



# **Financial Literacy :**

**Integrated Units which Connect to the Ontario Curriculum  
Social Studies/History/Geography, Grades 4 - 8**



**A collaboration between the Ministry of Education, OESSTA and OAJE  
the Ontario Elementary Social Studies Teachers Association  
the Ontario Association of Junior Educators**

# Globalization

## Grade 8 - Geography: Economic Systems

### Description of Lesson Series

Students develop understanding that current economic, human rights and environmental issues are interconnected “global events” which impact nations in complex ways.

Students examine the concept of global citizenship, how Canada’s actions within the global community may impact human rights and the environment. They investigate and explain the advantages and disadvantages of Canada’s involvement in major trade agreements/associations. At the end of the unit, students participate in a simulation of a G-20 Summit, consolidating their skills, concepts, and knowledge.

Students consider the global economy, how it functions, various types of economies and industries and compare the economies of G-20 countries, including factors, such as, industries, access to resources and access to markets to determine criteria for a successful and sustainable economy. They develop the knowledge and dispositions needed to become responsible, active, and informed Canadian citizens in the twenty-first century.

Students also further their understanding of local, national and global economic communities and their interrelationships. They acquire skills to evaluate different perspectives, and examine information critically in order to solve problems, and make decisions about important global issue related to the global economy.

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## Social Studies Lesson Series which focuses on Financial Literacy

### **Lesson 1 :**

#### **What is the G-20?**

Students are introduced to the G-20 by viewing a variety of images including photographs, short video clips, and documentaries. Teachers will need to search for and choose some key images of past G-20 Summits using the resource list provided. Students will review Bloom's taxonomy and generate inquiry questions to help guide research and focus to learn about the mandate and influence of the G-20 on the global economy. Students will investigate and explain the advantages and disadvantages of Canada's involvement in major trade agreements/associations like the G-20.

#### **Guided Inquiry:**

What are the advantages and disadvantages of Canada being a part of this international association?

What are the differences in the various economies of various communities, regions, and countries?

Which countries are members of the G-20? Why?

What makes the G20 a fair, or unfair, representation of the world population?

Who isn't a member of the G-20?

What concerns do Canadians have about international trade?

#### **Learning Goals:**

By the end of the lesson, students will:

- understand the background of the G-20 and its relevance to the global economy;
- be able to make an informed opinion about the advantages and disadvantages for Canada in participation in international organizations like the G-20;
- practice developing inquiry questions.

## How does this lesson link to Financial Literacy?

Students develop understanding of the economy, citizenship, and the social, ethical and environmental implications of financial decisions.

## Social Studies Curriculum Expectations

### **Grade 8 – Geography: Economic Systems**

#### **Overall Expectations**

- Compare the economies of different communities, regions, or countries including the factors such as industries, access to resources and access to markets.

#### **Specific Expectations**

- Investigate and explain the advantages and disadvantages of Canada's involvement in major trade agreements/associations.

## Cross-Curricular Expectations

#### **Language Arts: Reading**

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

## Language Arts: Media Literacy

- Demonstrate an understanding of a variety of media texts (use of images, videos, and documentaries).

## Prior Knowledge and Skills

Prior to this lesson, students should have:

- some basic background knowledge of other international organizations, trading agreements and international organizations and their functions such as: World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), International Monetary Fund (IMF), etc.;
- experience with basic research skills such as skimming, scanning, choosing key information;
- experience with basic internet/web browser navigation skills;
- prior knowledge of Bloom's Taxonomy and experience creating higher level thinking questions.

## Relevant Terminology

economy, traditional, command, market, and mixed economies, supply-demand, production, goods and services, consumer, markets, imports/exports

## Materials

- Use of technology/internet
- Chart paper
- Sticky notes
- Subject notebooks

## BLM

Appendix A: Venn Diagram

Appendix B: Placemat

Appendix C: Exit Pass and Questions

Appendix E: Bloom's Taxonomy

## Resources and References

### Websites

- Marzano's Highyield Strategies  
<http://www.schools.manatee.k12.fl.us/3160MARZANO/3160marzano/>
- Bloom's Taxonomy Model Question  
<http://www.cbv.ns.ca/sstudies/links/learn/1414.html>
- Student Success: Differentiated Learning Educator's Package, 2010  
<http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf>
- Questioning Circle Strategy  
<http://eagenbeirne.pbworks.com/f/QuestioningCircles.pdf>
- Better This World." *Better World Links*  
<http://www.betterworldlinks.org/search.php>
- G-20  
[www.g20.org](http://www.g20.org)
- G20G8  
[www.g20g8.com/g8\\_summit.htm](http://www.g20g8.com/g8_summit.htm)
- Community Solidarity Network  
[www.g20.torontomobilize.org/](http://www.g20.torontomobilize.org/)

### Media

- “Better This World”. Movie/Documentary. *Hot Docs*  
[http://www.hotdocs.ca/film/title/better\\_this\\_world#](http://www.hotdocs.ca/film/title/better_this_world#)
- “Into The Fire”. *Top Documentary Films.com*  
<http://topdocumentaryfilms.com/into-the-fire/>
- “G-20: 1 year Later”. *You Tube Video*  
<http://www.youtube.com/watch?v=g3nSMPWhwf0>
- “G-20 Summit Presidential Press Conference”. *You Tube Video*  
<http://www.youtube.com/watch?v=Fd05dGNkbhw>
- “Harper’s closing G20 comments on MSN Video”. *Msn.com*  
<http://video.ca.msn.com/watch/video/harpers-closing-g20-comments/185qs84px>
- “Harper Greets G-20 Leaders”. *Msn.com*  
<http://video.ca.msn.com/watch/video/harper-greets-g20-leaders-and-spouses/18579thau?cpkey=8402c81b-c644-4a1a-b027-26651d795b31%7c%7c%7c%7c>

## References

- Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.  
 Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.  
 Ministry of Education. The Ontario Curriculum, Grades 1-6, Language, 2006.  
 Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On: Activating Prior Knowledge

### Compare and Contrast (approx. 25 minutes)

- Select a few key images about the G-20 in Toronto.
- Prompt:
  - What is happening in the images?
  - What kind of event is this?
  - Who is involved?
- Students make inferences about the images and support their inferences with evidence.
- Suggest partnerships or small groups.
- Distribute a variety of key images about the G-20 to each partner/grouping.
- Prompt:
  - What is the source of the information?
  - What points of view/perspectives are demonstrated?
  - What are some of the efforts and claims made by the G-20?
  - What are the criticisms being made of the G-20?
  - How does the image impact you?
  - What different groups/interest groups are represented? (eg., environmentalist)
  - Whose perspectives are missing?
  - How might the people represented view the image?
  - Which global issues are represented?
- Using the Venn diagram (Appendix A), students discuss/categorize images as either a negative or positive image, and identify whose perspective is being promoted.
- Groups develop additional focus questions/comments about the images and post onto a flip chart, for later inquiry.
- Choose a few groups to share their ideas about the images/questions with the larger group.

### Assessment Strategies

#### Assessment for Learning:

- Venn diagram
- anecdotal notes regarding student participation

## Action

### Guided Viewing of Video/Documentary (approx. 30 minutes)

- Review all student generated questions from the Minds On activity, above.
- Each student selects a question and is expected to prepare a response after viewing the following video.
- Present the short video clip: <http://www.youtube.com/watch?v=Fd05dGNkbhw> to the class.
- Provide additional focus questions:
  - What is the G-20?
  - Who are its members?
  - When was it formed?
  - Why was it formed?
  - What is its mandate? What are some of the decisions made at the last summit?
  - What were the resolutions?
  - What influence does the G-20 have?
  - What is Canada's participation? (Role and Responsibility)
  - What are some of the criticisms of the G-20?
  - Consider who is not in the G-20?
  - Why would they not be members?
- Suggest that when developing questions, students utilize Bloom's Taxonomy.
- Model: developing questions using Bloom's Taxonomy. (Refer to the Q-chart (Appendix E).
- Develop success criteria with students for generating questions which encourage higher level thinking.
- Students restate/revise their questions, referring to the success criteria, and post onto sticky notes.

### Placemat Activity: (approx. 20 minutes)

- Form groups of four and distribute the questions on sticky notes to each group.
- Within groups, students use success criteria to establish the thinking skills which their questions correspond to.
- Groups share choices/reasons with the class.
- Create a list of revised questions.
- Suggest that students will revisit these questions during the next video(s)/documentary.

### Think/Pair/Share (approx. 20 minutes)

- Watch remaining videos/documentaries (listed in Websites).
- Students work in pairs to answer questions from the Placemat Activity.

### Discussion – Video (approx. 15 minutes)

- Initiate a whole class discussion on:
  - The purpose and mandate of the G-20?
  - What is Canada's participation in the G-20(roles and responsibility)?
  - What are some of the more important issues/themes discussed in the G-20 Summit?
  - Criticisms/critiques of the G-20?
- Homework: Students search their Geography Textbooks (or equivalent) and prepare definitions for terms that arose during the discussion, such as traditional, command, market, and mixed economies, primary, secondary and tertiary industries.

### Assessment Strategies

#### *Assessment as Learning:*

- Placemat Activity, provide descriptive feedback, both orally and in writing

#### *Assessment for Learning:*

- anecdotal notes, considering:
  - Are students creating questions that are relevant and use higher-level thinking skills?
  - Are students able to answer the basic questions about the G-20?
  - Are they beginning to form opinions about the advantages and disadvantages of being a member?

## Consolidation and Debrief

### **Exit Pass (approx. 10 minutes)**

- Students complete Exit Pass (Appendix C) by answering the following questions:
  - What in your opinion are the advantages/disadvantages for Canada as a member of the G-20?
  - Should Canada continue being a part of this international organization?
- Allow time for students to write down questions/terms.
- Students write questions on sticky notes and post onto chart paper for future discussion.
- Questions will be addressed at the beginning of the next lesson.

### **Assessment Strategies**

#### *Assessment for Learning:*

- provide timely and descriptive feedback on students' Exit Card.

## Extended Learning Opportunities

### **Letter to the Editor**

Students write a letter to the Editor of a local or national newspaper about the various images and perceptions of the G-20.

## Social Studies Lesson Series which focuses on Financial Literacy

### **Lesson 2 :**

### **Economic Systems and Industries of the G-20 Countries**

Students are introduced to the Culminating Task. They will learn about generating good questions and research skills, and details of the economic systems and industries of the various G-20 countries by doing preliminary research and participating in a jigsaw activity. Students will do more specific research on Canada's economy and receive feedback from the teacher before doing independent research on their assigned country for the Culminating Task.

#### **Guided Inquiry:**

What are the characteristics of different types of economic systems and the factors that influence them?

What impact does this have on the development and standard of living of a nation?

What impact does trade have on the economies of other nations?

#### **Learning Goals:**

By the end of the lesson, students will:

- be able to describe the characteristics of different types of economic systems and the factors that influence them including economic relationships and levels of industrial development;
- understand basic information about the economic systems/models and industries of various G-20 countries;
- be able to find relevant information to do independent research on other G-20 countries.

## How does this lesson link to Financial Literacy?

Students develop understanding of the economy.

## Social Studies Curriculum Expectations

### **Grade 8 - Geography : Economic Systems**

#### **Overall Expectations**

- Use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world;
- Describe the characteristics of different types of economic systems and the factors that influence them including economic relationships and levels of industrial development.

#### **Specific Expectations**

- Outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed;
- Describe the characteristics of different types of economic systems (e.g., traditional, command, market) and explain why most countries, including Canada, have a mixed economy that includes features from more than one system;
- Explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;
- Identify and give examples of the three major types of industries – primary (resource), secondary (manufacturing), and tertiary (service), and describe how these industries have developed in Canada;
- Formulate questions to guide and analyse research on economic influences and relationships;
- Locate relevant information from a variety of primary and secondary sources.



## Cross-Curricular Expectations

### Language Arts: Oral Communication

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

### Language Arts: Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### Mathematics: Data Management and Probability

- Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots.

## Prior Knowledge and Skills

Prior to this lesson, students should have:

- prior experience with basic research skills such as skimming, scanning, choosing key information;
- prior experience with basic Internet/web browser navigation skills;
- background knowledge of Canada's trade practices;
- prior experience creating and using info-graphics.

### Relevant Terminology

- types of economies: mixed, command, market, traditional, import, export
- primary, secondary, tertiary industries
- quality of life indicators: birth rate, fertility rate, infant mortality rate, education, access to doctors, clean water, literacy rate, income
- Gross Domestic Product (GDP), Gross National Product (GNP), Human Development Index (HDI), population clusters
- market, distribution, imports/exports, supply and demand, goods/services, production

## Materials

- Use of technology, Internet
- Atlases
- Post it notes
- Printed images of G-20 Summits
- Exit Pass from Lesson 1: What is the G-20

### BLM

Appendix D: Introduction to Culminating Task

Appendix F: Mapping Exercise

Appendix G: Blank World Map

Appendix H: Cooperative Group Work

## Resources and References

### Websites

- [www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus)

- [www.worldbank.org/data/countrydata/countrydata.html](http://www.worldbank.org/data/countrydata/countrydata.html)
- [www.acdi-cida.org](http://www.acdi-cida.org)
- [www.hungryplanet.com](http://www.hungryplanet.com)
- Statistics Canada. *Government of Canada*  
[http://www40.statcan.gc.ca/l01/ind01/l2\\_1130-eng.htm](http://www40.statcan.gc.ca/l01/ind01/l2_1130-eng.htm)

## References

Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.  
 Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.  
 Ministry of Education. The Ontario Curriculum, Grades 1-6, Language, 2006.  
 Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On: Activating Prior Knowledge

### Introduction to the Culminating Task (approx. 15 minutes)

- Revisit/review/clarify questions and vocabulary from Lesson 1, if needed, including: How does the G-20 connect Canada to other nations? And, any questions that students posted on chart paper at the end of the lesson.
- Refer to a few key images of the G-20 Summit from lesson one and ask students to make inferences about the skills that are being demonstrated (i.e., public speaking, negotiating, etc). Ask students to use evidence to back up their inferences. Record the list and then hand out the Culminating Task description (Appendix: D) Ask the students to note common skills in the task and the images.
- Distribute instructions for the Culminating Task (Appendix D).
- Read through and discuss.

### Assessment Strategies

*Assessment for Learning:*

- anecdotal notes considering,
  - Can students remember key vocabulary and concepts from Lesson 1?
  - Are students able to gather the necessary information?
  - Are they using the search engines efficiently?
  - Are they recording notes effectively?

## Action

### Mapping Exercise: Who are the G-20? (approx. 20 minutes)

- Ask: What important information about the G-20 countries would we need to know in order to simulate a G-20 Summit?
- Record students' ideas on a flip chart.
- Use guided questions or prompts to extend the discussion, including:
  - What type of economy and industries does this country have?
  - What do they import/export (what goods are produced)?
  - What are their needs and strengths?
  - How are the goods produced?
  - For whom are they products?
  - By whom are they produced?
  - How are they distributed?
  - What are the GDP, HDI, and population?
  - Is this a developed or developing country?

### Gathering Evidence and Data (approx. 25 minutes)

- Suggest that the next part of the lesson involves research and may be completed using either technology, or

atlases with thematic maps.

- Model and guide students through the exercise by doing a shared example: Canada.
- Using Appendix: G and the following web resources, students research and answer questions they generated earlier:
  - [www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus)
  - [www.worldbank.org/data/countrydata/countrydata.html](http://www.worldbank.org/data/countrydata/countrydata.html)
  - [www.acdi-cida.org](http://www.acdi-cida.org), [www.hungryplanet.com](http://www.hungryplanet.com)
- Suggest that alternatively, students may utilize Google Earth to mark the G-20 countries, and research questions using the place mark function.
- Co-create success criteria for the G-20 research task. Focus : What does good research look like?
- Divide students into groups.
- Groups will focus on one G-20 country (other than Canada).
- Countries of G-20 include: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, Republic of Korea, Turkey, United Kingdom, United States of America, The European Union (rotating council presidency).
- Within groups, students follow the example to organize, analyze and answer the research questions generated earlier in the lesson, considering:
  - perspectives
  - relationships and connections
  - patterns and trends

### **Jigsaw Activity (approx. 45 minutes)**

- Explain a way to share information with others by using the Jigsaw strategy.
- Review expectations of cooperative group work. (Appendix H)
- Students share information about the G-20 country they researched in new groupings.
- Students record several key points of new information on a visual organizer. (Appendix F)
- By the end of the activity, all students will have some basic information on several G-20 countries.
- Prompt: What was similar and different between the countries?

### **Group Discussion/Peer Reflection (approx. 15 minutes)**

- Prompt, if needed:
  - Who is not in the G-20?
  - What differences and comparisons can you make with the economies and industries of G-20 countries?
  - What are common characteristics of their economies?
  - If these are successful countries' economically, what makes them successful?
- Reflection on the research process:
  - Were the questions we generated able to give us the information we needed?
  - What else do we need to know?
  - Use the success criteria with a peer to review progress.
- Record student ideas on chart paper.
- Observe students' research skills in order to determine specific skills which may require teaching/ reviewing, and which students may require extra support, strategic pairing/partnerships. Valuable information to guide further instruction on research.

### **Assessment Strategies**

*Assessment for Learning:*

- Appendix F
- anecdotal notes
- Success Criteria for G-20 research

*Assessment as Learning:*

- peer assessment using the Success Criteria for G-20 research

## Consolidation and Debrief

### Exit Pass (approx. 15 minutes)

- Students complete Exit Pass (Appendix C) by answering the following question:
  - I have been able to gather the resources I need (rank 1-5). Why?
- Alternatively, students could describe a pattern that you noticed about links between the economic activities and environmental sustainability.
- Record questions listed on Appendix C onto chart paper. Have students post responses, on sticky notes.

### Assessment Strategies

#### *Assessment for learning:*

- Provide timely and descriptive feedback on students' Exit Card;
- Appendix C;
- Anecdotal notes, considering:
  - students who are having difficulty with the vocabulary or concepts;
  - students who are not asking questions.

## Extended Learning Opportunities

### Facebook Page Design

Students design and create a “mock” Facebook page for Canada.

## Social Studies Lesson Series which focuses on Financial Literacy

### **Lesson 3 :** **Alternative Economic Models/Systems**

Students will learn about alternative economic systems and economic models by watching a video on fair trade and playing a simulation game.

#### **Guided Inquiry:**

What are some of the characteristics of different types of economic systems (i.e., Fair Trade) and factors that influence them?

How are fair trade systems different and/or similar to regular trading systems?

What impact does fair trade have on the economy of nations, its development, on the consumer, and on the farmer?

#### **Learning Goals:**

By the end of the lesson, students will be able to identify, describe and give an opinion on what are some of the characteristics of alternative economic systems and models, i.e., fair trade and factors that influence them.

### **How does this lesson link to Financial Literacy?**

Students develop understanding of the economy, citizenship, planning for the future and the social, ethical and environmental implications of financial decisions.

## Social Studies Curriculum Expectations

### **Grade 6 - Social Studies :** **Canada and World Connections – Canada’s Links to the World**

#### **Overall Expectations**

- Describe the characteristics of different types of economic systems and factors that influence them, including economic relationships and different levels of industrial development
- Compare the economies of different communities, regions, or countries, including the Influence of factors such as industries, access to resources, and access to markets.

#### **Specific Expectations**

- Describe the characteristics of different types of economic systems (e.g., traditional, command, market) and explain why most countries, including Canada, have a mixed economy that includes features from more than one system;
- Explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region.

## Cross-Curricular Expectations

#### **Language Arts: Oral Communication**

- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

## Language Arts: Media Literacy

- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

## Prior Knowledge and Skills

Students must have knowledge of characteristics of various economic systems, and if needed, review quality of life indicators.

### Relevant Terminology

Fair Trade

## Materials

- Use of technology/Internet
- TV
- LCD projector or Interactive Whiteboard (IWB), if available
- a variety of products which are certified Fair Trade, e.g., coffee, chocolate, tea, clothing. Note: These products are not required to have a certification logo, but should be recognized as examples of products which have been certified as Fair Trade.

### BLM

Appendix: I- Fair Trade: The Story Video

Appendix: J- Glogster Instruction Sheet

Appendix: K- Oral Presentation Sheet

Appendix: L - Self/Peer/Teacher Evaluation

Appendix: M - Business Period Record Sheet

Appendix: N - Glog Rubric for Teachers

Appendix: O - List of Fair Trade Products

Appendix: P - Fair Trade Student Accounting Sheet

Appendix: Q - Fair Trade Game Cards

Appendix: R - Fair Trade Buyer Instructions

## Resources and References

### Websites

- Background information and statistics on Fair Trade for teachers

<http://www.fairtraderesource.org/wp/wp-content/uploads/2010/03/the-new-conscious-consumer-point-power.pdf>

- Glogster (Account set up for class and students is required.)

<http://edu.glogster.com>

- Infographics

<http://www.infographicsblog.com/world-hunger-by-the-numbers-online-schools>

- Fair Trade and related:

<http://www.fairtraderesource.org/learn-up/fair-trade-films>

<http://www.fairtraderesource.org/learn-up/teaching-tools>

<http://www.equalexchange.coop/fair-trade-fundraiser-program-educational-tools>

[http://www.equalexchange.coop/downloads/curriculum/EEcurriculum\\_Unit2-Class2.pdf](http://www.equalexchange.coop/downloads/curriculum/EEcurriculum_Unit2-Class2.pdf)

<http://fairtradesports.files.wordpress.com/2010/12/curriculum-secondaryschool-public-teachersnotes-fairtradesports.pdf>

## Media

- Fair Trade: A Story, TransFair USA (2006)

## References

- Bigelow, Bill and Peterson, Bob. Rethinking Globalization: Teaching for Justice in an Unjust World. Rethinking Schools Press, 2002.
- Denise E. *Horoky*. Act! (Active Citizens Today): Global Citizenship for Local Schools, Thames Valley District School Board/CIDA, 2007.
- Mark and Craig Kielburger. Take Action! A Guide to Active Citizenship. Toronto: Gage
- Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.
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- Ministry of Education. The Ontario Curriculum, Grades 1-6, Language, 2006.
- Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On : Activating Prior Knowledge

### Review and Question (approx. 15 minutes)

- Revisit/review/clarify questions and vocabulary from Lesson 2: , if needed.

### Fair Trade Products-Think/Pair/Share (approx. 15 minutes)

- Present examples of Fair Trade products. A few should have the “transfair” or other Fair-trade certification labels to begin to allow students to question what it means.
- Suggest: We have examined various economic systems and how they can impact and influence both quality of life and standards of living.
- Suggest: We are going to focus on one specific model within an economic system and our role as consumers. On the table are a variety of products from different countries around the world.
- Consider: What do these products have in common ?
- Students share ideas with a neighbour.
- Record a few ideas regarding commonalities amongst the products.
- Briefly introduce Fair Trade and Cooperatives. (Resources, websites, teaching guides listed above.)

### Assessment Strategies

#### *Assessment for Learning:*

- anecdotal notes considering whether students are able to draw connections

## Action

### Video Viewing ( approx. 25 minutes)

- Suggest: We are going to watch a video on Fair Trade and Certification process by Transfair (certification organization) <http://www.youtube.com/watch?v=NhQJrz-aDfl>. Fair Trade: A Story.
- As you watch the video, consider how fair trade works as an economic model and how industries and companies become certified.
- Students use the Venn diagram on Appendix I : Fair Trade to record similarities and differences between Fair Trade and commonly traded items.
- Discuss the differences and similarities with the whole group.

### Fair Trade Game (approx. 20 minutes)

(Adapted from Equal Exchange Fair Trade Unit

[http://www.equalexchange.coop/downloads/curriculum/EEcurriculum\\_Unit2-Class2.pdf](http://www.equalexchange.coop/downloads/curriculum/EEcurriculum_Unit2-Class2.pdf))

- Suggest: We are going to use the example of cocoa (chocolate) to see how fair trade works.
- Divide the class into five groups of farmers.
- Suggest: Students are going to pretend that they are all farmers growing cocoa beans.

- Explain that Group #5 is a farmer cooperative called CONACADO which sells its beans to Equal Exchange, a Fair Trade Cooperative. The other groups are traditional cocoa farmers.
- Give each group a stack of scrap paper and scissors.
- Students will be drawing cocoa beans on the paper and cutting them out (instead of really growing them).
- Encourage simple outlines of cocoa beans, as speed is important in cocoa production.
- Suggest: Their job is to work together to draw and cut out as many beans as possible in one minute. (Provide an example of a cocoa bean drawing, if needed.)
- Give each group a few minutes to discuss how they are going to get a good crop this year.

### **TO PLAY:**

- Give the groups exactly 60 seconds to draw and cut out cocoa beans.
- Ask each farmer group to count the beans they have grown and write the total on their “What’s Fair Group Accounting Record”.
- Then give each group one good scenario and one bad scenario “What’s Fair Game Card.”
- Go around to each farmer group, asking one student from each group to read their cards out to the class. Give or take away beans as required and ask each group to record:
  - a) the number of beans they gained;
  - b) the number of beans they lost; and,
  - c) the number they’ve ended up with on their “What’s Fair Group Accounting Record”.
  - Explain that the final total is the number of beans they have managed to grow this year.
  - Explain that the currency in the Dominican Republic is the Dominican Republic peso, and that you are going to pretend the market price for cocoa is two pesos per cocoa bean.
  - Choose five students to pretend they are Cocoa Buyers.
  - Have each Buyer meet with their group one by one and act out the transaction described in the “Buyer Instructions” while the other groups watch.
  - Have the farmer groups write down on their “What’s Fair Group Accounting Record” how much they earned for their beans.
  - Have the farmer groups write down on their “What’s Fair Group Accounting Record” how much they paid in expenses last year and how much they earned at the end of the year after paying their expenses.

### **Whole Group Discussion (approx. 10 minutes)**

- Generate class discussion using the following prompts:
  - How did it feel to play the different roles?
  - What did you notice about the growing season?
  - About the buyers?
  - About your Accounting Record?
  - What role did cooperation play?
  - What felt fair?
  - What didn’t?
  - What did you learn about Fair Trade?
  - Which farmer group would you want to be in?
  - Is fair trade a good economic systems model?
  - Why should people buy Fair Trade products?
  - What responsibility do we have as global citizens?
  - What are some factors that influence fair trade?

### **Assessment Strategies**

#### *Assessment for Learning:*

- anecdotal notes, considering:
  - Are students able to draw upon their previous knowledge and make connections?
  - Can they highlight differences and similarities between fair trade systems and regular trade systems?



**Exit Pass (approx. 15 minutes)**

- Students complete Exit Pass (Appendix C) by answering the following questions:
  - What place does fair trade have within our national and international economic communities?
  - Is fair trade a good economic systems model? Explain why/why not?
- Use a Frayer Model to review the concept of Fair Trade.
  - How does fair trade relate to global citizenship?

**Assessment Strategies***Assessment for Learning:*

- Provide timely and descriptive feedback on students' Exit Card;
- Appendix C;
- anecdotal notes, considering:
  - students who are having difficulty with the vocabulary or concepts;
  - students are not asking questions.

**Extended Learning Opportunities****Editorial**

Students write an editorial on an alternative economic system.

## Social Studies Lesson Series which focuses on Financial Literacy

### **Culminating Task:** **G-20 Summit Simulation**

The Culminating Task for this lesson series is a multi-day G-20 Summit Simulation where students are delegates from the G-20 countries (one country from every continent should be represented). Throughout the simulated Summit, students will:

- Research, compare and debate various economic models and systems, their impact and the economies of various countries;
- Present and listen critically to others' presentations;
- Use critical thinking skills to solve problems and vote on group decisions.

### **Guided Inquiry:**

What are the similarities and differences of the economies of different communities, regions, or countries?

### **Learning Goals:**

At the end of the Culminating Task, students should be able to:

- compare the economies of different communities, regions, and countries, including industries, access to resources and access to markets;
- Describe the characteristics of different types of economic systems and factors that influence them, including economic relationships and levels of industrial development;
- Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- Investigate and explain the advantages and disadvantages of Canada's involvement in major trade agreements/associations;
- Understand local, national and global economic communities and their interrelationships;
- Evaluate perspectives and examine information critically to solve problems and make decisions on an important global issue related to the global economy;
- Prepare a persuasive presentation to their peers;
- Design and create a glogster poster, or traditional poster.

## How does this lesson link to Financial Literacy?

Students develop understanding of the economy, citizenship, planning for the future and the social, ethical and environmental implications of financial decisions.

## Social Studies Curriculum Expectations

### **Grade 6 - Social Studies : Canada and World Connections – Canada's Links to the World**

#### **Overall Expectations**

- Compare the economies of different communities, regions, or countries including the factors such as industries, access to resources and access to markets;
- Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- Describe the characteristics of different types of economic systems and the factors that influence them including economic relationships and levels of industrial development.

## Specific Expectations

- Investigate and explain the advantages and disadvantages of Canada's involvement in major trade agreements/associations;
- Outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed;
- Describe the characteristics of different types of economic systems (e.g., traditional, command, market) and explain why most countries, including Canada, have a mixed economy that includes features from more than one system;
- Explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;
- Identify and give examples of the three major types of industries – primary (resource), secondary (manufacturing), and tertiary (service) – and describe how these industries have developed in Canada;
- Formulate questions to guide and analyse research on economic influences and relationships;
- Locate relevant information from a variety of primary and secondary sources.

## Cross-Curricular Expectations

### Language Arts: Oral Communication

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

### Language Arts: Media Literacy

- Demonstrate an understanding of a variety of media texts (use of images, videos, and documentaries).

### Language Arts: Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### Mathematics: Data Management and Probability

- Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots.

## Prior Knowledge and Skills

Prior to this lesson, students should have:

- some basic background knowledge of other international organizations, trading agreements and international organizations and their functions such as: World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), International Monetary Fund (IMF), etc.;
- experience with basic research skills such as skimming, scanning, choosing key information;
- knowledge of Bloom's Taxonomy and experience creating higher level thinking questions;
- experience with basic Internet/web browser navigation skills;
- some background knowledge in creating a glogster on-line poster;
- background knowledge of basic types of economies and industries, as well as key quality of life indicators;
- experience with creating and using info-graphics.

### Relevant Terminology

- economies: mixed, command, market, traditional, import, export
- primary, secondary, tertiary industries
- quality of life indicators: birth rate, fertility rate, infant mortality rate, education, access to medical care, clean water, literacy rate, income

- Gross Domestic Product (GDP), Gross National Product (GNP), Human Development Index (HDI), population clusters
- market, distribution, imports/exports, supply and demand, goods/services, production
- Fair Trade, sustainable development

## Materials

- Use of technology

### BLM

Appendix J: Glogster instructions and success criteria

Appendix K: Presentation Checklist

Appendix L: Peer/Self/Teacher Evaluation

Appendix M: Business Periods Record Sheet

Appendix N: Rubric for Glogsters to provide feedback for students

Appendix S: Rubric for Culminating Task

## Resources and References

### Websites

- Glogster (Account set up for class and students is required.)

<http://edu.glogster.com>

### References

Ministry of Education. A Sound Investment: Financial Literacy Education in Ontario Schools, 2010.

Ministry of Education. Financial Literacy Scope and Sequence of Expectations, Grades 4-8, 2011.

Ministry of Education. The Ontario Curriculum, Grades 1-6, Language, 2006.

Ministry of Education. The Ontario Curriculum, Grades 1-6, Social Studies, 2004.

## Minds On: Activating Prior Knowledge

### Review and Question Period (approx. 30 minutes)

- Ask students to reflect on presentations that they have previously seen which were excellent.
- Think/pair/share the qualities of outstanding presentations.
- Record student responses to create the success criteria for the presentation.
- Refer to Appendix D to revisit the Culminating Task, including the oral presentation with the class.
- Students identify key elements that they need to focus on.
- Ask students to highlight these parts of the handout.
- Discuss how elements of a good presentation relate to the components of the assignment.
- Introduce a variety of methods that students can use to demonstrate their learning, such as Glogster or traditional posters and maps.

### Assessment Strategies

*Assessment for Learning:*

- Appendix D: Introduction to the Culminating Task
- Appendix J: Presentation Checklist

## Action

### Roles (approx. 15 minutes, plus additional time for research)

- Present roles for group presentations:
  - economic developer

- map maker
  - data presenter
  - negotiator
- After the students have selected their roles, each group notes key aspects of the Success Criteria that are relevant to their particular role.
  - Students organize research data from Lessons one, two and three using an approved presentation method. (i.e., glogster online poster, or, traditional poster, if technology is not available).
  - Further research can be conducted to complete this part of the assignment.
  - Each student creates their own glogster or poster for the group presentation on their particular role.

### **Presentation of glogsters/posters (approx. 30 minutes)**

- Students meet in groups of the same role to present their glogsters/posters.
- Students provide feedback to one another focusing on the success criteria.
- Students provide descriptive feedback to peers which identify a strength and a suggestion for improvement.

### **Summit Simulation (approx. 45 minutes)**

#### Part 1: Welcome and Introductions

- Canada is the host country for the G-20 Simulation.
- Students representing Canada present a formal welcome to the delegates.
- Other countries are presented.

#### Part 2: Question/Answer Period

#### Part 3: Debate

- What responsibilities do we have as global citizens in this global economy?
  - Discuss how the G-20 can influence the development and standard of living among G-20 members?
- Students present their perspectives on the Summit issue using evidence from the economic/environmental discussion in Lesson 3.
  - Facilitate discussion and help the group determine a consensus for next steps.
  - Invite guests from other classes to listen to the presentations, if possible.

#### Part 4: Group Meetings

- Countries meet amongst themselves to negotiate and record new trade agreements.
- Use Appendix M to record specifics of trading agreements.
- Encourage students to think critically about consequences and benefits.

### **Assessment Strategies**

#### *Assessment of Learning:*

- Appendix K: Presentation (Success Criteria) checklist recreated by students after presentation of glogsters/posters and having received descriptive feedback
- Appendix L: Peer/Self/Teacher Evaluation
- Appendix N: Glogster Rubric for Marking
- Appendix S: Rubric for G-20 Simulation;
- Appendix M: Meeting Records

## Consolidation and Debrief

### **Self Evaluation (approx. 10 minutes)**

- Students complete self-evaluation independently.

### **Assessment Strategies**

#### *Assessment as Learning:*

- Appendix L: Peer/Self/Teacher Evaluation

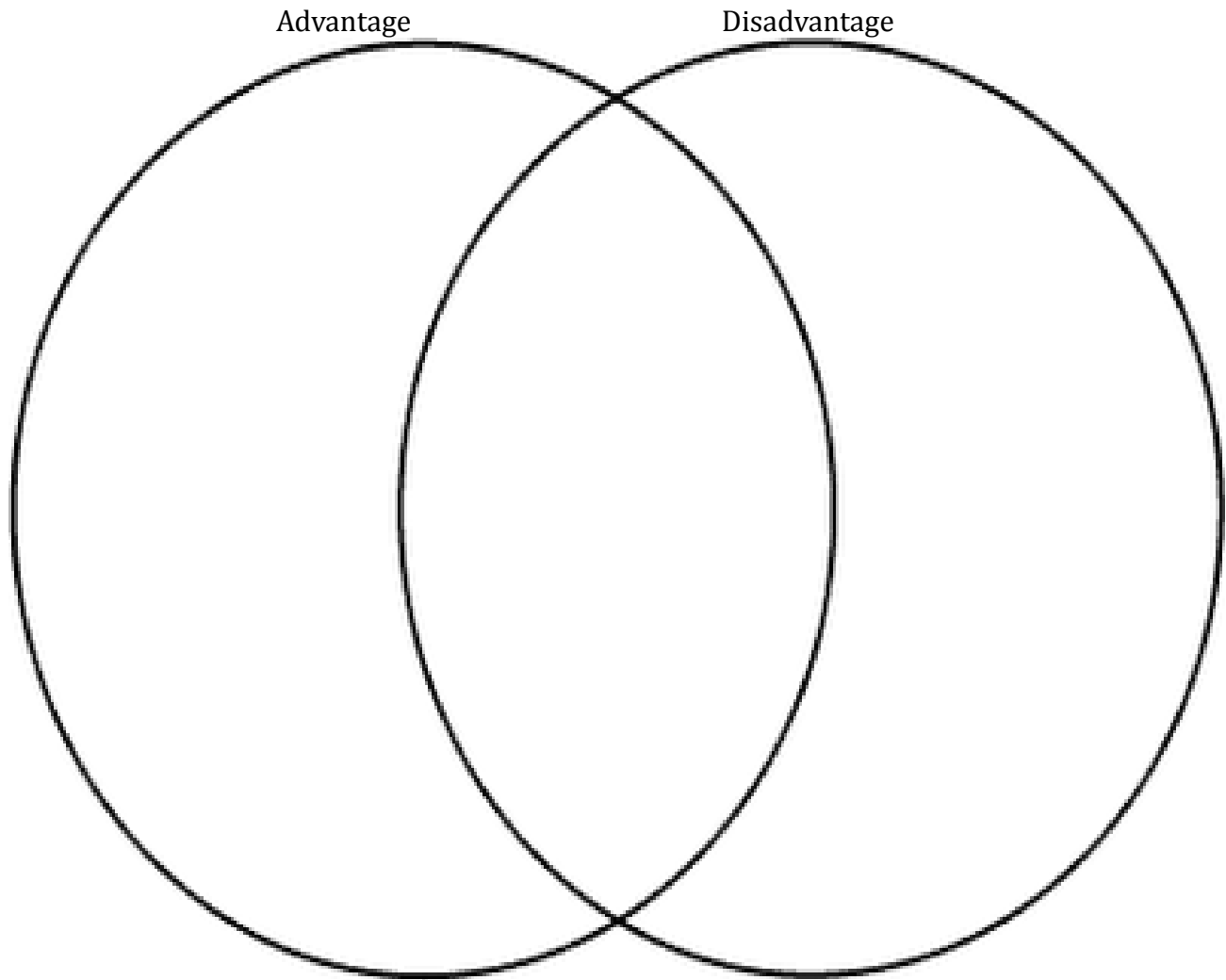
## Suggested methods for Differentiated Instruction

- Allow for think and wait time during class discussions;
- Give students opportunities to share their opinions orally or in writing;
- Use guided discussion questions to support the sharing of ideas and opinions;
- Use graphic organizers to guide thinking and organization of ideas;
- Use of “Thumbs Up and Thumbs Down” to determine students’ understanding of task expectations;
- Allow students choice in the format they decide to use to present their learning;
- Teacher facilitates discussions in groups to guide learning and support students;
- Allow extra time to complete tasks, as needed;
- Pre-teach new vocabulary and terminology;
- Students given choice of presenting their thinking in the format most suitable to their learning style.

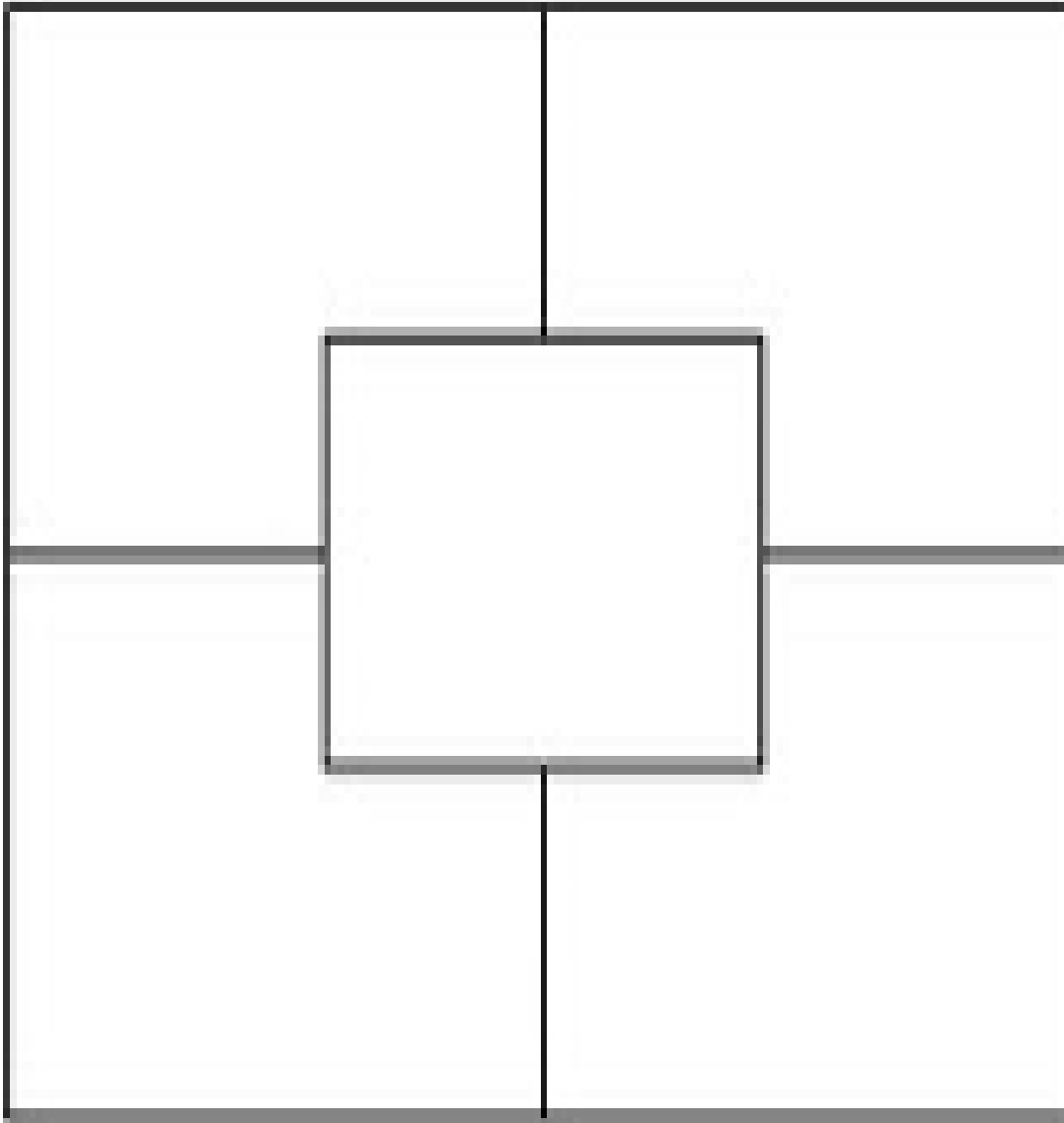
## Accommodations for Instruction, Environment, Assessment

- Break tasks into small steps;
- Simple instructions with monitoring to ensure understanding;
- Use of visual aids, artifacts whenever possible;
- Repeat, rephrase questions as needed;
- Allow students to work in first language;
- Summarize important ideas throughout lessons and activities;
- Extended thinking and response time;
- Strategic ability groupings, partnering;
- Use of assistance technology/software;
- Scribing, as needed;
- Interactive Whiteboard lessons using the same instructional/differentiated instruction strategies;
- Checklists/tracking sheets for individual assignments, group work;
- Opportunities to complete work in various areas of the classroom, i.e., corner with minimized distractions;
- Opportunities to demonstrate understanding through alternative formats which incorporate student strengths;
- Co-create/model success criteria so that students are aware of expectations prior to initiating tasks;
- Reference co-created success criteria throughout tasks;
- Ongoing descriptive feedback, both orally and in writing.

## Appendix A – Venn Diagram



## Appendix B – Placemat





Have the following questions on chart paper, and encourage students to post responses:

- **Write one thing you learned today.**
- **What concepts gave you the most difficulty today?**
- **Something that really helped me in my learning today was ....**
- **Something I still don't understand is ...**
- **Write a question you'd like to ask or something you'd like to know more about.**

These example questions were taken from:

[http://www.saskschools.ca/curr\\_content/mathcatch/mainpages/assess\\_tools/exit\\_questions.html](http://www.saskschools.ca/curr_content/mathcatch/mainpages/assess_tools/exit_questions.html)

**Sample Exit Pass:**

<b>Name:</b>	_____
<b>Question:</b>	_____ _____ _____
<b>Response:</b>	_____ _____ _____ _____ _____
<b>Teacher Comments:</b>	_____ _____

## Appendix D – Culminating Task

Country: \_\_\_\_\_

Delegation (group members):

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



### WELCOME, DELEGATES TO THIS YEARS' G-20 SUMMIT TORONTO, CANADA!

The Summit will include :

- **Oral Presentations:** Presentations are given by each country delegation proposing trade with Canada. Please ensure that your group notes any environmental concerns, and offers solutions. Each member of your group must present a glogster poster, or traditional poster/map of their particular focus/role within the group.
- **Question/Answer Period:** After presentations, there will be 15 minutes of debate/discussion.
- **Discussion/Debate on Environmental Impact:** Groups will present their perspectives on the following question: What responsibilities do we have as global citizens in this global economy? Use evidence and information from the discussions held in Lesson 3: Is Fair Trade a good economic model? Why should people buy Fair Trade products?
- **Meetings and Negotiations** (informal agreements/treaties/deals made between countries) Use Appendix: N to record any meetings and trade negotiations/agreements made with other countries.

## **Group delegations are responsible for preparing the following information:**

### **Presentation**

- Present perspectives on your country's economic success. Include reasons why Canada should develop or maintain a trade relationship with your country;
- Demonstrate characteristics of your economy;
- What are your industries? What access to resources and markets are available to you?
- Describe your economic plan for the future. Your plan must show an economic model that is environmentally sustainable and economically just (i.e., Fair Trade)

Each group member will present a glogster online, or traditional poster.

### **Discussion/Debate**

Presentation of perspectives on the following question, What responsibilities do we have as global citizens in this global economy?

### **Meetings and Negotiations**

Holding/participating in group discussions with other country delegations to negotiate trade agreements, considering:

- What other countries will you trade with?
- What are the strengths and needs of your economy?
- What resources and markets would you like access to?
- How will the goods be produced? For whom? By whom? How are they produced?
- What are you exporting-importing?

## **Group Roles**

**(presentation and Glogster/poster)**

Group members should rotate through the following roles: Mediator, Organizer, Recorder when preparing for the Summit simulation. (Everyone will be presenter at the end).

- **Economic Developer** -creates and describes an alternative economic model that is environmentally sustainable and economically just (i.e., Fair Trade). Use information from Lesson #3. Students may need to do extra research to support their perspectives.
- **Map Maker and Data Presenter**-create maps and charts (info-graphics), considering type of economy, industries, HDI, GDP, access to resources and markets. Students will use research they gathered in Lesson #2. Students may need to do extra research.
- **Negotiator**- explains why their country is economically successful and why Canada should trade with them. Students will use research they gathered in Lesson #2.

Group Member	Research for presentation/ Glogster/poster (topic or theme)	Responsibility for presentation to delegations

**Co-created Success Criteria for Oral Presentation:**

What makes a good presentation?

- 
- 
- 
-

<b>Categories-Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Knowledge and Understanding</b></p> <p>-identifies and describes Canada's economic and political links with the United States and other regions of the world</p> <p>-explains the relevance to Canada of current global issues and influences.</p>	<p>Demonstrates limited understanding of Canada's economic and political links with the United States and other regions of the world.</p> <p>Demonstrates little understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>	<p>Demonstrates some understanding of Canada's economic and political links with the United States and other regions of the world.</p> <p>Demonstrates some understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>	<p>Demonstrates considerable understanding of Canada's economic and political links with the United States and other regions of the world.</p> <p>Demonstrates considerable understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>	<p>Demonstrates thorough understanding of Canada's economic and political links with the United States and other regions of the world.</p> <p>Demonstrates a thorough understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>
<p><b>Thinking</b></p> <p>Uses a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates a limited ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates some ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates a considerable ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates a thorough ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>
<p><b>Communication</b></p> <p>Communicates to an audience (grade 8) for the purpose of establishing trading agreements amongst various G-20 countries</p>	<p>Communicates for an audience (grade 8) for the purpose of establishing</p> <p>-negotiates trade agreements amongst various G-20 countries with a limited degree of effectiveness</p>	<p>Communicates for an audience (grade 8) for the purpose of establishing</p> <p>-negotiates trade agreements amongst various G-20 countries with a some degree of effectiveness</p>	<p>Communicates for an audience (grade 8) for the purpose of establishing</p> <p>- negotiates trade agreements amongst various G-20 countries with a considerable degree of effectiveness</p>	<p>Communicates for an audience (grade 8) for the purpose of establishing</p> <p>- negotiates trade agreements amongst various G-20 countries with a high degree of effectiveness</p>
<p><b>Application-</b> understands</p>	<p>Demonstrates a limited</p>	<p>Demonstrates some understanding of</p>	<p>Demonstrates considerable</p>	<p>Demonstrates a thorough</p>

<p>Canada's links and participation in the G-20, the implications and effects of trade on the environment, and is able to create a trading proposal using critical thinking skills</p>	<p>understanding of Canada's links and participation in the G-20, and the implications and effects of trade on the environment. Is able to create a trading proposal using limited critical thinking skills.</p>	<p>Canada's links and participation in the G-20, and the implications and effects of trade on the environment. Is able to create a trading proposal using some critical thinking skills.</p>	<p>understanding of Canada's links and participation in the G-20, and the implications and effects of trade on the environment. Is able to create a trading proposal using considerable critical thinking skills.</p>	<p>understanding of Canada's links and participation in the G-20, and the implications and effects of trade on the environment. Is able to create a trading proposal using extensive critical thinking skills.</p>
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## Appendix E – Bloom's Taxonomy Question Chart

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
Why						
When						
How						

# Appendix F – Mapping Exercise

## **G-20 Country Group:**

Use information from [www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus), [www.acdi-cida.org](http://www.acdi-cida.org), [www.hungryplanet.com](http://www.hungryplanet.com) to answer the following questions about your assigned country: (Write in questions asked by the class):

Question #1:

Question #2:

Question #3:

Use the following table for the jigsaw activity.

Country	Q1	Q2	Q3	Developed or Developing	Comments and Observations:
Canada				Developed	



## Appendix G – Blank World Map



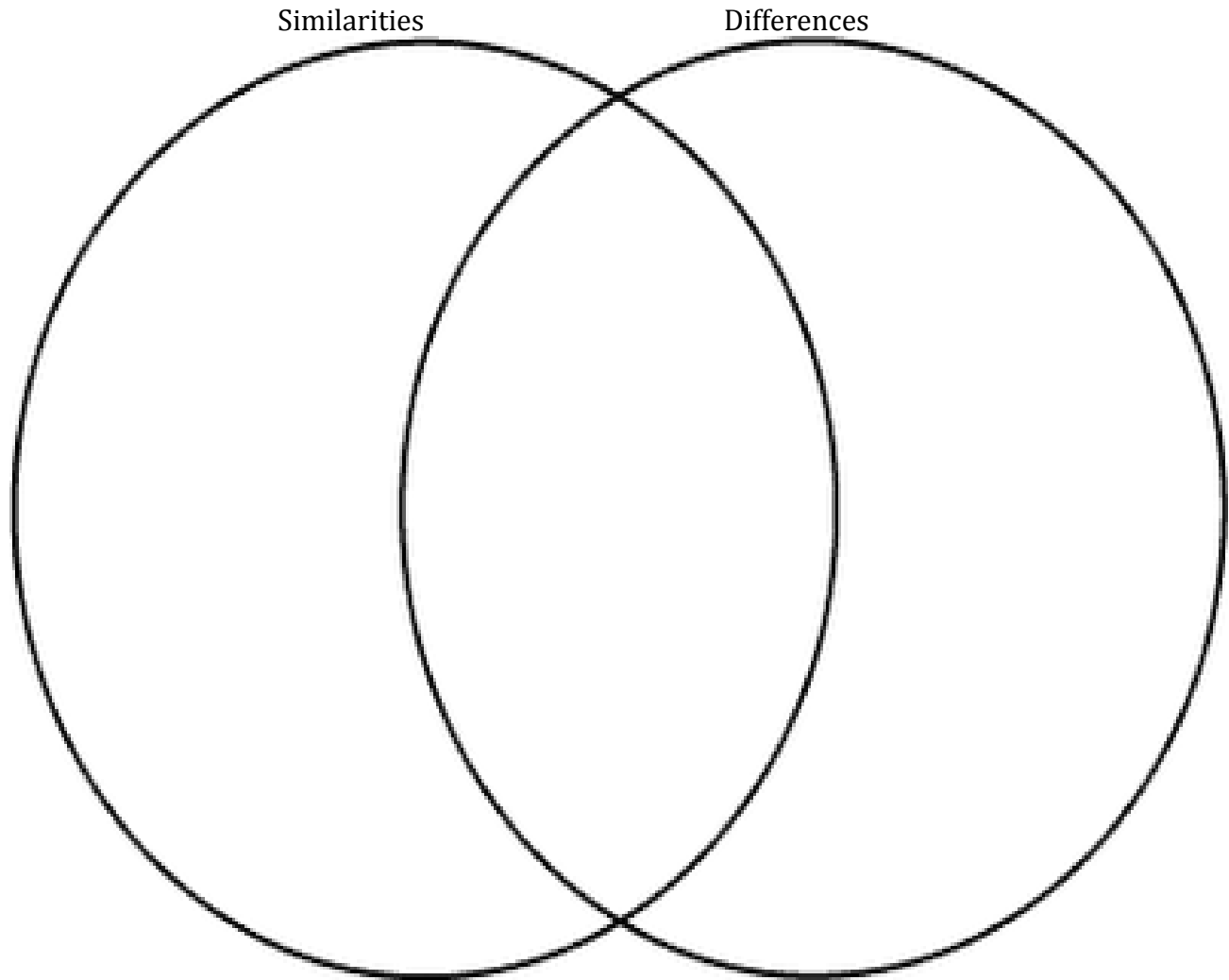
## Appendix H – Cooperative Group Work Role Cards

(Everyone is presenter.)

<p style="text-align: center;"><b>LEADER/MEDIATOR</b></p> <ul style="list-style-type: none"><li>• Makes sure that every voice is heard.</li><li>• Focuses work around the learning task.</li><li>• Helps to resolve any conflicts.</li></ul>	<p style="text-align: center;"><b>RECORDER</b></p> <ul style="list-style-type: none"><li>• Compiles group members' ideas within collaborative graphic organizer.</li><li>• Writes on the board during the presentation.</li></ul>
<p style="text-align: center;"><b>TIME KEEPER</b></p> <ul style="list-style-type: none"><li>• Encourages the group to stay on task.</li><li>• Announces when time is halfway through, and when time is nearly up.</li><li>• Makes sure that time is broken down into doable tasks and steps.</li></ul>	<p style="text-align: center;"><b>ORGANIZER</b></p> <ul style="list-style-type: none"><li>• Briefly leaves the group to get supplies, or to request help from the teacher when group members agree that they do not have the resources to solve a problem.</li></ul>

## Appendix I – Video: Fair Trade

As you watch the video, record your thoughts on the similarities and differences between what is shown as Fair Trade and your understanding of regular trade.



How does an industry/company become certified under Transfair?

## Appendix J – Glogster Instructions

Name: \_\_\_\_\_

A Glogster is an on-line, interactive, multimedia poster that includes text, photos, videos, graphics, sounds, drawings, data attachments and more. In your country groups, each member will create a Glogster, or a traditional poster on their particular focus/role (below).

**Economic Developer** - creates and describes an alternative economic model that is environmentally sustainable and economically just (i.e., Fair Trade). Use information from Lesson #3. Students may need to do extra research to support their perspectives.

**Map Maker and Data Presenter** - creates maps and charts (info-graphics), considering type of economy, industries, HDI, GDP, access to resources and markets. Students will use research they gathered in Lesson #2. Students may need to do extra research.

**Negotiator** - explains why their country is economically successful and why Canada should trade with them. Students will use research they gathered in Lesson #2.

Your Glogster must also include:

- Graphics (photographs, charts, tables, maps, etc.);
- Text (facts and statistics);
- Audio/video;
- Links to other resources/websites.

### **Glogster Success Criteria:**

Students will have:

- thought out and supported a trading proposal;
- investigated and described an alternative economic model with examples and graphics;
- demonstrated critical thinking;
- a clear goal that is related to the topic;
- information from a variety of sources;
- checked for spelling/grammar/punctuation errors;
- given information that is clearly focused and organized in a thoughtful manner;
- given information that is constructed in a logical pattern to support the solution;
- caught and captivated the audience's attention to learn and listen to the project;
- a great balance of pictures, diagrams and content.

# Appendix K – Presentation Checklist

Name: \_\_\_\_\_

CATEGORY	RESPONSIBILITIES
Delivery	<p>My voice varied in pitch. It was not monotone.</p> <p>I used notes sparingly. I did not read from them unless presenting a quote.</p> <p>I maintained eye-contact most of the time.</p> <p>I spoke to the entire audience, not just one or two people.</p> <p>My pronunciation was clear and easy to understand.</p> <p>My rate of speech was neither too fast nor too slow.</p> <p>My volume was neither too loud nor too soft.</p>
Organization	<p>I organized ideas in a meaningful way.</p> <p>My topic was stated clearly in the introduction.</p> <p>My introduction included a statement of the main points.</p> <p>My introduction was clear and easy to understand.</p> <p>I included necessary background information.</p> <p>The body of the presentation contained support for the main points.</p> <p>I used helpful transitions between main points (e.g., "First of all...", or "Similarly...")</p> <p>Ideas flowed logically from one point to the next.</p> <p>My presentation had a strong conclusion.</p> <p>The conclusion had a clear call to action or belief.</p> <p>The conclusion summarized what I thought about the topic.</p>
Presentation Aids	<p>Presentation aids were used during the speech.</p> <p>Presentation aids were relevant to the topic.</p> <p>Presentation aids enhanced the speech or helped people remember the main points.</p>
Content	<p>I used facts and logical appeals where appropriate.</p> <p>I used opinions or emotional appeals where appropriate.</p> <p>I used supportive details.</p> <p>The information I gave was valuable.</p> <p>I stayed focused; I did not stray off my topic.</p> <p>I was well-informed on my topic.</p> <p>I was able to answer questions from the audience.</p>
Resources	<p>I used credible library resources.</p> <p>I used credible Internet resources.</p> <p>I cited my resources using the prescribed format.</p> <p>I put things in my own words.</p>

# Appendix K – Peer/Self/Teacher Evaluation

Name: \_\_\_\_\_

Review (Peer): \_\_\_\_\_

Evaluator	Strengths	Things to work on	Level/ Ranking	Comments or Questions
Self (Student)				
Peer				
Teacher				



# Appendix N – Glog Rubric

Level	1	2	3	4
<b>Content</b>	<ul style="list-style-type: none"> <li>- Provides inconsistent information for solution</li> <li>- has no apparent application of critical thinking</li> <li>- I pulled from few sources</li> <li>- has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>- supports the solution</li> <li>- has application of critical thinking that is apparent</li> <li>- has no clear goal</li> <li>- is pulled from a limited number of sources</li> <li>- has some factual errors or inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>- is well thought of and supports the solution</li> <li>- has application of critical thinking that is apparent</li> <li>- has clear goal that is related to the topic</li> <li>- is pulled from several sources</li> <li>- is accurate</li> </ul>	<ul style="list-style-type: none"> <li>- is well thought out and supports the solution to the challenge or question</li> <li>- reflects application of critical thinking</li> <li>- has clear goal that is related to the topic</li> <li>- is pulled from a variety of sources</li> <li>- is accurate</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- more than 5 spelling, grammatical, or punctuation errors</li> <li>- poor use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>- minimal (3to 5) spelling, grammatical, or punctuation errors</li> <li>- low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>- few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>- good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>- no spelling, grammatical, or punctuation errors</li> <li>- high-level use of vocabulary and word choice</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- content is unfocused and haphazard</li> <li>- information does not support the solution to the challenge or question</li> <li>- information has no apparent pattern</li> </ul>	<ul style="list-style-type: none"> <li>- project has a focus but might stray from it at times</li> <li>- information appears to have a pattern, but the pattern is not consistently carried out in the project</li> <li>- information loosely supports the solution</li> </ul>	<ul style="list-style-type: none"> <li>- information supports the solution to the challenge or question</li> </ul>	<ul style="list-style-type: none"> <li>- information is clearly focused and organized in a thoughtful manner</li> <li>- information is constructed in a logical pattern to support the solution</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- presentation appears sloppy and/or unfinished</li> <li>- multimedia is overused or underused</li> <li>- format does not enhance content</li> <li>- presentation has no clear organization</li> <li>- not made for the target audience</li> </ul>	<ul style="list-style-type: none"> <li>- multimedia loosely illustrates the main points</li> <li>- format does not suit the content</li> <li>- presentation is loosely organized</li> <li>- not made for the target audience</li> </ul>	<ul style="list-style-type: none"> <li>- multimedia is used to illustrate the main points</li> <li>- format is appropriate for the content</li> <li>- presentation is well organized</li> <li>- geared at the correct audience</li> </ul>	<ul style="list-style-type: none"> <li>- multimedia is used to clarify and illustrate the main points</li> <li>- format enhances the content</li> <li>- presentation is organized and well laid out</li> <li>- geared at the correct audience</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>- presentation turns off the audience's attention to the topic</li> <li>- does not interest the audience to learn and listen to the project</li> <li>- unbalanced, unclear and muddled pictures, diagrams and content</li> </ul>	<ul style="list-style-type: none"> <li>- presentation does not gain the audience's attention</li> <li>- does not interest the audience to learn and listen to the project</li> <li>- unbalanced pictures, diagrams and content</li> </ul>	<ul style="list-style-type: none"> <li>- the project gains the audience's attention</li> <li>- some what interests the audience to learn and listen to the project</li> <li>- good balance of pictures, diagrams and content</li> </ul>	<ul style="list-style-type: none"> <li>- the project caught the audience's attention</li> <li>- captivates the audience</li> <li>- excites the audience to learn and listen to the project</li> <li>- great balance of pictures, diagrams and content</li> </ul>



# Appendix O – Fair Trade Products

## Fair Trade products

### Coffee

Cameroon  
Colombia  
Costa Rica  
Dominican Republic  
Guatemala  
Haiti  
Indonesia  
Mexico  
Nicaragua  
Papua New Guinea  
Peru  
Rwanda  
Tanzania  
Uganda

### Wine

South Africa  
Chile

### Footballs

Pakistan

### Cocoa (Chocolate)

Belize  
Bolivia  
Dominican Republic  
Ghana

### Fresh Fruit and Juices

Brazil  
Columbia  
Costa Rica  
Dominican Republic  
Ecuador  
Ghana  
South Africa  
Wynward Islands  
Cuba

### Honey

Chile  
Mexico  
Uruguay

### Tea

India  
Sri Lanka  
Tanzania  
Uganda  
Kenya

### Sugar

Paraguay  
Malawi

### Vegetables

Egypt

### Rice

India

### Roses

Kenya

## Appendix P – Fair Trade Game: Student Sheet

Farmer Group members:

Number of cocoa beans	
Extra cocoa beans earned:	
Subtotal:	
Cocoa beans lost:	
Total beans harvested:	

Money earned: \_\_\_\_\_

Money spent on families and to support crops: \_\_\_\_\_

Money earned after paying expenses: \_\_\_\_\_

What did your group think of the process?

Is this a good economic model?

(Be ready to share your answers)

## Appendix Q – Fair Trade Game Cards

### Good Scenarios

<p>The weather has been very good and your beans have grown well. <b>Add 40 extra beans.</b></p>	<p>Your beans do not get any diseases this year. <b>Add 30 extra beans.</b></p>
<p>You buy natural pesticides in bulk with other farmers and save money. <b>Add 20 extra beans.</b></p>	<p>Your hoe breaks, but you mend it yourself. <b>Add 10 extra beans.</b></p>
<p>You share tools with other farmers and save money. <b>Add 20 extra beans.</b></p>	<p>Your beans do not get any diseases this year. <b>Add 30 extra beans</b></p>

### Bad Scenarios

<p>A storm has destroyed half of your trees. <b>Give back half your beans.</b></p>	<p>Your hoe breaks and you have to buy a new one because you can't fix it. <b>Give back 10 beans.</b></p>
<p>Your mother is ill. You have to borrow money to buy medicine. <b>Give back 20 beans.</b></p>	<p>Your hoe breaks and you have to buy a new one because you can't fix it. <b>Give back 10 beans.</b></p>
<p>Your cocoa beans are drying on the racks and it rains. Some beans spoil. <b>Give back one quarter of your beans.</b> Exception: If group 5 gets this card, they give nothing back because they have a drying barn to protect their crop.</p>	<p>Some of your trees have caught a disease called black pod. <b>Give back one fifth of your beans.</b></p>

(Adapted from- [http://www.equalexchange.coop/downloads/curriculum/EEcurriculum\\_Unit2-Class2.pdf](http://www.equalexchange.coop/downloads/curriculum/EEcurriculum_Unit2-Class2.pdf))

## Appendix R – Fair Trade Game: Buyer Instructions

(Adapted from- [http://www.equalexchange.coop/downloads/curriculum/EEcurriculum\\_Unit2-Class2.pdf](http://www.equalexchange.coop/downloads/curriculum/EEcurriculum_Unit2-Class2.pdf))

### **Group 1:**

Pay two pesos per bean. Offer to pay by cheque, but if they protest, pay by cash. Be civil and efficient.

### **Group 2:**

Take the beans and put them in your desk or bag. Then pay one peso per bean in cash. Treat the farmers rudely. If they complain, just leave with their beans.

### **Group 3:**

Pay two pesos per beans, but cheat by paying for five less beans than they have. If they question you, be evasive and in a hurry. If they complain, tell them there aren't any other buyers for 30 miles. Take it or leave it.

### **Group 4:**

Pay them two pesos per bean and pay them by cheque. If they complain, tell them there aren't any other buyers for 30 miles. Take it or leave it.

### **Group 5:**

Tell them you are their Fair Trade buyer from the Cooperative. Remind them that you agreed to pay them three pesos per bean or more if the market price is higher. Check with them to see if they think three pesos per bean will be enough next year. If they need more, say you'll talk with people at your company (Cooperative) and come back to make a new agreement before the next growing season starts. Then pay them the three pesos per bean. Talk with each farmer about their families and about the school the Cooperative members are going to build this year for their children.

## Appendix S – Rubric for Culminating Task

Categories Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding</b></p> <p>-identify and describe Canada's economic, and political links with the United States and other regions of the world</p> <p>-explain the relevance to Canada of current global issues and influences.</p>	<p>Demonstrates limited understanding of Canada's economic and political links with the United States and other regions of the world. Demonstrates little understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>	<p>Demonstrates some understanding of Canada's economic and political links with the United States and other regions of the world. Demonstrates some understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>	<p>Demonstrates considerable understanding of Canada's economic and political links with the United States and other regions of the world. Demonstrates considerable understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>	<p>Demonstrates thorough understanding of Canada's economic and political links with the United States and other regions of the world. Demonstrates a thorough understanding of the relevance to Canada current global issues and influences like the G-20 and the impacts and effects of trade on the environment.</p>
<p><b>Thinking</b></p> <p>-using a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates a limited ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates some ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates a considerable ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>	<p>Demonstrates a thorough ability to use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world (particularly trade)</p>
<p><b>Communication</b></p> <p>-Communicating to an audience (grade 6) for the purpose of establishing trading agreements amongst various G-20 countries</p>	<p>Communicates for an audience (grade 6) for the purpose of establishing -negotiation trading agreements amongst various G-20 countries with a limited degree of effectiveness</p>	<p>Communicates for an audience (grade 6) for the purpose of establishing -negotiating trading agreements amongst various G-20 countries with a some degree of effectiveness</p>	<p>Communicates for an audience (grade 6) for the purpose of establishing- negotiating trading agreements amongst various G-20 countries with a considerable degree of effectiveness</p>	<p>Communicates for an audience (grade 6) for the purpose of establishing - negotiating trading agreements amongst various G-20 countries with a high degree of effectiveness</p>
<p><b>Application</b></p>	<p>Demonstrates a</p>	<p>Demonstrates some</p>	<p>Demonstrates</p>	<p>Demonstrates a</p>

<p>-understands Canada's links and participation in the G-20, the implications-effects of trade on the environment, and is able to create a trading proposal using critical thinking skills</p>	<p>limited understanding of Canada's links and participation in the G-20, and the implications-effects of trade on the environment. Is able to create a trading proposal using limited critical thinking skills.</p>	<p>understanding of Canada's links and participation in the G-20, and the implications-effects of trade on the environment. Is able to create a trading proposal using some critical thinking skills.</p>	<p>considerable understanding of Canada's links and participation in the G-20, and the implications-effects of trade on the environment. Is able to create a trading proposal using considerable critical thinking skills.</p>	<p>thorough understanding of Canada's links and participation in the G-20, and the implications-effects of trade on the environment. Is able to create a trading proposal using extensive critical thinking skills.</p>
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