

Canada and the Global Community

**SAMPLE
MATERIAL
INSIDE**



ALSO AVAILABLE IN FRENCH

**Teacher's
Resource**

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Canada and the Global Community

Student Book pages 8–13

In *Canada and the Global Community*, students learn about Canada's role as a member of the global community. They investigate global issues related to human rights, health, economy and trade, disaster relief, and the environment. They learn about some of the ways in which the Canadian government, non-governmental organizations (NGOs), and individual Canadians respond to these issues. Students also learn how Canada works with other countries and participates in international agreements and organizations. Throughout the unit, students are encouraged to think critically about the impact of Canada's interactions with other parts of the world. Students also consider the question of how all members of the global community can work together to serve the common good.

Before beginning the unit, have students examine the Student Book cover. Explain that the photo shows a group of students conducting a model United Nations (UN) meeting. Tell students that the UN is an international organization that helps address global issues, and that they will learn more about the UN in Chapter 1. Point out that the students are using their flags to vote on a global issue related to clean water. Discuss the countries shown in the photo and any connections students can make to the countries or the issue. Then, conduct a book walk-through using Student Book pages 5–7.

Big Ideas

Point out the Big Ideas at the top of Student Book page 9. Explain to students that these are the important learnings for this unit. Tell students that they will be returning to and reflecting on these Big Ideas throughout the unit, through each chapter's Big Question and Learning Goals. The Big Questions and Learning Goals will help students develop their understanding of the unit's Big Ideas and social studies thinking concepts, and guide them through the stages of the inquiry process. When you begin a chapter, you might want to post the Big Question and Learning Goals on an evolving bulletin board. As the chapter progresses, add items such as maps, graphs, timelines, or other relevant information to assist students with their knowledge and understanding. Invite students to collaborate and add to the bulletin board.

Vocabulary Development

Have students read the rest of Student Book pages 8–9. Discuss any new terms such as *global community* or *economy and trade*. Have students share their ideas about the meanings of these terms. Review other terms central to the unit, such as *rights*, *issues*, or *malnutrition*. Post the vocabulary and students' thoughts about their definitions on a unit bulletin board or word wall. Refine the definitions and add to the word wall as you work through the unit.

Home/School/Community Connection

Read and discuss with students BLM 0.1: *Canada and the Global Community* Letter Home. Discuss how they will take this letter home and share with family members what they will be learning.

Introducing the Unit Map: Issues around the World

Have students view the Unit Map on Student Book pages 8–9. Point out that each of the photos shown on the map is linked by a dotted line to a country. Ask students to describe what they see in each of the photos and suggest reasons why the activities or objects shown concern people worldwide. For example, the Chapter 3: Economy and Trade photo shows fair-trade chocolate. Discuss with students how many of the things we buy, such as chocolate, come from countries far away, and how workers in some other countries are not always treated or paid fairly.

Encourage students to discuss the map and photos with their peers, perhaps suggesting other photos that could have been included on the map. Make sure students recognize that the topics highlighted are not specific to the countries shown on the Unit Map, and that issues relating to these topics occur in many, if not all, countries across the globe. Tell students that they can refer back to the Unit Map as they learn more about Canada's interactions with the global community. The Unit Map may also be viewed on the Online Teaching Centre.

Reading and Discussing the Text

Have students read Student Book pages 10–11. Discuss any challenging vocabulary, such as *climate change*, *sustainability*, *international trade*, or *drought*. Encourage students to recall what they already know about the global community.

Have students examine the photo on Student Book page 10 and develop questions about the photo connected to the global community. For example, Why does this problem exist in the first place? What can countries around the world do to address this problem? What are they already doing? Ask the caption question:

- **Why do you think this problem exists?**

Next, have students examine and discuss the photo on Student Book page 11. Ask the caption question:

- **What is another consequence [of climate change]?** (*melting polar ice caps; extreme weather and storms; devastating natural disasters; habitat loss or destruction; loss of species*)

Have students read the text and examine the photo on Student Book page 12. Remind students that asking questions about what they see around them is how they become critical thinkers. Critical thinking will help them to become responsible and active citizens of Canada. Remind students to look at images in this book with a critical eye. Then, ask them to discuss the questions on this page in small groups. Encourage students to return to the questions on Student Book page 12 when looking at other images in this unit.

Responsible Active Citizenship

Have students read the Responsible Active Citizenship section on Student Book page 13. Ask:

- **Why does being a responsible citizen mean acting on a global level? How can you act on a global level?**
- **Why does Canada get involved in issues in other countries?**
- **Why is it important to consider different perspectives on global issues?**

Looking Ahead to the Unit Inquiry

Have students read this section. Discuss the task generally, noting that each chapter's Toolbox lesson and Chapter Inquiry task will help students to prepare for the Unit Inquiry task. If necessary, review the task and the stages of the inquiry process and the Unit Inquiry task outlined on Student Book pages 106–109 or Teacher's Resource pages 148–149.

The Unit Inquiry Task and Assessment

The Unit Inquiry: Investigating Canada's Role in a Global Issue relates directly to the unit's Big Ideas; it provides an opportunity for students to apply and demonstrate their learning about the unit content and all stages of the inquiry process.

Students will choose a global issue and conduct an inquiry to learn what Canada is doing about this issue. They will begin by formulating questions to guide their investigation. They will then gather information on the issue, from the chapters in this unit and through additional independent research, and organize this information using tools such as maps, graphs, and graphic organizers. In this unit, students gain a deeper understanding of the social studies thinking concepts of cause and consequence, interrelationships, patterns and trends, perspective, and significance. Students will use these concepts to help interpret and analyze the information they have gathered. They will then evaluate the information, draw conclusions about the effectiveness of Canada's response to the issue, and make suggestions for future action.

A variety of self-assessment tools are provided to support students as they complete the inquiry task. Based on evidence of students' achievement, you will have the opportunity to evaluate, summarize, and communicate what students know and can do at the end of *Canada and the Global Community* with respect to the overall Curriculum Expectations. In addition, as students complete the Focus on ... lessons, they can complete specific portions of BLM 6.5: Self-Assessment: Social Studies Thinking Concepts.

Assessment Tools for Canada and the Global Community

The following tools have been provided for assessment and self-assessment:

- BLM 6.2: Self-Assessment: Inquiry Check-In
- BLM 6.3: Portfolio Checkbric
- BLM 6.4: Unit Inquiry Rubric
- BLM 6.5: Self-Assessment: Social Studies Thinking Concepts

Learning Goals

- analyze responses to global issues
- formulate relevant questions
- identify interactions between Canada and other countries

Chapter Overview

This chapter examines human rights issues around the globe. Students explore Canada's role in supporting human rights. As well, there is a specific focus on children's rights. This chapter's Spotlight lesson introduces students to the United Nations, and the Toolbox lesson supports the development and practice of the skill of formulating inquiry questions. The Focus lesson helps students apply the social studies thinking concept of perspective. The chapter concludes with a reminder that we should all do our part to protect human rights in Canada and internationally.

Big Question: What role should Canada play in promoting and supporting human rights around the globe?

About the Chapter Inquiry

The Chapter Inquiry at the end of the chapter has students use a tool such as a q-chart to formulate questions concerning Canada's role in addressing a global human rights issue. Students reflect on the Big Question for the chapter and choose a human right to investigate.

Chapter Summary Chart

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
Human Rights Student Book page 14 Teacher's Resource pages 7–8	Application <ul style="list-style-type: none"> • analyzes responses of Canadian governments, NGOs, and individual citizens to an issue Inquiry <ul style="list-style-type: none"> • formulates questions to guide investigations into global issues 	<ul style="list-style-type: none"> • Cause and Consequence • Significance 	<ul style="list-style-type: none"> • Language • Mathematics
What Are Human Rights? Student Book pages 15–17 Teacher's Resource pages 9–11	Inquiry <ul style="list-style-type: none"> • gathers and organizes information on global issues • analyzes and constructs maps as part of investigations into global issues • interprets and analyzes information relevant to investigations • evaluates evidence and draws conclusions about global issues 	<ul style="list-style-type: none"> • Cause and Consequence • Interrelationships • Significance 	<ul style="list-style-type: none"> • Language • Mathematics • The Arts
Spotlight on the United Nations Student Book pages 18–19 Teacher's Resource pages 12–14	Application <ul style="list-style-type: none"> • explains Canadian participation in international accords and organizations Inquiry <ul style="list-style-type: none"> • formulates questions to guide investigations into global issues • interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> • describes groups through which Canada and Canadians are involved in global issues 	<ul style="list-style-type: none"> • Cause and Consequence • Interrelationships • Significance 	<ul style="list-style-type: none"> • Language

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
What Is Canada's Role in Supporting Human Rights? Student Book pages 20–23 Teacher's Resource pages 15–17	Application <ul style="list-style-type: none"> analyzes responses of Canadian governments, NGOs, and individual citizens to an issue Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into global issues evaluates evidence and draws conclusions about global issues communicates the results of inquiries, using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> identifies how the Canadian government interacts with other nations of the world describes Canada's participation in international accords, organizations, and/or programs describes groups through which Canada and Canadians are involved in global issues 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Perspective Significance 	<ul style="list-style-type: none"> Language Mathematics
Toolbox: Formulate Questions Student Book pages 24–25 Teacher's Resource pages 18–20	Application <ul style="list-style-type: none"> analyzes responses of Canadian governments, NGOs, and individual citizens to an issue Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into global issues Understanding Context <ul style="list-style-type: none"> describes Canada's participation in international accords, organizations, and/or programs 	<ul style="list-style-type: none"> Cause and Consequence Patterns and Trends Perspective Significance 	<ul style="list-style-type: none"> Mathematics
Do Children Need Special Rights? Student Book pages 26–29 Teacher's Resource pages 21–23	Application <ul style="list-style-type: none"> analyzes responses of Canadian governments, NGOs, and individual citizens to an issue Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into global issues analyzes maps as part of investigations into global issues interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> describes groups through which Canada and Canadians are involved in global issues 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Perspective Significance 	<ul style="list-style-type: none"> The Arts
Focus on Perspective: Child Labour Student Book pages 30–31 Teacher's Resource pages 24–26	Application <ul style="list-style-type: none"> analyzes responses of Canadian governments, NGOs, and individual citizens to an issue Inquiry <ul style="list-style-type: none"> interprets and analyzes information relevant to investigations evaluates evidence and draws conclusions about global issues 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Perspective 	<ul style="list-style-type: none"> Language

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
Pulling It Together Student Book pages 32–33 Teacher’s Resource pages 27–29	Application <ul style="list-style-type: none"> analyzes responses of Canadian governments, NGOs, and individual citizens to an issue Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into global issues communicates the results of inquiries, using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> describes Canada’s participation in international accords, organizations, and/or programs describes groups through which Canada and Canadians are involved in global issues 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Perspective Significance 	<ul style="list-style-type: none"> Language

Human Rights

Student Book page 14

Purpose

This lesson introduces students to the plight of refugees and sets out the chapter's focus question and learning goals. Students meet Iyad, a Canadian student whose relatives fled the civil war in Syria and live in a refugee camp in Jordan. Iyad wonders what Canada is doing to help his relatives and other Syrian refugees.

♥ **Sensitivity Note:** Students who have lived in refugee camps or war-torn countries, or who have relatives or friends in these places, may have strong feelings when discussing the challenges that refugees face.

Big Question: What role should Canada play in promoting and supporting human rights around the globe?

Learning Goals

- analyze responses to global issues
- formulate relevant questions
- identify interactions between Canada and other countries

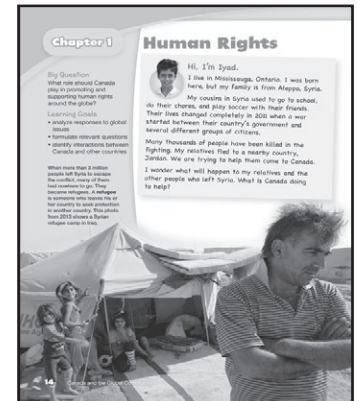
Lesson Planning Chart

Social Studies Expectations	
Application	<ul style="list-style-type: none"> • analyzes responses of Canadian governments, NGOs, and individual citizens to an issue
Inquiry	<ul style="list-style-type: none"> • formulates questions to guide investigations into global issues
Concepts of Social Studies Thinking	
<ul style="list-style-type: none"> • Cause and Consequence 	<ul style="list-style-type: none"> • Significance
Cross-Curricular Expectations	
Language	<ul style="list-style-type: none"> • extends understanding of texts by connecting, comparing, and contrasting the ideas in them to his or her own knowledge, experience, and insights
Mathematics	<ul style="list-style-type: none"> • solves problems that arise from real-life situations

BEFORE

Building Background Knowledge

Ask students to reflect on a time when they did not feel safe. Why do they think safety is important to all living creatures? Explore the meaning of the word *refuge*, “a place of safety,” using examples such as a wildlife refuge. If necessary, prompt students to make the connection between the words *refuge* and *refugee*. Ask students to suggest reasons why people may be forced to seek refuge in another country. Invite them to respond based on their background knowledge or experience.



Canada and the Global Community Resources

- Student Book page 14
- BLM 6.1
- Unit Map on Student Book pages 8–9 or the Online Teaching Centre

Classroom Resources

- chart paper or class website
- political map of Middle East

Vocabulary

human rights
refuge
refugee
relevant

Unit Map Connection

Have students turn to the Unit Map on Student Book pages 8–9 or display the map on the Online Teaching Centre.

Ask students to locate Syria on the map. Together, examine and discuss the related Chapter 1 photo of a woman and child in a refugee camp.

Math Connection

Discuss the statistic given in the caption, that more than 3 million people left Syria. Make sure students understand the significance of that number. To help them, you might ask them to compare this number to the population of Ontario or Canada, or to the population of Syria in 2011 (around 23 million). Ask students to calculate the percentage of people who left. Discuss what might happen as a result of so many people leaving a country.

Accessing Prior Knowledge

Point out the heading Human Rights on Student Book page 14. Discuss what they already know or understand about this concept. Give students a few minutes to share news stories they know about that are related to human rights.

DURING

Reading and Discussing the Text

Have students read Iyad's message on Student Book page 14, examine the photo, and read the caption. Discuss why people might not feel safe during a war. If necessary, explain that people could be persecuted, injured, or killed; that there might be shortages of food or other necessities; and that infectious diseases spread quickly if sanitation systems and medical facilities are damaged.

Have students locate Syria, Jordan, and Iraq on a map. Ask:

- **Why do you think refugees from Syria chose Jordan or Iraq as their destination?** (*Jordan and Iraq share a border with Syria; neighbouring countries can be quicker or easier to travel to and return home from*)
- **What do you think you would find most challenging about living in a refugee camp?** (*access to food or water could be difficult; there would be very little privacy; there would not be much to do*)

Students can share their ideas with a partner, and then discuss how Canada and Canadians could help Syrian refugees.

Record the Big Question and Learning Goals on chart paper or post them on a class website for easy reference during students' study of Chapter 1. Invite students to make predictions about what they might learn. Encourage them to record some personal goals for their learning throughout the chapter.

Point out that the second learning goal for this chapter is formulating relevant questions. Discuss what makes something relevant. You may want to note that elements such as the following contribute to relevance: on topic, relating to current events or issues. Ask students how they determine whether a question is relevant.

As you begin Chapter 1, you may wish to work with students to select a skill to focus on from BLM 6.1: Self-Assessment: Learning Skills and Work Habits. Encourage students to reflect on their use of this skill throughout the course of the chapter.

AFTER

Thinking about the Big Question

Have students reread the Big Question. Have them discuss with a partner their learning about the challenges facing refugees and consider how the Big Question relates to the issue of refugees. Invite students to record their initial responses to the Big Question and store them in their portfolio. Return to the question throughout the chapter.

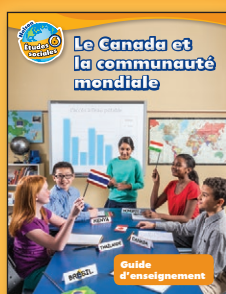


Coup d'œil sur les composantes

Communauté et environnement



Le Canada et
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Le Canada et
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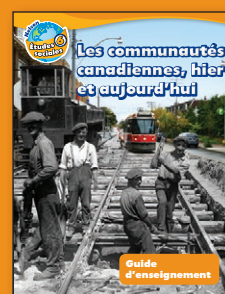


Le Canada et
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Identité et patrimoine



Les communautés
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et aujourd'hui
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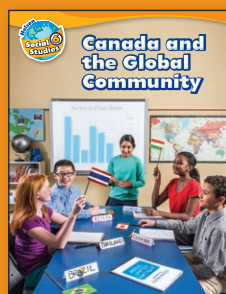


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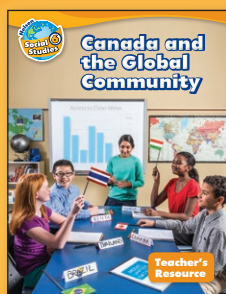


Components at a Glance

People and Environments



Canada and the
Global Community
Student Book
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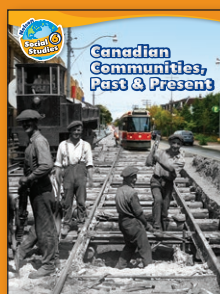


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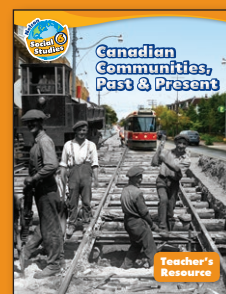


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Heritage and Identity



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Student Book
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