

GRADE 6

SOCIAL STUDIES

PDF & DIGITAL FORMATS

RESOURCE INCLUDES



- ✓ 34 Detailed Lesson Plans
- ✓ Modified Lesson Content
- ✓ MP3 Audio Files of Articles
- ✓ Answer Keys
- ✓ Video Links
- ✓ Lesson Variety: Cut & Match, Fill in the Blanks, Guided Inquiry, Assignments, Graphic Organizers
- ✓ PDF & Google Slides™ Formats



MODIFIED BUNDLE



WHAT'S INSIDE?



LESSON #5



Canadian Identity: Settler Communities

Lesson Overview:

Students will become familiar with the contributions settler communities have made to Canadian identity.

Materials Needed:

- Reliable technology: computer, projector, internet
- Settler Communities Graphic Organizer (2 pages)
- Settler Communities article
- Videos:
 - [Nitro](#) from Historica Canada
 - [GeoMinute: The Irish Potato Famine and Immigration](#)
 - [Soddie](#) from Historica Canada

Teacher Instructions:

1. Photocopy the article and graphic organizer for students.
2. Read the article "Settler Communities" out loud as a class.
3. Then, show each video to the class.
4. Have students cut out the statements about Settler Communities and match them to the correct location on their graphic organizers. You may want to instruct them not to glue the statements until you have taken up the answers as a class.
5. Have a class discussion about the importance of immigrants to Canada.

LESSON #6



Canada's Crisis Response: Ebola and H1N1

Lesson Overview:

Students will become familiar with how Canada helps during times of crisis.

Materials Needed:

- Reliable technology (internet, computer and projector)
- Article: "Canada's Response to Ebola and H1N1"
- Canada's Response to Ebola and H1N1 graphic organizer (2 pages)
- Video #1: [What we know \(and don't know\) about Ebola – Alex Gendler](#)
- Video #2: [The H1N1 Swine Flu: A Look Inside](#)

LESSON PLANS

2. Then, read the "Canada's Response to Ebola and H1N1" article.
3. Pass out both pages of the graphic organizer.
4. Have students cut out the statements about Canada's response and match them to the correct question on the graphic organizer.
5. You may want to instruct students not to glue their answers until you have checked their work.
6. Have students glue the statements to the correct corresponding question.

WHAT'S INSIDE?



BRITISH HOME CHILDREN

Directions: Use the word bank and the article about Home Children to help you fill in the blanks.

Word Bank

Canada United Kingdom

1. In the late 1800s, there were _____ conditions and living in poverty and _____ wanted to start the British Child Emigration Movement. _____ Children immigration campaign.
2. Maria Rye transported 68 children from Liverpool to Canada on October 1, 1869, to _____ Canadian families.
3. Once in _____, _____ help around the house or work for their new families' care.
4. From 1869 to 1948, approximately _____ children were part of this adoption program serving in World War I and _____.

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SETTLER COMMUNITIES



The Rideau Canal in Ottawa

Irish immigrants helped build canal systems around the Great Lakes area, including the famous Erie Canal. The Rideau Canal connects Ottawa to the Great Lakes. It was constructed by 2,000 Irish workers.

After finishing the canal, many Irish workers decided to stay and live in the area, and Ottawa still has strong Irish roots today. The Rideau Canal follows a traditional trade route for the First Nations living in Eastern Ontario.

Ukrainian Immigrants

In the late 1800s, the Canadian government wanted more people to settle in western Canada and become farmers. Many Ukrainians moved to Canada.

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At first, the new immigrants faced challenges because of language and cultural differences between Canada and their homeland.

Farming in this area was hard, but the Ukrainian farmers knew a

and it became an important food source for everyone.

Word Bank

Persevered - When you keep trying and do not give up, even when things are difficult.

Contributed - Giving or adding something to a group or situation to improve it or help.

Canal - A man-made river that connects two bodies of water making it easier to travel by boat.

Immigrants - People who move from one country to another to live.

THE NORTH ATLANTIC TREATY ORGANIZATION

Instructions: Using the words in the word bank, fill in the blanks using the information from the readings.

Word Bank

Article 5 cooperate peacekeeping oceans

1. NATO was created after _____.
2. The main goal of NATO is to _____ and agree on _____.

4. Canada is in a good position _____ next to three _____.

5. Canada helps other NATO countries with _____ missions and gives _____.

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PEACEKEEPING AROUND THE WORLD

Canadians are famous for helping to keep peace in the world. A Canadian named Lester B. Pearson came up with the idea of sending groups of trained people to other countries to help stop fighting and keep the peace.

He thought of this idea when he was working for the United Nations and the Canadian government in the 1950s.

Pearson thought that the United Nations could help solve conflicts by making sure that countries stop fighting until they can find a solution.

This idea became an important part of the United Nations' work. Canada has always been one of the countries that helps the most with peacekeeping missions. Pearson even won a special prize called the Nobel Peace Prize for his idea.

The United Nations asks member countries to send soldiers to help keep peace in different places. These soldiers can only go if the countries in conflict agree to let them in.

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The soldiers not only stop the fighting but also help give food and medicine to people in need. They also protect regular people, aid workers, and diplomats.

The first time peacekeepers were sent was during a problem with a canal in Egypt. Many countries were worried because they needed the canal for shipping. Pearson suggested that the United Nations should step in and help. He convinced everyone to agree, and since then, Canada has become even better at peacekeeping.

Canadian soldiers are good at talking to different people because many of them speak English and French, which are two important languages. Canadian peacekeepers have helped in many countries around the world.

Word Bank

United Nations - A team of countries that work together to help make the world a better and safer place for everyone.

Nobel Peace Prize - A special award given to people who have worked hard to make the world more peaceful and kind.

WHAT'S INSIDE?



WORD 1



Scan Me

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WORD 2



Scan Me

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VOCABULARY INTERACTIVE NOTES

Cut out the tabs below. Then, fold and glue each tab into your notebook.

Fold here and glue

Ethnic Group



Fold here and glue

Immigrant



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Fold here and glue

Labourer



Fold here and glue

Settler



VOCABULARY WORD #1

Using a phone or a tablet, scan the QR code below to find the hidden word.



INTERACTIVE LESSONS



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INVASIVE SPECIES IN CANADA

Instructions: Cut out the tabs below. Then fold and glue each tab into your notebook.

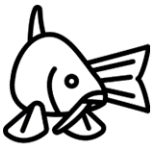
Fold here and glue

Zebra and Quagga Mussels



Fold here and glue

Asian Carp



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Fold here and glue

Emerald Ash Borer



Fold here and glue

Purple Loosestrife



WHAT'S INSIDE?



ANSWER KEY

Province/ Territory	Location	Environment	Economy & Natural Resources
Canada	Located in North America and the capital city is Ottawa.	Even with over 38	Many trees grow in
The Prairies	They are located in the middle of the country and have three provinces: Alberta, Manitoba, and Saskatchewan.	Canada is the second largest country in the world.	True/False
The Atlantic Provinces	These provinces are New Brunswick, Nova Scotia, and Prince Edward Island, Newfoundland and Labrador. These provinces are on the eastern coast of Canada and have lots of islands.	The Trans-Canada highway goes through all 10 provinces.	True/False
Northern Canada	Canada's north has three territories: Nunavut, Yukon, and the Northwest Territories.	Canada's highest mountain, Mount Logan, is in the Yukon Territory.	True/False
	© http://www.2peasandadog.com	The Northern region of Canada has a large population of people.	True/False
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ANSWER KEY

ANSWER KEYS

ANSWER KEY

Years	Important Event
1994	The CUSMA replaced the previous free trade agreement called the North American Free Trade Agreement (NAFTA).
2017 and 2018	The CUSMA was the renegotiation between the United States, Canada, and Mexico in 2017 and 2018. The talks focused on auto exports, tariffs on aluminum and steel, intellectual property, and poultry and dairy products.
2018	The CUSMA was signed by the leaders of Canada, the United States, and Mexico.
2020	On July 1, 2020, the CUSMA replaced the NAFTA.

ANSWER KEY

What Is Overfishing And Why Is It A Big Problem?	Overfishing is when too many fish are caught from the ocean, causing a big problem because it can make some types of fish disappear forever.
How Does Overfishing Affect Fishermen In Canada?	Overfishing makes it harder for fishermen to catch fish, and that means there are fewer fish to sell and make money from.
What Is The Government Of Canada Doing To Help With The Overfishing Problem?	The government of Canada is setting up rules and regulations to limit how many fish can be caught. They are also working with scientists to study fish populations and protect endangered species.
What Does Canada Hope To Achieve By Taking These Actions?	Canada hopes that by setting rules, studying fish, and protecting endangered species, there will always be enough fish for fishermen to catch, and the country's economy can continue to do well.
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WHAT'S INSIDE?



Strand A Lesson Overview

1. Building Vocabulary & Map Creation – (Reading + Map Creation)
2. What Shapes Our Canadian Identity? – (Reading + Cut & Match Activity)
3. Canadian Identity: Fundamentals – (Reading + Cut & Match Activity)
4. Canadian Identity: Indigenous Peoples – (Reading + Fill in the Blanks Activity)
5. Canadian Identity: Settler Communities – (Reading + Cut & Match Activity)
6. Canadian Identity: Inclusiveness – (Reading + Cut & Match Activity)
7. Historical Perspectives: Communities Inquiry – (Guided Inquiry Activities)
8. Traditional Territories – (Graphic Organizer)
9. Migration Reasons – (Reading + Cut & Match and Fill in the Blanks Activities)
10. Settler Life in Canada – (Reading + Interactive Notes)
11. Economic Development – (Reading + Fill in the Blanks Activities and Cut & Match)
12. Creation of Nunavut, Nunavik, and Nunatsiavut – (Reading + Fill in the Blank)
- 13A. Community Developments – (Reading + Primary Source Analysis)
- 13B. Community Developments – (Reading + Timeline Activity)
14. Interactions Between Settler Communities – (Reading + Graphic Organizer)
15. Differences Between Communities – (Reading + True/False Questions)
16. How Did We Get Here Assignment? – (Guided Slideshow Creation)

SAMPLE LESSON OVERVIEW

LESSON #9

Migration Reasons

Lesson Overview:
Students will become familiar with key reasons why people migrate from one country to another.

- Materials Needed:**
- Reliable technology: computer, projector, internet
 - Video 1: [Heritage Minutes: Orphans](#)
 - Video 2: [Why Move To Canada?](#)
 - Migration Reasons Article
 - Migration Reasons Cut & Match Activity (2 pages)
 - British Home Children article
 - Glue and

- Teacher Instructions:**
1. Ask students to research migration from another country.
 2. Watch the video [Heritage Minutes: Orphans](#).
 3. Read the article [Why Move To Canada?](#) and complete the cut-and-match activity.
 4. Have students watch the video [Heritage Minutes: Orphans](#).
 5. Then read the British Home Children article and complete the fill-in-the-blanks activity.
 6. Take up the answers to ensure students have understood the content from this lesson.

LESSON PLAN

MIGRATION REASONS



Migration is when people move from one place to another. There are two main reasons why people decide to migrate: push and pull factors.

Push Factors	Pull Factors
These are the things that make people leave their current home because of something happening, such as wars, disasters, or lack of jobs.	These are the things that attract people to a new home, such as better schools, jobs, or safety.

So, when people leave their old home for a better opportunity in Canada, it is because of the many good things which mean they can live peacefully. Canada has a lot of technology, a doctor and a nurse, and it is free for people from all over the world want to live there.

MIGRATION REASONS

MIGRATION REASONS



Directions: Read each factor and decide whether it is a push or a pull factor. Put the factor in the correct column. After a teacher checks your work, you can glue the factors onto the page.

Push Factors	Pull Factors
War: People may leave their homes when there is a war happening, to find safety in another place.	Good Schools: Families might move to a new town because it has excellent schools for their children to learn.
Lack of Jobs: If there are no jobs available, people might have to go to a new town where they can find work.	Better Jobs: People might go to a big city where there are more chances to find a better job.
Natural Disasters: A big flood, earthquake, or hurricane might force people to move away from their homes to protect themselves.	Safe Places: Some people might be attracted to a quiet, peaceful area where they can feel safe and happy.

READING & ACTIVITY

ANSWER KEY







Push Factors	Pull Factors
War: People may leave their homes when there is a war happening, to find safety in another place.	Good Schools: Families might move to a new town because it has excellent schools for their children to learn.
Lack of Jobs: If there are no jobs available, people might have to go to a new town where they can find work.	Better Jobs: People might go to a big city where there are more chances to find a better job.
Natural Disasters: A big flood, earthquake, or hurricane might force people to move away from their homes to protect themselves.	Safe Places: Some people might be attracted to a quiet, peaceful area where they can feel safe and happy.

ANSWER KEY

LESSON 1 & 2



VOCABULARY BUILDER

Ethnic Group 	A group of people who share a similar cultural background (e.g., religion, food, ethnicity)
Immigrant 	Someone who has moved from one country to another to live there.
Labour 	Work done by people, especially in a factory or office.
Settlement 	A place where people have moved to live.
Colonialization 	The process of a country taking control of another country.
Community 	A group of people who live in the same place and share common interests.

MAP OF CANADA ASSIGNMENT



Instructions:

BUILDING VOCABULARY & MAP CREATION

- Quebec
- Newfoundland and Labrador

Territories

- Yukon
- Northwest Territories
- Nunavut

B. Fill in the **blanks** on the map for the following:

Bodies of Water

- Pacific Ocean
- Atlantic Ocean
- Arctic Ocean
- Hudson Bay

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ALL ABOUT CANADA

Canada is a huge country, the second largest in the world. Even with over 38 million people, much of its land is empty. It has 3 territories and 10

provinces. Together with Newfoundland and Labrador, they are known as the Atlantic provinces. These provinces are on Canada's eastern coast and have many islands.



CANADA AT A GLANCE



Directions: In the chart below, find the key information about each province and territory after you read the provided information sheets. Glue the correct statement onto the graphic organizer.

Province/Territory	Location	Environment	Economy & Natural
Canada			
The Prairies			
The Atlantic Provinces			
Northern Canada			

Long ago, European **explorers** discovered and settled in these provinces with the help of Canada's Indigenous Peoples. The Atlantic provinces have beautiful forests and rocky coasts because they are

These Atlantic provinces have beautiful forests and rocky coasts because they are. These Atlantic provinces have beautiful forests and rocky coasts because they are. These Atlantic provinces have beautiful forests and rocky coasts because they are.

and the environment is icy and rocky, covered in snow and ice, but Yukon has more forests. Canada's highest mountain, Mount Logan, is in the Yukon Territory. The north is home to polar bears, seals, narwhals, and the **Northern Lights**, and many people visit here for tourism.

use it's very cold and difficult to settle. The environment is icy and rocky, covered in snow and ice, but Yukon has more forests. Canada's highest mountain, Mount Logan, is in the Yukon Territory. The north is home to polar bears, seals, narwhals, and the **Northern Lights**, and many people visit here for tourism.

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LESSON 3 & 4



FUNDAMENTALS OF CANADIAN IDENTITY

People around the world might describe Canadians as inclusive, respectful, and proud of their multicultural heritage. Being Canadian means valuing fairness, diversity, and the well-being of everyone. Canadians have shared core values that define who they are.

Respect For Human Rights	All the
Inclusiveness	Canada is a diverse and inclusive country.
Multiculturalism	Canada is a multicultural country.
Original Inhabitants	Canada is a land of many different cultures and languages.
Parliamentary Democracy	Canada is a democratic country.
Universal Health Care	Canada is a country that provides universal health care.
Bilingualism	Canada is a bilingual country.

CANADIAN VALUES QUIZ

Instructions: Circle the best answer for the questions.

- What does it mean to be Canadian?
 - Having shared core values that define who we are.
 - Knowing many different languages.
 - Living in the United Kingdom.
- What is one important part of being Canadian?
 - Ignoring other people's beliefs.
 - Celebrating diversity.
- What are the core values of Canada?
 - Canadians from different provinces.
 - Indigenous Peoples like First Nations, Métis, and Inuit.
- What are Canada's two official languages?
 - French and Spanish.
 - English and Mandarin.
 - French and English.
- What do all Canadians have access to for free?
 - Universal health care.
 - Free sports programs.
 - Free bus services.

INDIGENOUS GROUP OF SEVEN



HAUDENOSAUNEE IN NORTH AMERICA

Use the words in the word bank, fill in the blanks using the correct word. Some words are used more than once.

Word Bank

Haudenosaunee Confederacy longhouse
 families St. Lawrence River

- The _____ are an important First Nations group in the history of Ontario and North America. They lived near the _____ and the Great Lakes.
- The Haudenosaunee are a _____, which means they are a group of communities working together. Member communities include Mohawk, Seneca, and Tuscarora.
- In the Haudenosaunee _____, the _____ was the Mother and head of the household. _____ females lived together in _____, and their husbands and children lived there too.
- The _____ was their family home, made of wood and covered in bark, about 10 metres wide, 10 metres high, and 25 metres long. It represented togetherness and cooperation for their _____, Clans, and the Confederacy.

FUNDAMENTALS

INDIGENOUS PEOPLES

Artists formed the Indigenous Art Council, which includes artists like Sanchez, Carl Ray, Norval Morrisseau, Alex Janvier, and Daphne Odjig. They have made a big difference in the art world, and their work is still very important today.

LESSON 5 & 6



SETTLER COMMUNITIES



Canada is a diverse country with many different ethnic and cultural groups. Before European explorers came, Canada was already home to Indigenous People.

When the explorers saw the valuable resources in Canada, the King of France encouraged people from France to move to Québec. Later, the British also arrived and created English settlements.

As Canada grew, the government needed more people to help build railroads, canals, and farming. Three important ethnic groups, the Chinese, Irish, and Ukrainians, moved to Canada to help with this work.

Chinese Immigrants

Chinese immigrants were an important part of building the railway. Many Chinese immigrants came to Canada to work on the railway.

Around 1880, Chinese immigrants came to British Columbia for this job. They earned only \$1 per day and bought their own supplies.

Building the railways was tough and dangerous work, especially in the mountains.

SETTLER COMMUNITIES

Settler Community	Contribution to Canadian Identity
Chinese	
Ukrainians	

SETTLER COMMUNITIES

CANADIAN IDENTITY

GOVERNMENT INCLUSION POLICIES

Multiculturalism	
The Canadian Charter of Rights and Freedoms	
Ontario Human Rights Code	

GOVERNMENT INCLUSION POLICIES

Directions: Cut out each statement. Then read it and decide which government inclusion policy it relates to. Place it next to the policy name on the graphic organizer. Do not glue it onto the page until it has been checked by your teacher.



Explain The Purpose Of The Policy

and celebrating the traditions and beliefs of all people who have brought their own traditions to Canada, like beliefs.

that people in all parts of Canada are treated equally under the law. It protects everyone from having too much power.

to help people cope and deal with problems and bullying.

to help people find ways to overcome obstacles that exist in different parts of society.

INCLUSIVENESS

that all people have the right to speak their languages, practice their religions, and make their own decisions for their families. Their decisions should be respected.

LESSON 7 & 8



CHINESE HEAD TAX INQUIRY

Inquiry Questions

1. What was the Chinese Head Tax?
2. Why was it created?
3. How did the Chinese react?
4. How did the government handle the tax?

Watch



Watch the video about the Chinese Head Tax and Chinese Immigration.

1. [Heritage Minutes](#)
2. [What is the Chinese Head Tax?](#)
3. [Formal Education](#)



CANADA NEWS



Cut and Post a Picture Here

HISTORICAL PERSPECTIVE: COMMUNITIES INQUIRY

Assign

LESSON #8



Traditional Territories

TRADITIONAL TERRITORIES

Location	Traditional Territory of this Indigenous Community
Toronto, Ontario	TRADITIONAL TERRITORIES
Ottawa, Ontario	
Your Location	

Select one of the Indigenous communities from above and locate some present-day information about them. Record the information below.

the key traditional territories of

or, internet
pr

that can use

[Ontario Traditional Territories Map](#).

territory—for example, a place Peoples lived.

avigate the map.

Hamilton, Ontario, to look up on the traditional territory Hamilton is located by of the Six Nations of the Grand edict First Nation.

nd show students how to navigate

rganizer.

Territories" graphic organizer and

munity they chose to learn about.

LESSON 9 & 10



BRITISH HOME CHILDREN



In the late 1800s, there was a lot of poverty in Britain. Many children were living in poor conditions. Leaders in Britain and Canada decided to help these children by sending them to Canada as the Home Children immigration program.

They thought moving these children to Canada would give them a better life. Many of the first Home Children were boys who were sent to Canada to work on farms.

The Canadian government helped with the cost of the trip. Some adoptions went well, but others had a tough time. Some kids like workers or even hurt themselves.

From 1869 to 1948, around 10,000 children were sent to Canada as part of this adoption program. The program ended after World War II. Their families are still in Canada today.

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MIGRATION REASONS



Directions: Read each factor and decide whether it is a push or a pull factor. Put the factor in the correct column. After a teacher checks your work, you can glue the factors onto the page.

Push Factors	Pull Factors

MIGRATION REASONS

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SETTLER LIFE IN CANADA

French Settlers and Land

In New France, the way people owned and used land was influenced by France. They used a system called the Seigneurial System. The king of France gave large portions of land to rich people called Seigneurs. These Seigneurs then got

the land. The settlers were called habitants. They worked the land and paid rent to the Seigneurs. Some of their harvests to the Seigneurs.

A type of music that people have in Canada is called Fiddle. It is a type of music that people have in communities. In Atlantic Canada, the fiddle is a type of music that people have in communities. In Atlantic Canada, the fiddle is a type of music that people have in communities. In Atlantic Canada, the fiddle is a type of music that people have in communities.

Canada's history. The fiddle is one of the most popular instruments made from wood and sometimes metal. It is used to make a paste, and it is used in Indigenous music.

A type of music that comes from the folk music. The fiddle is the most popular instrument in Métis music. Since fiddles were made from their own using Maple and Birch trees, the Métis lived. Métis music is a mix of French and Indigenous music. It includes instruments like hand drums, harmonicas, and fiddles. The most famous Métis dance is the Square Dance.

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SETTLER LIFE QUIZ

Name: _____

Instructions: Circle the best answer for the question.

- In New France, what was the system used for owning and using land?**
 - The Seigneurial System
 - The French System
 - The Habitants System
- Who were the noble and rich land by the King of France?**
 - King's Men
 - Seigneurs
 - Fiddlers
- What is an important instrument in Métis music?**
 - Trombone
 - Fiddle
 - Guitar
- What type of bread is Bannock?**
 - Round and flat
 - Square and thick
 - Triangle and crunchy
- What is the most famous Métis dance?**
 - The Limbo
 - Red River Jig
 - Ballet

SETTLER LIFE IN CANADA



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LESSON 11 & 12



INDIGENOUS PROPERTY VIEWS

What were some of the differences in understanding property rights between Indigenous Peoples and European Settlers?

How Did Indigenous Peoples View Land Ownership?

How Did European Settlers

INDIGENOUS PROPERTY VIEWS QUIZ

Directions: Read each statement. Then, circle whether the statement is true or false.

Indigenous Peoples and settlers had different ideas about property rights in the past.

True/False

ECONOMIC DEVELOPMENT

What Were Some of the Cons

knowledge about the land, which helped the settlers survive in Canada.

True/False

The settlers clearly explained their ideas about private property, and there were no misunderstandings with Indigenous Peoples.

True/False

The Numbered Treaties caused disagreements because First Nations and the government saw them differently.

True/False

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CREATION OF NUNAVUT, NUNAVIK, AND NUNATSIAVUT

Nunavut became a new territory on April 1, 1999. Before that, Inuit people in the Arctic talked

CREATION OF NUNAVUT, NUNAVIK, AND NUNATSIAVUT

Directions: Use the word bank and the article about the Creation of Nunavut, Nunavik, and Nunatsiavut to help you fill in the blanks.

CREATION OF NUNAVUT, NUNAVIK, AND NUNATSIAVUT

1. Nunavut is a special Inuit region in the northern part of Canada.
2. Almost all of the people who live in Nunavut are Inuit.
3. In Nunavut, the Inuit have their own government and laws.
4. The Makivik Corporation represents the people in Nunavut.
5. The Labrador Inuit Inuit Council helps the people of Nunatsiavut with their rules.
6. Nunatsiavut means "our beautiful land" in Inuktitut.

together and having more control over their own lives. This led to the creation of Nunavut, a big area in the eastern Arctic, from Hudson Bay to the North Pole. Most of the people who live there are Inuit. There are 25 communities and about 40,000 people in total.

Nunavut is a northern territory in Canada. It is made up of different parts of the Arctic region. In Nunavut, the Inuit have their own government and laws. But in the past, they did not have their own government. They gave more power to the Inuit so they could have their own government. The Makivik Corporation is the government of Nunavut. It helps make decisions for the Inuit.

Nunavut is a special Inuit region in the northern part of Canada. It is made up of different parts of the Arctic region. In Nunavut, the Inuit have their own government and laws. But in the past, they did not have their own government. They gave more power to the Inuit so they could have their own government. The Makivik Corporation is the government of Nunavut. It helps make decisions for the Inuit.

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LESSON 13A & 13B



THE UNDERGROUND RAILROAD



Canada played an important role in the United States. The Underground network that helped enslaved people escape to Canada and the United States. People called abolitionists, helped enslaved people.

- Fleeting enslaved peoples
- Safe houses were called
- Managers of safe houses
- Towns with safe houses
- Canada, where it was important person to be sent back to called Heaven or Promise

Even though slavery was illegal, the Slave Act of 1850 required runaway slaves returned to their enslavers if caught. They could not truly be free unless they escaped to Canada, where they were not under the constant threat of bounty hunters. Therefore, Canada was the ultimate destination for enslaved peoples. The Underground Railroad on this journey. An estimated 300,000 people immigrated to freedom in Canada via the Railroad.

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PRIMARY SOURCE SONG ANALYSIS

Instructions:

1. Listen to the song and read the lyrics.
2. On the right side, write what you think the lyric means.
3. Answer the questions in point form sentences.



Follow the
drinkin' gourd

Well the river
bank makes a
mighty good
road

For the old
man is waiting
to carry you to
freedom

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JEWISH HISTORY IN CANADA

In Canada's history, some people held unfair and cruel beliefs about Jewish people. These beliefs were called **antisemitism**.

During a baseball game in Toronto, a group flew a flag with a swastika, a symbol of hate, showing their mean feelings towards Jewish people.

Fighting between people led to a riot.

Another example of discrimination came in 1939 when the MS St. Louis came to Canada carrying 907 Jewish refugees fleeing danger in Europe. They were not allowed to enter the country. This was a sad and unjust moment in Canadian history.

In 1953, the Jewish Community Centre in Toronto was built to show how the Jewish community was determined to create welcoming spaces for everyone. Despite facing challenges, the Jewish community in Canada continued to work hard to make the country a more inclusive and accepting place for everyone.

Link

like, discriminate against, or hate wish. This belief is wrong, and we fully and fairly.

ers unfairly or differently because s, such as race, gender, religion, y areas of life, like at work, or in

ndadog.com

IMPORTANT EVENTS ACTIVITY

Instructions: Use the article to write the year that each event happened in the space below.

Year	Important Event
	The Emancipation Act gave Jewish people in Lower Canada the same rights as everyone else, including the right to work in government jobs.
	Mount Sinai Hospital was built in Toronto as a response to discrimination against Jewish doctors in other hospitals.
	The Christie Pits Riot in Toronto happened when a group flew a swastika flag during a
	board the MS St. Louis were denied
	Jewish Community Centre in Jewish community was their own inclusive spaces.

Instructions: Paste the cards in the correct date order to complete the timeline.

Important Events Timeline:

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COMMUNITY DEVELOPMENTS

LESSON 14 & 15



RACISM IN CANADA

Directions: Cut out each sentence. Read each sentence. Place each sentence in the area of the Racism In Canada graphic organizer that it belongs to. Once the answers have been checked by your teacher, glue the pieces to the graphic organizer.

RACISM IN CANADA	
Segregation In Education	
Racism Towards Chinese In British Columbia	

INTERACTIONS BETWEEN SETTLER COMMUNITIES

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DIFFERENCES BETWEEN URBAN AND RURAL

There can be many differences between people who live in urban

DIFFERENCES BETWEEN URBAN AND RURAL

Directions: Read each statement. Then, circle whether the statement is true or false.

Urban communities are large cities with many buildings and people.	True/False
Rural communities are smaller towns and villages with open spaces.	True/False
Urban areas are more densely populated than rural areas.	True/False
Rural areas have more open spaces than urban areas.	True/False
Transportation options, like streetcars, are more common in rural communities than in urban communities.	True/False

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people moved to cities hoping to find work and an farming provided. Read the differences between urban and rural lifestyles and how they developed into a nation.



Rural

Few people nearby - neighbours far away

DIFFERENCES BETWEEN COMMUNITIES

There are many nearby entertainment options and people can interact with different cultures besides their own.

Rural houses are often smaller and have fewer living options. They often have fewer floors, usually one or two.

LESSON 16



LESSON #16



Summative Unit Task

Lesson Overview:

Students will demonstrate knowledge of Canadian history and diverse cultures through a slideshow assignment.

Materials Needed:

- Reliable technology: computer, projector, internet
- How Did We Get Here Assignment
- Final Task Assessment

Important Information:

1. The purpose of this Summative Task is for students to demonstrate their knowledge.
2. Have students gather their previous notes from their research.
3. This assignment may take students three or more days to finish.
4. Students will work on creating a slideshow to present about the knowledge they have gained from this unit.

FINAL TASK ASSESSMENT

Social Studies Success Criteria

- Research notes are complete and detailed.
- Information is relevant to the topic of study (answers the questions on each slide).
- Information is as complete as possible.
- Student has followed the assignment instructions.

Level 1	Level 2	Level 3	Level 4
---------	---------	---------	---------

HOW DID WE GET HERE?

- Interest and enthusiasm
- Eye contact - Look at your audience
- Formal body language (no slouching or fidgeting)
- Be prepared
- Knowledge of content

Level 1	Level 2	Level 3	Level 4
Presentation requires more teacher support to achieve success.	Presentation is approaching expectations.	Presentation meets success criteria.	Presentation exceeds success criteria.

HOW DID WE GET HERE?



For this assignment, you will create a slideshow that shows what you have learned. Follow the format provided and use your notes from previous lessons to help you.

<p>Write the title of your slide.</p> <p>Money Through Canadian Immigration and</p> <p>Name.</p> <p>Colourful background or image that represents Canada.</p>	<p>Slide 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title: The Chinese Head Tax <input type="checkbox"/> Explain what the Chinese Head Tax was. <input type="checkbox"/> Include an image on this slide that shows The Chinese Head Tax.
<p>Differences Between Urban and Rural Communities</p> <p>Compare the urban and rural communities in Canada to see what makes them unique.</p> <p>Question: What are the differences between urban and rural communities?</p> <p>Include images representing urban and rural settings, such as cities and countryside.</p>	<p>Slide 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title: Inuit Regions – Nunavut, Nunavik, and Nunatsiavut <input type="checkbox"/> What are the names of the three Inuit regions in Canada? Explain where they are located. <input type="checkbox"/> Include images of these regions and their unique landscapes.
<p>What was the story of Africville?</p> <p>Question: What was Africville and where was it?</p> <p>Include an image of Africville.</p>	<p>Slide 6:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title: Conclusion <input type="checkbox"/> What did you find most interesting about Canadian history and immigration? Share your thoughts on this slide.

WHAT'S INSIDE?



Strand B Lesson Overview

1. Introduction: Key Vocabulary (QR Code Vocabulary)
2. Canadian Government and Global Interactions (Reading + Cut & Match Activity)
- 3A. International Accords and Organizations (Video + Cut & Match Activity)
- 3B. International Accords and Organizations (Video + Quiz)
- 3C. International Accords and Organizations (Video + Fill in the Blanks Activity)
4. Canada's Role in International Programs (Reading + Sorting Activity)
5. Canada's Role in International Non-Government Organizations (Reading + Quiz)
6. Canada's Crisis Response: H1N1 and Ebola (Reading + Cut & Match Activity)
- 7A. Canada's Role in International Peace (Guided Inquiry Activities)
- 7B. Canada's Role in International Peace (Timeline Activity & Videos)
8. Canada's Global Relationships (Reading, Graphic Organizer & Map Activity)
9. Canada's Trading Partners (Tally Activity, Reading and Multiple Choice)
10. Canada's Economy (Reading, Multiple Choice and Cut & Match)
11. Environmental Issues: Overfishing (Reading + Cut & Match)
- 12A. Environmental Issues: Invasive Species (Reading, True/False Questions & Folding Notes)
- 12B. Environmental Issues: Canada's Impact (Reading & Newspaper Article)
13. Plastics in the Ocean Inquiry (Guided Inquiry)

SAMPLE LESSON OVERVIEW

LESSON #11

Environmental Issues: Overfishing

Lesson Overview:
Students will become familiar with the issue of overfishing that is a current environmental concern in Canada and around the globe.

- Materials Needed:**
- Reliable technology (data projector, computer)
 - Article: "Environmental Spotlight: Overfishing"
 - "Overfishing Graphic Organizer" (2 pages)
 - Video #1: [Will the ocean ever run out of fish? – Ayana Elizabeth Johnson and Jennifer Jacquet](#)

- Teacher Instructions:**
1. Watch the video.
 2. Read the article.
 3. Instruct students to read the statements and cut out the pieces.
 4. Have students glue the correct pieces to the graphic organizer.
 5. You may have students work in pairs. They will have had a chance to check their answers.

LESSON PLAN

ENVIRONMENT SPOTLIGHT: OVERFISHING



OVERFISHING



Directions: Read each question. Glue the correct statement to answer to each question.

OVERFISHING

Directions: Cut out the statements and read each one. Match the correct statement to answer the question on the graphic organizer.



When there are too many fish in the ocean, it becomes harder to catch them. There are fewer fish left, and some types disappear forever.

The government of Canada is setting up rules and regulations to limit how many fish can be caught. They are also working with scientists to study fish populations and protect endangered species.

By doing these things, there will always be enough fish for fishermen to catch, and the country's economy can continue to do well.

READING & ACTIVITY

Canada hopes that by setting rules, studying fish, and protecting endangered species, there will always be enough fish for fishermen to catch, and the country's economy can continue to do well.

Overfishing is when too many fish are caught from the ocean, causing a big problem because it can make some types of fish disappear forever.

The government of Canada is setting up rules and regulations to limit how many fish can be caught. They are also working with scientists to study fish populations and protect endangered species.

ANSWER KEY

What Is Overfishing And Why Is It A Big Problem?	Overfishing is when too many fish are caught from the ocean, causing a big problem because it can make some types of fish disappear forever.
How Does Overfishing Affect Fishermen in Canada?	Overfishing makes it harder for fishermen to catch fish, and that means there are fewer fish left.
What Is the Government of Canada Doing To Solve The Overfishing Problem?	The government of Canada is setting up rules and regulations to limit how many fish can be caught. They are also working with scientists to study fish populations and protect endangered species.
What Does Canada Hope To Achieve By Taking These Actions?	Canada hopes that by setting rules, studying fish, and protecting endangered species, there will always be enough fish for fishermen to catch, and the country's economy can continue to do well.

ANSWER KEY

LESSON 1 & 2



VOCABULARY WORD #1

Using a phone or a tablet, scan the QR code below to find the hidden word.



VOCABULARY

Instructions: Cut out each definition. Then, match the definition with the vocabulary word it belongs to.



Definitions
This is a plan to help the citizens of a country after a natural disaster or other unforeseen
es.
try's
n-
e
es work
together to create and enforce international law. They are formed by treaties, by members saying they will work together.
An official agreement/treaty made between two or more countries with a common goal.

INTRODUCTION: KEY VOCABULARY

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GLOBAL COLLABORATION



CANADIAN GOVERNMENT AND GLOBAL INTERACTIONS

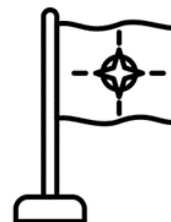
Instructions: Cut out the tabs below. Match them with their definitions. Then, once your notebook.

Fold here



Fold here and glue

North Atlantic Trade Organization (NATO)



Fold here and glue

North American Aerospace Defense Command (NORAD)



CANADIAN GOVERNMENT & GLOBAL INTERACTIONS

is part of groups that help

de

world.

d.

ailed the **North Atlantic**

roup of countries that promise

r is threatened. They share

NATO started in 1949, right

so part of a mutual defence

space **Defense Command**

the two countries to keep

ra on Christmas Eve.

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LESSON 3A, 3B & 3C

IMPORTANT EVENTS ACTIVITY

Instructions: Spread out the Important Events Sorting Cards on your work surface. Read each card and then arrange them in order of date. Write the year the important event happened in the space below.

Years	Important Event
	The CUSMA replaced the old agreement called the North American Free Trade Agreement (NAFTA) in _____.
	The CUSMA was the result of a renegotiation between Canada, the United States and Mexico in _____.
	The CUSMA was signed by the leaders of Canada, the United States and Mexico in _____.
	On July 1, _____, the CUSMA replaced the old agreement.

Instructions: Paste the cards in the boxes below and write the dates to complete the timeline.

Important Events Timeline:

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THE NORTH ATLANTIC TREATY ORGANIZATION (NATO)



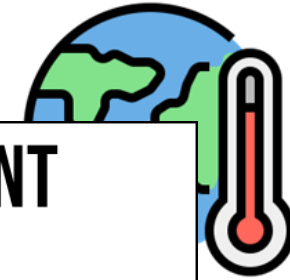
The North Atlantic Treaty Organization (NATO) was created in 1945 after World War II by 12 countries, including Canada, to keep everyone safe.

The main goal of NATO is to defend its member countries. Article 5, says that if one member is attacked, it is like an attack on all of them. This rule was put into action after the terrorist attacks on September 11, 2001, that occurred in the United States of America.

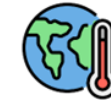
Canada is in a good position for defence because it is next to three oceans. Canada is a peaceful country, and it helps other NATO countries by joining in peacekeeping missions and giving aid to people who need it.

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THE PARIS AGREEMENT



THE PARIS AGREEMENT



Directions: Read each statement. Then, circle whether the statement is true or false.

The Paris Agreement is

True/False

True/False

set goals to reduce greenhouse gas emissions and share information on its progress.

True/False

Canada is not at risk for climate change.

True/False

A worldwide deal to fight climate change to keep global warming from getting worse. It asks countries to reduce their greenhouse gas emissions.

Canada has signed the agreement. By joining, Canada shares information and resources.

Countries work together to fight against climate change.

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INTERNATIONAL ACCORDS & ORGANIZATIONS

LESSON 4 & 5



CANADA'S ROLE IN INTERNATIONAL PROGRAMS

Program	Canada's Role
The United Nations Declaration On The Rights Of Indigenous Peoples	The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is a framework first, Canada and New Zealand voted no and agreed
The World Health Organization (WHO)	Their joint reduction children year. For children vaccine.

CANADA'S ROLE IN INTERNATIONAL PROGRAMS

Instructions: Glue the statements that describe each program in the correct column.

The United Nations Declaration On The Rights Of Indigenous Peoples	The World Health Organization (WHO)
--	-------------------------------------

CANADA'S ROLE IN INTERNATIONAL PROGRAMS

CANADA'S ROLE IN NON-GOVERNMENTAL AGENCIES

CANADA'S ROLE IN NON-GOVERNMENTAL AGENCIES QUIZ

- What are non-governmental agencies (NGOs)?
 - Organizations that provide money to people who ask for it.
 - Organizations that focus on protecting only spaces where people go on vacation.
 - Organizations that work to make a positive impact in the world.
- Which NGO sends medical professionals to provide healthcare in countries affected by conflicts or natural disasters?
 - Doctors Without Borders
 - World Wildlife Fund
 - Canada



governmental agencies (NGOs), and the World Wildlife Fund the world.
 organization that sends medical in countries affected by

CANADA'S ROLE IN INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

LESSON 6



LESSON #6



Canada's Crisis Response: Ebola and H1N1

Lesson Overview:

Students will become familiar with

Materials Needed:

- Reliable technology (internet, computer)
- Article: "Canada's Response to Ebola"
- Canada's Response to Ebola and H1N1
- Video #1: [What we know \(and don't know\) about Ebola](#)
- Video #2: [The H1N1 Swine Flu: A Pandemic?](#)

Teacher Instructions:

1. Watch the [What we know \(and don't know\) about Ebola](#) and the [H1N1 Swine Flu](#) videos.
2. Then, read the "Canada's Response to Ebola and H1N1" article.
3. Pass out both pages of the graphic organizer.
4. Have students cut out the statements and match them to the correct question on the graphic organizer.
5. You may want to instruct students to check their work with a partner.
6. Have students glue the statements into the correct question.

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CANADA'S RESPONSE TO THE EBOLA AND H1N1	
What Was The Ebola Crisis?	
How Did Canada Work To Stop The Spread Of Ebola?	
What Was The H1N1 Influenza Pandemic?	
Explain Canada's Response To The H1N1 Pandemic.	

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CANADA'S RESPONSE TO EBOLA AND H1N1

CANADA'S RESPONSE TO THE EBOLA AND H1N1

Directions: Cut out each statement and match it to the correct question on the graphic organizer. Once checked by your teacher, glue the answer to your paper.



Providing aid during times of Ebola outbreak in West Africa. The virus which spreads rapidly, causes illness, and financial assistance to help contain the outbreak.

During a pandemic, Canada provided financial assistance to help contain the outbreak.

During a global health threat, Canada provided financial assistance to help contain the outbreak.

Providing aid during times of need, such as during a crisis.

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CANADA'S CRISIS RESPONSE: H1N1 & EBOLA



...it posed a

...of a highly contagious virus that spread

...to affected countries by sharing research, expertise, and resources.

Canada responded by sending medical personnel, supplies, and financial assistance to affected regions, helping to contain the outbreak and save lives.

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LESSON 7A & 7B



PEACEKEEPING INQUIRY



Inquiry Question: What is the most important country for peacekeeping?

Watch



Watch the video "Operations" about what peacekeeping is.

Read



- Read the "World" article. Take a quiz.
- Go to the "World" page. Click the "Read" button and read the article. Look for the answer to the inquiry question.

Inquiry



- Think about the most important country for peacekeeping.
- Complete the "World Inquiry" card.

PEACEKEEPING AROUND THE WORLD



1. Who came up with the idea of sending groups of people to other countries to help stop fighting?

- Lester B. Pearson
- United Nations
- John Smith

2. In which decade did Lester B. Pearson come up with the idea of sending peacekeepers?

- 1950s
- 1960s
- 1970s

3. Which prize did Lester B. Pearson win for his role in sending peacekeepers?

- United Nations Prize
- Nobel Peace Prize
- Canadian Peace Prize

4. Where was the first peacekeeping mission sent by the United Nations?

- Egypt
- Canada
- United States

2000



Scan the QR code to watch a video.

CANADIAN HISTORY EVENTS

Directions: After reading the Important Events cards, write the year that each event took place on the graphic organizer.

Year	Event
	A ship called the MS St. Louis was carrying more than 900 Jewish refugees seeking safety away from the Nazis. They were refused entry into Canada.
	Lester B. Pearson played a key role in creating the Universal Declaration of Human Rights, which set a standard for everyone.
	After the Vietnam War, many Vietnamese refugees came to Canada. Canada responded by providing them with help and support through programs like the "New Arrivals" program, which provided them with homes, healthcare, and education.
	Canada passed special law called the Canadian Holocaust Remembrance Act. Canada was the first country to do this.
	The Canadian clergy gathered to apologize to the surviving MS St. Louis passengers.
	Canada made a new rule called Bill C-19. This rule says that it is against the law to say the Holocaust did not happen or to make it seem less important.

CANADA'S ROLE IN INTERNATIONAL PEACE

2000, members of the Canadian Parliament gathered to honor the surviving MS St. Louis.

The "Wall of Remembrance" is a memorial sculpture of the "Wall of Conscience" to remember the victims of the MS St. Louis.

Prime Minister Justin Trudeau apologized, 79 years after the events of the MS St. Louis.

LESSON 8 & 9



CANADA'S VACATION DESTINATIONS



CANADA'S VACATION DESTINATIONS

Instructions: Answer the following questions using complete sentences. Use the previous article to help you with each answer.

What Countries Are Popular Vacation Places For Canadians?

Have You Ever Visited Any Of These Places? Explain.

CANADA'S GLOBAL RELATIONSHIPS

Many Canadians travel worldwide making other countries welcome.

The for the nea

The peo opt and

Cuba, The Dominican Republic, a destinations. These countries of Canadian tourists to get more of slow and relaxed pace of life or pleasant change for Canadians.

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TRADING PARTNERS



WHERE IS OUR STUFF FROM?

Instructions: Examine the items. Make a tally mark next to each continent.

Continent	
North America	
South America	
Africa	
Europe	
Asia	
Oceania (Australia, New Zealand, Fiji, Indonesia & more)	
Antarctica	

List the most common countries you found while looking at the "Made In" stickers or tags (e.g. China, India, etc.).

CANADA'S TRADING PARTNERS

produce it imports in Canada due

countries if they are unable to foreign product is better or

other countries) goods and the world. Companies in Canada potatoes, oil and gas to other

States, and Mexico entered into the United States is Canada's The United States trade a lot

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LESSON 10 & 11



OUTSOURCING

Outsourcing is a business practice where companies hire workers or services outside of the company to complete specific tasks or projects.

There are pros and cons to outsourcing tasks.

Here are some positive things

PROS AND CONS OF OUTSOURCING

Directions: Cut out each statement and decide whether it is a pro or a con of outsourcing. Match the statements to the correct column on the graphic organizer.

CANADA'S ECONOMY

This business practice has had an impact on Canada's economy. Many companies in Canada outsource certain jobs to other countries.

are low service

While the savings also result in Canadians as jobs that were once in Canada are now located in another country.

It is important for Canadian businesses to think carefully about the consequences of outsourcing on the economy and their employees.

Companies need to find ways to meet their needs of keeping costs low and meeting the needs of their employees.

improved quality and faster completion.

Relying on another company to perform tasks can result in delays, mistakes, and loss of quality control.

Outsourcing means fewer tasks performed by local employees, resulting in job cuts and unemployment.

Companies save money by outsourcing tasks to companies in countries with lower labour costs.

ENVIRONMENT SPOTLIGHT: OVERFISHING



OVERFISHING

Directions: Read each question. Glue the correct statement to answer to each question.

What Is Overfishing And Why Is It A Big Problem?

How Does Overfishing Affect Canada?

Who Governs Canada With The Pr...

What Does Canada Hope To Achieve By Taking These Actions?

ENVIRONMENTAL ISSUES: OVERFISHING

h are caught from the Canada, this issue is

left in the water, it to catch them. This means

of fish

ve this it how ts to es.

ment hopes to ensure that for fishermen to catch and ue to thrive.

LESSON 12A & 12B



INVASIVE SPECIES IN THE GREAT LAKES



INVASIVE SPECIES IN CANADA

Instructions: Cut out the tabs below. Then fold and glue each tab into your notebook.

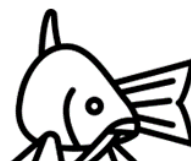
Fold here and glue

Zebra and Quagga Mussels



Fold here and glue

Asian Carp



Canada and The United States r key purposes. The Great Lakes fresh water, supporting plant c transportation (ships).

W ac ho sh Th su be Ha the their way into Canada through boats, delivering construction ex pets, and discarding fishing bait

ENVIRONMENTAL ISSUES: INVASIVE SPECIES



PERSONAL PLAN OF ACTION



The Ontario Chronicle



Action Challenge

21 consecutive days to create a

it that helps you lead a more

start your progress. nal entry to reflect on the

CAN CANADA AND THE _____ RESOLVE THEIR TRASH PROBLEM?

A Canadian company has the leader of the Philippines threatening to dump trash in front of the Canadian

ENVIRONMENTAL ISSUES: CANADA'S IMPACT

So ser jus Phi pre Tex iss was not taken. This story shows that even countries that care about the _____ can have problems. It's important to be responsible for our trash and keep our _____ clean.

LESSON 13



PLASTICS IN THE OCEAN



Inquiry Question: Why is plastic in the ocean bad?

Watch



- Watch the videos: [The Problem With Ocean Plastic – Canadian Geographic](#) and [What really happens to the plastic you throw away – Earth](#)
- Think about what questions you have about how plastic in the ocean affects the environment.

Read



- Read the "Plastics in the Ocean" article.
- Then, answer the multiple-choice questions.
- Check out the [Plastics Breakdown](#) infographic.

Inquiry



- Read the "Plastics in the Ocean Inquiry" page.
- Then read the "Inquiry Questions" page.
- Answer each with the statements provided.

PLASTICS IN THE OCEAN



INQUIRY QUESTIONS



Political Impact: How does it affect the government?

Social Impact: How does it affect the people?

PLASTICS IN THE OCEAN INQUIRY

Economic Impact: How does it affect the local and global economy?

Environmental Impact: How does it affect the environment?

Plastic waste in the ocean can have a big impact on Canada's environment. When plastic waste enters the ocean, it poses a threat to marine animals and ecosystems.

Canada has recognized this problem and has taken steps to address it.

One specific example is the ban on single-use plastics, such as straws and plastic bags. Additionally, Canada has invested in research and technology to improve waste management and recycling systems. These efforts hope to reduce plastic pollution and protect the country's coastal areas.

The impact of plastics in the ocean also extends to Canada's economy. Coastal tourism, which contributes to the economy, can be negatively impacted by plastic pollution. By addressing this issue, Canada aims to preserve its natural resources and promote sustainable economic growth.

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE