



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
TEACHERS  
ASSOCIATION

## OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

### Key



= book



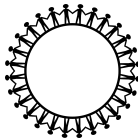
= website



= video



= map



= community resource



= Activity suggestion(s)

### Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company ([saundersbook.ca](http://saundersbook.ca)); WhiteHots ([whitehots.com](http://whitehots.com)); Goodminds ([goodminds.com](http://goodminds.com)); Ella Minnow ([ellaminnow.ca](http://ellaminnow.ca)); TinLids ([tinlids.ca](http://tinlids.ca)) and Scholastic ([scholastic.ca](http://scholastic.ca)) to access educational discounts. This is by no means an exhaustive list.

### Website Access Information

Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.

Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.

## Grade 6 Strand B



# OESSTA Resource Supports for the 2013 Revised SSHG Curriculum





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### People and Environments:




### Canada's Interactions with the Global Community

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Kielburger, Marc, and Craig Kielburger. <i>Take Action!: A Guide to Active Citizenship</i>. Hoboken, NJ: John Wiley &amp; Sons, 2002. Print.</p> <p>This resource will help students realize their fullest potential and become socially involved about global issues. Students will be able to gather and organize information on a global issue that is of particular interest to them as well as learning to respond to this issue using a variety of resources.</p>	B 2.2
	<p>Walker, Niki. <i>Why Do We Fight?: Conflict, War, and Peace</i>. Toronto: Owlkids, 2013. Print.</p> <p>This resource uses age appropriate vocabulary and concrete examples to define conflict. Students will be able to gather and organize information related to their inquiries on the complexity of global issues and their political, social, economic and environmental relevance.</p>	B 2.2 B 2.5 B 2.6
	<p>Wilson, Janet. <i>Our Rights: How Kids Are Changing the World</i>. Toronto, Ontario, Canada: Second Story, 2013. Print.</p> <p>This resource profiles students who have taken positive action to improve the lives of children globally. Students can analyse and construct a variety of maps, as part of their investigations into global issues, their impact, and responses to them.</p>	B 2.1 B 2.2 B 2.3




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	<p>Wilson, Janet. <i>One Peace: True Stories of Young Activists</i>. Custer, WA: Orca Book, 2008. Print.</p> <p>This resource introduces students to young activists across the globe who share a common goal of protesting for the cause of peace. Be it through art, poetry, campaigns, active protest, or drama young people are encouraged to extend a helping hand to those who are unable to help themselves.</p>	<p>B 2.2</p>
	<p>"Climate Change, Sustainable Oceans and Water Conservation." <i>World Wildlife Fund</i>. World Wildlife Fund, Web. 27 May 2015. <a href="http://www.wwf.ca/conservation/">http://www.wwf.ca/conservation/</a></p> <p>Students will find a wealth of information useful to stimulate thought and generate inquiry questions related to global issues of importance to the environment. This website focuses on Canada's actions and the impact of each issue on Canadian species.</p>	<p>B 2.1</p>
	<p>"Migrant World: Fact File." <i>BBC News</i>. BBC, Web. 27 May 2015. <a href="http://news.bbc.co.uk/1/shared/spl/hi/world/04/migration/html/migration_boom.stm">http://news.bbc.co.uk/1/shared/spl/hi/world/04/migration/html/migration_boom.stm</a></p> <p>Which countries have the highest rates of emigration? What issues do citizens of those countries face that drive migration? Which countries host the highest numbers of migrants? By examining a collection of graphs and thematic maps, students can gather and organize information relating to the patterns of human migration and the driving forces.</p>	<p>B 2.4 B 2.5</p>
	<p>"Map Gallery." <i>WHO</i>. World Health Organization, Web. 27 May 2015. <a href="http://www.who.int/gho/map_gallery/en/">http://www.who.int/gho/map_gallery/en/</a></p> <p>Canada is a member of the World Health Organization and our current government has made maternal and childhood health a pillar of our international development policy. At the World Health Organization's Map Gallery, students will find an extensive collection of thematic maps.</p>	<p>B 2.3</p>



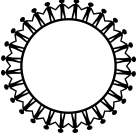
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	<p>"Human Development Reports." <i>UNDP HDR</i>. United Nations Development Program, Web. 27 May 2015.  <a href="http://hdr.undp.org/en/countries">http://hdr.undp.org/en/countries</a></p> <p>This interactive thematic map of human development indicators allows students to examine the living conditions countries around the world and make connections between HDI rankings, international events, and Canadian aid. Data tables for individual categories and countries can be explored and trends in development overtime analyzed.</p>	<p>B 2.3</p>
	<p>"My Maps." <i>GoogleMaps</i>. Google, Web. 27 May 2015.  <a href="https://www.google.com/maps/d/u/0/">https://www.google.com/maps/d/u/0/</a></p> <p>An ideal tool for students to visualize and plot the location of countries (and their capitals) with which Canada has significant economic, social and diplomatic relationships. Longitude and latitude information can be added to pinpoints as well as details about the nature of Canada's involvement with each region.</p>	<p>B 2.3</p>
	<p>"The Voices of China's Workers." <i>TedTalks</i>. TED. June 2012. Web. 18 May 2015.  <a href="https://www.ted.com/talks/leslie_t_chang_the_voices_of_china_s_workers?language=en">https://www.ted.com/talks/leslie_t_chang_the_voices_of_china_s_workers?language=en</a></p> <p>This video gives voice to the women who work in factories which are producing the goods exported to major markets around the world, revealing them to be more than the 'robots' that they are sometimes stereotyped to be. This talk helps to bring a human face to the consequences of globalization and could be used as an example of how interviews are an important sociological research tool. Students may want to conduct interviews of their own to investigate an issue of their own choosing.</p>	<p>A 2.2 A 2.5</p>

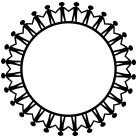
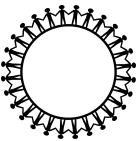
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	<p>"Greenpeace and the Cree Unite against a Controversial Project in the Boreal Forest." Greenpeace Canada. 2 Nov. 2010. Web. 18 May 2015.  <a href="http://www.greenpeace.org/canada/en/Multimedia/Videos/Forests/Bo-real-forest/Greenpeace-and-the-Cree-unite-against-a-controversial-project-in-the-Boreal-Forest/">http://www.greenpeace.org/canada/en/Multimedia/Videos/Forests/Bo-real-forest/Greenpeace-and-the-Cree-unite-against-a-controversial-project-in-the-Boreal-Forest/</a></p> <p>This video describes a collaboration between an environmental rights organization and a native community to try to block a company from developing a logging enterprise in their community. It is an example of how human and animal life is affected by industry and the importance of non-governmental organizations in affecting change. It could be a springboard for students investigating other NGOs or of exploring other ways that trade affects the environment.</p>	<p>B 2.1 B 2.5</p>
	<p>"From Children's Rights to Children's Realities." <i>YouTube</i>. YouTube, 14 Mar. 2012. Web. 22 May 2015.  <a href="https://www.youtube.com/watch?v=pjAa3lGnZMM">https://www.youtube.com/watch?v=pjAa3lGnZMM</a></p> <p>This animated video, created by an organization called Save the Children, outlines what kinds of things need to happen in society so that children's rights are honoured. It could help launch discussions about what kinds of things that citizens and governments can do to affect change on global issues.</p>	<p>B 2.1 B 2.2</p>
	<p>"Products - CIDA Maps." <i>Canadian Geographic</i>. Canadian Geographic. Web. 01 June 2015.  <a href="http://www.canadiangeographic.ca/educational_products/products_cida_maps.asp">http://www.canadiangeographic.ca/educational_products/products_cida_maps.asp</a></p> <p>This is a free map (1-10 copies) teachers can order that highlights the Human Development Index. This is an effective tool to explore the locations of global issues of social, economic and/or environmental importance. This leads to an exploration of the "what" or content of the issues to explore how Canada is involved.</p>	<p>B 2.3</p>





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	<p>"Extreme Poverty Baseline." <i>ArcGIS Online</i>. ESRI. Web. 01 June 2015.  <a href="http://www.arcgis.com/home/item.html?id=6e43e2f90b46478f82fb2b99c1337903">http://www.arcgis.com/home/item.html?id=6e43e2f90b46478f82fb2b99c1337903</a></p> <p>Just select open in map viewer. This map portrays the percentage of people earning less than \$1 per day in countries around the world.</p>	<p>B 2.3</p>
	<p>"International Literacy Data 2013 ." <i>UNESCO Institute for Statistics</i>, UNESCO. Web. 01 June 2015.  <a href="http://www.uis.unesco.org/literacy/Pages/data-release-map-2013.aspx">http://www.uis.unesco.org/literacy/Pages/data-release-map-2013.aspx</a></p> <p>Students may use this site to investigate a global issue (literacy) in different regions of the world and its impact. Then students may explore how Canadians are involved promoting literacy.</p>	<p>B 2.3</p>
	<p>List of NGOs based in Canada: Field Study</p> <p>"NGOs Based in Canada." <i>CHATT Downloads and Web Access</i>. Halton District School Board, Web. 22 May 2015.  <a href="http://www.chatt.hdsb.ca/~menkac/classes/NGOs.htm">http://www.chatt.hdsb.ca/~menkac/classes/NGOs.htm</a></p> <p>Select an NGO of interest and visit its homepage. Most sites will have a "How to Help" tab or section somewhere on the site which will give you ideas about how to become involved in supporting initiatives.</p> <p>"Membership." <i>Canadian Council for International Co-operation</i>. <i>Canadian Council for International Co-operation</i>. Web. 22 May 2015.  <a href="http://www.ccic.ca/about/membership_e.php">http://www.ccic.ca/about/membership_e.php</a></p> <p>This is another directory where students can access contact information about Canadian NGOs to inquire about their projects around the world.</p>	<p>B 2.2</p>

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	<p>Guest Speaker Roxanne Joyal: School/Community Partnerships</p> <p>"Roxanne Joyal." <i>Me to We</i>. Me to We, 2015. Web. 22 May 2015.  <a href="http://www.metowe.com/speakers-bureau/view-all-speakers/roxanne-joyal/">http://www.metowe.com/speakers-bureau/view-all-speakers/roxanne-joyal/</a></p> <p>Visit a site for a local NGO and invite Roxanne Joyal or someone else who works on international aid projects speak to your students.</p>	<p>B 2.1</p>
	<p>Community Walk: Field Study</p> <p>As a means of understanding how local issues are connected to global issues, take your students on a walking tour of key neighbourhoods in your city. To focus your walking tour, you may want to have students pick an area of interest: the environment, social justice, politics or economics. Once their lens or focus is established, have students explore their neighbourhood and list the buildings (churches, stores, schools), landscape/geography and public services (bus stops, recycling bins, crosswalks with sound activated signals for the blind) that they encounter. Once they have a list, engage them in devising ways to measure/assess how these elements of the community impact citizens' lives/choices/ecological footprint; how these elements are connected to governmental policies; how the state of the local economy impacts what kinds of things are observed in communities; and how products/services/materials present in buildings/stores/environment are connected to regions outside of the local community (ex: The buses were made by a company in Montreal; the food from WalMart is shipped in from Mexico).</p>	<p>B 2.2</p>

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	<b>Resource and Annotation - Understanding Context</b>	<b>Curriculum Codes</b>
	<p>Johnston, Sheila Enslev. <i>Canada's Peacekeepers</i>. Canmore, Alta.: Altitude Pub. Canada, 2006. Print.</p> <p>This book is a part of the True Canadian Amazing Stories that details the efforts of Canadian men and women who fought against harsh territory, language and ethnic barriers to enforce peace. Students can gather and organize information about the significant aspects of the involvement of Canada and Canadians in various regions around the world including the legacy of this involvement.</p>	<p>B 3.2 B 3.5</p>
	<p>Cline, Beverly Fink. <i>Canada and the United Nations</i>. Calgary: Weigl, 2010. Print.</p> <p>This book is part of the <i>Canada: Past Present Future</i> series that examines the history of Canada. Students can describe the responses of the Canadian government to disasters and emergencies around the world, such as the 2010 earthquake in Haiti and the 2004 tsunami in the Indian Ocean.</p>	<p>B 3.4</p>
	<p>Stam, Valerie, and Alisha Apale. <i>Generation NGO</i>. Toronto: Between the Lines, 2011. Print.</p> <p>This resource recounts the stories of young Canadians as they begin their work as international development professionals. It highlights their first encounters and responses to issues around poverty, racism, stereotypes, privilege and injustice. Students can answer questions as to how Canada responds to different disasters and emergencies around the world.</p>	<p>B 3.3 B 3.4</p>
	<p>Bortolotti, Dan. <i>Hope in Hell: Inside the the World of Doctors Without Borders</i>. Richmond Hill, Ont.: Firefly, 2004. Print.</p> <p>This resource details the challenging experiences of volunteers within Doctors Without Border organization as they responded to various disasters and emergencies around the world. These disasters include the 2010 earthquake in Haiti, war-torn and poverty stricken areas of Africa.</p>	<p>B 3.3</p>







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	<p>Wells, Don. <i>Canada and the Global Village</i>. Calgary: Weigl Educational, 2005. Print.</p> <p>This resource is part of the Canadian Government series that takes students on a journey through the development of Canada. With this resource, students will be able to gather information about the major ways the Canadian government interacts with other nations of the world through humanitarian efforts, peacekeeping missions and foreign. This resource is also available in French.</p>	<p>B 3.1</p>
	<p>"UNICEF Canada : No Child Too Far." <i>UNICEF Emergency Relief</i>. UNICEF Canada, Web. 27 May 2015.  <a href="http://www.unicef.ca/en/donate-now/article/give-to-an-emergency-0">http://www.unicef.ca/en/donate-now/article/give-to-an-emergency-0</a></p> <p>Students will gain insight into the response of NGOs to emergencies around the world. UNICEF Canada provides an overview of six current emergency situations impacting children around the world. Excellent infographics present vital statistics in a visual format and allow for extensive connections to the math curriculum. The "Anatomy of UNICEF Response" presents a graphical flowchart on the steps of emergency intervention.</p>	<p>B 3.4</p>
	<p>"The Young Commonwealth: Choose a Destination..." <i>Young Commonwealth</i>. The Commonwealth Secretariat, Web. 27 May 2015.  <a href="http://www.youngcommonwealth.org/">http://www.youngcommonwealth.org/</a></p> <p>Membership in the Commonwealth of Nations is a distinguishing trait and part of our Canadian identity. Youth-targeted background information on the formation of the Commonwealth, its central principles, events and celebrations (Commonwealth Day, the Commonwealth Games) allows students to reflect upon Canada's historical, cultural and diplomatic connections with other countries around the world and our ongoing membership in global organizations.</p>	<p>B 3.1          B 3.2          B 3.6</p>

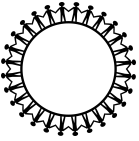
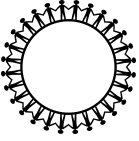
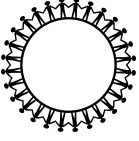
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	<p>"Canadian Armed Forces for Students." <i>Veterans Affairs Canada</i>. Veterans Affairs Canada, Web. 27 May 2015.  <a href="http://www.veterans.gc.ca/eng/remembrance/history/canadian-armed-forces">http://www.veterans.gc.ca/eng/remembrance/history/canadian-armed-forces</a></p> <p>The youth portal of Veteran's Affairs Canada offers students insight into Canada's historical and present military involvement abroad; independently and in fulfillment of international treaty obligations. Fourteen of Canada's peacekeeping missions are highlighted and students can explore a hyperlinked timeline of Canadian military missions.</p>	<p>B 3.1 B 3.2 B 3.5</p>
	<p>"Youth Zone" <i>Foreign Affairs Trade and Development Canada</i>. FATDC, Web. 27 May 2015.  <a href="http://www.international.gc.ca/development-developpement/youth-jeunes/nine-neuf.aspx?lang=eng">http://www.international.gc.ca/development-developpement/youth-jeunes/nine-neuf.aspx?lang=eng</a></p> <p>The youth outreach site of DFATD, focused on issues of International Development and Canada's role in development and emergency relief. Specific issues in international development discussed include landmines, HIV/AIDS, fair trade and food security.</p>	<p>B 3.1</p>
	<p><i>UNEP Tunza: Children &amp; Youth Website</i>. United Nations Environment Program, Web. 27 May 2015.  <a href="http://unep.org/tunza/">http://unep.org/tunza/</a></p> <p>This homepage of the UNEP's youth wing details the actions of the UNEP (Clean Cook Stove Program, Haiti Oceans Program). Twenty-two online editions of the Tunza youth magazine feature articles on a diverse range of environmental action initiatives and the role of young people (Nature enjoyment and preservation efforts, kids combating climate change, protecting water resources, etc).</p>	<p>B 3.9</p>
	<p>"Made in Bangladesh - the Fifth Estate - CBC News." <i>CBCnews</i>. CBC/Radio Canada, 10 Apr. 2013. Web. 22 May 2015.  <a href="http://www.cbc.ca/fifth/episodes/2013-2014/made-in-bangladesh">http://www.cbc.ca/fifth/episodes/2013-2014/made-in-bangladesh</a></p> <p>This is a documentary which looks at Canadian companies who are employing workers in Bangladesh to make clothing for them in dangerous working conditions. This might help to launch a discussion on the ethics of trade and an investigation into which Canadian companies aim to protect the rights of foreign workers who create products for them.</p>	<p>B 3.5</p>

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	<p>"ShelterBox Canada Disaster Relief + Rotary Partnership." <i>YouTube</i>. YouTube, 7 Apr. 2015. Web. 18 May 2015.  <a href="https://www.youtube.com/watch?v=dxobSuYC0bw">https://www.youtube.com/watch?v=dxobSuYC0bw</a></p> <p>This is a promotional video for ShelterBox, a Canadian organization which provides a kit which includes a tent and survival supplies to families in need when disaster strikes. It is an example of an innovation invented to provide support to disaster zones and addresses the issue of mini-industries springing up as a result of natural disasters that generate jobs for people in non-affected countries. Students might use the concept of the ShelterBox as a springboard for inventing their own solutions to problems people face in the aftermath of natural disasters.</p>	<p>B 3.4</p>
	<p>"Canadian Aid to Haiti Tied to Mining Interests." <i>The Real News Network</i>. The Real News Network. 03 Oct. 2014. Web. 18 May 2015.  <a href="http://therealnews.com/t2/index.php?option=com_content&amp;task=view&amp;id=31&amp;Itemid=74&amp;jumival=9278">http://therealnews.com/t2/index.php?option=com_content&amp;task=view&amp;id=31&amp;Itemid=74&amp;jumival=9278</a></p> <p>This video, by an independent news organization, reveals that money for aid to countries who are in crisis is being tied to resource development projects in those regions as a way of trying to get residents to go along with the business deals being made. Students might be inspired to create their own episode of 'Real News' which would bring to light a different point of view on a global issue and how it is being handled.</p>	<p>B 3.7</p>
	<p>"Global Citizens." <i>Canadian Geographic</i>, Canadian Geographic. Web. 01 June 2015.  <a href="http://www.canadiangeographic.ca/magazine/nd04/indepth/world.htm">http://www.canadiangeographic.ca/magazine/nd04/indepth/world.htm</a></p> <p>Users click on a section of the world and beneath the map see the variety of ways Canadians are making a difference internationally.</p>	<p>B 3.3</p>
	<p>"Canada Makes A New Trade Deal With The EU." <i>Teaching Kids News</i>. Kidsnews.com. Web. 08 June 2015.  <a href="http://teachingkidsnews.com/2013/10/28/1-canada-makes-new-trade-deal-eu/">http://teachingkidsnews.com/2013/10/28/1-canada-makes-new-trade-deal-eu/</a></p> <p>This site explores newer trade deals made by Canada with countries around the world. Students can investigate why Canada would trade with the European Union.</p>	<p>B 3.7</p>

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	<p>Canadian Red Cross Youth: Field Study</p> <p>"How to Get Involved - Canadian Red Cross." <i>Red Cross Canada</i>. Canadian Red Cross. Web. 22 May 2015.  <a href="http://www.redcross.ca/what-we-do/red-cross-youth/how-to-get-involved">http://www.redcross.ca/what-we-do/red-cross-youth/how-to-get-involved</a></p> <p>This webpage provides suggestions for ways that students can become involved in Red Cross Initiatives locally and globally.</p>	<p>B 3.3 B 3.4</p>
	<p>The Memory Project: School/Community Partnerships</p> <p><i>The Memory Project: Who We Are</i>. Government of Canada, 2015. Web. Nov 21, 2015.  <a href="http://www.thememoryproject.com/about">http://www.thememoryproject.com/about</a></p> <p>Invite a veteran to come and speak to your students about their experiences engaging in international aid work. The staff will help you match a speaker with your specific needs.</p>	<p>B 3.4 B 3.5</p>
	<p>Canadian Feminist Alliance for International Action: School/Community Partnerships</p> <p>"Solidarity Campaign." <i>Feminist Alliance For International Action</i>. Feminist Alliance For International Action. Web. 22 May 2015.  <a href="http://www.fafia-afai.org/">http://www.fafia-afai.org/</a></p> <p>Visit this page to look for opportunities to support initiatives being led by this organization to support women's issues at the local, national and international level.</p>	<p>B 3.3 B 3.5</p>

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Professional Resources
<p>McCarney, Rosemary A., and Jen Albaugh. <i>Because I Am a Girl: I Can Change the World</i>. Toronto: Second Story, 2014. Print.</p> <p>This resource, based on Plan International's Because I am a Girl campaign, shares true, first hand accounts from girls across the globe who struggle with poverty, prejudice and inequality. The tone is inspiring and hopeful. Can be used to encourage and appreciate the action of young people.</p>
<p>Harding, J. Craig. <i>Take Action - Make a Difference: A Social Studies Handbook</i>. Don Mills, Ont.: Pearson Education Canada, 2008. Print.</p> <p>This resource will teach kids how to take action on a cause that is of particular interest to them using real-life examples.</p>
<p>Norman, Emma S., Alice Cohen, and Karen J. Bakker. <i>Water without Borders?: Canada, the United States and Shared Waters</i>. Toronto: U of Toronto, 2013. Print.</p> <p>This resource examines the shifting relationship between Canada and the United States with respect to shared waters. This resource will provide teachers with multiple perspectives which can be incorporated into student inquiry presentations about the threats to Canadian water and the impact on the environment.</p>
<p><i>The Critical Thinking Consortium</i>. The Critical Thinking Consortium. Web. 31 May 2015. <a href="http://tc2.ca/">http://tc2.ca/</a></p> <p>A non-profit initiative providing with a focus on developing critical thinking skills offering teacher resources, instructional strategies, as well as whole units for sale. A wealth of free, high quality materials available.</p>
<p>"International Development - Lesson Plans." <i>Canadian Geographic Education Resources</i>. CG Education. Web. 31 May 2015. <a href="http://www.cgeducation.ca/resources/learning_centre/matrix.asp">http://www.cgeducation.ca/resources/learning_centre/matrix.asp</a></p> <p>A collection of lesson plans developed by CG Education based on the developing world, development efforts, and Canada's efforts.</p>

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"Aboriginal Presence in Our Schools." Aboriginal Presence in Our Schools. District School Board Ontario North East. Web. 27 Oct. 2015. [http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal\\_Presence\\_in\\_Our\\_Schools.pdf](http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf)

This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Metis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.

Bigwin, Elizabeth et al. Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8. Ontario: Limestone DSB, 2013. Print.  
[http://www.limestone.on.ca/Programs/Aboriginal\\_Ed/Aboriginal\\_ED\\_Documents/Turtle\\_Island.pdf](http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf)

This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.