementary school is compulsory in almost all countries. Children are expected to have basic literacy and math skills. These skills are necessary for life in today's world.
School life expectancy	The average number of years children in a country spend in school.	More educated populations have higher standards of living. More education means more skilled workers.
Gross Domestic Product (GDP)	The GDP is one of the ways of measuring the size of a country's economy. It is the dollar value of all the products and services made in a country within a year.	A rising GDP means the economy is growing, which can lead to more jobs and more money for the citizens.
Export commodity	A product or service that is sold to another country.	Exporting increases a country's economy. It makes money by selling to other countries. Its businesses make money and create jobs for its citizens.
Import commodity	A product or service that a country buys from another country	Imports help businesses and individual citizens have access to more products at lower prices (competition).



COUNTRY PROFILE

Continent: _____

Population: _____

Area: _____

Gross Domestic Product (2017): _____

Gross Domestic Product Growth Rate 2015-2017: _____

Life Expectancy: _____

School Life Expectancy: _____

Population below poverty level: _____

Export commodities (3): _____

Import commodities (3): _____

Interesting Fact: _____

Inferences about my country

1. _____

2. _____

3. _____



COUNTRY PROFILE

AFGHANISTAN

Continent: Asia

Population: 37,466,414

Area: 652,230 sq km

Gross Domestic Product (2017): \$78.557 billion

Gross Domestic Product Growth Rate 2015-2017: 1% to 2.7%

Life Expectancy: 53

Population below poverty level: 54.5%

School Life Expectancy: 10 years

Export commodities: gold, grapes, handwoven carpets

Import commodities: wheat, petroleum, synthetic fabrics

Interesting Fact: Afghanistan has 0 sq km of water

Inferences about my country

1. Most people in Afghanistan are poor, but the economy is growing slowly.
2. Many citizens do not have good health care or die young because of war.
3. Many people in Afghanistan do not get an education beyond elementary school.

LESSON FOUR

LESSON DESCRIPTION

grade six LESSON FOUR

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will identify some of the major ways in which the Canadian government interacts with other nations of the world.

PREPARATION

- [Canada Government Bilateral Relations](#)
- [Dear Friend](#) graphic organizer
- [Canada and _____ Readings](#)

Lesson Part A

- Ask: Now that we have looked at some of the countries that Canada interacts with, what types of relationships do you think Canada has with other countries?
Answers: historical, geographical closeness, economic, military, provides aid, tourism
- Choose a country and discuss what types of relations Canada has with it (see [NOTES](#))
- Introduces students to the [Canada Government Bilateral Relations](#) site
- Choose a country as a class and explore the page that describes its relationship with Canada (see [NOTES](#))

Lesson Part B: 2 Lessons

- Students will choose one of the 20 countries from the previous lesson to research using the [Canada Government Bilateral Relations](#) site
- They will use the information to write a friendly letter either from Canada to the chosen country or the reverse
- Struggling readers or students who prefer a printed text can choose one of the [Canada and _____ Readings](#)
- Have students complete the [Dear Friend](#) graphic organizer

ASSESSMENT

- Observations during discussions
- [Dear Friend](#) graphic organizer and letter (see [NOTES](#))

NOTES

Government of Canada site – The texts on this site are written at a higher reading level. As you explore a text, model choosing main points and 'putting them in your own words' without worrying about the advanced vocabulary. Three summaries are being provided for students who struggle with reading.

NOTES

Assessment of Graphic Organizer and Friendly Letter

You may wish to use this assignment to teach the friendly letter format during Language Arts classes. It is also a short piece to focus on the writing process or a particular grammar point during the editing process.

If you choose to use a rubric for assessment of writing skills, you can include the following row as a social studies expectation.

Level 1	Level 2	Level 3	Level 4
Has difficulty identifying ways in which the Canadian government interacts with another nation of the world.	Identifies a few ways in which the Canadian government interacts with another nation of the world and clearly demonstrates little understanding of the effects of the relationship.	Identifies several ways in which the Canadian government interacts with another nation of the world and clearly demonstrates some understanding of the effects of the relationship.	Identifies multiple ways in which the Canadian government interacts with another nation of the world and clearly demonstrates an excellent understanding of the effects of the relationship.

CANADA AND BRAZIL

The relationship between Canada and Brazil goes all the way back to 1866. Brazil opened an embassy in Ottawa in 1941. Canada built an embassy in Brasilia in 1944. Both embassies are still in operation today.

Brazil is Canada's third-largest trading partner. Canada imports inorganic chemicals, precious stones, machinery and iron from Brazil. Exports to Brazil include fertilizers, machinery, mineral fuels, aircraft and aircraft parts. Both countries are members of several trade agreements.

Canada and Brazil fought beside each other during World War 2. This alliance continues today. Both countries work with the United Nations peacekeeping efforts. Canada relies on Brazil to support the Department of National Defence and the Canadian Armed Forces.

Canada is the number one country of choice for Brazilians when they choose a school outside of their country. Almost 40,000 students from Brazil attend school in Canada. Students from Canada's Emerging Leaders Program choose Brazil as their number one location to go to school outside of Canada.

Canada also plays a large role in Human Rights in Brazil. It supports programs, including those for women, LGBTQ2, indigenous peoples and migrants. In 2021, Canada is running seventeen aid projects to help Brazil become a highly developed nation.

Finally, both countries share ties through other international organizations such as the G20, World Trade Organization and the Western Hemisphere Agricultural Group A5.



CANADA AND SOUTH KOREA

Canada and South Korea have a close relationship. Canada helped Korea during the Korean War (1950-53). South Korea was also the first country in the Asia Pacific area to make a free trade agreement with Canada. South Korea has an embassy in Ottawa and there is a Canadian embassy in Seoul.

South Korea is Canada's sixth-largest trading partner. Canada exports mineral ores, mineral fuels and oils, meat, and machinery to South Korea. In 2020, Canada imported \$9.6 billion of merchandise, including electronics, plastic and nuclear reactors.

Due to the historical war connection, many South Koreans have immigrated to Canada. More than 200,000 Canadians are of Korean heritage. Many Canadians also have immigrated to South Korea. In 2020, approximately 27,000 Canadians lived in South Korea. Many Canadians move to South Korea to teach English.

North and South Korea have not achieved peace. Instead, they have an armistice. Through the United Nations, Canada continues to aid South Korea with planning and being prepared for attacks from North Korea.

Finally, Canada and South Korea belong to many of the same organizations. For example, they are both members of La Francophonie, The World Trade Organization and the G20.



CANADA AND THE NETHERLANDS

The most significant tie between Canada and the Netherlands is historical. Canadian troops fought in one of the most dangerous situations during World War 2. The Netherlands was free after the Canadian military fought several battles in different parts of the country. The Nazis surrendered May 5, 1945. During the war, Canada also welcomed the Dutch Royal family to live in Canada, safely away from the war. In fact, Princess Margriet was born in Ottawa in 1943. After the war, the Netherlands gave a gift of 100,000 tulip bulbs to Canada. Ottawa has hosted a Tulip Festival as a memorial to the soldiers who died in the battles since 1953. There is a memorial to Canadians in the Netherlands where 30,000 maple trees were planted and named the Liberation Forest.

The friendship between the two countries extends into other areas. Canada has an embassy in The Hague, the capital of the Netherlands. The Netherlands has an embassy in Ottawa. Almost one million Canadians are of Dutch descent. This means about one-third of our country immigrated from The Netherlands.

Trade is another important aspect of the relationship. Trade between the two countries totaled \$8.6 billion in 2020. The Netherlands is the third-largest investor in Canada's economy. The port city of Rotterdam is a key to transporting goods across the rest of Europe. Canada's top exports to the Netherlands include mineral ores, fuels, nickel and aluminum. We import machinery, beverages and medicine.

Finally, these two countries agree on many global issues, such as the importance of human rights. They have memberships in the same organizations, including the United Nations and NATO.



DEAR FRIEND

Interactions between _____ and Canada

- _____
- _____
- _____
- _____

Useful Phrases

- ◆ I appreciate our friendship ...
- ◆ I am thankful ...
- ◆ I am glad we are both ...
- ◆ Our interactions allow our citizens ...
- ◆ Without you ...
- ◆ Our relationship means ...



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON FIVE

Canada's Trade Partners

grade six LESSON FIVE

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will identify countries/regions with which Canada has a significant economic relationship.

PREPARATION

- Pre-lesson assignment – [Where in the World?](#)
- [Parts of a Map Anchor Chart](#)
- [Data Tables](#)
- [Blank World Map](#)
- Model Thematic Maps (see [NOTES](#))

Lesson Part A

- Prior to the lesson, send the [Where in the World](#) assignment home with students.
- Ask students to share the results from their product search from home. Create a list of the products and countries of origin. Introduce the term **import**.
- Why do you think countries import from other countries? (see [NOTES](#))
- Brainstorm: What do you think Canada sells to other countries? **Exports**. Share [Export](#) chart
- Repeat by sharing [Import](#) chart.
- Thematic Maps – Explain that an easy way to show this information is through a map. Show and discuss models (see [NOTES](#))
- Inform students they will be creating a map based on trade information that will be provided to them.

Lesson Part B

- [Map Anchor Chart](#) – introduce to students
- Provide students with a [blank world map](#) and data tables.
- Students are to choose either the [Import](#) or [Export](#) data table and create a map to show the information.

ASSESSMENT

- [Thematic Map Rubric](#)

NOTES

Thematic Maps – links

<https://www.visualcapitalist.com/mapped-top-export-in-every-country/>

<https://naibuzz.com/every-countrys-highest-valued-export-worldwide-one-map/>

Why do countries export and import products?

An import is a product or service that one country buys from another. A country may import products it cannot produce itself. For example, we do not grow bananas in Canada. A country might also import services or products that another country can produce at a lower price. Businesses import parts for their products that another country builds efficiently and at a cheaper cost. For example, a car company might import the air conditioning system from another country for its cars. This allows the company to sell the cars at a lower price and builds the company. Citizens get more choice of products when their country imports. Lower prices and more choice give citizens a higher standard of living. An export is a product that is sold from one country to another. A country will sell a product it has a large quantity of or that it makes efficiently at a good cost. Every country has different resources that it can export. Some countries have oil, others wood or coffee, etc. Other countries have education systems and infrastructure that let them manufacture high-tech products. Exporting makes money for a country.

TEACHER NOTES

WHERE IN THE WORLD

Go on a hunt around your house. Look at different objects or products. Where were they made? Try to find many different countries of origin.



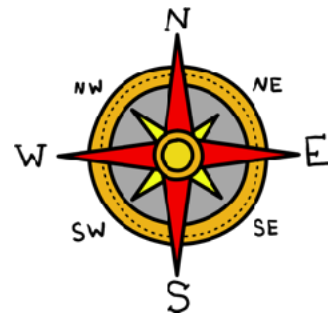
Product/Object	Country of Origin

PARTS OF A MAP

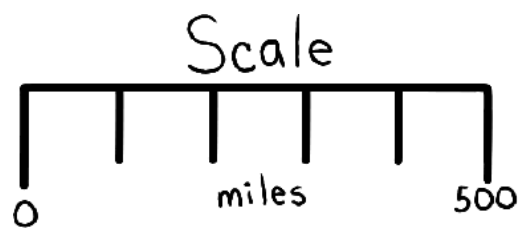
Title – tells you the subject of the map

Map of _____

Compass Rose – shows direction; North, South, West and East



Scale – shows distance.
If the scale is 1 cm = 100 km,
then a measurement of
2.5 cm on the map would
equal 25 km in the real world.



Labels – tell you the name of a place or other information

Key or Legend – contains symbols or colours to show information on the map. It will be a box near the corner of a map.



TOP IMPORT COUNTRIES - EXPORTS 2019

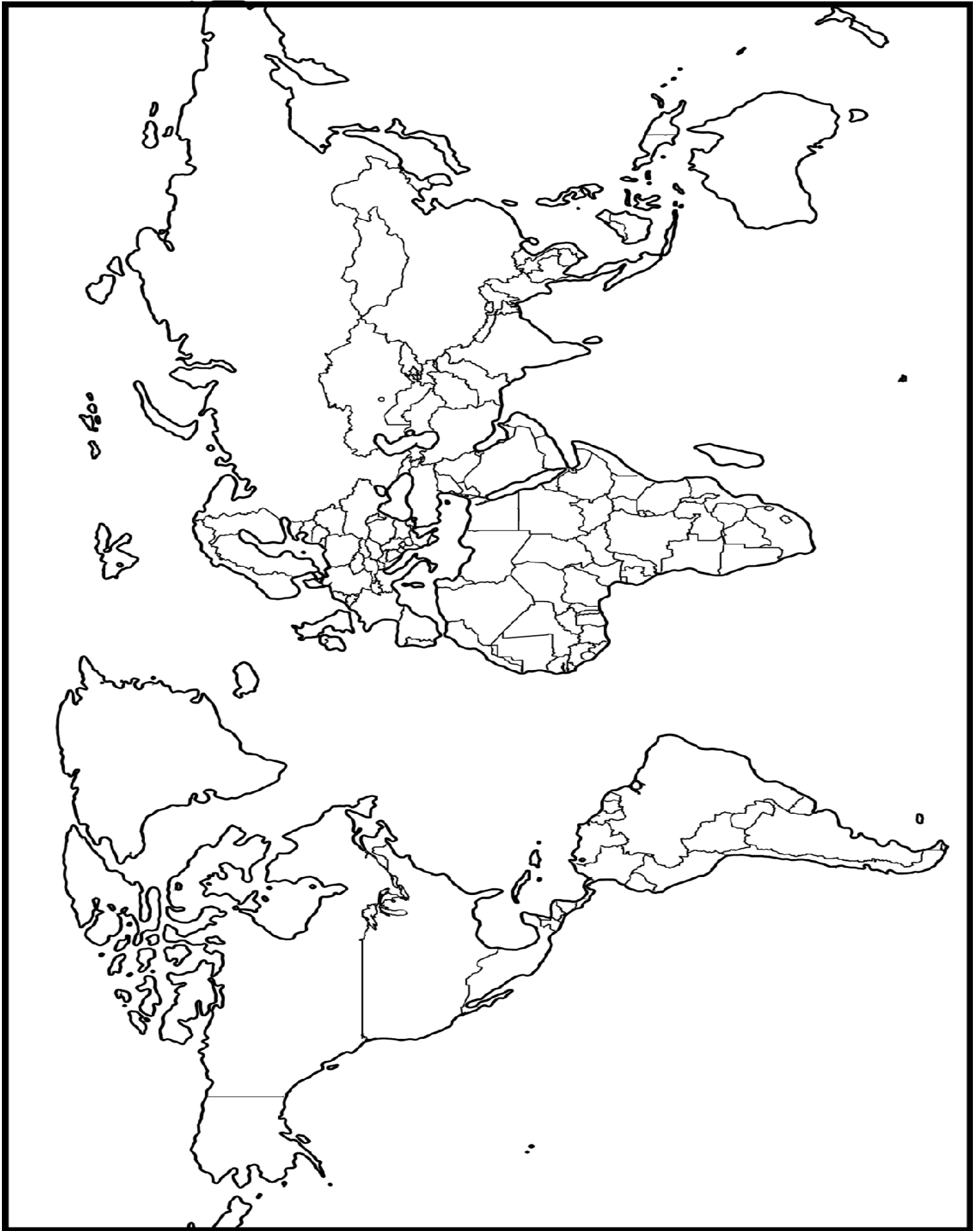
Country	Value in Billion \$
United States	443
European Union	50
China	24
Japan	13
Mexico	8.4
South Korea	5.8
India	5.0
Hong Kong	4.2
Other Countries	41

[Source](#)

TOP EXPORT COUNTRIES - IMPORTS - 2019

Country	Value in Billion \$
United States	392
European Union	66
China	47
Mexico	20
Japan	12
South Korea	8.5
Hong Kong	4.2
India	4.1
Other Countries	59

[Source](#)



THEMATIC MAP RUBRIC

	1	2	3	4
Title	Purpose/ content of the map is not clear from this title	Title tells the purpose/ content of the map, but is not located at the top of the map	Title tells the purpose/ content of the map and is printed at the top of the map	Title tells the purpose/ content of the map, is clearly distinguishable as the title
Legend	Legend is absent or lacks several symbols and colours	Legend contains an almost complete set of symbols and colours	Legend contains a complete set of symbols and colours	Legend is easy to find and contains a complete set of symbols and colours
Accuracy	Many errors in completing the Thematic Map	Several errors in completing the Thematic Map	Only minor errors in completing the Thematic Map	No errors, extremely accurate in completing the Thematic Map
Clarity	Uses few strategies to ensure map is easy to read and understand	Uses some strategies to ensure map is easy to read and understand	Uses several strategies to ensure map is easy to read and understand (clear label, use of colour, organization)	Uses many strategies to ensure map is easy to read and understand

INTEGRATED MATH LESSON

Longitude/Latitude and the Cartesian Plane

grade six

CARTESIAN PLANE LESSON

The format for these lessons is structured into two parts. For this lesson, both parts need teacher direction.

LEARNING GOAL

Students will be able to read coordinates in all four quadrants of a Cartesian plane.

Students will be able to use longitude and latitude to locate cities in these countries with which Canada has interactions.

PREPARATION

- [Battleship grid](#)
- [Blank Cartesian plane](#)
- [Find My Spot – Activity](#)
- [Map with longitude and latitude](#)
- [Longitude and Latitude Anchor Charts](#)
- [Find the World Cities Activity with Maps](#)

Lesson Part A

- Ask: Who has played **Battleship**? Describe the game board for the class. Display a copy of the [Battleship grid](#). Have students identify different points on the grid. **You name the horizontal axis (letters) first, followed by the vertical axis (numbers) — e.g., B3*
- Introduce the [Cartesian Plane](#). Note the use of negative numbers instead of letters and four quadrants instead of one.
- [Find my Spot – Activity](#)

Lesson Part B

- Display [Anchor Chart – blank grid of longitude and latitude](#). Have students locate some points
- Display [Map with longitude and latitude](#)
- Share and discuss the [Longitude and Latitude Anchor Chart](#)
- Activity – [Find the World Cities](#)
- An [Answer Key](#) has been provided.

ASSESSMENT

- Observations during lesson activities
- [Find my Spot – Activity](#)
- Find the World Cities activity

NOTES

It was difficult to find a country map with latitude and longitude to publish of an appropriate size for students. It is suggested you reproduce the maps on larger paper. A [map](#) with just the continents has been provided as well.

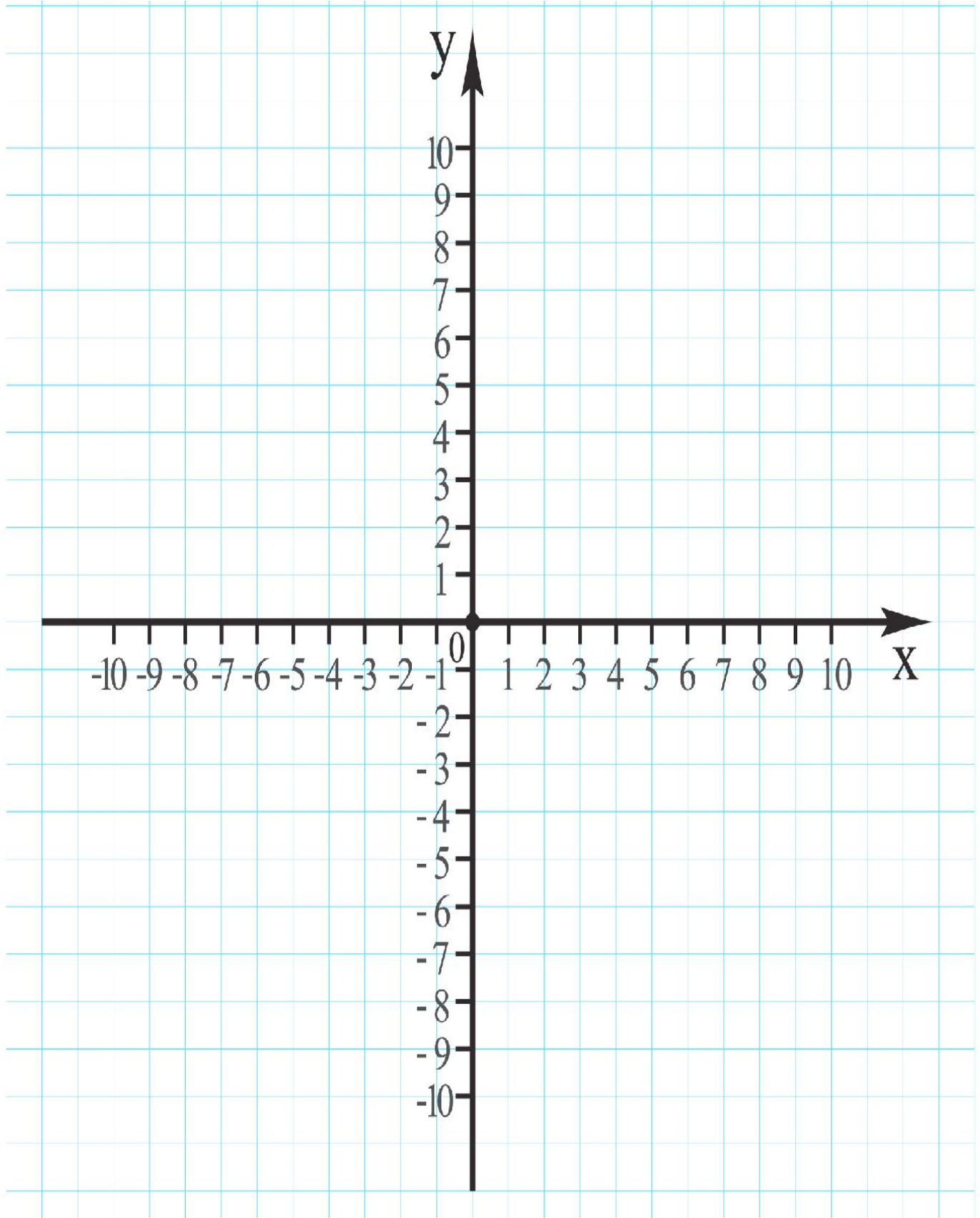
BATTLESHIP

	A	B	C	D	E	F	G	H	I	J
1		X								
2									X	
3										
4					X					
5										
6										
7										
8			X						X	
9										
10										

BATTLESHIP

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

CARTESIAN PLANE



FIND MY SPOT

Find the following spots on the Cartesian plane. When you are finished, join the dots.

Image #1

A. $(-2,2)$

B. $(-2,4)$

C. $(1,5)$

D. $(4,4)$

E. $(5,0)$

F. $(5,-5)$

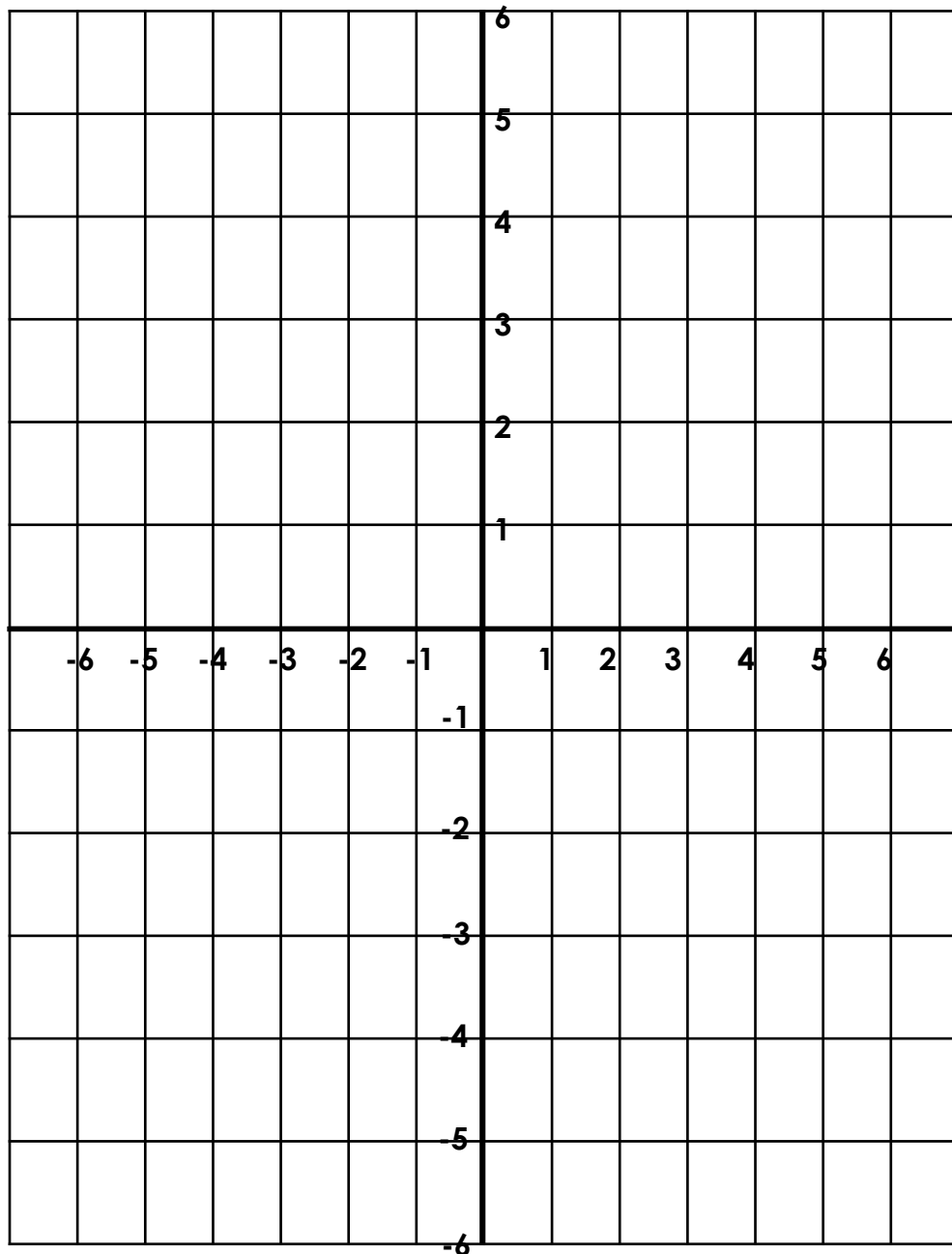
G. $(0,-5)$

H. $(-4,-4)$

I. $(-6,-1)$

J. $(-5,2)$

K. $(-2,2)$



FIND MY SPOT

Image #2

A. (5,5)

B. (5,3)

C. (-2,-2)

D. (-4,-3)

E. (-4,-2)

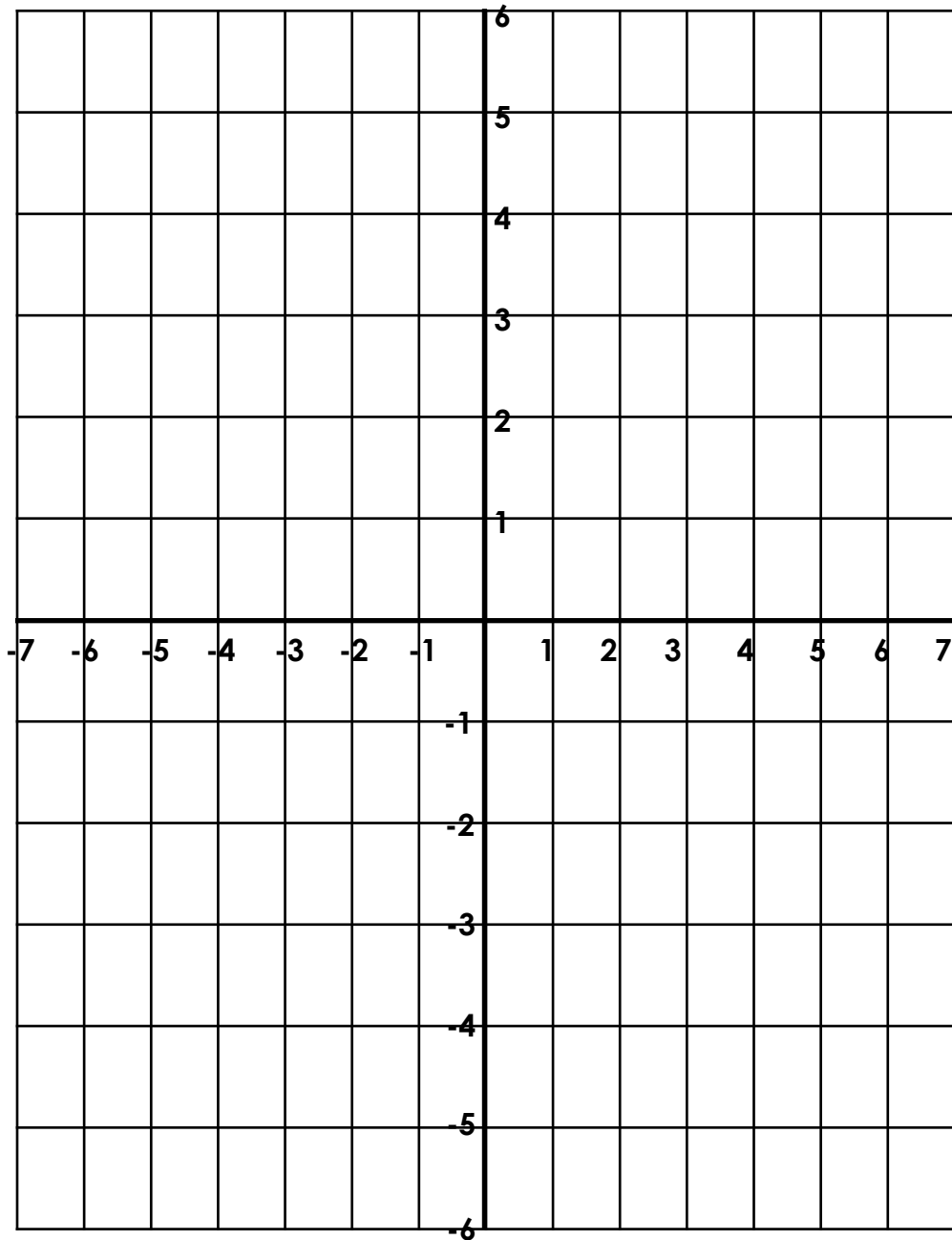
F. (-7,-3)

G. (-5,-1)

H. (-7,-1)

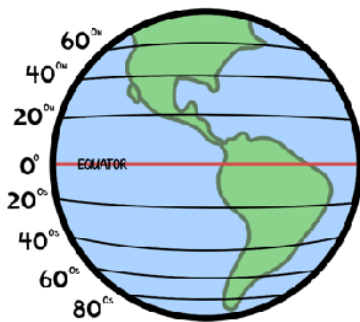
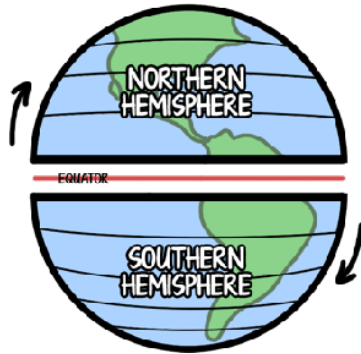
I. (-5,0)

J. (5,5)

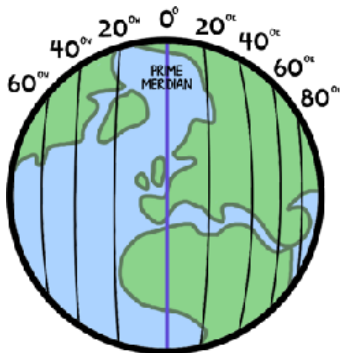
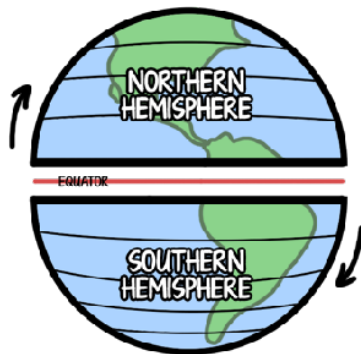


LATITUDE AND LONGITUDE

These are imaginary lines that create a grid system.
The system helps us communicate location.

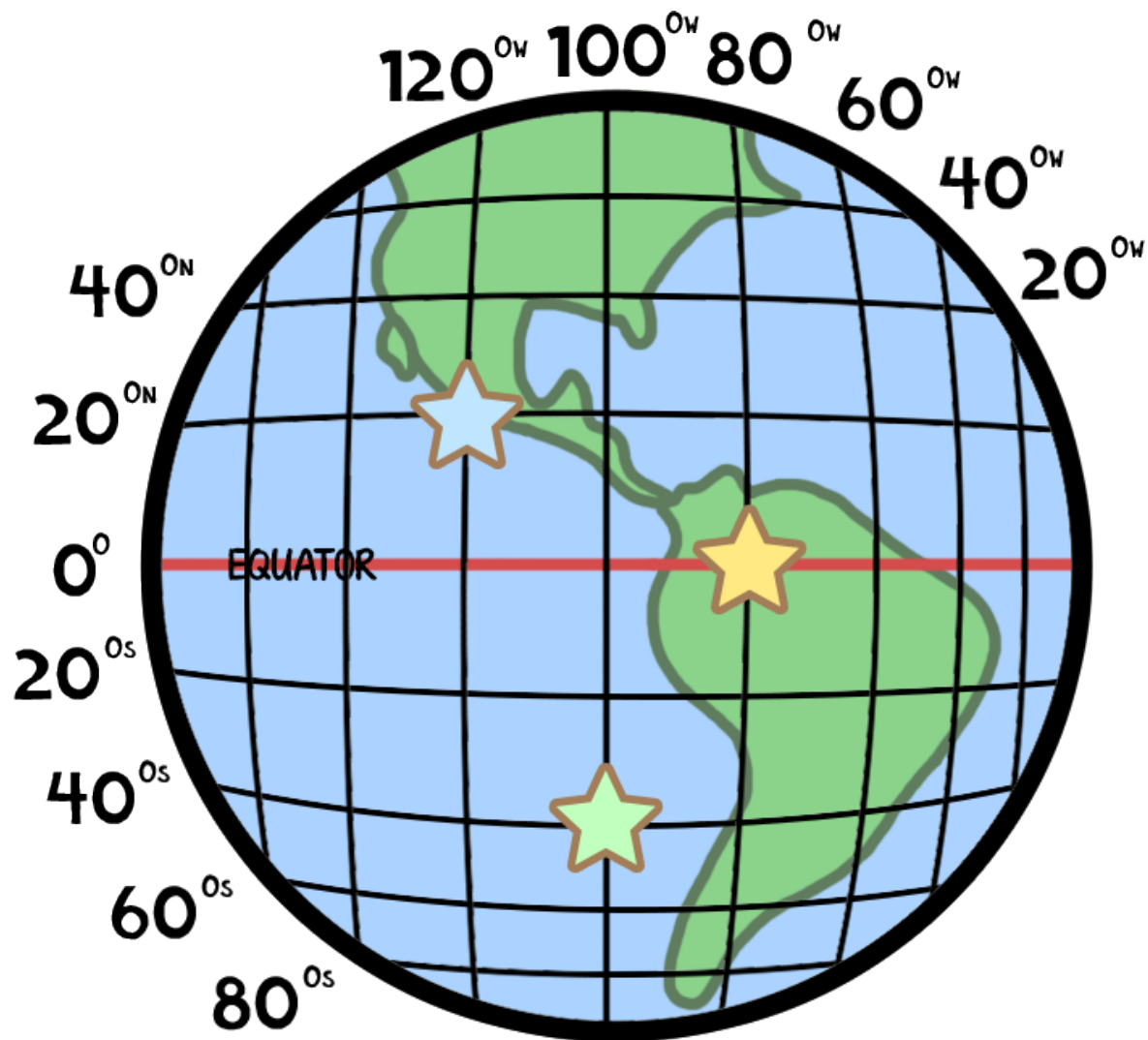


Lines of **latitude** run horizontally around the Earth. They divide the Earth into the northern and southern **hemispheres**. They are measured using the 180 degrees of a straight line. The middle line (0 degrees) is called the **Equator**. The lines above the Equator are labelled **N for north**; the lines below, **S for south**.



Lines of **longitude** run vertically around the Earth. They divide the Earth into the western and eastern hemispheres. They are measured using the 360 degrees of a circle. The middle line (0 degrees) is called the **Prime Meridian**. The lines to the left of the Prime Meridian are labelled **W for west**; the lines to the right, **E for east**.

Together, latitude and longitude create a grid that allows us to talk about locations.

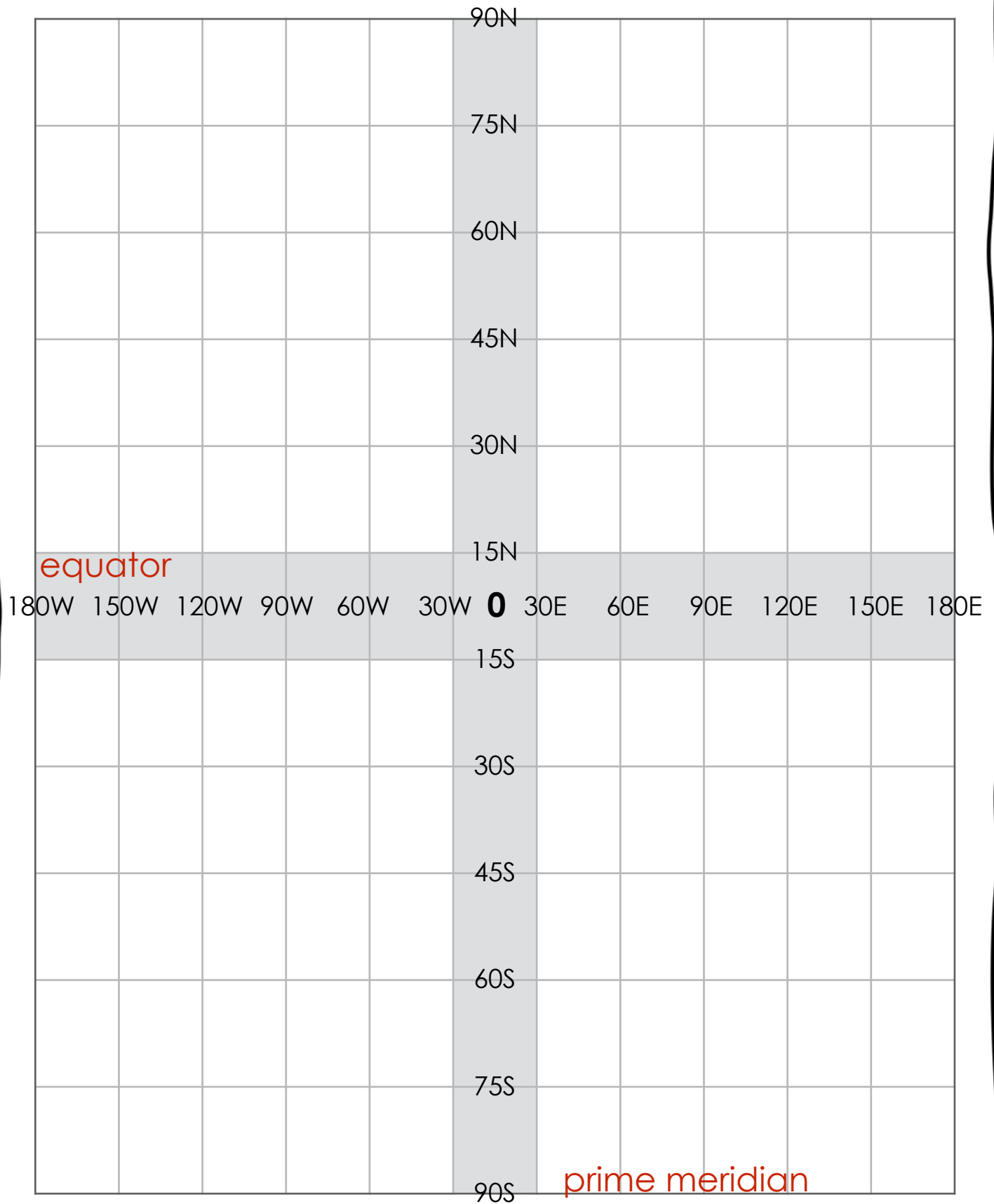


The blue star is located at 20 degrees north and 120 degrees west, or $20^{\circ}\text{N } 120^{\circ}\text{W}$.

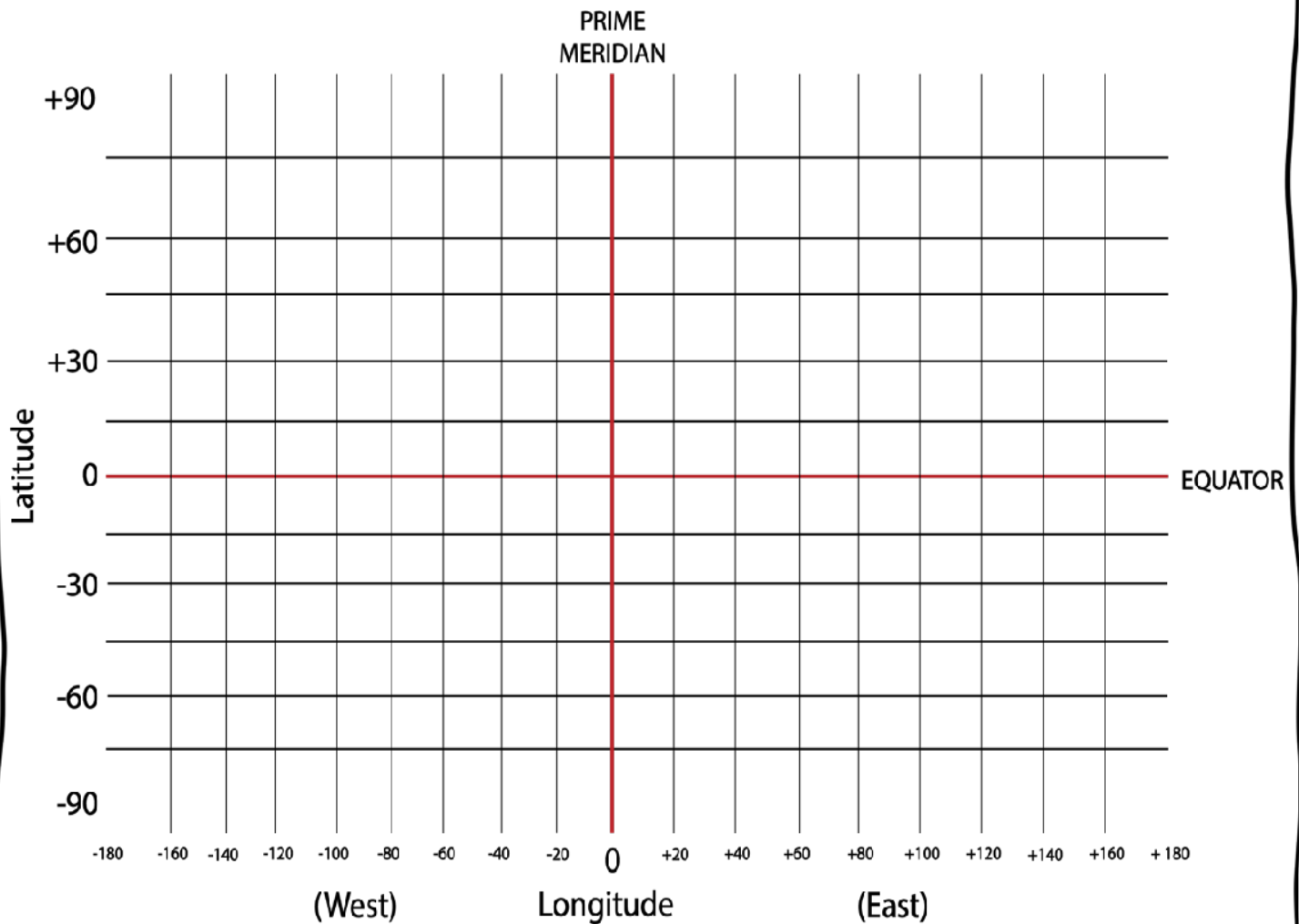
The yellow star is located at 0 degrees and 80 degrees west, or $0^{\circ} 80^{\circ}\text{W}$.

The green star is located at 40 degrees south and 100 degrees west, or $40^{\circ}\text{S } 100^{\circ}\text{W}$.

LATITUDE AND LONGITUDE GRID USING DIRECTIONS



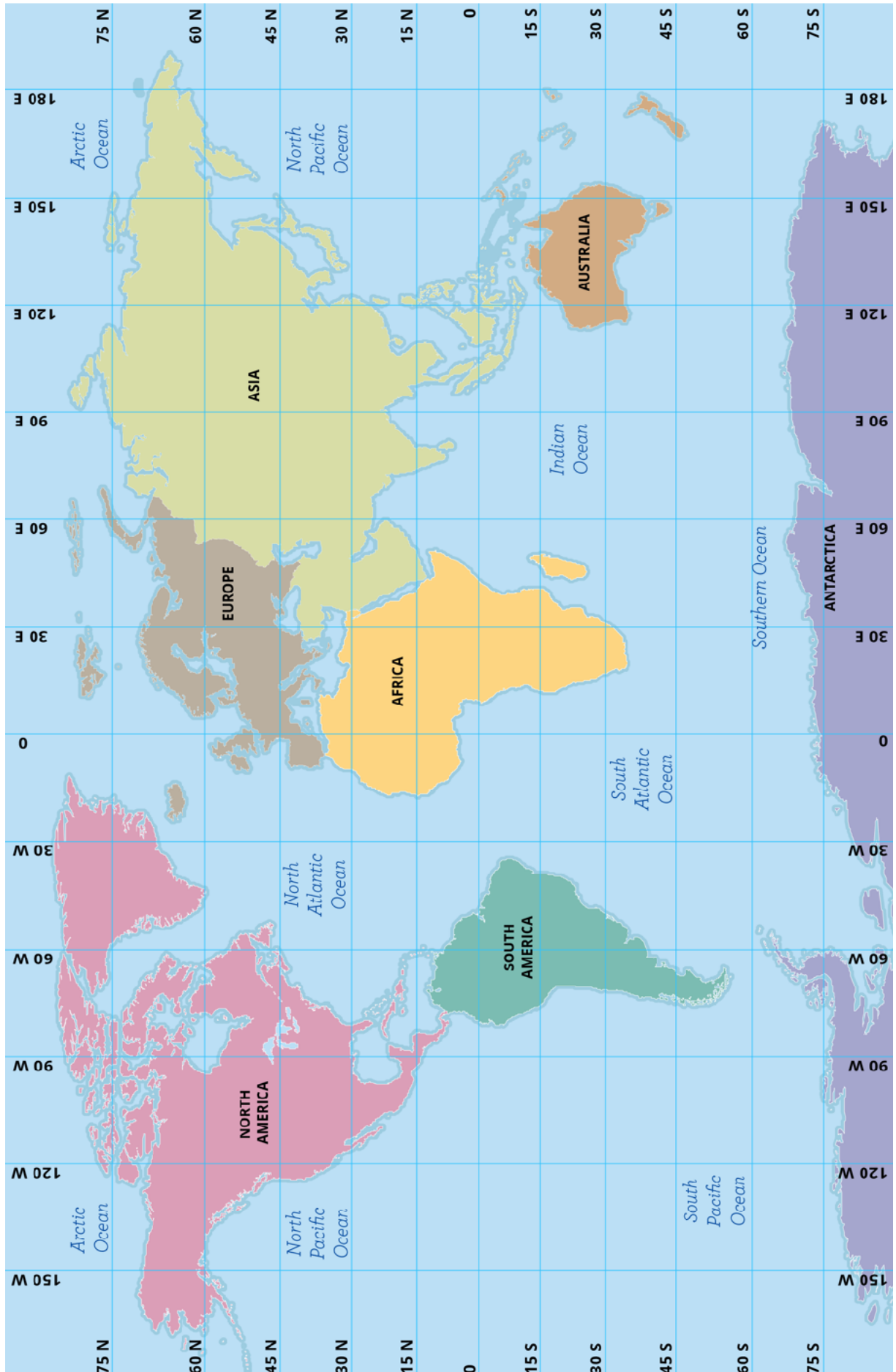
LATITUDE AND LONGITUDE GRID USING CARTESIAN PLANE



You can assign a place a location without using directions. In this case, longitude locations that are in the **western hemisphere** are assigned **negative numbers**. Latitude locations in the **southern hemisphere** are also assigned negative numbers.

60**S** = -60 degrees 140**W** = -140 degrees

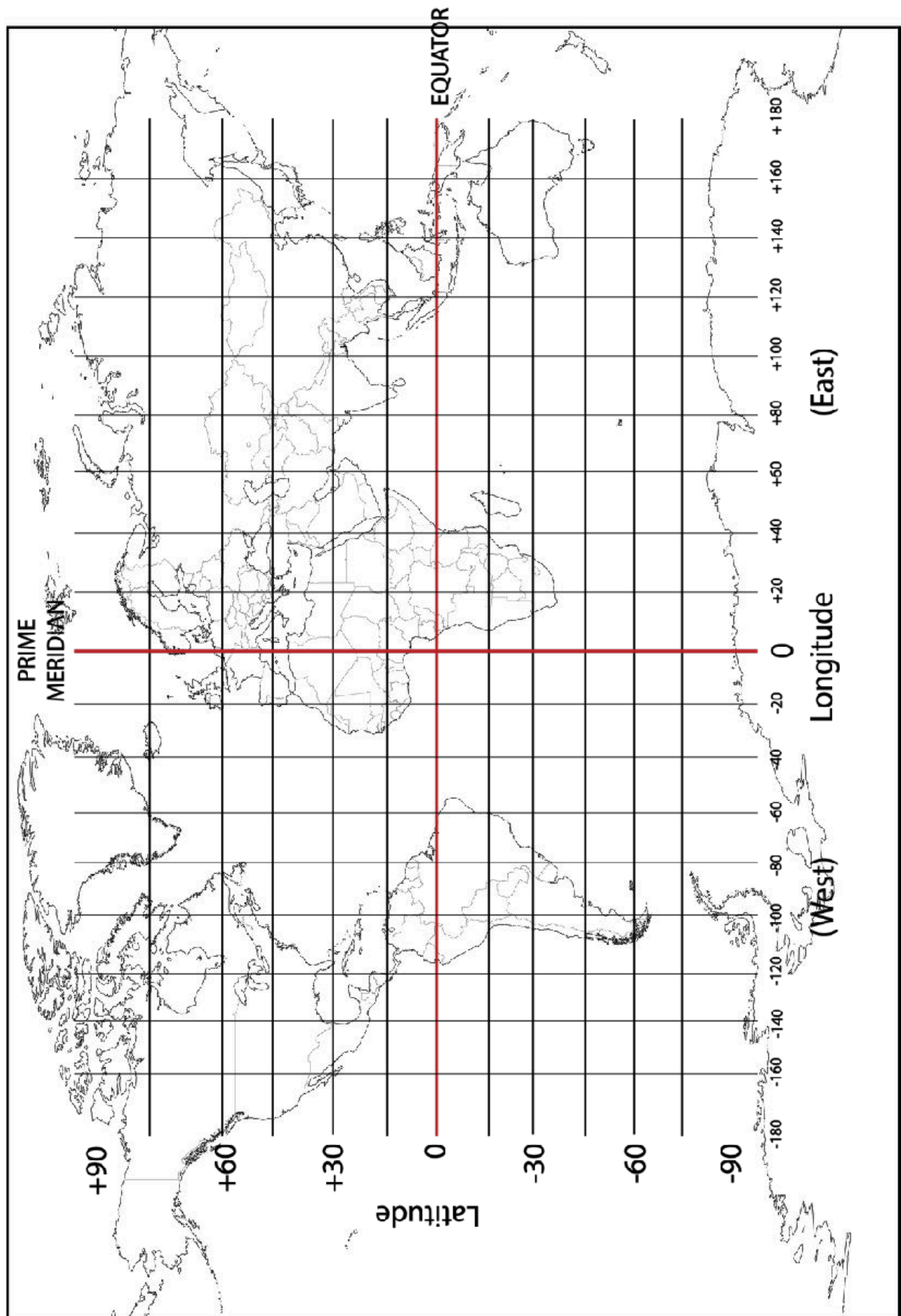
LONGITUDE AND LATITUDE



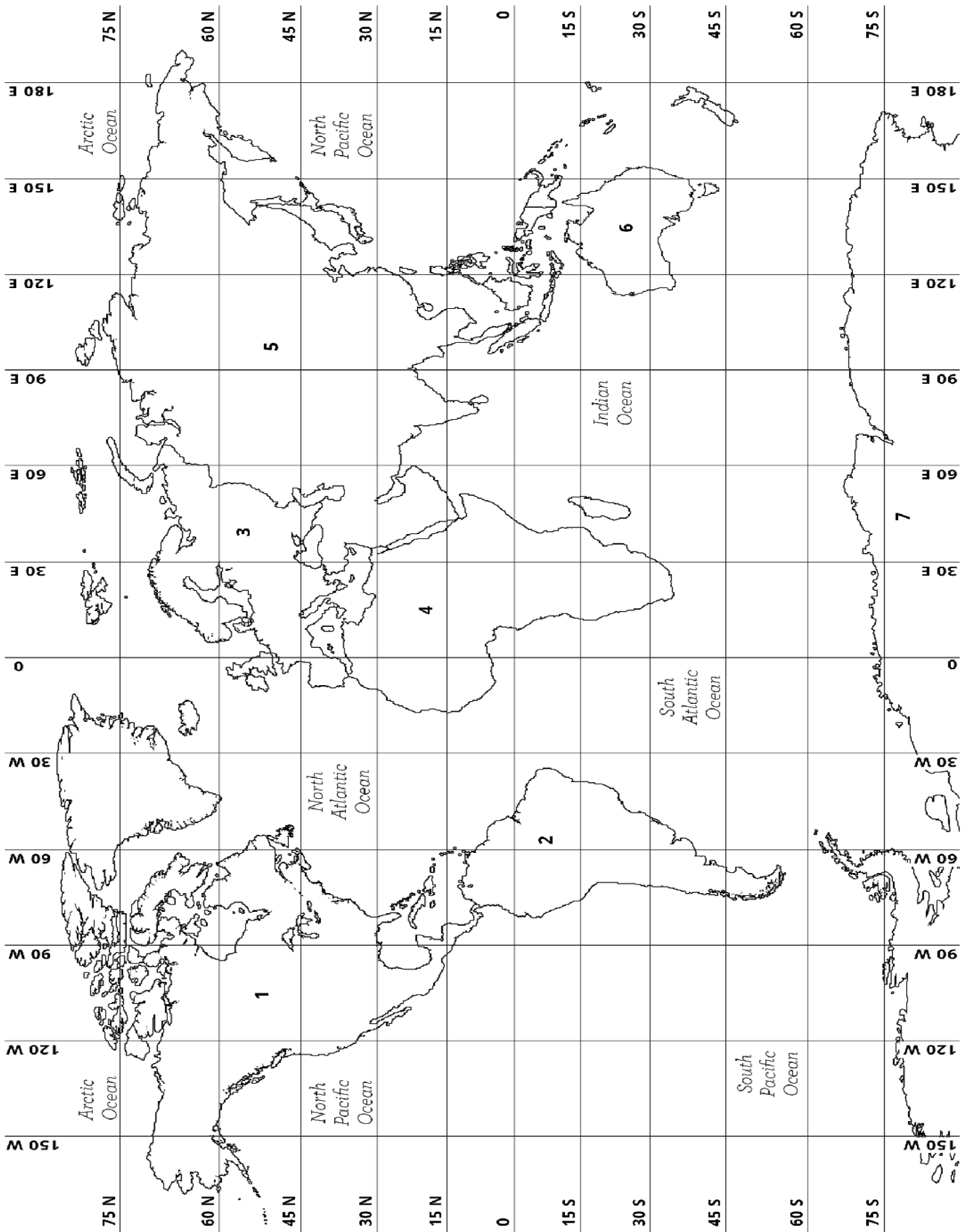
FIND THE WORLD CITIES

Put these cities on a world map. You will have to estimate the location using the grid provided (e.g., 13N will be between 0 and 15, very close to the 15-degree line).

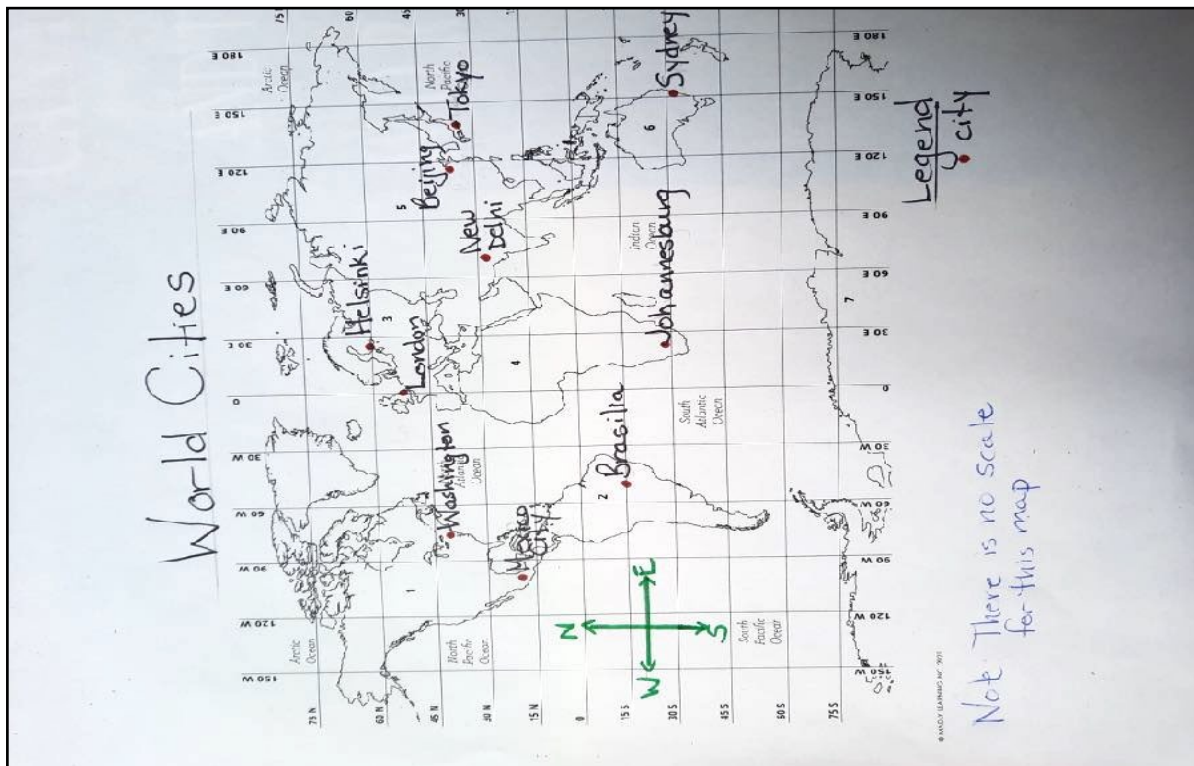
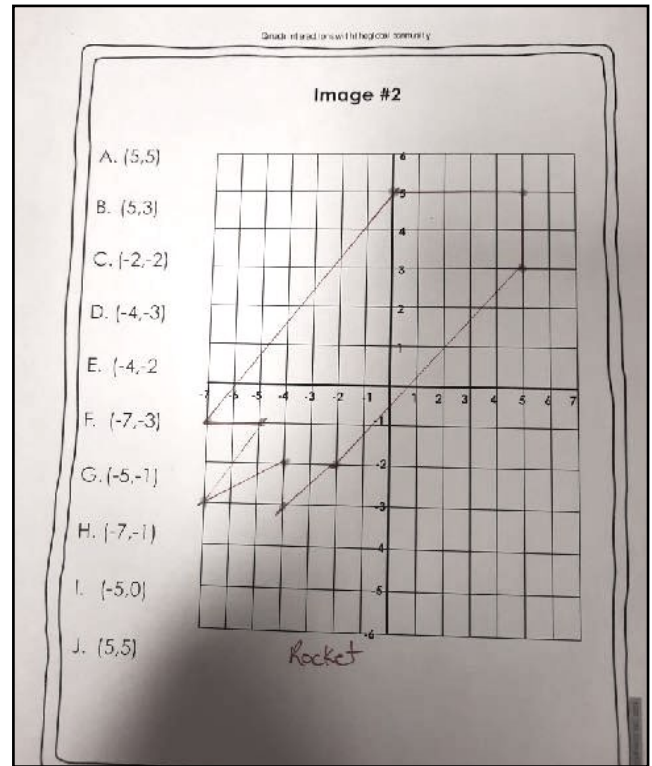
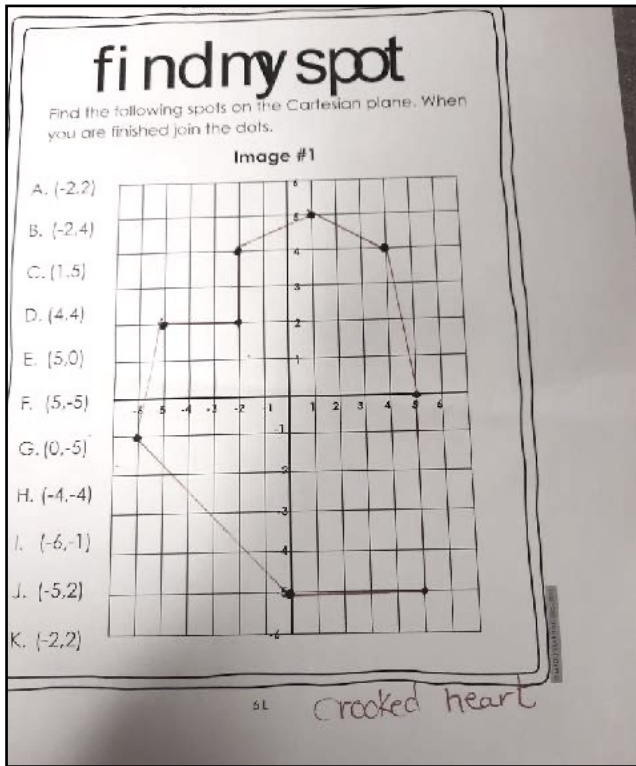
London, England	51N	0
Tokyo, Japan	35N	139E
New Delhi, India	28N	77E
Brasilia, Brazil	15S	48E
Washington, DC, USA	39N	77W
Sydney, Australia	34S	151E
Beijing, China	39N	116E
Mexico City, Mexico	19N	99W
Johannesburg, South Africa	26S	28E
Helsinki, Finland	60N	25E



CANADA'S INTERACTIONS WITH THE GOBAL COMMUNITY



ANSWERS



LESSON SIX

Canada and CUSMA
Case Study

grade six LESSON SIX

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world. (Case Study – NAFTA AND CUSMA.)

Students will analyze responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic issue.

PREPARATION

- Video – [Canada's NAFTA history explained in 3 mins](#)
- [Country Labels](#)
- [CUSMA Descriptors](#)
- Reading – [NAFTA and CUSMA](#)
- [NAFTA and the CUSMA – Good For Canada?](#) activity

Lesson Part A

- Introduce acronym **CUSMA**. Ask students to guess what it might stand for. Give the clue that it has to do with trade.
- View [Canada's NAFTA history explained in 3 mins](#)
- Explain that a deal was reached and is now called **CUSMA**.
- Break students into groups. Give each group the [Country Labels](#) and ask them to sort the labels under the appropriate columns.
- As they work, they should start to discover that some pros for one country also can apply to another country.
- Have groups take a picture or record their sort.

Lesson Part B

- Reading – [NAFTA and CUSMA](#) – independent reading or reading with a partner
- Have students complete [NAFTA and the CUSMA - Good For Canada?](#) activity.

ASSESSMENT

- Observations during class discussions and group activity
- Responses to [reading activity](#)

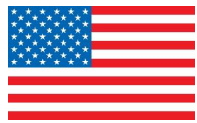
NOTES

CUSMA SORTING ACTIVITY

- Break students into groups. Give each group the country slips and the **CUSMA** descriptors. Ask them to sort the labels under the appropriate columns.
- As they work, they should start to discover that some pros for one country also can apply to another.
- Have groups take a picture or record their sort.



CANADA – PROS



U.S. – PROS



MEXICO – PROS

freer and fairer trade	keeps Canada and Mexico as the two main exporters of food to the United States
more jobs in North America	Allows for more inspectors to check that companies are following labour laws
no extra tariffs for Canadian autos	increase in duty-free limits between 3 countries
higher wages for Mexicans	a country that feels that another country is not being fair can take the case to a court made up of representatives from at least two of the countries
new higher wages in Mexico will make auto production more expensive	40% of auto production must be done in North America
United States has more access to Canadian dairy market	Mexican workers can have unions
New drug patent laws mean the United States can sell prescription drugs in Canada without competition for 10 years.	Mexican vehicles traveling into the United States and Canada must meet certain higher safety standards

NAFTA AND CUSMA



The CUSMA, the **Canada-US-Mexico Agreement**, is a trade agreement between the three countries. In the United States, it is known as the USMCA. It is considered a new set of trade rules after the original NAFTA (North American Free Trade Agreement) expired. Much of the new CUSMA agreement is a continuation of the terms from NAFTA.

A trade agreement is created to make it easier for the countries involved to export and import products and services. Trade deals are complicated and time-consuming to write. Each country wants what is best for its citizens. When bargaining, to achieve what is most important for your country, some items are compromised. In the end, the goal is for each country to be more prosperous with the trade deal than without one.

NAFTA initially was created in 1994. At the time, the three countries were the largest area with a free trade agreement. It allowed Canada, the U.S. and Mexico to be a stronger competitor against China and the European Union.

However, NAFTA was a controversial deal. Citizens and groups in the U.S. and Canada both opposed it. They thought it would weaken the economies. Luckily for Canada, the trade of goods with Mexico has risen nine times what it was in 1993. It has doubled with the U.S. Some Canadian companies, such as Bombardier, Unique Solutions and Caterpillar, have grown because NAFTA allowed them to have international partners. NAFTA also lowered the cost of importing. This has benefited citizens in all three countries. Mexico and the U.S. have tripled their investments in Canada since 1993. A final way NAFTA has helped Canada was by creating a process to solve trade disagreements. This ensured that the other countries were not taking advantage of our companies.

Unfortunately, there have been unintended negative effects in each country. NAFTA is blamed for companies lowering, or at least not increasing, wages for workers. They did not want to give their workers raises in pay. The companies claimed they needed to be competitive with Mexico, who pays their workers less money. It also made life difficult for farmers in Mexico. They could not compete with American farmers. This caused more illegal immigrants from Mexico to move to the U.S. and Canada. Canada had hoped that NAFTA would bring back more jobs to the manufacturing area (companies who create products). Sadly, this did not happen. Finally, while trade with the U.S. went up, it made Canada more dependent on the U.S.; 75% of our exports go to the U.S. This made it difficult when it came to bargaining a new deal.

The new deal, CUSMA, was signed November 30, 2018, by the three leaders Justin Trudeau (Canada), Donald Trump (U.S.) and Carlos Salinas (Mexico). It was accepted by the Canadian Government on March 13, 2020.

positives	negatives
protects Canada from U.S. auto tariffs	U.S. dairy products can now be sold in Canada
protects more rights of Indigenous populations	less expensive generic medication will take more time to reach Canada
protects patents and trademarks	labour wages still cheaper in Mexico (although improvements were made)
keeps the panel to solve trade disagreements (U.S. wanted to get rid of it)	higher wages in Mexico may mean higher prices in Canada

All three countries claim that CUSMA is a good deal. They feel that their citizens will have better lives because of the things that were gained in the agreement.



NAFTA AND CUSMA, GOOD FOR CANADA?

What were some of the benefits of NAFTA?

- _____
- _____
- _____

What were some of the disadvantages of NAFTA?

- _____
- _____
- _____

Overall, do you think Canada made the right choice in joining NAFTA? Why or why not?

Which terms of the new CUSMA benefit Canada (see the group sorting activity)?

- _____
- _____
- _____
- _____

Which terms of the new agreement may have a negative effect on the economy and Canadians?

- _____
- _____
- _____

What is your opinion?

Should Canada have agreed to the terms of CUSMA? Do you have ideas for what the country could have done differently? Is it important for Canada to have a trade agreement with the U.S. and Mexico? Are there other options?

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LESSON SEVEN

Interactions Through Governmental Organizations

grade six LESSON SEVEN

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will describe Canada's participation in different international accords, organizations and/or intergovernmental programs.

PREPARATION

- [Reading – Accords and Governmental Organizations](#) (5)
- [Escape Room Scenario](#)
- [Escape Room Tasks](#) (5)
- [Governmental Organizations Reflection](#)

Lesson Part A

- Ask: How does the Canadian **government** interact with other countries? Hopefully students will name some ways from other lessons.
- Introduce the [readings](#) by telling the class that these are agreements that our government has with other countries.
- Divide class into groups of 5-6 (see *Notes*). Each member of the group is to read about one organization to be the subject matter expert.
- Present the [Escape Room Scenario](#)
- Tell students to highlight important words and phrases while they read. Allow time for students to read.

Lesson Part B

- Review [Escape Room Scenario](#)
- Tell students that as they begin a task, the subject matter expert should briefly tell the group about the organization.
- Students work through each of the 5 tasks in order, reporting to you when each one is complete.
- The first team done is the first to escape.
- Once done, students will complete the [Governmental Organizations Reflection](#) individually.
- You should have extra copies of the readings for students, as they have only focused on one of the groups.

ASSESSMENT

- Observations during discussions and Escape Room Tasks
- Reflection – Is the student able to meet the expectation of the lesson? Is the understanding limited, considerable or thorough?

NOTES

You may wish to assign the "United Nations and Canada" and the "United Nations" readings as one (groups of 5), or as separate readings (groups of 6).
Answer for Task 1 Secret Phrase – STAND TOGETHER.

NATO

NORTH ATLANTIC TREATY ORGANIZATION

NATO is an intergovernmental organization with members from 30 countries in Europe and North America. These countries are allies. If one country is attacked or in need of aid, the other countries will defend and support it.

NATO was originally formed in 1949 after World War 2. At that time it only had 12 members, Canada being one of them. NATO has been involved in several war missions since its start. The first was in 1990 in response to the invasion of Kuwait. During the Bosnian War (1993), NATO enforced a No Fly Zone. After the war, the organization stayed in the area as part of a peacekeeping mission. NATO was also involved in the war in Afghanistan after the September 11, 2001, attacks on the United States. Canada was part of the mission in Afghanistan from the very beginning. Relief assistance after natural disasters, such as Hurricane Katrina and the earthquake in Pakistan (both 2005), are equally important missions.

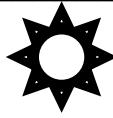
Canada plays a large role in NATO. It has been involved in every mission since NATO's beginning. The Canadian Armed Forces are considered one of the best forces dealing in crisis and peacekeeping activities.



6. NATO provided _____ after Hurricane Katrina.



peacekeeping



disaster relief

7. NATO also provided help after an Earthquake in _____.



Hawaii



Japan



Pakistan

8. Canada plays a _____ role in NATO.



small



medium

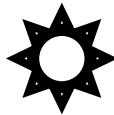


large

9. Canada has been involved in ____ NATO missions.



0



10



1000



all

10. The Canadian Armed forces are known for dealing with _____ and _____.

Secret Phrase

APEC

ASIA-PACIFIC ECONOMIC COOPERATION

This is a group of countries who cooperate to improve economic links, such as trade, investing and developing business opportunities. Its goal is to bring growth and prosperity to the Pacific Region. Basically, it ensures that goods, services, investments and people move easily across borders. APEC was formed in 1989, with Canada being one of the original members. It is made up of 21 countries who border the Pacific Ocean. These countries are a mix of advanced and developing countries. APEC countries represent half of the world's trade and half of the world's economy. The leaders of the countries of APEC meet once a year in a different member country.

As a founding member, Canada has been able to continually strengthen its trade and economy. In recent years, APEC countries were responsible for 84% of Canada's trading. Four of Canada's top trading partners are APEC members (U.S., China, Mexico and Japan). APEC countries invested \$468 billion dollars in Canada in 2016. Canada is an active member in 30 APEC groups and committees.

APEC Members

Australia, Brunei, Canada, Chile, China, Hong Kong, Indonesia, Japan, Malaysia, Mexico, Papua New Guinea, Peru, Philippines, Russia, Singapore, South Korea, Taiwan, Thailand, United States, Vietnam, New Zealand



UNITED NATIONS

The United Nations is one of the largest intergovernmental organizations. In 2021, it has 193 country members. It was created in 1945 after the two World Wars. It was formed to help countries cooperate, stop wars and generally make sure that all citizens of the world live a good life.

The four main goals of the UN are:

1. to keep peace around the world
2. to help countries of the world have positive relations
3. to improve lives so that all people have food, shelter, good health care, a clean environment, dignity and safety
4. to be a place where countries can meet and make decisions together and find peaceful solutions to problems

The UN is such a large organization that it has 6 specific sections, which include The General Assembly and the International Court of Justice. It also has special organizations, such as The United Nations Children's Fund (UNICEF), The World Health Organization (WHO), and The Food and Agriculture Organization (FAO).

Canada is proud to be an original member of the UN. The Canadian Government sees the UN as the best way to be involved with the world; to ensure that issues that are of concern to Canadians are acknowledged; and to help make our world safe, just and inclusive.





UNITED NATIONS AND CANADA

Canada made two significant contributions to the UN early in its history. A Canadian professor, John Peters Humphrey, led the writing of the International Bill of Human Rights. Later, one of our prime ministers, Lester B. Pearson, created the United Nations Emergency Force to promote peacekeeping missions. He was awarded the 1957 Nobel Peace Prize for his efforts.

The most recent worldwide project, started in 2015, is the UN Sustainable Development Goals 2030. There are 17 goals, some of which include:

- no poverty
- gender equality
- affordable and clean energy
- climate action
- quality education



In 2018, the UN investigated countries involved in this project. The review found that Canada is working hard to meet the goals in its own country, as well as contributing to less developed countries. Canada scored high for its work to lower greenhouse gas emissions and poverty. The country also was recognized for working to promote diversity, empower women and improve equal opportunity for all. Canada also has set up permanent contributions of money to the project.

Canada and the United Nations continue their important relationship.

ARCTIC COUNCIL

The Arctic Council is made up of eight countries that border the Arctic Circle (see chart). There are also six organizations that are permanent participants (see chart). The council was created in 1996 in Ottawa. The leader, or chairperson, rotates every two years between the countries. This organization deals with issues that the Arctic governments and indigenous people of the region face. These issues are generally about climate change, environmental protection and sustainable development. In 2020, project topics included stopping pollution with a focus on oil, supporting mental health of inhabitants, monitoring climate change and protecting biodiversity. The council is made up of six groups, each dealing with a different area, such as protecting plant and wildlife, being prepared for emergency situations and monitoring pollution (see chart).

SUSTAINABLE DEVELOPMENT
MAKING THE WORLD A BETTER PLACE WITHOUT DAMAGING THE POSSIBILITIES FOR THE FUTURE. THIS INVOLVES DECIDING IF AN ACTION CAN BE DONE OVER AND OVER WITHOUT HURTING THE ENVIRONMENT. ANOTHER THING TO CONSIDER IS ECONOMIC AND SOCIAL FAIRNESS. DOES THE ACTION HELP EVERYONE?



The council also assigns special task forces that study specific topics for a short period of time, which usually involve scientific research. The work of the council has led to three important Agreements. The first addresses marine oil pollution, signed in 2013. The second (2011) is to work together in aeronautical (aircraft) and maritime search and rescue. The third has the countries agreeing to cooperate to carry out scientific projects (2017).

A key to the success of the Arctic Council has been the inclusion and the contributions of indigenous groups. The history and knowledge they have of the region is vital for finding ways to preserve the environment and solutions for sustainable development. The Arctic Council is considered one of the most inclusive organizations.

Country Members	Permanent Participants	Working Groups
Canada	Aleut International Association	Arctic Monitoring and Assessment Programme
Denmark (Greenland)	Arctic Athabaskan Council	Conservation of Arctic Flora & Fauna
Finland	Gwich'in Council International	Emergency Prevention, Preparedness & Response
Iceland	Inuit Circumpolar Council	Protection of the Arctic Marine Environment
Norway	Russian Association of Indigenous Peoples of the North	Sustainable Development Working Group
Russia	Saami Council	Arctic Contaminants Action Program
Sweden		
United States (Alaska)		

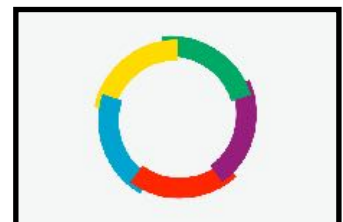
LA FRANCOPHONIE

This international organization is made up of countries where a large part of the population is French-speaking and/or from a French cultural background. There are 54 full members, with another 24 being associate members. It was created in 1970. These members cooperate in such areas as culture, economies, science, justice and working toward peace. The group has also created *Les Jeux de la Francophonie*, which is a sports competition similar to the Olympics held every four years. It is a chance for francophone athletes to compete in a culturally diverse group, while sharing a common language.

Canada has several distinctions with La Francophonie. First, it is an original member. Canada also is home to two Francophonie institution headquarters. Canada has donated almost \$42 billion dollars to Francophonie institutions, the second-largest amount. Canada also is a vocal member to ensure that the goals of La Francophonie continue to be upholding democracy, conflict prevention and human rights.

Canada has played a major role in two specific projects within La Francophonie. The first is the creation of TV5Mondeplus, a new digital platform with French content. It is free to more than 200 countries. The second is the creation of a gender equality unit within the Francophone organization.

The role Canada plays in La Francophonie helps preserve the culture in our own country while promoting French culture and Canada to the rest of the world.



ESCAPE ROOM



You and your team are on a secret spy mission. Unfortunately, you are discovered in the middle of your mission. Imagine that you are locked in a room. You are given a series of tasks to solve before you can escape. In order to solve the tasks, you must have knowledge of the different organizations of which Canada is a member. Use the articles to solve the tasks.

Task	Article	Teacher Signature
Secret Symbol Code	NATO	
Map Puzzle	APEC	
Cipher Code	United Nations	
Secret Letters	Arctic Council	
Longitude and Latitude Hunt	La Francophonie	

You will only gain your freedom when all the tasks are finished!



ESCAPE ROOM TASK #1

*Find the correct answers using the NATO article.
When you are finished, decode the secret phrase.*

1. There are _____ country members of NATO.



19



50



30



1

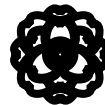
2. The word **allies** means _____.



enemies



neighbours



friends



married

3. NATO was originally created in _____.



2001



1949



1993



1994

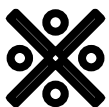
4. I think a **no-fly zone** means _____.



you can fly over the area any time



you can fly over the area at certain times



you cannot fly over that area

5. NATO not only assists in war time but also has _____ missions.



peacekeeping



economic



weather

6. NATO provided _____ after Hurricane Katrina.



peacekeeping

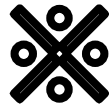


disaster relief

7. NATO also provided help after an Earthquake in _____.



Hawaii



Japan



Pakistan

8. Canada plays a _____ role in NATO.



small



medium



large

9. Canada has been involved in _____ NATO missions.



0



10



1,000

















all

10. The Canadian Armed forces are known for dealing with
_____ and _____.

Secret Phrase

SECRET PHRASE CODE

USE THE SYMBOLS BELOW TO SOLVE THE
SECRET PHRASE ON THE PREVIOUS PAGE.

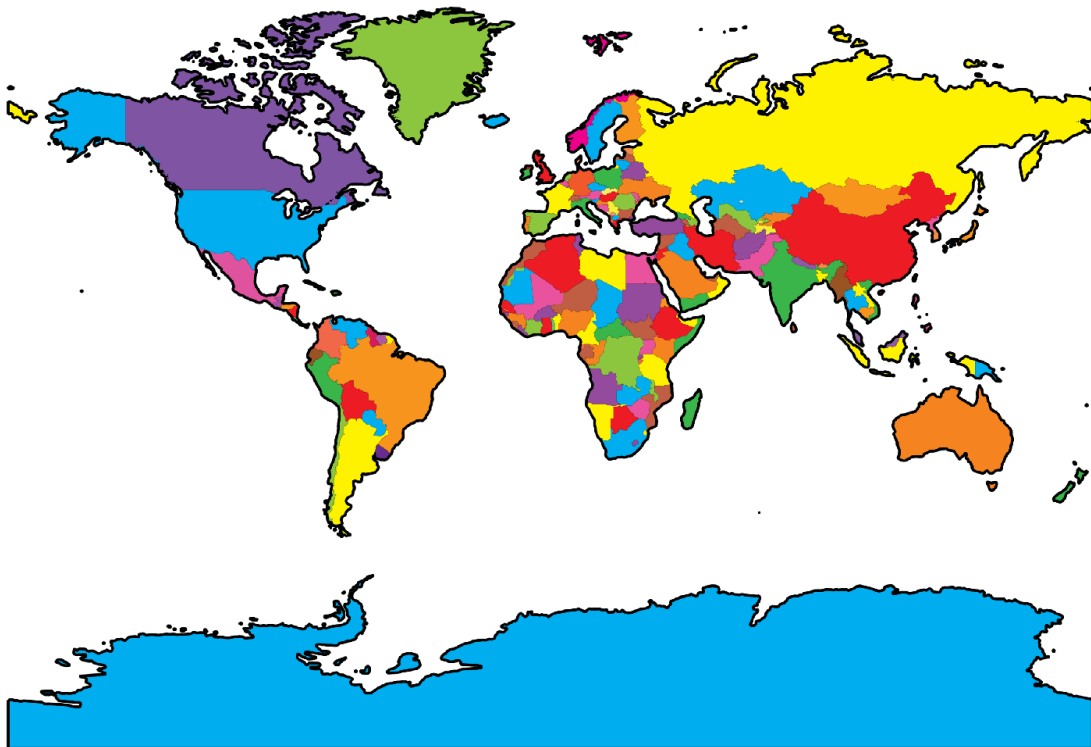
	A		M
	D		N
	G		O
	E		R
	H		S
	I		T
	K		U

ESCAPE ROOM TASK #2

APEC MAP

Put the puzzle pieces together and then answer the following questions.

1. Which country is orange? _____
2. Which country is pink? _____
3. Which country is red? _____
4. Which country is green? _____
5. Which country is blue? _____

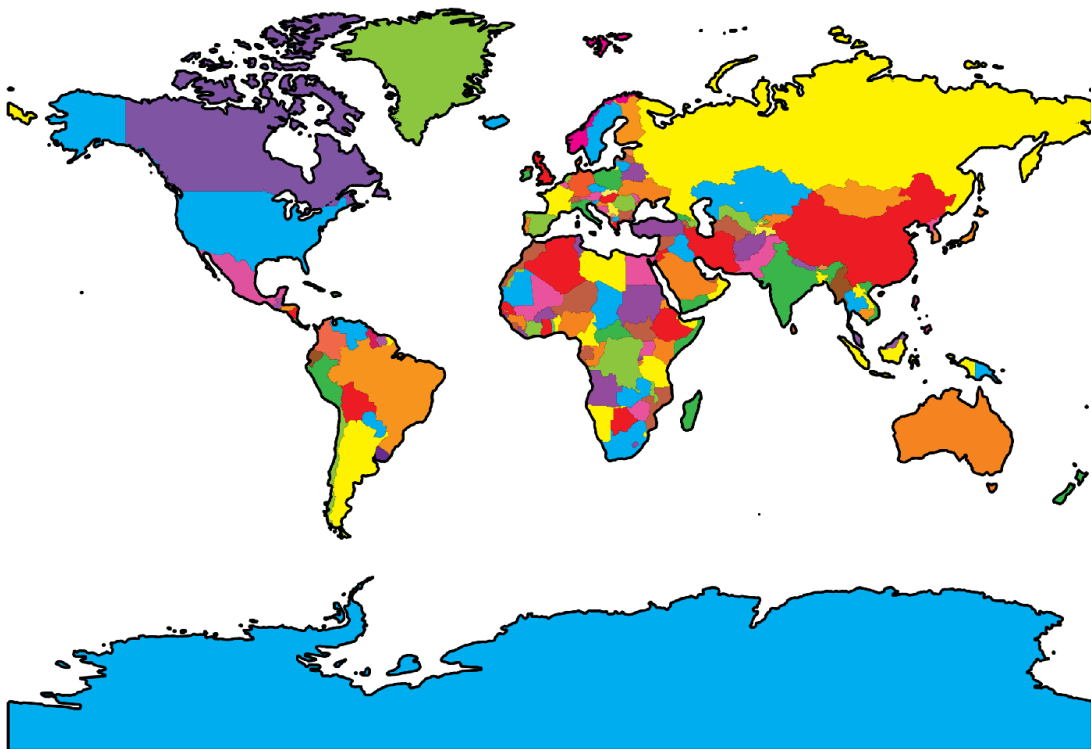


ESCAPE ROOM TASK #2

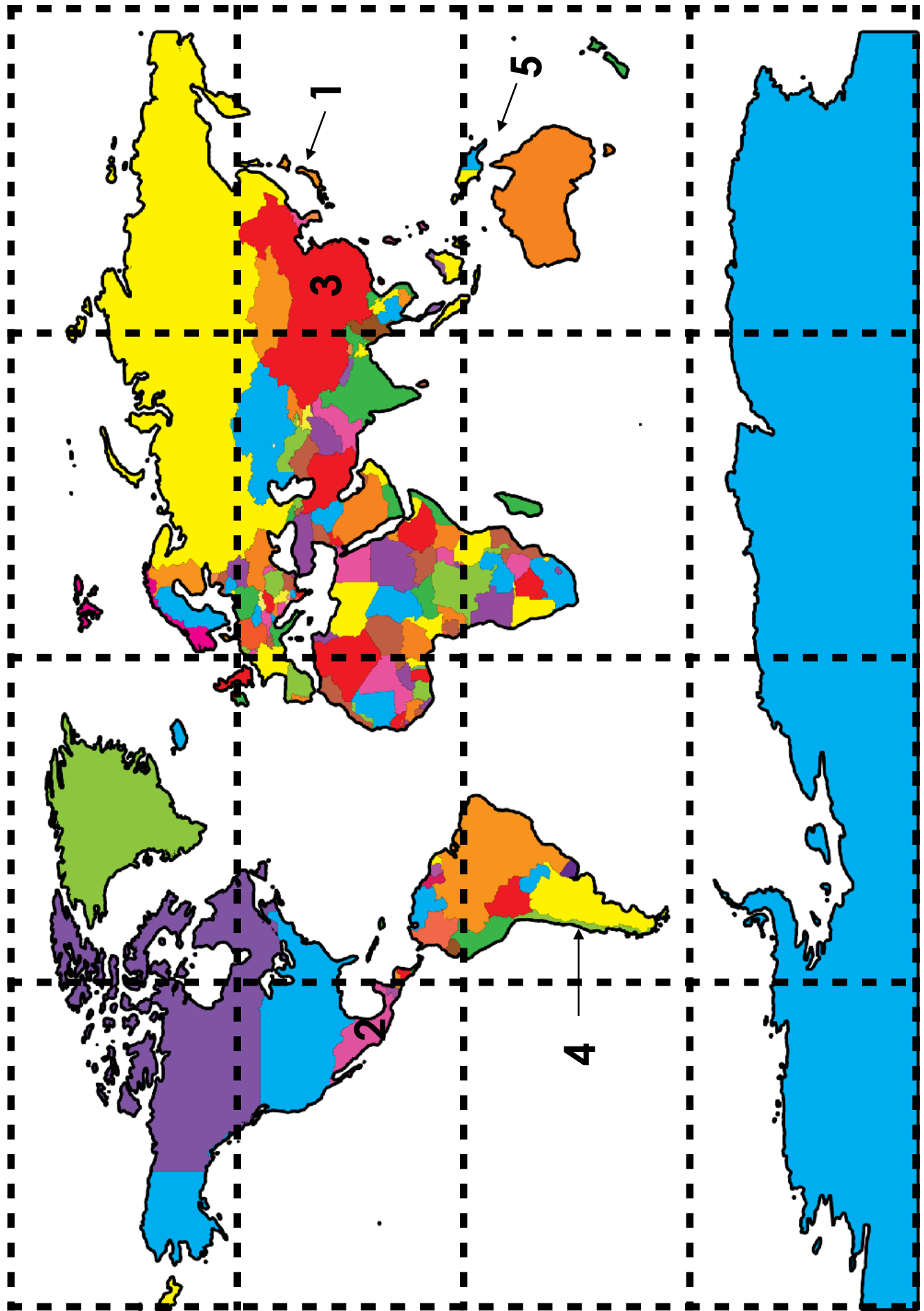
APEC MAP – RESPONSES

Put the puzzle pieces together and then answer the following questions.

1. Which country is orange? **Japan**
2. Which country is pink? **Mexico**
3. Which country is red? **China**
4. Which country is green? **Chile**
5. Which country is blue? **Papua New Guinea**



CANADA'S INTERACTIONS WITH THE
GLOBAL COMMUNITY



ESCAPE ROOM TASK #3

UNITED NATIONS

Put the sentences in the order they appear in the article. Use the number codes with the cipher code to solve the mystery phrase

A Canadian professor, John Peters Humphrey, lead the writing of the International Bill of Human Rights.

8 26

Canada is proud to be an original member of the UN.

23 11

It was created in 1945 after the two World Wars.

19 21

It also has special organizations, such as The United Nations Children's Fund (UNICEF), The World Health Organization (WHO), and The Food and Agriculture Organization.

8 6 23

The most recent worldwide project, started in 2015, is the UN Sustainable Development Goals 2030.

15 7

He was awarded the 1957 Nobel Peace Prize to recognize his efforts.

18 21

3. to improve lives so that all people have food, shelter, good health care, a clean environment, dignity and safety

18 23

Mystery Phrase

TASK #3 CIPHER CODE

a	4	n	17
b	5	o	18
c	6	p	19
d	7	q	20
e	8	r	21
f	9	s	22
g	10	t	23
h	11	u	24
i	12	v	25
j	13	w	26
k	14	x	1
l	15	y	2
m	16	z	3

UNITED NATIONS

ANSWERS

It was created in 1945 after the two World Wars.

3. to improve lives so that all people have food, shelter, good health care, a clean environment, dignity and safety

It also has special organizations, such as The United Nations Children's Fund (UNICEF), The World Health Organization (WHO), and The Food and Agriculture Organization.

Canada is proud to be an original member of the UN.

A Canadian professor, John Peters Humphrey, lead the writing of the International Bill of Human Rights.

He was awarded the 1957 Nobel Peace Prize to recognize his efforts.

The most recent worldwide project, started in 2015, is the UN Sustainable Development Goals 2030.

Mystery Phrase – Protect the world.

ESCAPE ROOM TASK #4

ARCTIC COUNCIL

Find the words in the article. Use the letters in the circle to unscramble the secret phrase.

_ r _ **O** _ _ _ c _ _ _
 g **O** _ _ _ _ **O** _
 i _ _ _ **O** s _
 l _ d _ _ _ **O** _ _
O _ _ **O** _ t _ f _ _
 _ l _ _ **O** t _ _
 _ e **O** _ _ **O** p _ _ n _
O _ g _ _ **O** _ r _
 r _ _ _ _ c **O** _

SECRET PHRASE

ARCTIC COUNCIL

ANSWERS

Find the words in the article. Use the letters in the circle to unscramble the secret phrase.

Arctic Circle

Greenland

issues

indigenous

scientific

climate

development

together

research

SECRET PHRASE

SAVE THE NORTH

ESCAPE ROOM TASK #5

LATITUDE AND LONGITUDE

Use latitude and longitude to locate the countries that belong to La Francophonie.

Latitude	Longitude	Country
60	-107 (W)	
47	2	
12	105	
16	18	
13	-60 (W)	
27	30	
14	108	
50	5	
46	7	
-20 (S)	46	

ESCAPE ROOM TASK #5

LATITUDE AND LONGITUDE

ANSWERS

Use latitude and longitude to locate the countries that belong to La Francophonie.

Latitude	Longitude	Country
60	-107 (W)	Canada
47	2	France
12	105	Cambodia
16	18	Chad
13	-60 (W)	Saint Lucia
27	30	Egypt
14	108	Vietnam
50	5	Belgium
46	7	Switzerland
-20 (S)	46	Madagascar

GOVERNMENTAL ORGANIZATIONS REFLECTION



1. Name some of the governmental organizations to which Canada belongs.

2. What types of organizations are they? What do they do? Choose 3 to discuss.

3. Which one do you feel is most important and why?

4. Which Escape Room activity was your favourite? Why?

LESSON EIGHT

GLOBAL ISSUES

grade six LESSON EIGHT

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will gather and organize information on global issues, including their impact on the global community, and draw conclusions about the responses to them.

PREPARATION

- Sample photo essays (see Notes)
- [Photo Essay Anchor Chart](#)
- [Camera Shots – PSA Anchor Chart](#)
- Access to Internet for image search
- [Gallery Walk Reflection](#)
- [Photo Essay Evaluation](#)

Lesson Part A

- Share the sample photo essay – [Portraits of Vanishing Glaciers](#)
- Ask: What is the topic of this essay?
- The photo essay tells us about a global issue
- What is a global issue? (A problem that will take all countries to solve, world must work together) – create a list
- Share and discuss the anchor chart – [Photo Essay](#)
- If time permits, you may want to share other essays (see Notes)
- Introduce the assignment – [Global Issue Photo Essay](#).

Lesson Part B

- Students choose an issue to create a photo essay.
- Partner activity – [Global Issue Photo Essay](#).
- Gallery Walk – You may wish to have students share their photo essays in the form of a [gallery walk](#) reflection.

ASSESSMENT

- Participation during class discussions
- [Photo Essay Self Evaluation – Gallery Walk](#)
- [Teacher Evaluation Rubric](#)

NOTES

http://content.time.com/time/photogallery/0,29307,1668492_1458006,00.html
<https://jamesbalog.com/portfolio/portfolio-extreme-ice-survey/>
<https://www.thecrimson.com/article/2019/4/17/marathon-monday-2019/>

PHOTO ESSAY

A photo essay is a collection of photos that tell a story. Its purpose is not only to tell a story, but to get an emotional response from the reader.

Like any essay, it will have a **TOPIC** and will express the author's ideas or findings through a **THEME**.

When choosing photos, you will want:

- A. a range of shots (closeup, medium long shot, birds eye, low angle, high angle)
- B. both informational and emotional photos
- C. to arrange the photos in a specific order to tell the story that supports a thesis (your main idea about a topic)



The photos are like paragraphs in a written essay. Similarly, you will need:

- ♦ **a lead photo** (shows the topic and hooks the audience)
- ♦ **detail photos** (relay information about your topic)
- ♦ **a concluding photo** (should leave your reader with a strong emotion about your topic)

The **CAPTIONS** will clarify the information in the photos by providing **WHO, WHAT, WHEN, WHERE and WHY**.

GLOBAL ISSUE PHOTO ESSAY

You and a partner will create a photo essay about a global issue.

You must include photos showing:

- ✦ effects of the global issue – What does it look like?
- ✦ organizations who respond (help)
- ✦ images showing how the aid/response has improved the issue



Use the following process to create your photo essay.

1. Select a theme for your essay.
2. Carefully choose photos. Keep a list of the websites used. You must have at least 6 photos and no more than 10.
3. Plan the most effective order for your photos.
4. Write the captions for each photo.
5. Use a presentation program to create your essay.



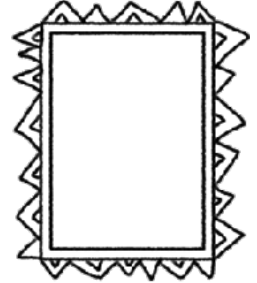
Global Issues

climate change	natural disasters	access to clean drinking water
child labour	invasive species	women's rights
fair trade	refugees	child soldiers
gender equity	deforestation	food insecurity / shortages

GALLERY WALK

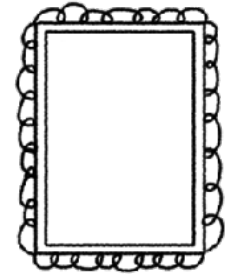
The three photo essays I enjoyed the most:

1. _____
2. _____
3. _____



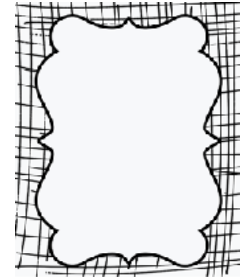
The photo that most captured my attention:

I was intrigued by the essay about:



I learned the most about:

I would like to learn more about:



Self Evaluation: My Photo Essay

Has a few different types of camera shots	has several different types of camera shots	has many different types of camera shots
has mainly one type of photo	has a mix of emotional and informational photos but more of one	has a good mix of emotional and informational photos
no specific order to photos	tells a story, but unsure of theme	has an obvious theme; tells a story
some photos have captions	most photos have captions; cover most of the 5Ws	all photos have captions; cover the 5Ws

PHOTO ESSAY EVALUATION

Student Names: _____

Essay Topic: _____

Level 2	Level 3	Level 4
has a few different types of camera shots	has several different types of camera shots	has many different types of camera shots
has mainly one type of photo	has a mix of emotional and informational photos but more of one	has a good mix of emotional and informational photos
no specific order to photos	tells a story, but unsure of theme	has an obvious theme; tells a story
some photos have captions	most photos have captions; cover most of the 5Ws	all photos have captions; cover the 5Ws

*Level 1 is not included. Level 1 would indicate that the assignment was not complete enough to evaluate.

PHOTO ESSAY EVALUATION

Student Names: _____

Essay Topic: _____

Level 2	Level 3	Level 4
has a few different types of camera shots	has several different types of camera shots	has many different types of camera shots
has mainly one type of photo	has a mix of emotional and informational photos but more of one	has a good mix of emotional and informational photos
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some photos have captions	most photos have captions; cover most of the 5Ws	all photos have captions; cover the 5Ws

*Level 1 is not included. Level 1 would indicate that the assignment was not complete enough to evaluate.

LESSON NINE

NON-GOVERNMENTAL ORGANIZATIONS

grade six LESSON NINE

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will describe several groups or non-governmental organizations (NGOs) through which Canada and Canadians are involved in global issues.

PREPARATION

- | | |
|--|--|
| <ul style="list-style-type: none"> • NGO Readings (3) • Reading Relay Questions • Reading Relay Answers | <ul style="list-style-type: none"> • Infographic Anchor Chart • Reading an Infographic • NGO Infographics (3) |
|--|--|

Lesson Part A

- Post the names of the NGOs on your board/chart. Discuss the meaning of NGO (see *Notes*). Ask students to share background knowledge about any of the organizations with the class.
- Distribute the [NGO Readings](#). Allow time for students to read. For students who struggle with reading, assign them one article to focus on.
- Divide class into three groups and play [Reading Relay](#).

Lesson Part B

- Introduce the [Infographic Anchor Chart](#)
- Inform students that they will explore infographics from the different NGOs
- Present the [NGO Infographics](#) to the students.
- Students will choose 2 infographics to explore
- Students read the infographics and respond to the questions on the [Reading an Infographic](#) response sheet.

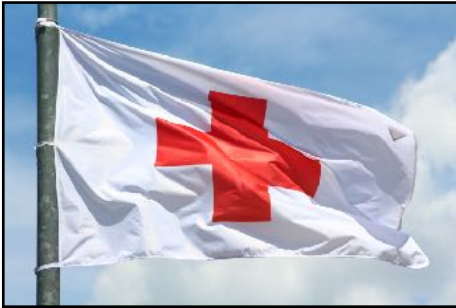
ASSESSMENT

- Participation during [Reading Relay](#) game
- Responses to [Reading an Infographic](#)
- On-the-spot conferences – as students work, stop to ask questions to assess understanding

NOTES

NGO – a group that works without any connection to governments. NGOs do not make money as businesses. They may raise funds to help others. They work to solve social, political or environmental problems.

THE INTERNATIONAL RED CROSS



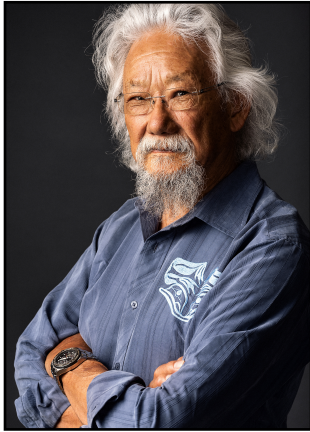
The International Red Cross is one of the oldest NGOs. It was started in 1863. Its original purpose was to help those in need during wars. That part of its mission today has not changed. The Red Cross remains neutral to provide assistance during armed conflicts. It responds to emergency situations, such as natural

disasters. Finally, the International Red Cross fights for humanitarian laws to be respected around the world.

Today, there is another section of the Red Cross called the Red Cross Red Crescent Organization. This group deals with climate change and environmental issues. It recognizes that the negative changes in our environment are hitting the poorest populations the hardest. These people have little power to change what is happening. Research by the Red Crescent Organization found that in 2019, the lives of 7.6 million people were changed by climate- and weather-related disasters. The organization has created an agreement called the *Climate and Environment Charter for Humanitarian Organizations*. It is asking that other humanitarian groups sign the agreement and follow the guidelines to reverse the effects of climate change.

The Canadian Red Cross follows the same principles as the international organization, but with a focus on helping Canadians during times of need. Part of its mission is to train people to help others. The organization offers first aid training, lifeguard training, babysitting and childcare training, and it respects education. The Canadian Red Cross is one of the groups who supports refugees when they arrive in Canada. During the Covid-19 crisis, the Canadian Red Cross worked along with other organizations. Their members set up temporary care centres, helped in long-term care homes and worked with Indigenous communities. The Canadian Red Cross's goal continues to be ensuring that all people are protected.

DAVID SUZUKI FOUNDATION



David Suzuki, a famous Canadian scientist, started this non-profit organization in 1990. It is a Canadian foundation but it works with other global environmental organizations. The organization's motto is **"One Nature."** The meaning behind the motto is that when we damage our planet and the plants and animals, we damage our lives and future. The organization's goal is to protect nature and build sustainable communities. The chart below shows specific targets to achieve this.

2030	2050
reduce carbon pollution by 50%	carbon pollution will be gone we will use renewable energy
restore the most damaged ecosystems and species	repair all our ecosystems so they can sustain biodiversity
reduce our eco footprint by 30%	live within the planet's limits (resources)

The DSF believes the key to making change is using nature-based solutions. This means working with nature rather than trying to change it. It is important to look at what our ecosystems provide for us. They give us air, water and food. They give us natural resources, such as wood. When an ecosystem is balanced, it takes care of itself. Plants clean the air. When soil and plants are left alone, they protect areas from floods and storms. The work the foundation does is based on these ideas.

Each project connects to these beliefs. An example is the work to protect the Boreal Forest. The Boreal Forest covers areas from the Yukon to Newfoundland. It is 55% of Canada's landscape. Taking its natural resources is damaging the ecosystem, This includes mining, logging, oil and building hydro dams. The Indigenous people are leading the way in protecting and restoring the forest. The DFS supports the Indigenous Conserved Areas and works with them on conservation projects.

UNICEF

UNICEF stands for the United Nations International Children's Emergency Fund. It was created in 1946 after World War 2. Its mission is to help all children in need and protect children's rights. UNICEF responds to humanitarian crises (events that threaten the health and safety of a community), natural disasters and war around the world. The group works in more than 190 countries. Some key areas UNICEF addresses are:

- ◆ child protection and inclusion for all children
- ◆ health and survival
- ◆ reducing child poverty
- ◆ education
- ◆ helping children in emergency situations with both short- and long-term assistance
- ◆ delivering medical and life-saving supplies wherever needed

In 2021, UNICEF celebrated its 75th anniversary. At this time, the world is dealing with new crises. These include climate change, the Covid-19 pandemic and inequality between the population with money and those living in poverty. The organization added new specific goals to its mission. The first is the fair distribution of vaccines. During the Covid-19 pandemic, some countries were not getting vaccines. This is a new priority for UNICEF. Another priority is getting technology in the hands of children around the world. Remote learning can be a powerful tool for educating children. UNICEF's goal is to reach 500 million children by the end of 2021. A third goal is to recognize the importance of treating mental health. Finally, UNICEF is increasing efforts to help fight climate change. Reducing and reversing the numerous effects on Earth will ensure a better future for all children.



READING RELAY QUESTIONS

Copy the answer onto three different colours of paper. Cut them up and give a colour to each team. The team distributes the questions to its members. Create a signal for the students to indicate they have the answer. Read aloud the questions in a scrambled order. Look for the first team to indicate an answer. If that team is incorrect, offer to the next team. The team earns a point for each correct answer.

What is the original purpose of the Red Cross?

What is the newer section of the Red Cross called?

What types of training does the Red Cross offer?

What is the name of the climate change agreement created by the Red Cross?

What does UNICEF stand for?

What is UNICEF's mission?

What is a humanitarian crisis?

What is a key area for UNICEF?

Which organization started as a Canadian organization?

What is the motto of the David Suzuki Foundation?

What is one of DSF's goals for 2030?

What is one of DSF's goals for 2050?

READING RELAY ANSWERS

Copy on three different colours of paper to distribute to teams.

Its original purpose was to help those in need during wars.

Another section of the group is the Red Crescent Organization. This section deals with climate change and environmental issues.

It offers first aid training, lifeguard training, babysitting and childcare training, and it respects education.

The organization has created an agreement called the *Climate and Environment Charter for Humanitarian Organizations*.

It stands for the United Nations International Children's Emergency Fund.

Its mission is to help all children in need and to protect children's rights.

An event that threatens the health and safety of a community.

Key areas are health and survival, and reducing child poverty.

The David Suzuki Foundation started as a Canadian organization.

Its motto is "**One Nature.**"

One goal is to reduce carbon gases by 50% by 2030.

One goal is to repair all of our ecosystems so that they can sustain biodiversity by 2050.

INFOGRAPHIC

Infographics are a fun and quick way to learn about a topic without having to do a lot of heavy reading.

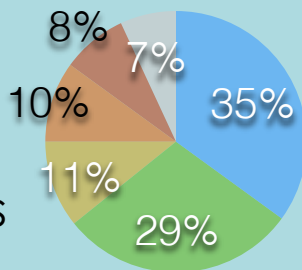
They consist of both text and visuals to get across a lot of information in a short period of time.



Types of Visuals

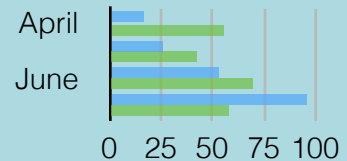


- graphs
- charts
- maps
- symbols
- images



Infographics Have:

- a purpose
- a topic
- data
- facts
- supporting visuals



TO ATTRACT READERS, INFOGRAPHICS USE:

- **COLOUR**
- **DIFFERENT SIZES AND** *styles* **OF FONTS**
- **A BALANCED LAYOUT**
- **EYE-CATCHING VISUALS**



READING AN INFOGRAPHIC

Choose **2** of the infographics about NGOs.
Answer the questions below.

Infographic #1

Name of NGO: _____

What is the purpose of the infographic?

What is the main idea or message of the infographic?

Are there data/statistics as part of the Infographic?
If so, what information do they tell you?

What types of visuals are used?

What appeals to you the most about the infographic? What do you find "eye-catching"?

What do you feel is the most important thing you learned from this infographic?

Infographic #2

Name of NGO: _____

What is the purpose of the infographic?

What is the main idea or message of the infographic?

Are there data/statistics as part of the Infographic?

If so, what information do they tell you?

What types of visuals are used?

What appeals to you the most about the infographic? What do you find "eye-catching"?

What do you feel is the most important thing you learned from this infographic?

Creating an Infographic

If you were to create an infographic, what topic would you choose?

What would you want people to know about your topic?

Reduce your risk of COVID-19



Clean your hands often

**Cough or sneeze in
your bent elbow –
not your hands!**



**Avoid touching your eyes,
nose and mouth**

**Limit social gatherings
and time spent in
crowded places**



**Avoid close contact with
someone who is sick**

**Clean and disinfect
frequently touched
objects and surfaces**



The Lowdown on Fair Trade Bananas

THE PURCHASE OF FAIR TRADE BANANAS AID IN THE FIGHT AGAINST:

- POVERTY.
- UNDERPAYMENT.
- HEALTH & SAFETY RISKS.
- SOIL DEPLETION.
- WATER SHORTAGES.



90% of fair trade bananas come from Latin America and the Carribean



\$45.4 million in fair trade premium was received by banana producers



13% of all banana producers and workers are women



It all lies in nature

Nature-based solutions are found to be most effective in fighting against climate change, but they only receive 3% of all climate funding.

641 900MT of bananas are sold as fair trade.



Information Source:
Fair Trade Canada | www.fairtrade.ca

2 DEGREE GLOBAL WARMING

What will happen if we allow a two degree increase to our world.

Over 99% of the world's coral reefs will be lost.

1



2

18% of insects will lose one half of their habitat range

2.7 billion people exposed to severe heat wave every 5 years,

3



4

Arctic Ocean will see ice-free summers every 10 years.

170% increase of flood risk

5



INFORMATION SOURCE:
WWF.com

OPTIONAL LESSON

PUBLIC SERVICE ANNOUNCEMENT

*THIS ALSO COULD BE TAUGHT DURING LANGUAGE ARTS/MEDIA CLASS

grade six

OPTIONAL LESSON – PSAs

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will describe several groups or organizations through which Canada and Canadians are involved in global issues.

PREPARATION

- [Drug Free Kids Canada](#)
- Anchor Chart – [Public Service Announcements](#)
- Assignment – [NGO PSA](#)
- Amazing PSAs – deconstructing a PSA
- [PSA Storyboard Organizer](#)
- [PSA Model Storyboard](#)

Lesson Part A

- Introduce PSAs – show model: [Drug Free Kids Canada](#)
- Present and discuss Anchor Chart – [Public Service Announcements](#)
- Deconstruct the model PSA as a class and [analyze the PSA](#).
- Students respond to final question regarding effectiveness of this PSA
- Introduce assignment – [NGO PSA](#)

Lesson Part B

- Divide students into agency groups
- Students choose NGO (small group activity). Students can either choose an NGO from the [previous lesson](#) or they can choose a different one.
- Groups [research](#) information about NGO
- Create a [storyboard](#) for PSA
- A [sample PSA](#) has been provided to help the students brainstorm.
- Filming, if time permits

ASSESSMENT

- Final answer – Amazing PSAs
- [Research graphic organizer](#)
- Storyboard (group product)

PUBLIC SERVICE ANNOUNCEMENTS

A PSA is a short message broadcast through different types of media:

- ◆ television
- ◆ Internet sites
- ◆ radio
- ◆ posters
- ◆ billboards



One of their purposes is to promote programs, activities or services of governments or non-profit organizations.

A second purpose is to promote announcements that help a community's health, wellness and safety.

Analyzing PSAs

In order to understand PSAs, we need to look at:

- ❖ Message
- ❖ Organization/Source
- ❖ Target Audience
- ❖ Why is the advertisement being made?
- ❖ How is it appealing to the audience (logic, emotions, humour, shock value)?

ANALYZING PSAS

PSA: DRUG-FREE CANADA FOR KIDS

Message (What is the ad trying to tell us?)	
Organization/Source (Who made the ad?)	
Target Audience (Who is the ad aimed at?)	
Why do you think this ad was made?	
What type of appeal does the ad use? (logic, emotions, humour, shock value)	

Do you think this PSA is effective? Explain why or why not.

NGO PSA

You have been hired by the Canadian government to produce a PSA recognizing Canada's role in a specific NGO. Your agency (group) will research the actions of the organization and create a storyboard for the PSA to be approved by government representatives. When carrying out your research you will focus on the organizations:

- purpose
- goals
- members
- highly successful campaigns
- current activities
- Canada's involvement

With your group, choose which NGO you wish to highlight. Divide up the research using the chart below. You can then use the graphic organizer to record your information.

Purpose, goals and members	
Highly successful campaigns	
Current activities	
Importance of Canada's involvement	

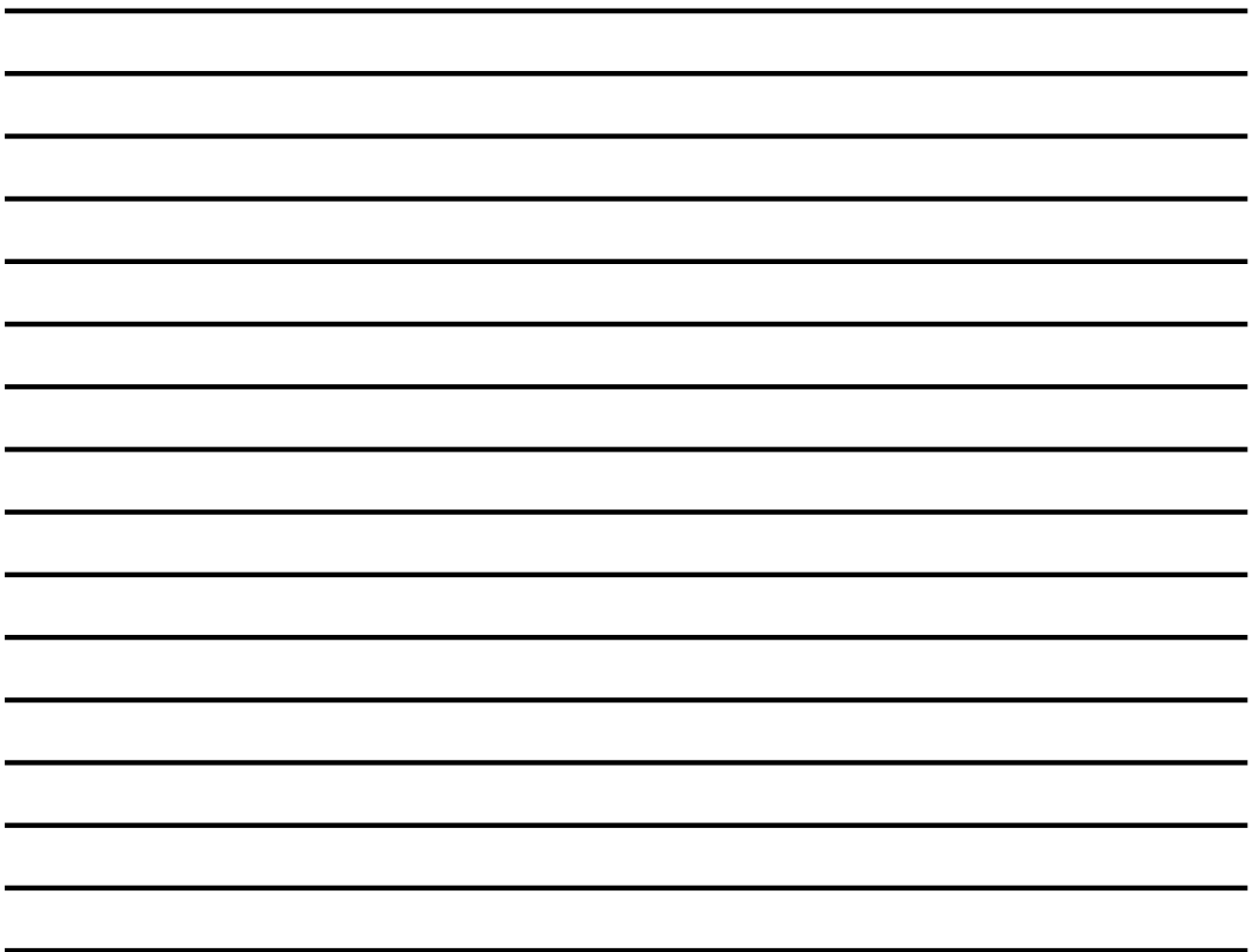
NGO RESEARCH

ORGANIZATION



Topic: _____

Main points (paraphrased)



PSA STORYBOARD

Your storyboard will show how the ad will be filmed

For each frame, you will need to include:

- ❖ a quickly sketched diagram showing locations of people and objects
- ❖ narration (if included)
- ❖ dialogue (if included) show with speech bubbles
- ❖ description of background music (type or specific song)
- ❖ type of camera shot being used for each frame

This is how to make
a storyboard

CAMERA SHOTS



close-up – used to show detail and/or emotions; often a character's face

medium – generally a waist-up shot if the subject is a character; used when characters are having a discussion. It also can be used to show body language and parts of setting.

long – used to show setting and sometimes the character's place in the setting; see whole body of character

high angle – subject is filmed from above, camera is looking down; with a character, it can be used to show weakness or being powerless

low angle – camera is looking up at the subject; makes characters look strong and powerful

bird's eye view – an aerial view, camera is in the sky filming the action below; used when location is important and/or to show a large amount of movement

Music: _____
Camera Shot: _____

Narration: _____

Music: _____
Camera Shot: _____

Narration: _____

Music: _____
Camera Shot: _____

Narration: _____

Music: _____
Camera Shot: _____

Narration: _____

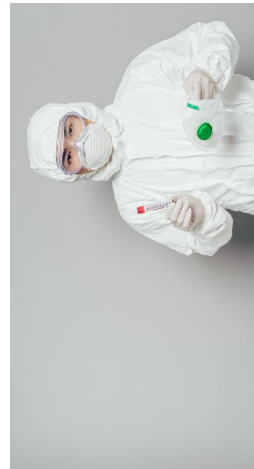
Model Storyboard – WHO – first three frames and final frame.

Music: low volume, triumphant/superhero type music
Camera Shot: long shot



Narration: WHO is working toward the goal of every person on our planet having health care.

Music: same music, increase in volume slightly again
Camera Shot: medium



Narration: WHO developed the first Covid diagnostic test and shipped tens of millions of coronavirus protective equipment around the world.

Music: same music but volume is increased slightly
Camera Shot: close up



Narration: WHO helped rid the world of smallpox.

Music: loud, triumphant music
Camera Shot: start with close up and move out to long shot



Narration: WHO is The World Health Organization. As a contributing member, Canada is making the world a healthy, safe place for all of Earth's citizens.

LESSON TEN

Global Environmental Issues
Case Study: The Arctic

grade six LESSON TEN

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will explain why some environmental issues are of international importance.

PREPARATION

- Video/book: [Our House is on Fire](#) (skip introduction in video)
- Different thematic maps showing environmental data (see [NOTES](#))
- [Material for Mini Inquiry](#) (see [NOTES](#))
- [Inquiry Instructions and Center Labels](#)
- [Inquiry Graphic Organizers](#)
- [Exit Ticket](#)

Lesson Part A

- Read Aloud – book or video, [Our House is on Fire](#)
- Discuss – What global issues did Greta discover? Make a list. Why are these global issues?
- Share thematic maps of several of the issues (see [NOTES](#))
- Inform students that they will be working on a class inquiry to explore what is happening in the polar region. Canada is part of an organization that focuses on this area, Arctic Council, which they read about in [Lesson 7](#).
- Introduce the [Arctic Mini Inquiry](#)

Lesson Part B

- [Arctic Mini Inquiry](#) – Jigsaw: Home groups meet to decide who will complete which activity for the jigsaw
- Have the [Center Labels](#) and other materials (articles, access to Internet) in a bin or set out in different areas
- Students complete activity with their jigsaw group using the [Arctic Inquiry graphic organizer](#).
- Return to home group to share information using [Arctic Inquiry 2 graphic organizer](#)
- Students complete [Exit Ticket](#)

ASSESSMENT

- Observations during class discussions
- Notes taken during jigsaw activity
- Exit ticket response – Does the response demonstrate an understanding of the expectation? (limited, considerable, thorough)

NOTES

Global Issues – Our House is on Fire

- melting ice
- storms/severe weather
- coral reefs
- destroying habitats
- endangered species
- floods
- rising oceans
- drought
- wildfires

Thematic Maps

Interactive World Forest Map

<https://www.globalforestwatch.org/map/?map=eyJjZW50ZXliOmsibGF0IjoyNi45OTk5OTk5OTk5OTkxMzMslmxuZyl6MTluMDAwMDAwMDAwMDA2NTU3fX0%3D>

Access to Safe Drinking Water (choose in dropdown menu)

<https://worldmap.canadiangeographic.ca/>

Global Population Density

<https://www.visualcapitalist.com/3d-mapping-the-worlds-largest-population-densities/>

Arctic Inquiry – Jigsaw Activities

- Map – Change in Arctic glaciers
<https://scied.ucar.edu/interactive/sea-ice-extent-maps-compare-arctic>
- Infographic – Climate Change and The Environment – Canada
https://cge-media-library.s3.ca-central-1.amazonaws.com/wp-content/uploads/2021/04/05163700/Environment_EN.pdf
- Article – How are International Organizations Helping with Climate Change?
- Article – What Can We Do to Stop Climate Change? (World, Canada, Individuals)
- Video – What If All the Ice Melted on Earth? – Bill Nye
https://www.youtube.com/watch?v=b6CPsGanO_U

ARCTIC INQUIRY

You will be part of a Home Group. As a Home Group, you will look at several resources to gain information about the global issue of melting polar ice. Each member of your Home Group will select a topic to explore.

Then, each member will go to an assigned area where they will find the resource to use for their chosen topic. You will work with members from the other Home Groups sharing and discussing the resource. Write down key points about the information.

You will then share this with your Home Group.

Resource	Group member
Canada and Climate Change infographic	
What If All the Ice Melted on Earth? video	
Maps of Arctic Melt video and website	
How Are International Organizations Helping with Climate Change? – article	
What Can We Do To Stop Climate Change? – article	

CANADA AND CLIMATE CHANGE INFOGRAPHIC

Look at the following infographic. Your teacher may also provide a printed copy for you.



What information do you feel is the most important to share with your group about the changing climate in Canada, especially in the North?



WHAT IF ALL THE ICE MELTED ON EARTH?

Watch the video below.

If subtitles come up in another language, you can shut them off by hitting the subtitles closed caption icon.



What information do you feel is the most important to share with your group? Stop the video when you come across a point and take the time to write it down.

MAPS OF ARCTIC MELT

Visit the sites below and observe the maps.



*On the second site,
you can change
the months and
years in order to see
the change.*



What information do
you feel is the most
important to share
with your group?

HOW ARE INTERNATIONAL ORGANIZATIONS HELPING WITH CLIMATE CHANGE?

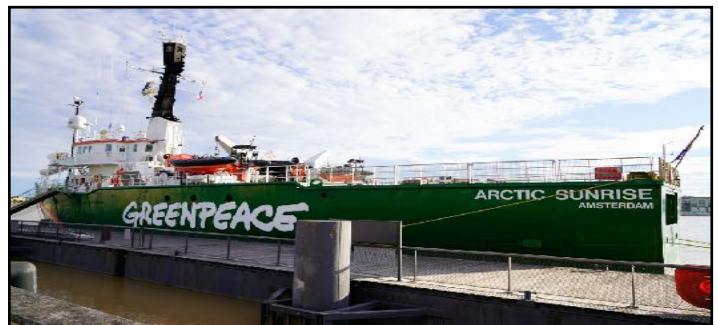
Climate change is a big issue that impacts every part of the world. As the planet heats up from carbon dioxide, more extreme weather events can take place. Storms, heat waves and changing sea levels can harm humans, animals and the places they live.

Thankfully, there are many groups that are dedicated to stopping climate change. Four of them are the World Wildlife Fund, Greenpeace, Friends of the Earth and the Indigenous Environmental Network. Read on to learn more about these groups and what they do to fight climate change.



The World Wildlife Fund, also known as WWF, has the goal of reducing carbon pollution around the world. To do this, the organization is focused on forests. Trees absorb carbon dioxide, so they are an important tool for fighting climate change. But, when too many trees are cut down (a process called **deforestation**), more carbon gets trapped in the atmosphere. WWF fights deforestation by helping communities take care of their forests. WWF raises money for developing countries so they have the tools to care for their trees. It also works to end **illegal logging**. This is the process of cutting down trees and selling the timber without permission. WWF believes that the more trees we have in the world, the better chance we have of fighting climate change.

Greenpeace is another group with the goal of reducing carbon, but not just in the air. The organization also is concerned with carbon in the oceans. That's because carbon gas has caused the world's oceans to become warmer and more acidic. As a result, the sea level is warming and rising. This can lead to extreme climate patterns because warmer waters create stronger storms. Also, more acid in ocean water makes it hard for many kinds of sea creatures to develop. This creates a kink in the food chain, which may cause some species to disappear.



Greenpeace believes that **fossil fuels** (coal, oil and natural gas) are the main carbon polluters. The organization knows that fossil fuels harm not just our air, but our water as well. That's why Greenpeace promotes renewable energy sources. It studies the benefits of wind, solar and geothermal power. It sees renewable energy as the best way forward for healthy oceans.



Another group worried about fossil fuels is Friends of the Earth. This group works to reduce plastics. That's because almost all plastics are made from fossil fuel chemicals. Friends of the Earth found that, in 2019 alone, plastic production added more than 800 million metric tons of harmful carbon into the atmosphere. Friends of the Earth has a plan to help with the plastics problem. It is promoting the ban of production of single-use plastic items. These include plastic straws, water bottles, shopping bags and coffee cup lids (just to name a few). This ban would help fight the plastic pollution that leads to an increase in carbon gases.

The IEN – the Indigenous Environmental Network – is another group dedicated to stopping climate change. But the IEN's main concern is spiritual. The organization is committed to protecting the world's shared natural resources because the people involved consider natural resources sacred. The IEN helps indigenous communities and tribal governments protect land, air, water and natural resources. It does this by providing education and support in caring for the earth – including ways to reduce carbon emissions.

These are just some of the groups that are working hard to fight climate change. However, their work is far from over. Right now, the impacts of climate change seem to be getting worse. Severe weather events are increasing. Average air temperatures are getting hotter. But these groups are not losing hope. They believe that as their messages reach more people, fewer trees will be cut down. In addition, they hope fewer fossil fuels will be burned. Most importantly, they hope more people will give better care to planet Earth.

CLIMATE CHANGE: WHAT'S BEING DONE AND WHAT MORE CAN WE DO?

Climate change is a big issue. Sometimes, it can be overwhelming to think about. What can our world do to tackle it? What about our country? What about ourselves? And will any of these things help slow down climate change?



Fortunately, there are many steps that have already been taken. But there is more to do. From a worldwide level to a personal level, here are some things that have been done and what we can still do to help:

- The World Stage** – Because climate change is a global problem, it needs global answers. Thankfully, most countries around the world are working together for solutions. There are 197 countries that have signed the Paris Agreement. The Paris Agreement is an international treaty on climate change. It began at the United Nations Paris Climate Conference in 2015. The agreement aims to reduce global greenhouse gas emissions around the world. These gases contribute to warming temperatures in the atmosphere. To do this, the countries have committed to cut their nation's emissions over the next decade. There are no requirements for how much each country needs to reduce its greenhouse gases, but the agreement states that all countries must develop a plan to shrink the amount of greenhouse gases. As a result, plans for each country vary. However, larger countries that produce more emissions are expected to do more than smaller ones. Overall, the goal of the Paris Agreement is to get every country in the world to work on this global problem, but it is up to each country to follow through on its promises.

- **In Canada** – Canada is part of the Paris Agreement. The nation's first climate plan was developed in 2016. It was made through the teamwork of provinces, territories and Indigenous peoples. The plan states ways for Canada to cut emissions, fight pollution and help businesses become low-carbon producers. The Canadian climate plan was strengthened in 2020. One of the new goals is to better protect nature.

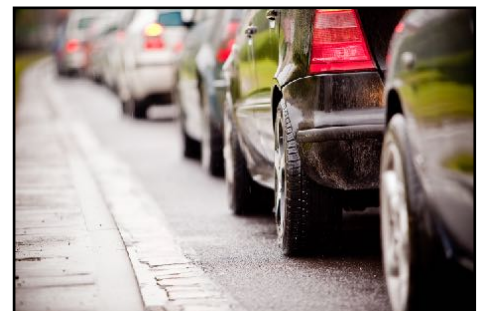


Although nature is threatened by climate change, it is also a powerful tool to fight it. Canada now has the goal of planting two billion trees, restoring natural spaces and banning single-use plastics. Plastics not only pollute, but also produce high amounts of carbon gases when

they are made. Through these efforts, Canada is on track to exceed its Paris Agreement target. In addition, it's on the path to become a zero-emissions nation by 2050.

- **Ourselves** – The Government of Canada has big goals for fighting climate change. But every Canadian must help to achieve the country's goals. Each person's small steps will add up to a cleaner and greener country and world. Many know that saving energy is important. Using LED light bulbs, unplugging electronics when they're not in use and recycling are often discussed. But there are plenty of other choices people can make as well. These small steps include daily actions like:

- **Going car-free whenever possible.** Cars are much more polluting than many other forms of transportation. People can think about walking, biking, or using public trains or buses instead of hopping in a car.



- **Eating less meat.** Meat production generates a lot of carbon emissions. Many scientists believe that if every person cut their meat-eating habits in half, food-related carbon emissions could go down by 35%. This would make a big difference worldwide.
- **Buying less, sharing more.** The making of new clothes, books, electronics and toys burns a lot of greenhouse gases. Shipping these goods also emits plenty of carbon. Instead of buying these items brand-new, share and swap them with friends. There also are plenty of places to buy gently used items. These items, which are still “new to you,” are better for the environment, and even cost less than brand-new ones!
- **Planting trees.** Help contribute to Canada's goal of planting two billion trees. Trees act as a natural carbon filter. They also provide shade, which helps with energy savings. It's also easy and fun to plant a sapling and help it grow!

Climate change is still an overwhelming problem. However, there are steps that are being taken to help solve it. But it will take the work of all people, nations and even the entire world to make a difference. What will you do to help?

ARCTIC INQUIRY



My Home Group

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My Jigsaw Topic



Key Points to Share

- _____

- _____

- _____

- _____

- _____

- _____

- _____

ARCTIC INQUIRY 2

Key points from my Home Group sharing



- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____



Why is the melting of polar ice a global issue?



LESSON ELEVEN

Canada and Covid-19

grade six LESSON ELEVEN

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will analyse responses of Canadian governments, NGOs and individual citizens to an economic, environmental, political and/or social issue of international significance.

PREPARATION

- Three readings – [Responses to Covid](#) *all have same introductory paragraph
- Large paper for graphic organizers or electronic device
- Responses and Reactions – post a large piece of paper beside each group's organizer during the Gallery Walk
- [Covid Responses – Reflection](#)

Lesson Part A

- Sharing Circle – What is your memory going to be about living through the Covid Epidemic?
- Inform students that they will be learning about the responses of three different groups to this pandemic.
- Students will read about one of the groups.
- Divide the class into 3 groups and assign one [reading](#) to each. Take note of the length of the articles when assigning students.
- As a group, the students will create their own organizer of key points from the article on large paper or on an electronic device to be projected.

Lesson Part B

- Post or project the organizers from each group.
- Post a large piece of paper with the title *Responses and Reactions* beside each group's organizer.
- Groups will do a gallery walk to visit the organizer of the other two groups. They can record their thoughts on the *Responses and Reactions* paper.
- Students will independently complete the [Covid Response Reflection](#) for the section of the reading they completed. They may answer the other areas based on the Gallery Walk, if they wish.

ASSESSMENT

- Observation during creation of graphic organizer
- Observation during Gallery Walk
- Individual responses – [Covid Response Reflection](#)
- On-the-spot conferences — as students work, stop to ask questions to assess understanding



THE CANADIAN GOVERNMENT'S RESPONSE TO COVID-19

On January 30, 2020, The World Health Organization announced that we were facing a new global threat, a virus named Covid-19. It is a pneumonia-like illness. The origins of Covid are still under investigation, but it did begin in Wuhan, China. It reached the pandemic level in March of 2020. By September, the data told experts that the virus had infected more than 29,616,346 people around the world. As of May 2021, some parts of the globe had been through three waves of the epidemic. Canada reported a total of 1,402,126 confirmed cases and 25,931 deaths as of June 13, 2021.

The first case of Covid-19 in Canada was reported on January 25, 2020. At this time, the virus had already spread through Europe and Asia. The Canadian Governments looked to WHO and countries already dealing with the spread to help make the best decisions for our country. The goals were to keep the virus from spreading, to stop more cases of the virus from coming into the country and to support its citizens.

In order to stop the spread of the virus, the federal and provincial governments used a “lockdown” procedure (March 2020). Social distancing was the key strategy to stop the virus from spreading. Schools, public places and non-essential business were closed. Citizens were asked to stay home. The size of groups socializing, while still physically distancing, was 5 to 10 people, depending on the province. The government and public health worked together to inform the population about the virus and how to protect yourself from getting sick. It used many forms of advertising.



Continually updated website information and public health contact were also available. Testing centres were set up. Infected people had to quarantine. Public health used contact tracing to let people know if they had been in contact with anyone who had the virus. Once the cases of the virus were low, the government allowed its citizens to have more freedom. People had to continue to keep physical distance and wear masks.

Unfortunately, Canada did go through a second wave of the virus when cases and deaths went up. It started in September 2020. People were asked to continue to follow safety procedures. Provinces went into a second lockdown, similar to the first. The timing differed from province to province depending on when their cases rose.



The first vaccines arrived in Canada in December 2020. These first doses were given to the elderly in long-term care homes and to staff. Clinics then opened up to elderly people age 70 and older. Health care workers and Indigenous adults were the last people to get their shots in phase 1. In the second phase, the rest of the population received a first vaccine, one group at a time. The final phase saw all Canadians getting vaccinated.

Canadian citizens needed support in several other areas during the pandemic. The first need was financial. Many people temporarily lost their jobs. The government created the Canadian Emergency Benefit Response. Citizens could receive \$2,000 per month to help them until they could work again. Many people also struggled with mental health issues during this time. Again, the two levels of government, public health and other groups created resources and contacts for those in need.



A third strategy for stopping the spread of the virus was to stop more cases of the virus from entering the country. Canada, the United States and Mexico agreed to close borders to non-essential travel in March 2020. People returning to Canada from traveling had to quarantine. The government also restricted people from other countries coming to Canada. The government did allow a few exceptions, such as death of a family member. As of June 2021, these rules were still in place.

During the pandemic, there were times the government was criticized. The first time was because of the spread of the virus in long-term care facilities. It was found that the homes were poorly prepared and understaffed. A second problem was with personal protective equipment, medical equipment (ventilators) and vaccines. At the beginning of the pandemic, there was a shortage of PPE. The vaccines also arrived later than expected due to shipping delays. The government took steps in each case to correct or look for solutions to the problems.



All countries around the world have had to deal with the pandemic and to find ways to fight the spread. The plans countries have used were based on the technology and resources they have and the make up of their population. According to experts and data, some countries have been more successful at fighting the virus. The scientists explain that those countries stopped travel quickly and went into lockdown right away. On the other hand, Canada is further ahead than other countries. As the world continues to control the spread of Covid-19, the Canadian Government will look for the best scientific methods to protect its population.

DOCTORS WITHOUT BORDERS CORONAVIRUS PANDEMIC



On January 30, 2020, The World Health Organization announced that we were facing a new global threat, a virus named Covid-19. It is a pneumonia-like illness. The origins of Covid are still under investigation, but it did begin in Wuhan, China. The virus reached the pandemic level in March of 2020. By September, the data told experts that the virus had infected more than 29,616,346 people around the world. As of May 2021, some parts of the globe had been through three waves of the epidemic. Canada reported a total of 1,402,126 confirmed cases and 25,931 deaths as of June 13, 2021.

Doctors Without Borders is a non-governmental organization with a Canadian branch. Its mission statement is: "We respond to emergencies and help those in greatest need, no matter where they are." The idea for the organization was started by a group of young doctors in France in 1986. By 1971, the group officially became Médecin Sans Frontiers. In 1999, Doctors Without Borders won the Nobel Peace Prize for humanitarian work. The organization works in more than 70 countries, helping millions every year.

Teams from Doctors Without Borders have been working in more than 70 countries since the beginning of the pandemic. The organization has three main goals:

1. Assist local groups in taking care of Covid patients.
2. Help protect people who have the highest risk of getting Covid.
3. Continue to provide necessary regular health care.

Much of the work of Doctors Without Borders has been taking care of vulnerable populations. These are people who are refugees or other people forced to leave their homes. Regular health care systems do not include refugee camps. These are crowded places without proper tools and space to maintain a clean environment. It makes it difficult to socially distance and to keep hands sanitized.

Doctors Without Borders also continues to provide regular types of medical services, such as delivering babies, giving other types of vaccines and treating diseases.

Another focus for DWB is the healthcare workers. Without healthy medical staff, who would take care of the sick? At one point in the pandemic, there was a shortage of the personal protective equipment that health care workers needed to do their jobs without getting the virus. DWB made the world aware of this problem to ensure that workers across the world would get equipment.

The Canadian branch of DWB followed the actions of the international organization. It, too, made sure that groups of people like the homeless, people living in remote areas, Indigenous communities, people living in long-term care homes, front-line workers and healthcare workers had **equal** access to supplies needed to combat Covid-19. In the past, these groups have been overlooked, as some of them live outside of regular health care service areas. It is a mission of Doctors Without Borders to eliminate social inequalities in health care.





CANADIAN CITIZENS' RESPONSE TO COVID

On January 30, 2020, The World Health Organization announced that we were facing a new global threat, a virus named Covid-19. It is a pneumonia-like illness. The origins of Covid are still under investigation, but it did begin in Wuhan, China. It reached the pandemic level in March of 2020. By September, the data told experts that the virus had infected more than 29,616,346 people around the world. As of May 2021, some parts of the globe had been through three waves of the epidemic. Canada reported a total of 1,402,126 confirmed cases and 25,931 deaths as of June 13, 2021.

The federal and provincial governments made sure that information about ways to stay safe from the virus was available to all citizens. Some people were recognized as being more at risk of getting the virus. These groups included the elderly in long-term care homes, people living in crowded spaces and people who already have health problems. During the lockdown periods, Canadians were asked to remain home unless going to work or to get groceries. Only one person per household was allowed to enter stores and had to be wearing a mask. Sanitizing hands was also required. We were asked not to see people outside of our homes.

During the first lockdown, most people followed the guidelines, and the number of cases dropped. This is called "flattening the curve." Reports showed that during the first lockdown, 90% of Canadians were following the rules. In the summer months, some of guidelines changed. People were allowed to have outdoor visits, eat on patios and shop in more stores. The number of people taking safe actions dropped to 50%. Unfortunately, cases of the virus went up again. The provinces went into a second lockdown at different times, depending on their number of cases.

Many Canadian citizens reached out to help others. Neighbours and friends did the grocery shopping for elderly people. Across the country, individuals started food donations and volunteer delivery services. Canadian stars, such as Ryan Reynolds, Michael Buble, Mike Myers and Drake, donated money to different groups. Businesses across Canada also made donations to help others. Tim Hortons gave coffee to front-line medical workers. There are numerous news stories about the kindness of Canadians during this time.

News Stories

Calgary man donates 20,000 masks to other Calgarians

Students set up a hotline for lonely seniors (Joy4all)

Woman starts a “pay it forward” trend at Costco gas pumps

Oshawa woman creates group to sew masks for hospitals, long-term care homes and front-line workers

Motel owner in Winnipeg offered free rooms to truckers delivering all our necessary supplies

Nunavut's chief public health officer officially declared the Easter Bunny an essential worker. He made sure chocolate was delivered to children across Nunavut.

The first vaccines arrived in Canada in December 2020. Citizens followed the plan, getting the vaccine when they were allowed. By the end of June 2021, 68% of the population had their first dose. The number of people fully vaccinated was 9.65 million, which is 24% of citizens. Canada was later in starting the rollout of the vaccine due to shipment problems. In June, it was one of the leading large countries with citizens who had one shot. Plans were to have the population fully vaccinated by the fall of 2020.

After the lockdowns, Canadian citizens were looking forward to living a post-Covid-19 life with the vaccine.

COVID RESPONSE REFLECTION

Canadian Government

1. What actions did the government take that you think were effective in trying to control the spread and impact of the virus?

2. Is there an area you think the government could have improved? Is there another or different action you feel the government could have taken to improve the response?

Doctors Without Borders

1. What actions did Doctors Without Borders take that you think were effective in trying to control the spread and impact of the virus?

2. Is there an area you think Doctors Without Borders could have improved? Is there another or different action you feel the organization could have taken to improve the response?

Canadian Citizens

1. What actions did individual citizens take that you think were effective in trying to control the spread and impact of the virus?

2. Is there something individual citizens could have done to further slow down the spread and impact of the virus?

LESSON TWELVE

Review/Consolidation of Learning

There are two options for this lesson. The first is an informal game-style review. The second is a formal essay-type response. Choose the one that suits your needs for your class.

grade six

LESSON TWELVE A

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will review the various expectations presented in the lessons.

PREPARATION

- [Canada in the Global Community – Quiz Questions Template](#)
- [Final Questions Template](#) – multiple choice
- [Final Questions Template – True/False](#)
- [Answer Quiz Card](#)
- [Answer Template](#)
- [Reflection](#)

Lesson Part A

- Ask students several questions based on the material in this unit of study
- Give students 5 minutes to skim their notebooks reviewing the material
- Discuss: What do you feel is the most important learning you did during this time?
- Inform students they will be creating a '[Kahoot!](#)' style quiz game for the class (see *NOTES*)

Lesson Part B

- Distribute the [Quiz Questions](#) for each student to complete. When done, the teacher will choose 20 questions from student submissions and complete the [Final Questions](#).
- Students will receive an [Answer Quiz Card](#) or [Answer Template](#).
- Teacher (or group leader) will begin to read the questions to the class/group.
- Students show answers using the Quiz Answer Card or Answer Template.
- Teacher/Group leader reveals responses.
- Students will complete the [Reflection](#) page.

ASSESSMENT

- This could be used as a self-assessment for the students
- Observation during game
- Teacher can assess [Reflection](#)
- Use response sheets instead of game card for a more formal assessment, but take into account that students have not prepared.

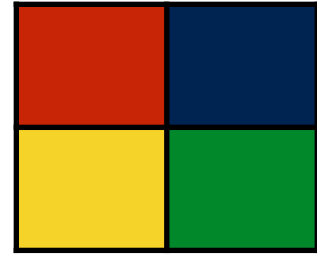
NOTES

This activity can be done as a whole-class activity or smaller groups for Part B. The questions can be multiple choice with 4 possible responses or a True/False (use just the red/true and the blue/false faces of cards). Encourage students to make several questions. They might want to work with a partner when creating questions.

CANADA IN THE GLOBAL COMMUNITY

QUIZ QUESTIONS

Create 3-4 questions for your classmates to answer. They can be multiple choice, True/False or a combination. Make sure you circle the correct answer.



Question	Answer 1	Answer 2	Answer 3	Answer 4

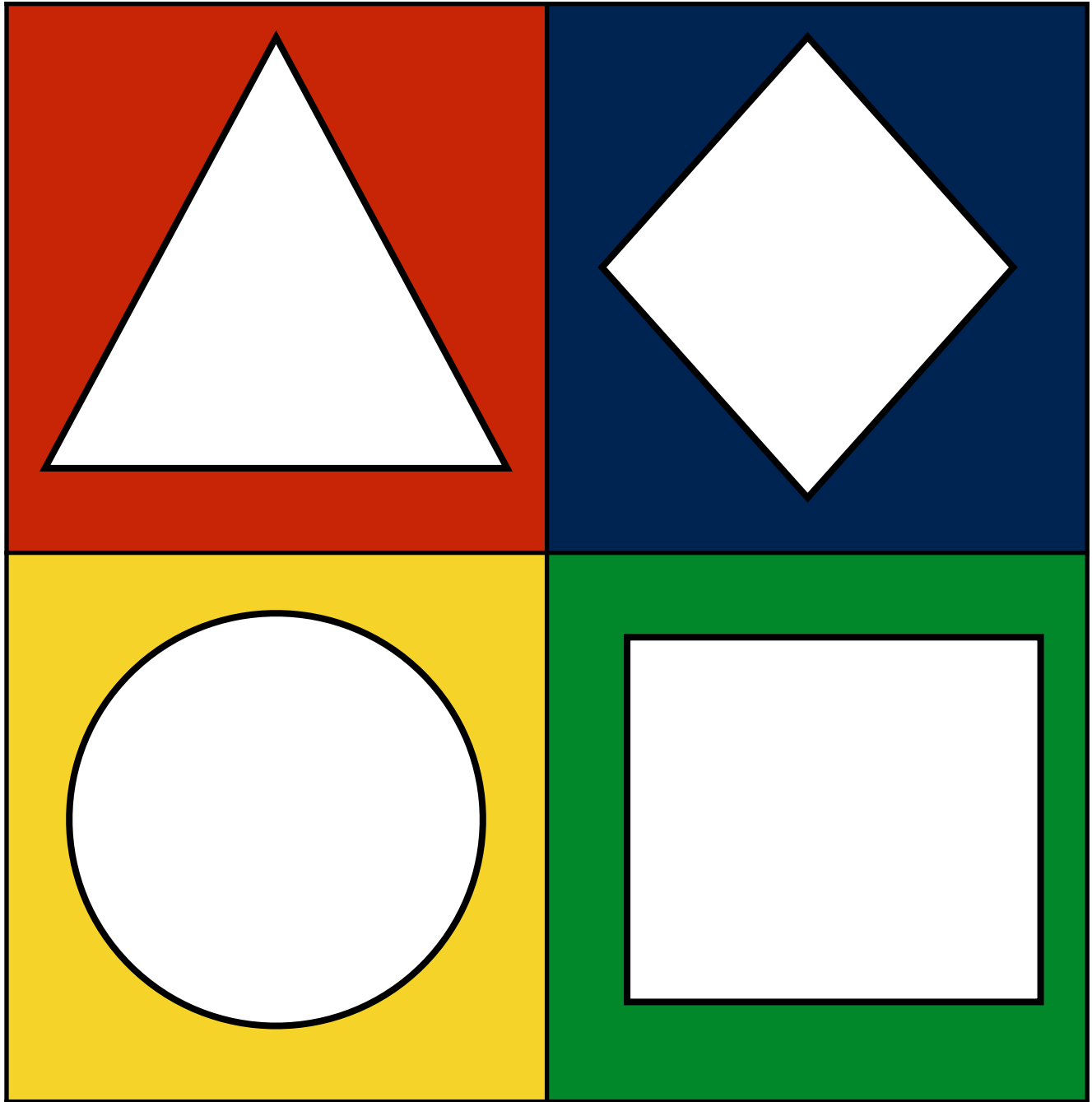
Question	TRUE	FALSE

FINAL QUESTIONS

















































































Question	Answer 1	Answer 2	Answer 3	Answer 4

6 L 12

QUIZ ANSWER CARD



QUIZ ANSWER SHEET

1					T	F
2					T	F
3					T	F
4					T	F
5					T	F
6					T	F
7					T	F
8					T	F
9					T	F
10					T	F
11					T	F
12					T	F
13					T	F
14					T	F
15					T	F
16					T	F
17					T	F
18					T	F
19					T	F
20					T	F

Name: _____

CANADA'S INTERACTIONS IN THE GLOBAL COMMUNITY



REFLECTION



1. What is something new you learned about this topic?

2. What is something that changed the way you think?

3. Has your opinion of Canada changed?

4. Has your opinion of another country or organization changed?

grade six

LESSON TWELVE B

The format for these lessons is structured into two parts. One part is designed as a teacher-directed lesson. The second part of the lesson is designed as an independent or small-group learning activity. The teacher-directed part is noted in **PINK** and the small-group/independent task is **YELLOW**.

LEARNING GOAL

Students will consolidate various expectations presented in the lessons.

PREPARATION

- [Final Question: Canada's Interactions with the Global Community – Organizer Template](#)
- Paper or spot for brainstorming

Lesson Part A

- Discuss: What do you feel is the most important learning you did about this topic?
- Give students 5 minutes to skim their notebooks, reviewing the material before responding.
- Inform students they will be writing a final question – Why is it important for Canada to be involved with countries around the world?
- Brainstorm ideas as a class – leave posted
- Present the [graphic organizer](#) booklet for students to complete.
- Students use their notebooks and the brainstorming list to help them fill in the organizer (see *NOTES*).

Lesson Part B

- Students begin by using their notebook and the brainstorming list to record their thoughts about the question.
- This is a multiple-day task.
- See *NOTES* about using cross-curricular time
- You may wish to have the students use the organizer to write a formal essay.

ASSESSMENT

- Complete the [Final Question Rubric](#) for each student.

NOTES

This is an essay answer organizer. You may wish to complete a sample organizer as a shared writing activity during Language Arts class time to help students who may struggle. This could be a Language lesson on how to write a 5-paragraph essay. Have students check in with you after 1-2 sections of the organizer have been completed to track progress. You can decide if you want them to write it as a draft essay.

FINAL QUESTION: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY



Why is it important for Canada to be involved with countries around the world?

Organization of Response

Introductory Paragraph

- State main idea – Rephrase part of the question to start your response. Introduce some ways that Canada interacts with other countries/areas of the world.

Paragraph #2

- First way Canada interacts with other areas of the world:

- Specific detail about that interaction:

- Second specific detail about that interaction:

- Concluding sentence

Paragraph #3

- Second way Canada interacts with other areas of the world:

- Specific detail about that interaction:

- Second specific detail about that interaction:

- Concluding sentence

Paragraph #4

- Third way Canada interacts with other areas of the world:

- Specific detail about that interaction:

- Second specific detail about that interaction:

- Concluding sentence

Concluding Paragraph

- Restate main idea in a different manner than the introductory paragraph.
- List ways that Canada's involvement with other countries affects your daily life. What might be different in your life if Canada did not have these connections?
- What has been the most important new learning for you while studying Canada's interactions in the global community?

Notes from conferencing with Teacher

FINAL QUESTION RUBRIC

Student Name: _____

	Level 1	Level 2	Level 3	Level 4
Transfer of knowledge and skills to new contexts	Transfers information from various topics to a new context with limited effectiveness	Transfers information from various topics to a new context with some effectiveness	Transfers information from various topics to a new context with considerable effectiveness	Transfers information from various topics to a new context with high degree of effectiveness
Making connections between topics being studied and everyday life	Makes connections on how topics affect daily life with limited effectiveness	Makes connections on how topics affect daily life with some effectiveness	Makes connections on how topics affect daily life with considerable effectiveness	Makes connections on how topics affect daily life with a high degree of effectiveness
Use of terminology related to the topic	Uses little terminology related to the topic throughout the task; maybe used incorrectly at times	Uses some terminology related to the topic throughout the task; maybe used incorrectly at times	Uses terminology related to the topic throughout most of the task	Uses terminology related to the topic frequently throughout the task
Expression and organization of ideas and information	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness

INQUIRY PROJECT

NOTES TO TEACHER

This is a format for an open inquiry. Students will be more successful if they have had previous experiences with inquiry. Through the lessons they completed pieces of guided inquiries (Arctic Inquiry, Country Profile, Canada and ____). In these the questions/queries were provided. In an open inquiry they will choose their own topic and develop questions to research. Remind students to use the 5W's when creating their question or post a questions chart for students who can create deeper questions. Remind them they have to be able to answer their questions.

The lessons also provided the information resources. It will be challenging for some of your students to find age appropriate resources. If this is the case you may choose to partner students and give them choice of topics for which you can easily find accessible information. Don't forget about sites like Epic Books.

It will also help students carry out research if you do some cross curricular teaching at this time, covering research skills during language blocks. Students often need review with paraphrasing and jot notes. This is also a good time to focus on an aspect of the writing process having students use their material from this task.

Finally students are asked to track their sources. Ask them to immediately 'bookmark' a site when they start to use it. This way if they forget to record it, hopefully they can retrieve it. You can decide whether you want to introduce proper bibliographic formatting. Of course there are sites that can help with this step.

This is a long task from start to finish. Setting time limits for each step will help students be successful and less overwhelmed. Consider having a sharing circle part way through. Sharing along the way helps keep student enthusiastic about their topic.

UNIT NAME

MY INQUIRY PROJECT

NAME:

My Topic

BRAINSTORMING

1

WHAT I WONDER ABOUT MY TOPIC

Record some questions you can ask about your topic. What questions will your research answer?

2

WHAT DO I KNOW ABOUT MY TOPIC

What background knowledge do you already know about your topic?

BRAINSTORMING

3

TIME TO RESEARCH

Using your questions to help you guide your research begin to learn more about your topic.
Record your jot notes. Organize what you find into separate categories.

Category #1

Category #2

Category #3

Category #4

TIME TO RESEARCH

This image shows a blank sheet of white paper with horizontal ruling lines. A single vertical line runs down the left side of the page, creating a narrow margin. The horizontal lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

SUMMARIZE YOUR FINDINGS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

BRAINSTORMING

5

MAKE A PLAN

How will you share what you learned with others in a creative way?

- | | | | |
|----------------------------------|---------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Poster | <input type="checkbox"/> Video | <input type="checkbox"/> Pamphlet | <input type="checkbox"/> Museum Exhibit |
| <input type="checkbox"/> Podcast | <input type="checkbox"/> Speech | <input type="checkbox"/> Song | <input type="checkbox"/> Model |

6

SOURCES

RECORD BELOW THE SOURCES YOU USED FOR YOUR RESEARCH

ASSESSMENT PAGES

*** assessment

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

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