
GRADE 6: PEOPLE AND ENVIRONMENTS: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

ABSTRACT:

This series of lessons addresses the People and Environments strand and will provide Grade 6 students the opportunity to investigate global issues and the ways in which Canadian organizations like Free the Children help to address these issues by using the About Us page on the Free the Children website.

Free the Children. "Our Mission and Our Model." Free the Children, 2014. Web. 3 Mar. 2014.

<http://www.freethechildren.com/about-us/our-mode/>

Language Literacy Focus: Reading, Writing, Oral Language, and Media Literacy

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

Why does the well being of the world's people and the environment depend on international cooperation?

What do Canada and Canadians do for other people around the world? What else could we do?

LEARNING GOALS

In Social Studies, students will:

LG1 investigate a global issue of political, social and economic and/or environmental importance and explain the global impact (**Cause and Consequence**)

LG2 use the factors that led to a development, event or issue to create a response to a global issue of political, social or economic and/or environmental importance (**Cause and Consequence**)

LG3 explain why Canada participates in specific international accords and organizations (**Interrelationships**)

LG4 analyze the responses of Canadian governments and non-governmental organizations to an economic, environmental or political and/or social issue that is of international significance (**Interrelationships**)

LG5 analyze a source to determine perspective (**Perspective**)



In Language, students will:

LG6 gather information to support ideas for writing using a variety of strategies and sources

LG7 evaluate and judge what they have read

LG8 communicate understanding by presenting ideas, opinions, and information in small and large group discussions

LG9 learn how to select a writing form to match a particular purpose, and to use the conventions of that form

LG10 gather information that is relevant and adequate for their purpose

LG11 identify point of view in text and identify missing points of view

Prior Knowledge and Concepts

- Students should be familiar with conducting online searches
- Students should be familiar with the concept of global issues
- Students should be familiar with skimming and scanning articles
- Students should be familiar with creating and engaging in presentations
- Students should be familiar with how to use and create graphic organizers



A. Instructional Strategies:

Shared Reading



Have students share their current understanding of what a global issue is. Discuss how local issues are different than global issues. Once you have come to an understanding of what constitutes a global issue, introduce the notion that global problems require global solutions and that there are several organizations around the world devoted to solving global issues. Provide hard copies of the following web text <http://www.freethechildren.com/about-us/our-model/> and explain that, as a class, you'll be investigating Canada's involvement in working to solve global issues through organizations like Free the Children. Before reading, ask students to look for the following:

- Does the number of countries involved in solving a global issue influence the effectiveness of the solution?
- What kinds of strategies can be used to help solve human and environmental problems?

After having read the article, have students share any questions or observations that came to mind as they read. Record their thinking. (Formulate Questions; Gather and Organize)



B. Student Activities:

Shared Reading



1. The text provides a model of how one Canadian organization is designed to help solve global issues. Have students record the key features of the model in a graphic organizer that the students design themselves, using their own criteria as category headings. Next, divide students into small groups and have them investigate other NGOs or global aid organizations. Ensure the students examine what the organizations do for disasters. Have students map some of the places where these organizations work. Have them record their findings about the aid models used by these new organizations in self-generated templates using the same categories that they used to analyze Free the Children's model. As they work together and read more examples, encourage students to add any new categories that they feel are necessary to consider. Have each small group of students share their findings about the design of different aid models with the whole group. Once two or three international aid organizations' models have been compared, students can start to make judgments about what core elements of aid are essential to solving global issues and about which kinds of models have the greatest impact. **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions:

Use articles about aid organizations as resources for guided reading. Provide descriptive feedback about how effectively students are able to find information that corresponds with the categories in their organizers. Review of the use of non-fiction text features may be required. **(LG4, LG6, LG10)**

2. Provide students with a scenario: *A hurricane has just wiped out roads, houses and electricity in all of Indonesia; thousands are dead or injured. Imagine that you are part of an international aid organization charged with coming up with an aid plan that has the most meaningful and lasting effects. Be prepared to defend your choices and use of resources to the people who fund the project.* Have students conduct mini-inquiries about which Canadian governmental or Non-Governmental Organizations (NGOs) help deal with disaster relief and what kind of aid they provide. From there, have them develop disaster relief plans. Once developed, have students share the plans, in role as members of an aid organization. **(Formulate Questions; Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions; Communicate)**

Assessment suggestions:

Co-construct success criteria for an aid plan that has long term effects (based on the example from the text and any other independent research). Then, co-construct success criteria for effective role play. As students rehearse their presentations, provide feedback about their plans. Finally, when students present their fictitious aid plans, have peers provide feedback about the effectiveness of their aid plans in role as reporters from the international press. **(LG2, LG4, LG6, LG8, LG9, LG10)**



3. Make the following statement to students: *Free the Children wants to promote themselves as having an ideal model of how to resolve global issues.* Then pose the following questions: *What strategies and techniques did the developers of their website use to help readers believe that their approach is the best approach? Do you agree with their criteria for what makes a model effective?* Review strategies authors use for persuasive writing (ex. statistics, quote from an expert) and how to write an effective argument. Students can record their thoughts and observations in writing. **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions:

Provide feedback to students about their ability to identify persuasive techniques used and the strength of the argument they make about the criteria for what constitutes an effective aid model during writing conferences. **(LG5, LG7, LG11)**

4. Review examples of global issues. Have students select a global issue that is of interest to them. Have them investigate the cause and local and global consequences of the issue. Next, give them time to research a Canadian governmental or non-governmental aid organization that deals with the issue. Then, have them describe the nature of the intervention and evaluate its effectiveness. Students can create a graphic organizer to help sort information gathered during the inquiry process and then translate their findings into a PowerPoint or feature article when their research is complete. Co-construct criteria for what makes an intervention 'effective'. As a starting point, you could use Free the Children's model as a standard against which students can evaluate other organizations' effectiveness. Schedule time to confer with students throughout the inquiry process and use online resources as tools for guided reading to help students make sense of the content they are reading. **(Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions, Communicate)**

Assessment suggestions:

Provide feedback to students during guided reading sessions and writing conferences which centres around the selection of relevant sources and details to suit their purposes and their ability to critique the effectiveness of interventions.

Co-construct success criteria for PowerPoints, feature articles or whatever format students select to communicate the findings of their inquiry. Use as a tool to provide formative and summative assessment. **(LG1, LG4, LG6, LG7, LG9)**

5. In the text, Free the Children claims that one of its strengths is that its programs involve international cooperation. Pose the following question to students: *Why is international cooperation an effective way to address global issues?* In groups, have students investigate what motivates countries to cooperate with one another and what benefits cooperation brings as well as any other inquiry questions they may develop during the inquiry process that relate to the big idea. Consider providing links to examples of international agreements (see example of international environmental agreements in link below) as a starting point for groups that require some scaffolding to initiate the process. Students can choose their own written format for communicating their findings. Encourage students to use *If, then* statements as scaffolds to help students show cause and effect thinking in their responses. **(Formulate Questions; Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions; Communicate)**

Assessment suggestions:

Schedule reading conferences to provide descriptive feedback about whether or not the resources students have gathered relate to the guiding question and to help students decode subject specific vocabulary and terminology.

Schedule writing conferences to provide feedback to students about the relevance of the evidence they have selected to make their points, the clarity of their arguments and their ability to identify big ideas connected to international cooperation and interdependence.

(LG3, LG6, LG7, LG9, LG10)

OVERALL EXPECTATIONS

Social Studies:

Application: B1

Inquiry: B2

Understanding and Context: B3

Language:

Oral Communication: 2

Reading: 1

Writing: 1,2

Media Literacy: 1, 2,3

SPECIFIC EXPECTATIONS

Social Studies:

Application: B1.1, B1.2

Inquiry: B2.2, B2.4, B2.5, B2.6

Understanding Context: B3.1, B3.3

Language:

Oral Communication: 2.2, 2.3

Reading: 1.7,1.8, 1.9

Writing: 1.3, 1.6, 2.1

Media Literacy: 1.5, 2.1, 2

OTHER RESOURCES

<http://teachersites.schoolworld.com/webpages/Ascanga/files/ngos%20based%20in%20canada.htm>

A list of Canadian based Non-governmental organizations that students may refer to when conducting their inquiry on a global issue of their choice

<http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/FRA-825105226-KFT>

An Aid Effectiveness Agenda developed by the government – a guide that helps focus the way international support is provided. Can be used to help students judge effectiveness of international aid interventions.

<http://www.kidsglobal.net/the-issues/>

Child friendly website that identifies and discusses examples of global issues

http://www.international.gc.ca/humanitarian-humanitaire/canadians_help-aide_canadien.aspx

Actions Canadians take when responding to natural disasters.

www.oessta-teachers.com