



# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies . History . Geography – Grade 6- Lesson 1**

**Development Team: Grace McHale, Louise Robitaille, Byron Stevenson, Marci Becker  
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## Lesson 1 Overview:

In this lesson, students are introduced to evidence related to global social issues that have emerged in the clothing manufacturing industry. They apply disciplinary thinking strategies (Patterns & Trends, Cause and Consequence) to formulate preliminary questions for further investigation. They gather and organize primary data about where their own clothes were manufactured, then apply disciplinary thinking (Patterns & Trends) as they interpret and analyze their findings.

### How does this lesson target **Financial Literacy**?

The financial literacy focus is the investigation of future consequences of financial decisions. By examining fashion consumerism, students consider the ethical implications of their choices as consumers. They evaluate evidence and draw conclusions about efforts to promote global citizenry.

# Social Studies Lesson with a focus on Financial Literacy

## Lesson 1: Cause and Consequence: Canada's Role in Global Issues

### Learning Goals

We are learning to:

- apply disciplinary thinking concepts (Concepts of Social Studies Thinking) when formulating questions and making inferences about a global issue;
- interpret and analyze data using disciplinary thinking (Concepts of Social Studies Thinking) to describe any trends relevant to our investigation.

### Success Criteria

*Co-construct with students:*

- I can interpret and analyze information to describe a social or economic trends associated with Canada's interactions with other regions.
- I can apply disciplinary thinking to formulate questions that:
  - wonder about how events or situations are connected;
  - wonder about how an event or situation came to be;
  - wonder about who is affected by an event or situation and how they are affected;
  - wonder about patterns or trends in information presented.

### Guiding Questions

- What evidence suggests that some global issues have arisen in the clothing manufacturing industry?
- What are some Patterns and Trends related to how Canadian clothes are manufactured?

## Curriculum Expectations: Grade 6

### Social Studies - B: People and Environments: Canada's Interactions with the Global Community

#### Overall Expectations

**B2. Inquiry:** Use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues. (FOCUS ON: *Cause and Consequence*)

#### Specific Expectations

**B2.1** Formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance and their impact on the global community, and responses to the issues.

**B2.5** Interpret and analyze information and data relevant to our investigation, using a variety of tools.

### Language Arts: Oral Communication

**1.1** Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.

### Math: Data Management

- Demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments.
- Determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data.

## Prior Knowledge and Skills

Students should have prior experience:

- working collaboratively with peers;
- using criteria to formulate questions;
- with social studies inquiry model.

## Materials and Preparation

### Preparation

Pre-determine student partners/groups, as needed. (Students work with a partner at first, then, join other partners to create groups of 6.)

### Minds On

(See suggestions/resources for exhibits in Teacher Resource BLM 1.1A)

- Arrange and label a series of exhibits like a trade show related to issues and trends associated with the clothing trade. Exhibits can include items, headlines, ads, quotes or videos related to events, issues, the process, issues and trends in clothing manufacturing (a) clothing factories at work; (b) Rhana Plaza collapse of 2013/ Bangladesh Accord; (c) brand name fashion ads (d) worker/human rights and NGO advocates; (e) consumer trends (fast fashion, *fair trade*, ethical shopping);
- Chart paper for: Class: Clothing Label Check exhibit. At this exhibit, students check their clothing tags, including shoes, to record the brand name and country of origin - Teacher BLM 1.1B;
- Index card labels: Exhibit A, B, C (*to match the number of stations*);
- (optional) laptops at exhibits to watch video clips (*see media resources*);
- (optional) Index cards to introduce key vocabulary at exhibits: *manufacturing; factory; retail stores; advertising; consumers; business; government; fair trade; ethical shopping*;

### Action

- Pre-select exhibit items you will use to model how to use disciplinary thinking to ask questions;
- Chart Paper with title: Disciplinary Thinking: Patterns & Trends/ Cause & Consequence, refer to:
  - Teacher BLM 1.2A: Using Disciplinary Thinking to Ask Questions - Anchor Chart Model;
  - Teacher BLM 1.2B: Frayer Model;
  - Teacher BLM 1.3A: Sample questions for - Applying Disciplinary Thinking When asking Questions;
  - Student BLM1.3B - Student handout for developing questions - Applying Disciplinary Thinking When Asking Questions.

### BLM

(Student)

BLM 1.3B: Applying Disciplinary Thinking When Asking Questions

BLM 1.4: Ticket Out the Door

(Teacher)

BLM 1.1A: Trade Show Prep Suggestions/Resources

BLM 1.1B: Clothing Label Check Exhibit

BLM 1.1C: Suggested Articles/Resources for Exhibits

BLM 1.2A: Using Disciplinary Thinking to Ask Questions - Anchor Chart

BLM 1.2B: Frayer Model for Building Concepts

BLM 1.3A: Example Questions for Applying Disciplinary Thinking

## Minds On

- Arrange and label “exhibits” (exhibit A, B..) like a trade show. Exhibits are related to issues, stakeholders or trends in clothing manufacturing. Include exhibits for (a) clothing label check anchor chart (b) Rhana Plaza collapse in 2013 (c) popular name brand ads (Teacher BLM 1.1A & 1.1C for suggested exhibits and resources).

- Direct students to circulate and familiarize themselves with the exhibits. Challenge them to think of a title for each exhibit. Encourage them to generate questions (*What do you wonder about?*) and prompt them to connect to their prior knowledge. Prompts:

- Do you or someone you know have personal experience with some of the materials you see?
- Have you heard about anything presented here at home or in the news?
- What is the theme of this exhibit?

Point out that at one exhibit they will be asked to record some information about the clothes they are wearing today. Explain that they will be revisiting the trade show exhibits to examine materials more closely. After about 10 minutes, briefly discuss and record student thinking about titles for the different exhibits on chart paper. Ask students to provide a title for the trade show.

## Action

### Part 1

#### Students Apply Disciplinary Thinking to Formulate Questions and Make Inferences

(See Teacher BLM 1.2A for detailed steps to model Anchor Chart for Building Disciplinary Thinking Questions and samples of questions).

- Explain that in the next few lessons, students will be investigating some of the issues that were introduced today. They will also be learning about how social scientists in the real world investigate issues. Explain that in social studies, we use a particular way of thinking when approaching a large amount of information. On Chart paper write Disciplinary Thinking as a title (Make an analogy to a detective with evidence). Explain that we often start by wondering about how things are connected, and then ask meaningful questions. Select two items from different exhibits. For example, how is THIS connected to THAT? Write this question on Anchor Chart. Explain that social scientists investigate patterns or trends in society (Example: Is it true that many people prefer to shop online instead of at malls? Are people eating healthier now?) Explain they also investigate what caused an event or situation and what were some consequences of that event. (What is causing people to buy more eco cars? How does that help the environment?)
- Introduce Teacher BLM 1.3A and use suggested formats for questions. Model how to apply disciplinary thinking when asking questions using items from different exhibits (see BLM 1.2A) and work with students (Student BLM 1.3B) to develop model types of questions related to Patterns and Trends and Cause and Consequence, i.e., Does THIS happen a lot? How often does THIS happen? What caused THIS to happen? How is THIS (item from Exhibit A) connected to THAT (article or image from Exhibit B)? How are popular name brands connected to the Rhana Plaza factory collapse in 2013?
- Work with students to develop an understanding of Patterns and Trends and Cause and Consequence. (See examples on Teacher BLM 1.2A - Using Disciplinary Thinking to Ask Questions or alternatively work with students using the Frayer Model to develop the concepts of Patterns and Trends and Cause and Consequence, see examples on Teacher BLM 1.2B).
- Instruct the students to re-circulate through the exhibits more purposefully to build on their thinking and to apply disciplinary thinking skills. Just like social scientists, they will formulate questions that (a) wonder about any trends or patterns or (b) that wonder about the cause of some events or situation and (c) the consequence of these events or situations. Explain that students may also share their own inferences by writing *I think* statements on the student handout (Student BLM 1.3B).
- Introduce learning goal LG.1 (posted) Discuss how students should record their meaningful questions and wonderings on Student BLM 1.3B. Co-construct criteria for activity. Assign partners.

#### Assessment for Learning opportunity:

Circulate and conference with students to formulate questions that apply disciplinary thinking and make inferences about their observations. Look for:

- Observe how students use evidence to support their reasoning.
- Observe how students interpret data. Are they using evidence to support their reasoning?

- In small groups, students share their questions and evaluate their questions.

Small group triangle share: Put three sets of partners together and assign each set of partners a number (number 1,2,3). To start, have partners 1 share their thinking and wonderings with partners 2 and 3. After 2 minutes, partners 2 share with partners 1 and 3. After 2 minutes, Partners 3 share with partners 1 and 2.

Evaluate Questions: Refer students to success criteria for questions: *Did the questions meet the success criteria? How would you change them?*

Pick 3 to share with class: *Within your group, were there any patterns in the questions you developed (ie: mentioned by several partners?)* What were some questions that generated the most interest? Ask students to select which 3 big wonderings/questions from their group discussion to share with the class.

- Groups share their three questions that demonstrate disciplinary thinking. For each question, discuss with students which type of disciplinary thinking was applied (P&T or CC). Record student questions on a piece of chart paper labeled Our Questions. Discuss any inferences students may have made about how the materials are connected.

#### **Assessment as Learning opportunity:**

In small groups, students evaluate how their questions meet success criteria.

As a whole group, students consider types of disciplinary thinking (P&T or CC).

## **Part 2**

### **Interpret and Analyze Class Findings using disciplinary thinking (Focus on: Patterns & Trends)**

- Explain that social scientists also gather data and interpret and analyze the results to any patterns or trends. Introduce LG.2 Display the completed chart paper from the Clothing Label Check Exhibit where students' listed brand names and countries where their own clothes were manufactured by checking their clothing labels. Add any missing data.
- Think, Pair, Share: Ask students to discuss the data with their elbow partners. What have you noticed? Does anything surprise you? What does our sample survey suggest about the way Canadian clothes are manufactured?
- Discuss and record the observations of students. Then, the teacher may ask students to analyze the data using Patterns and Trends (Concepts of Social Studies Thinking). Discuss with students any prior knowledge they have about the countries mentioned and student reaction to the results. What do you already know about these countries? What surprised you? Work with students to rephrase their thinking as questions and add to Our Questions. Ask students to consider: How would a map be more helpful than this chart at showing any patterns? Discuss.
- Connect findings to inquiry question and trade show materials by asking students to consider: How do our findings connect to some of the materials we saw at the trade show? Discuss. \* Optional: Cross-curricular extension, data management - Do you think our findings represent most other Grade 6 classes in Canada? Is our sample survey representative of most Grade 6 classes? Why? Why not? Why might other Grade 6 classes show different results?

## **Consolidation and Debrief**

- Re-connect to inquiry questions to assess student thinking. What evidence suggests that some global issues have arisen in the clothing manufacturing industry? What patterns and trends are we seeing in how Canadian clothes are manufactured? Also,

record key vocabulary related to the discussion. Exit Ticket: Refer students to *Our Questions* chart generated in Action Part 1 from the trade show. Introduce 3, 2, 1 Ticket Out the Door. (Ticket Out the Door: Student BLM 1.4):

- 1 sentence. That describes a social or economic trend associated with Canada's interactions with other regions;
- 2 details. List two details that support your thinking about this trend.
- 3 questions. Select three questions that demonstrate disciplinary thinking using success criteria, or write 3 new questions that you have which meet the success criteria for disciplinary thinking.

#### **Assessment for Learning opportunity:**

Circulate and conference with students about their ability to formulate relevant questions or apply disciplinary thinking strategies.

## References

- <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>
- [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_InquiryBased.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf)
- <http://www.edugains.ca/newsite/curriculum/elementaryresources/socialstudies.html>
- <http://www.storyboardthat.com/articles/e/frayer-model> (ideas for use with Frayer Model)
- <https://wvde.state.wv.us/strategybank/FrayerModel.html> (create editable Frayer Model)

## BLM 1.1A: Trade Show Prep. & Rationale

Students will be exploring the trade show to develop questions using disciplinary thinking. Expose students to the range of issues to promote curiosity.

### Preparation:

- Arrange and label a series of exhibits like a trade show related to the clothing trade. Exhibits can include items, headlines, videos related to issues and trends in the industry (i.e., job loss/creation, workers/human rights, fast fashion, fair trade, maquiladoras in Mexico). *Note to teacher:* Many relevant resources include graphic images or disturbing footage from the Rana Plaza factory collapse in 2013 so resources should be closely monitored before students research independently (pre-select or just play audio portion of broadcasts).
  - (a) manufacturing (images of factories, needle/thread, zipper, buttons, fabric, pattern)
  - (b) shopping culture in North America (print ads that promote low prices, more for less promotional materials related to bargain prices, brand names; Black Friday sales, back to school sales, receipts, price tags, bags)
  - (c) international worker and human rights issues (Global Affairs report on Nike; maquiladoras, NGO reports Oxfam/Child Labour)
  - (d) Rana Plaza collapse 2013 (Bangladesh accord, articles about Joe Fresh/Walmart)
  - (d) ethical shopping trends (fair trade, samples of brand name declarations)
  - (e) Canadian impacts (loss of manufacturing jobs, business articles about TPP)
- \*Optional: Clothing Label Check Exhibit  
Prepare chart paper (include 3 columns: Country of Origin, Type of clothing; Brand Name). When students visit this exhibit, they check their clothing tags and record the country of origin where their clothes were manufactured, the brand name and the type of clothing (include running shoes).
- Index card labels: Exhibit A, B, C (to match the number of stations)
  - \* (optional) laptops at exhibits to watch video clips (see suggested media resources)
  - \* (optional) Index cards to introduce key vocabulary: manufacturing; retail stores; advertising; consumers; business; government; fair trade; ethical shopping; worker rights; economic development



## BLM 1.1B: Clothing Label Checklist

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

*Select a piece of clothing.*

*Find the clothing tag that tells the country of origin.*

*Complete the chart.*

	Description (hoodie, t-shirt, jeans)	Name of Country Made in _____	Brand Name/Store

## BLM 1.1C: Resources

You may use these links for a variety of purposes including student inquiry:

### **Lesson 1: Minds On: Suggested articles/ resources for exhibits to engage students**

*Select resources from the different sections to introduce the range of issues associated with the garment industry and consequences of manufacturing outside Canada (\* means it is recommended for use during a lesson)*

### **Media resources: Videos (good for Minds On Lesson 1)**

Manufacturing: How it's made: Jeans <https://www.youtube.com/watch?v=C8vA0UwLS70>

General trade- intro to globalization: <http://bizkids.com/episode/the-global-economy>

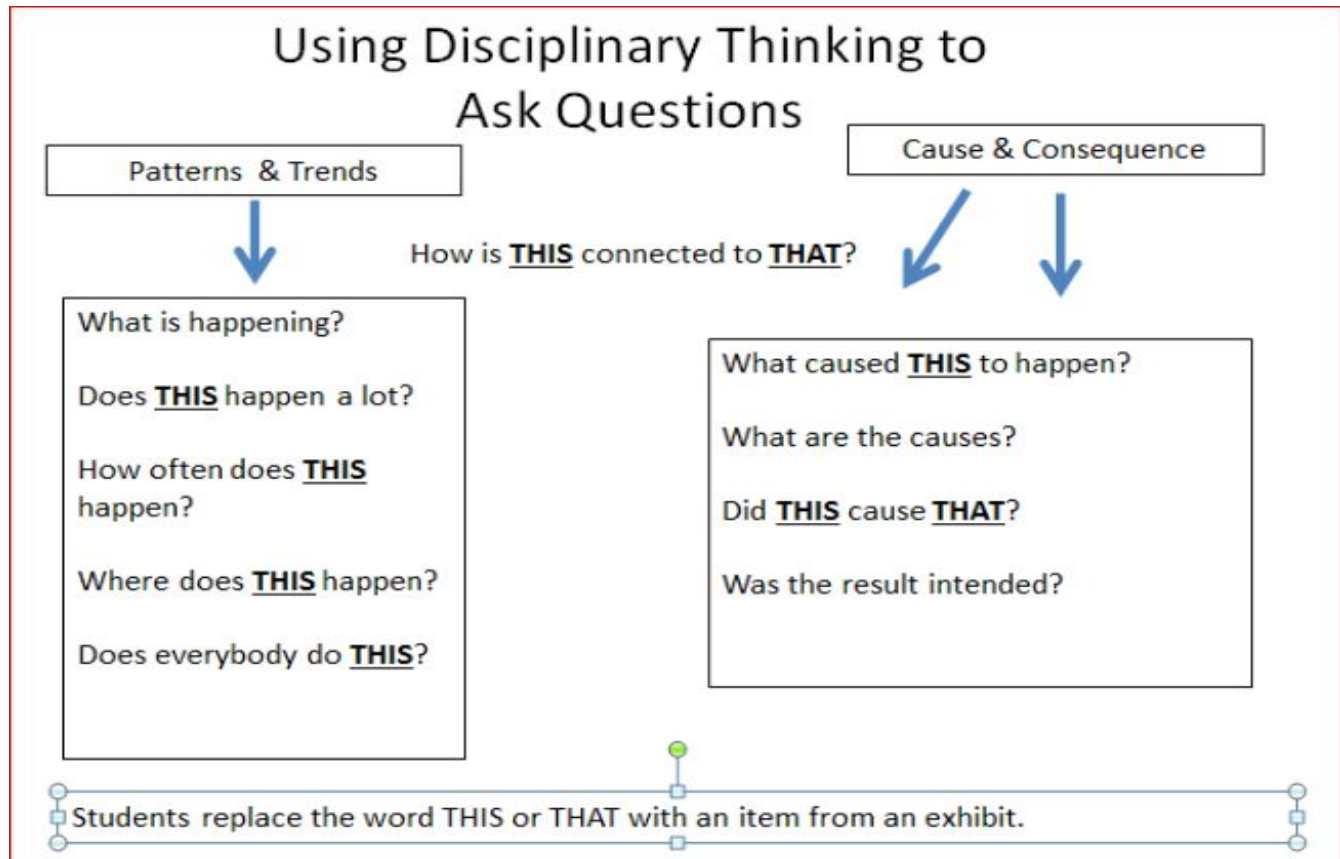
## BLM 1.2A: Anchor Chart Model

On Chart paper write Disciplinary Thinking as a title (*Make an analogy to a detective with evidence*). Explain that in social studies we want to know what caused an event or situation and we want to notice patterns or trends in society. We can ask certain types of questions to help get these answers.

Explain that to ask meaningful questions, a good place to start is by wondering how things are connected. Hold up two items from two different exhibits to model. Write: How is THIS connected to THAT? (How is (item from Exhibit A) connected to (item from Exhibit B)?) How is this article about shopping at Canadian stores connected to these articles about the Rhana Plaza factory collapse in 2013?

Write Patterns & Trends as a heading. What are the causes? Did this cause that? Was the result intended? Explain that one way of thinking is to make connections that help you notice patterns or trends in the information they gather. Sample question: Does THIS happen a lot? Do factories collapse a lot? How often does THIS (item from exhibit) happen? How often are clothes that are sold in Canada made in Bangladesh or other countries? What is happening?

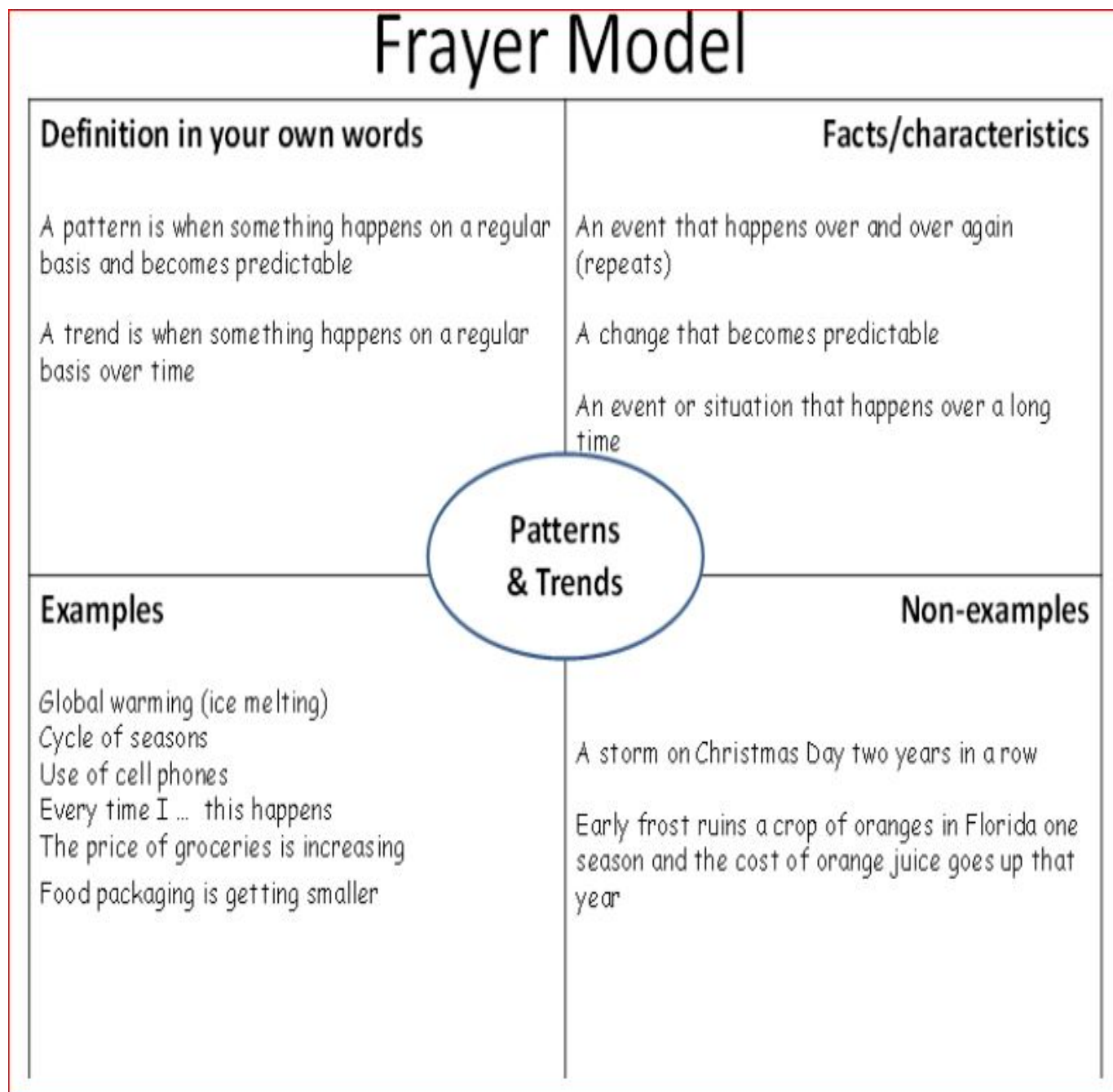
Write Cause & Consequence as a heading (right hand side). In social studies, we want to make connections and ask questions to help understand what may have caused an event or situation and what were some consequences. *What are the causes? Did this cause that? Was the result intended?* Work with Student Handout BLM 1.3A to model how to formulate questions using items from trade show: (\*DI scaffolding: Students replace the words THIS or THAT with an item from the Exhibit.)



## BLM 1.2B: Frayer Model

The Frayer Model is a useful tool to help develop and define a concept. You can download an editable version at: <https://wvde.state.wv.us/strategybank/FrayerModel.html>. Explore many applications for the use of the Frayer Model at <http://www.storyboardthat.com/articles/e/frayer-model>

Example:



## BLM 1.3A: Applying Disciplinary Thinking

In Social Studies we want to know:

Cause	Consequences	Patterns or trends
<p>How is <u>this</u> connected to <u>that</u>?</p> <p>What caused <u>an event or situation</u>? Why did <u>this</u> happen?</p> <p>What happened just before <u>this</u>?</p> <p>What made <u>it</u> happen?</p> <p>Why is <u>it</u> happening? Who made <u>it</u> happen?</p> <p>How did <u>it</u> start?</p>	<p>Who is affected by <u>an event or situation</u>? How?</p> <p>What has changed because of the <u>event or situation</u>?</p> <p>Will something change because of the <u>event or situation</u>?</p>	<p>Is <u>this</u> happening a lot?</p> <p>When does <u>this event or situation</u> happen?</p> <p>Where does <u>it</u> happen? How often does <u>this</u> happen?</p> <p>Has <u>it</u> been happening for a long time?</p> <p>Does <u>it</u> always happen at the same time? In the same place?</p> <p>Is <u>it</u> still happening? Has <u>it</u> happened before?</p> <p>Does <u>it</u> happen everywhere?</p>

Use these model questions to help you to develop your own questions that use disciplinary thinking. To start, you can replace the underlined words ( "*this*" or "*that*" or "*it*" or "*an event or situation*") with a topic you want to know more about. You can ask many questions about one topic or you can ask one question about many topics.

STEPS:	Example:
1 Select something from an exhibit that you are curious about.	Fast Fashion
2 Think: What do I want to know about it?	What is it?
3 Refine your question: How can you rephrase your question to use disciplinary thinking?	<p>How did fast fashion start?</p> <p>Who is affected by fast fashion?</p> <p>Does fast fashion happen a lot?</p> <p>Why is fast fashion happening?</p> <p>Where does fast fashion happen?</p> <p>How is fast fashion connected to Canadians?</p> <p>How is fast fashion connected to factories?</p>

## BLM 1.3A: Applying Disciplinary Thinking, con't ...

Name(s): \_\_\_\_\_

Our Questions:

Topic:

Topic:

Topic:

Topic:

Topic:

## BLM 1.3B: Applying Disciplinary Thinking

### Applying Disciplinary Thinking When Asking Questions

In Social Studies we want to know:

<i>Cause</i>	<i>Consequences</i>	<i>Patterns or trends</i>

Use these model questions to help you to develop your own questions that use disciplinary thinking. To start, you can replace the underlined words ( “*this*” or “*that*” or “*it*” or “*an event or situation*”) with a topic you want to know more about. You can ask many questions about one topic or you can ask one question about many topics.

STEPS:	Example:	
1 Select something from an exhibit that you are curious about.		
2 Think: What do I want to know about it?		
3 Refine your question: How can you rephrase your question to use disciplinary thinking?		

## BLM 1.4: Ticket out the Door

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

**1 Sentence:** Write one sentence that describes a social or economic trend associated with Canada's interactions with other regions.

**2 Details:** List two details or evidence from today's lesson that made you determine this trend.

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**3 Questions:** Select three questions from the class list that meet success criteria and demonstrate disciplinary thinking using success criteria, **or**, write 3 new questions you have that meet the success criteria for disciplinary thinking.



## BLM 1.4: Ticket out the Door, **con't**

Name(s): \_\_\_\_\_

Our Questions:

Topic:

Topic:

Topic:

Topic:

Topic:



# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies . History . Geography – Grade 6 - lesson 2**

**Development Team: Grace McHale, Louise Robitaille, Byron Stevenson, Marci Becker  
Ontario Elementary Social Studies Teachers Association (OESSTA)**

## Lesson 2 Overview:

In this lesson, students create a spatial journal (Where?) related to a global issue. Students will examine countries where Canadian clothes are manufactured (What?) and analyze information using concepts of social studies thinking (Patterns and Trends). They will investigate the causes related to the manufacture of clothing in these countries (Why there?) and formulate inquiry questions to investigate the social and economic consequences of this practice (Why care?). Access to digital technology is required in this lesson.

### How does this lesson target **Financial Literacy**?

The financial literacy focus is the investigation of future consequences of financial decisions. By examining fashion consumerism, students consider the ethical implications of their choices as consumers. They evaluate evidence and draw conclusions about efforts to promote global citizenry.

## Lesson 2: Investigating Canada's Interactions with the Global Community

### Learning Goals

We are learning to:

- gather and organize information relevant to our inquiry;
- analyze and construct a map relevant to our inquiry;
- apply disciplinary thinking to formulate questions relevant to our inquiry.

### Success Criteria

*Co-construct with students:*

- I can gather and organize information relevant to our inquiry
  - by selecting and citing a reliable source (*use brand name website*);
  - by recording the source of the data, evidence, and information;
  - by communicating my thinking about my experience gathering information.
- I can analyze and construct a map relevant to our inquiry
  - by locating countries and regions on a map with which Canada has a significant interaction;
  - by inputting information I have gathered accurately on my map;
  - by analyzing and communicating our class findings about any patterns using geographic terms (continent, country).
- I can use disciplinary thinking to formulate questions relevant to our inquiry by using criteria to ask questions that wonder about Patterns and Trends, Cause and Consequence.

### Guiding Questions:

- In what ways is Canada involved in global issues related to the manufacture of clothing?
- Consider the "What" (manufacture of clothing). Why There? (cause) Why Care? (consequences -social, economic, environmental)

## Curriculum Expectations: Grade 6

### Social Studies - B: People and Environments: Canada's Interactions with the Global Community

#### Overall Expectations

**B2. Inquiry:** Use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues. (FOCUS ON: *Cause and Consequence*)

#### Specific Expectations

**B2.1** Formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance and their impact on the global community, and responses to the issues.

**B2.5** Interpret and analyze information and data relevant to our investigation, using a variety of tools.

### Language Arts: Reading

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

## Math: Data Management

- Demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments.
- Determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data

## Prior Knowledge and Skills

Students should have prior experience:

- with Lesson 1: Cause and Consequence: Canada's Role in Global Issues (completion);
- navigating technology;
- ideally, some experience working with My Maps or other spatial journal applications.

## Materials and Preparation

- materials from Lesson 1: Charts (Our Questions, Disciplinary Thinking , Clothing Label Check results (lists brands and countries where student clothing manufactured)
- samples of student responses from Lesson 1 that model critical and disciplinary thinking
- digital technologies, i.e., laptops and headsets for students (individual/ partners)
- printed political maps of the world and globe (for student reference)
- anchor chart with Learning Goals
- large diagram of Ripple Effect Graphic Organizer on chart paper (BLM2.1)
- (optional) print instruction page for My Maps ( see support at My Maps)
- video or two from the teacher resource list (BLM 1.1C) that describes “Why There?” (lower labour costs) and is most relevant to student questions to date. Suggested link:  
Uniglobalunion Walmart video - <https://www.youtube.com/watch?v=yZC4neLax5o>
- yellow stickies for students to record questions

### BLM

(Student)

BLM 1.3B: Applying Disciplinary Thinking When Asking Questions

BLM 1.4: Ticket Out the Door

BLM 2.0: Describing Patterns & Trends

BLM 2.1B: Ripple Effect Model

(Teacher)

BLM 1.1C: Resources

BLM 1.2A: Using Disciplinary Thinking to Ask Questions - Anchor Chart

BLM 1.2B: Frayer Model for Building Concepts

BLM 1.3A: Example Questions for Applying Disciplinary Thinking

BLM 2.1A: Ripple Effect Model

## Minds On

- Refer students to the Clothing Label Check anchor chart (BLM 1.1B) from Lesson 1 and ask, What patterns and trends in manufacturing Canadian clothes did we notice in our first lesson? (Many Canadian clothes are manufactured outside of Canada.) Ask students to discuss with their elbow partners, (a) stores where they like to shop and (b) brainstorm a list of popular brand names they would like to investigate which do not appear on the class list. Add new brands to the class chart and put a question mark in the country column.

## Action

## Part 1

## Where? Building Annotated Maps (Spatial Journals)

- Share a few student responses from Lesson 1 to re-connect to disciplinary thinking (Patterns and Trends/ Cause & Consequence). Explain how in social studies we can use a specific model when investigating geographic content. Write: What is *Where*? *Why there*? *Why care*? and connect it to disciplinary thinking.

- What? (issue)
- Where? (location, Patterns and Trends)
- Why there? (Cause or Interrelationships)
- Why care? (Consequences)

Explain that students will work with this model today. After they will analyze how it is connected to many of the questions they generated earlier in Lesson 1 (Refer to Our Questions anchor chart (Teacher BLM 1.2A and collection of Ticket out the Door responses Student BML 1.4.).

- **Introduce Learning Goals.** Explain that to explore the “*Where?*”, students will plot the countries where many Canadian clothes are manufactured onto a map (paper or digital using Google- My Maps) and record the brand name label. Explain that they will work with the data they collected in class and include any new brand name labels mentioned today.

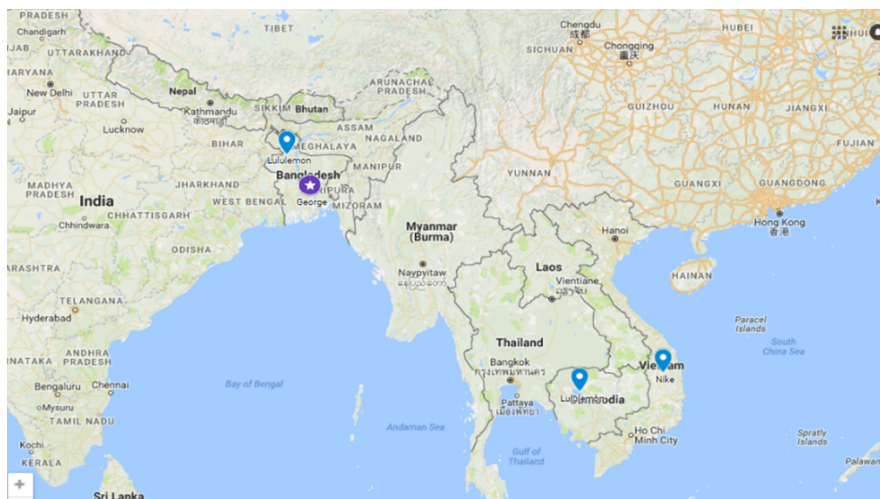
- As a class, create a series of questions that students could respond to as they conduct their mini-inquiries. The questions will relate to the companies and the countries. (ie: *Do many companies manufacture in the same country?*) Write these questions on chart paper for students to reference.

## Research Process

(a) Navigating brand name web sites to gather information: Select a few brand names from the list to model online how students can navigate a website to search for information about where a brand's clothing is manufactured. Invite student suggestions for where to look and discuss student observations about the process *Wonder aloud* "I wonder why some companies don't say exactly where their clothes are manufactured?" "Asia is a continent and yet it is listed here." Develop a list of tips for finding reliable information and record on chart paper. (examples: scroll to bottom of a home page to find "look for words like sustainability"; or Google "where are \_\_\_\_ clothes manufactured?" and select the brand name link (discuss need to use original source). This collection of tips becomes the anchor chart for research.

(b) Creating Spatial Journals: Display and model how students will create their spatial journal either digitally using Google My Maps or on physical maps with sticky notes. If you choose to make digital maps, you may wish to print the step by step instructions provided by Google My Maps and model the process.

([https://support.google.com/mymaps/answer/3024931?hl=en&ref\\_topic=3024924](https://support.google.com/mymaps/answer/3024931?hl=en&ref_topic=3024924) - how to label maps)



- Review success criteria and expectations on BLM 2.0 with students. Students select one question to investigate from the list generated and respond to on the BLM. Students work independently on their maps and complete BLM 2.0. Encourage students to circulate to compare their findings and discuss their thinking with other students. Discuss findings with students. Work with students to apply disciplinary thinking to discern a pattern (*repeating*) from a trend (*repeat over time*). On chart paper, co-create a list of student observations of patterns.

### **Assessment for Learning opportunity:**

As you circulate, conference with students as they work to locate countries and label their maps. Discuss student thinking as they navigate websites to find disclosure statements about employee working conditions.

## **Action**

### **Part 2**

#### **Why There? Interpret and Analyze Information**

- Select a video or two from the teacher resource list (BLM 1.1C) that describes “Why There?” (lower labour costs) and is most relevant to student questions to date. Introduce the selected video and explain how it shares useful information for their investigation about “Why There?” As they watch, students can jot down their questions they in their social studies notebooks or on lined paper. Briefly discuss student thinking about the video, their questions and their response to the question “Why there?” (It is cheaper to make clothes there.) (Note to teacher: keep it simple at this point.) Suggested Video:

- Uniglobalunion: Walmart Supply Chain  
<https://www.youtube.com/watch?v=yZC4neLax5o>

This video tells the story of how a T-shirt from Wal-mart gets to us from the manufacturer in Bangladesh. (Note to teacher: there is a useful visual describing the process at the beginning of the video. After, the video becomes provocative as it describes Race to the Bottom concepts. You may want to pause to at intervals allow students to jot down questions or discuss) Introduce video **\*\* CONTENT ALERT:** Consider stopping the video at 4:08 before disturbing images of Rana Plaza factory collapse appear. Explain that the last two minutes describe how Walmart did not sign the Bangladesh Accord to improve fire and safety working conditions at overseas factories.

### **Part 3**

#### **Why Care? Inquiry Questions**

(Select another video clip from BLM 1.1C that introduces some Why care? issues unless it is already addressed in Action Part II video selection(s): sample video: <http://www.cbc.ca/player/play/2381757008> - post Rana Plaza, introduces idea that Canadian consumers have a role in overseas working conditions - April, 2013 )

- Introduce video: Now that we know, Where? and, Why There? Why should we care?  
While watching the video, students should consider: What are some consequences, positive or negative, of the trend to manufacture Canadian clothing outside of Canada? Ask students to discuss the video with their elbow partner in a Think Pair Share. Discuss student thinking.
- Introduce graphic organizer, The Ripple Effect (Teacher BLM 2.1A). Explain that this model is a great way to organize information and see connections. Describe how the organizer works (see teacher resource). With students, start in the center and work outwards to complete rings, noting that the outer circle consequences or (Why Care?) is the next step in their investigation. Ask students to develop their own “Why care?” wonderings or questions (Student BLM 2.1B) that use information from their maps (Where?) and the video presentations (Why There? Why Care?). Model in a think aloud (select information from the map (locations) and a video presentation concept (working conditions) to develop a question about consequences: Are working conditions the same in Mexico as they are in Cambodia? If it is cheaper to make clothes there, why are brand name shoes still so expensive in Canada? Students write their questions on sticky notes.

- As students share their questions, decide as a class where they should post the question on the class ripple effect organizer. (Example: Is this question about how Canadians are affected or how a producer country is affected? Does this question wonder about a positive consequence or a negative consequence?) (Note to teacher: Some questions may be about responses to the consequences and can be posted in a “new ripple” outside of consequences.)

#### **Assessment for Learning opportunity:**

Provide feedback about questions posted by students on the Ripple Effect Chart (application of disciplinary thinking, includes information gathered from map and video presentations).

## **Consolidation and Debrief**

- Tell students that they will work in small groups to summarize each component of our investigation. (BLM 2.2)
  - What? (issue)
  - Where? (location, Patterns and Trends)
  - Why there? (Cause or Interrelationships)
  - Why care? (Consequences)

Explain that first, they brainstorm ideas, then, they edit to identify the key concepts and vocabulary and finally, they communicate their thinking clearly using seven words to summarize the concept. Divide students into groups to address one of the concepts. Students present their thinking about Concepts of Social Studies and model of geographic thinking.

#### **Assessment of Learning opportunities:**

- Assess student maps (K/U - accurate location of countries; annotations include brand name; task completion Comm -response to question ).
- Maintain anecdotal notes regarding group work in Consolidation phase; Application: use of disciplinary thinking ; Communication: clear explanation using seven words).

## **References**

- <http://www.thethinkingstick.com/10-ways-to-use-google-maps-in-the-classroom/> (resource for ideas using google maps)
- <http://oessta-teachers.ca/grade-8-history-spatial-skills/> (sample annotated maps)
- [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_InquiryBased.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf)
- <http://esri.ca/en/content/spatial-journals> (alternative to Google My Maps)

## **Resources**

- <https://www.google.com/maps/d/>
- [https://support.google.com/mymaps/answer/3024931?hl=en&ref\\_topic=3024924](https://support.google.com/mymaps/answer/3024931?hl=en&ref_topic=3024924)
- [https://support.google.com/mymaps/answer/3024925?visit\\_id=1-636097662264095460-4007446494&p=lite\\_addplaces&rd=1](https://support.google.com/mymaps/answer/3024925?visit_id=1-636097662264095460-4007446494&p=lite_addplaces&rd=1) (how to label maps)
- <http://www.mapsofworld.com/world-maps/world-map-printable.html#>
- <http://info.lululemon.com/sustainability/responsible-supply-chain/human-rights-and-working-conditions> (Lululemon, working conditions)
- [https://betterworld.ae.com/?page\\_id=80](https://betterworld.ae.com/?page_id=80) - disclosure statements American Eagle
- [www.uabiz.com/company/products.cfm](http://www.uabiz.com/company/products.cfm) - Under Armour, statement about working conditions



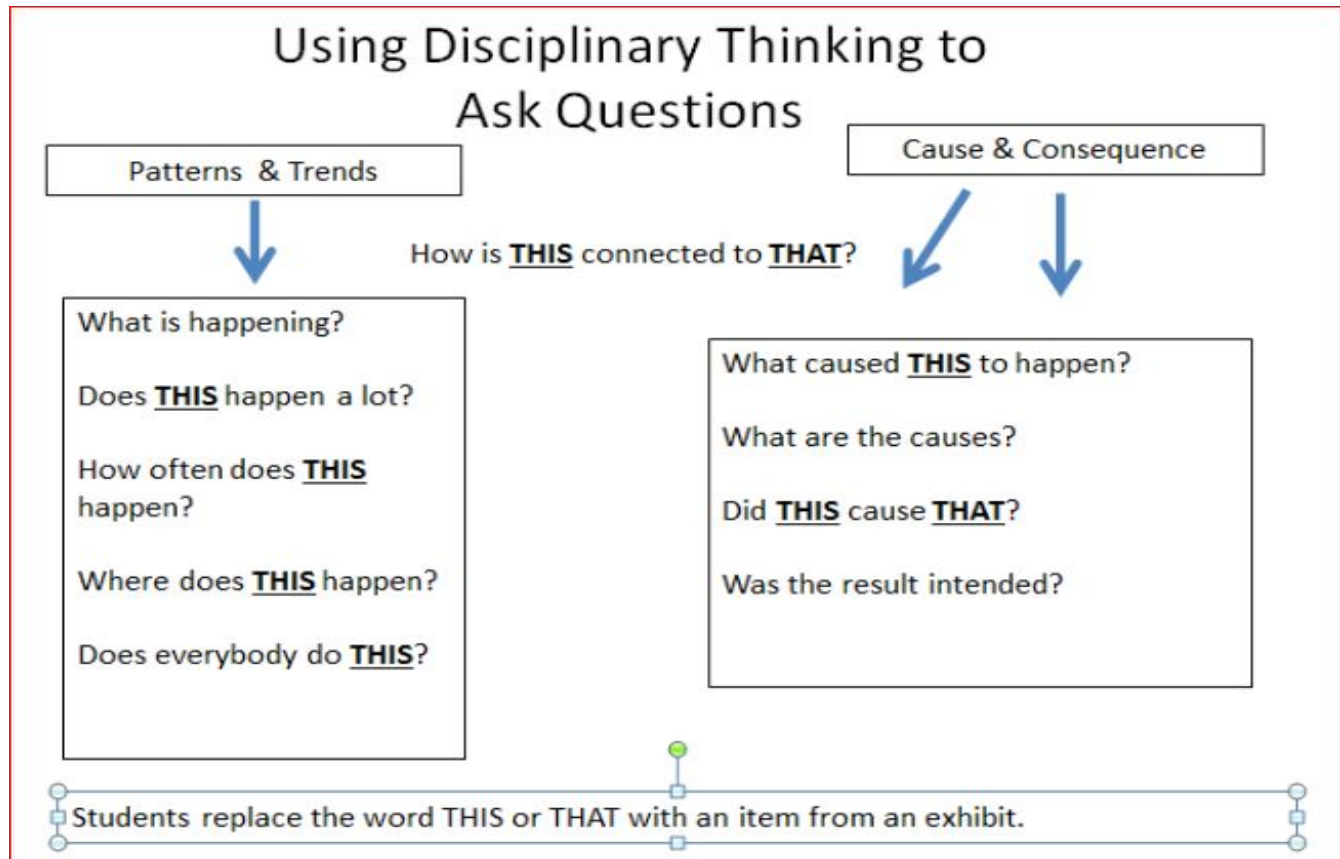
## BLM 1.2A: Anchor Chart Model

On Chart paper write Disciplinary Thinking as a title (*Make an analogy to a detective with evidence*). Explain that in social studies we want to know what caused an event or situation and we want to notice patterns or trends in society. We can ask certain types of questions to help get these answers.

Explain that to ask meaningful questions, a good place to start is by wondering how things are connected. Hold up two items from two different exhibits to model. Write: How is **THIS** connected to **THAT**? (How is (item from Exhibit A) connected to (item from Exhibit B)?) How is this article about shopping at Canadian stores connected to these articles about the Rhana Plaza factory collapse in 2013?

Write Patterns & Trends as a heading. What are the causes? Did this cause that? Was the result intended? Explain that one way of thinking is to make connections that help you notice patterns or trends in the information they gather. Sample question: Does THIS happen a lot? Do factories collapse a lot? How often does **THIS** (*item from exhibit*) happen? How often are *clothes that are sold in Canada made in Bangladesh or other countries*? *What is happening?*

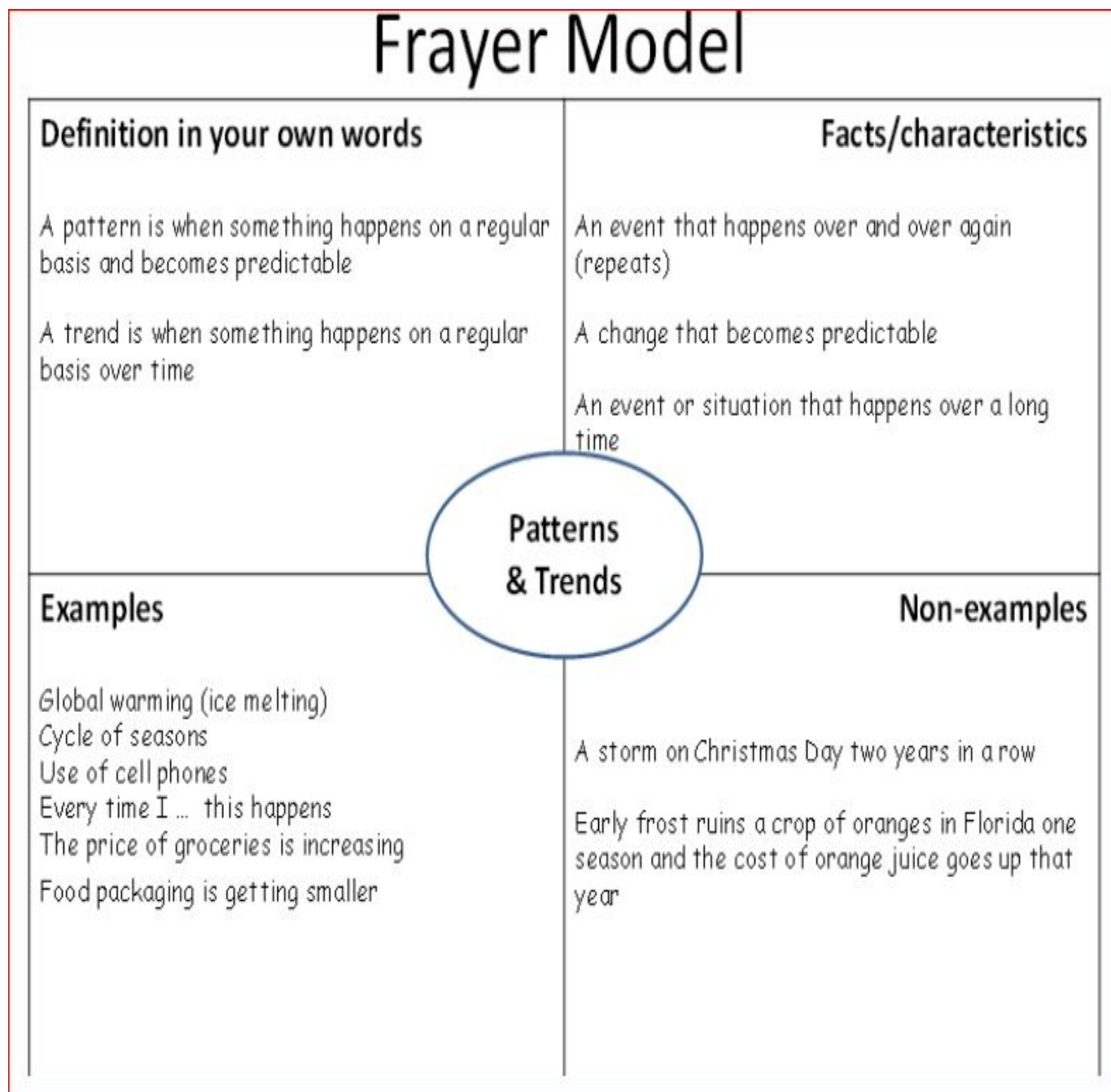
Write Cause & Consequence as a heading (right hand side). In social studies, we want to make connections and ask questions to help understand what may have caused an event or situation and what were some consequences. *What are the causes? Did this cause that? Was the result intended?* Work with Student Handout BLM 1.3A to model how to formulate questions using items from trade show: (*\*DI scaffolding: Students replace the words THIS or THAT with an item from the Exhibit.*)



## BLM 1.2B: Frayer Model

The Frayer Model is a useful tool to help develop and define a concept. You can download an editable version at: <https://wvde.state.wv.us/strategybank/FrayerModel.html>. Explore many applications for the use of the Frayer Model at <http://www.storyboardthat.com/articles/e/frayer-model>

Example:



## BLM 1.3A: Applying Disciplinary Thinking

In Social Studies we want to know:

Cause	Consequences	Patterns or trends
<p>How is <u>this</u> connected to <u>that</u>?</p> <p>What caused <u>an event or situation</u>? Why did <u>this</u> happen?</p> <p>What happened just before <u>this</u>?</p> <p>What made <u>it</u> happen?</p> <p>Why is <u>it</u> happening? Who made <u>it</u> happen?</p> <p>How did <u>it</u> start?</p>	<p>Who is affected by <u>an event or situation</u>? How?</p> <p>What has changed because of the <u>event or situation</u>?</p> <p>Will something change because of <u>the event or situation</u>?</p>	<p>Is <u>this</u> happening a lot?</p> <p>When does <u>this event or situation</u> happen?</p> <p>Where does <u>it</u> happen? How often does <u>this</u> happen?</p> <p>Has <u>it</u> been happening for a long time?</p> <p>Does <u>it</u> always happen at the same time? In the same place?</p> <p>Is <u>it</u> still happening? Has <u>it</u> happened before?</p> <p>Does <u>it</u> happen everywhere?</p>

Use these model questions to help you to develop your own questions that use disciplinary thinking. To start, you can replace the underlined words ( "this" or "that" or "it" or "an event or situation") with a topic you want to know more about. You can ask many questions about one topic or you can ask one question about many topics.

STEPS:	Example:
1 Select something from an exhibit that you are curious about.	Fast Fashion
2 Think: What do I want to know about it?	What is it?
3 Refine your question: How can you rephrase your question to use disciplinary thinking?	<p>How did fast fashion start?</p> <p>Who is affected by fast fashion?</p> <p>Does fast fashion happen a lot?</p> <p>Why is fast fashion happening?</p> <p>Where does fast fashion happen?</p> <p>How is fast fashion connected to Canadians?</p> <p>How is fast fashion connected to factories?</p>

## BLM 1.3A: Applying Disciplinary Thinking, con't ...

Name(s): \_\_\_\_\_

Our Questions:

Topic:

Topic:

Topic:

Topic:

Topic:

## BLM 1.3B: Applying Disciplinary Thinking

### Applying Disciplinary Thinking When Asking Questions

In Social Studies we want to know:

<i>Cause</i>	<i>Consequences</i>	<i>Patterns or trends</i>

Use these model questions to help you to develop your own questions that use disciplinary thinking. To start, you can replace the underlined words ( “*this*” or “*that*” or “*it*” or “*an event or situation*”) with a topic you want to know more about. You can ask many questions about one topic or you can ask one question about many topics.

STEPS:	Example:	
1 Select something from an exhibit that you are curious about.		
2 Think: What do I want to know about it?		
3 Refine your question: How can you rephrase your question to use disciplinary thinking?		

## BLM 2.0: Describing Patterns and Trends

Name(s): \_\_\_\_\_

### Success Criteria:

- I can gather and organize information relevant to our inquiry.
- I can select and cite a reliable source (use brand name website).
- I can record the source of the data, evidence, and information.
- I can input information accurately on my map.
- I can communicate my thinking about my experience gathering information.
- I can construct an annotated map.
- I can locate countries and regions on a map with which Canada has a significant interaction.
- I can analyze and communicate my findings about any trends using geographic terms (continent, country).

### A: Gathering and Organizing Information:

Describe how you found relevant information for our inquiry.

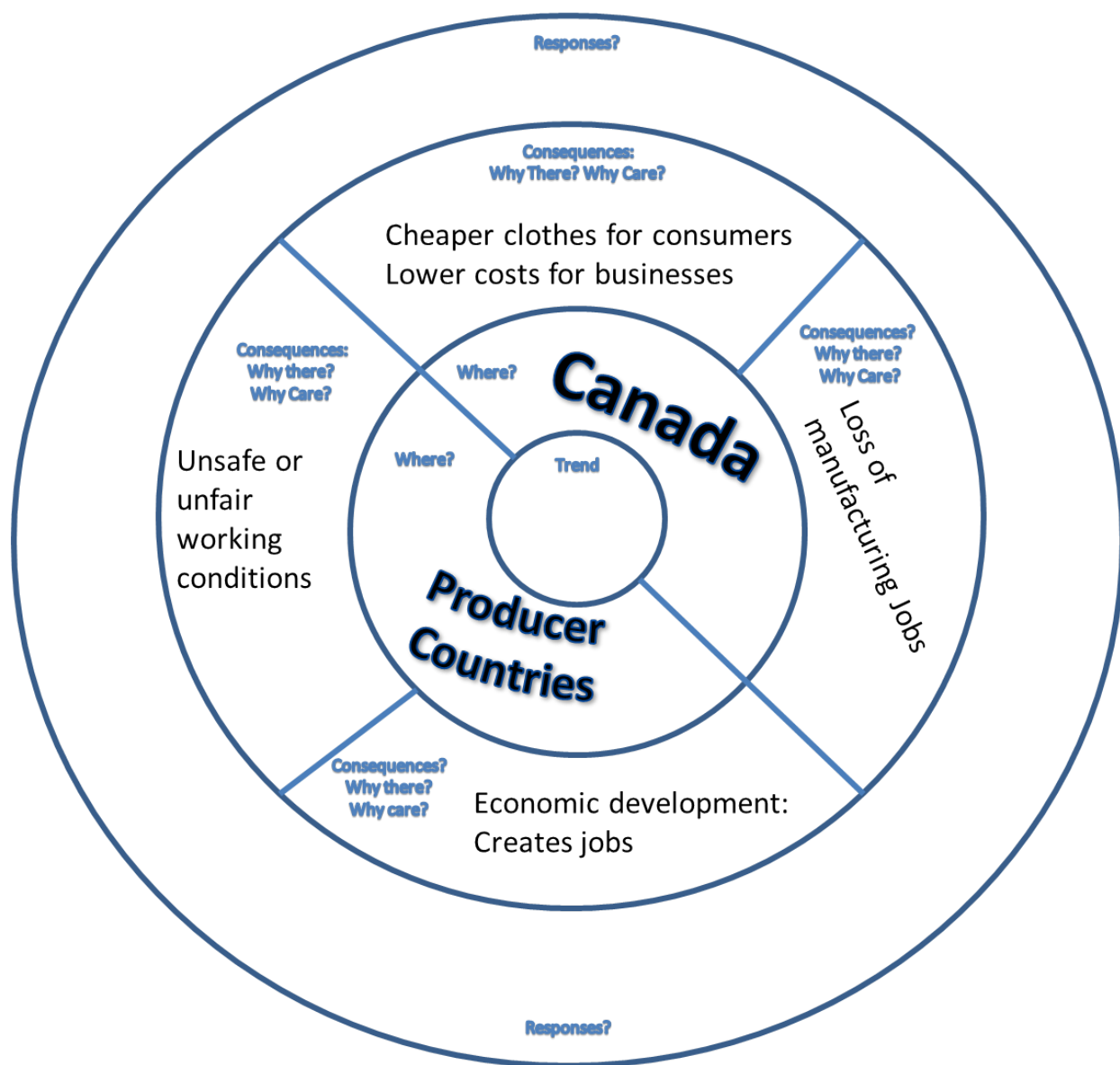
What were some challenges you encountered while researching?

Select one question from the list of questions that the class generated before working on your maps. Rewrite the question and your response in the space below.

## BLM 2.1A: Ripple Effect Model

Name(s): \_\_\_\_\_

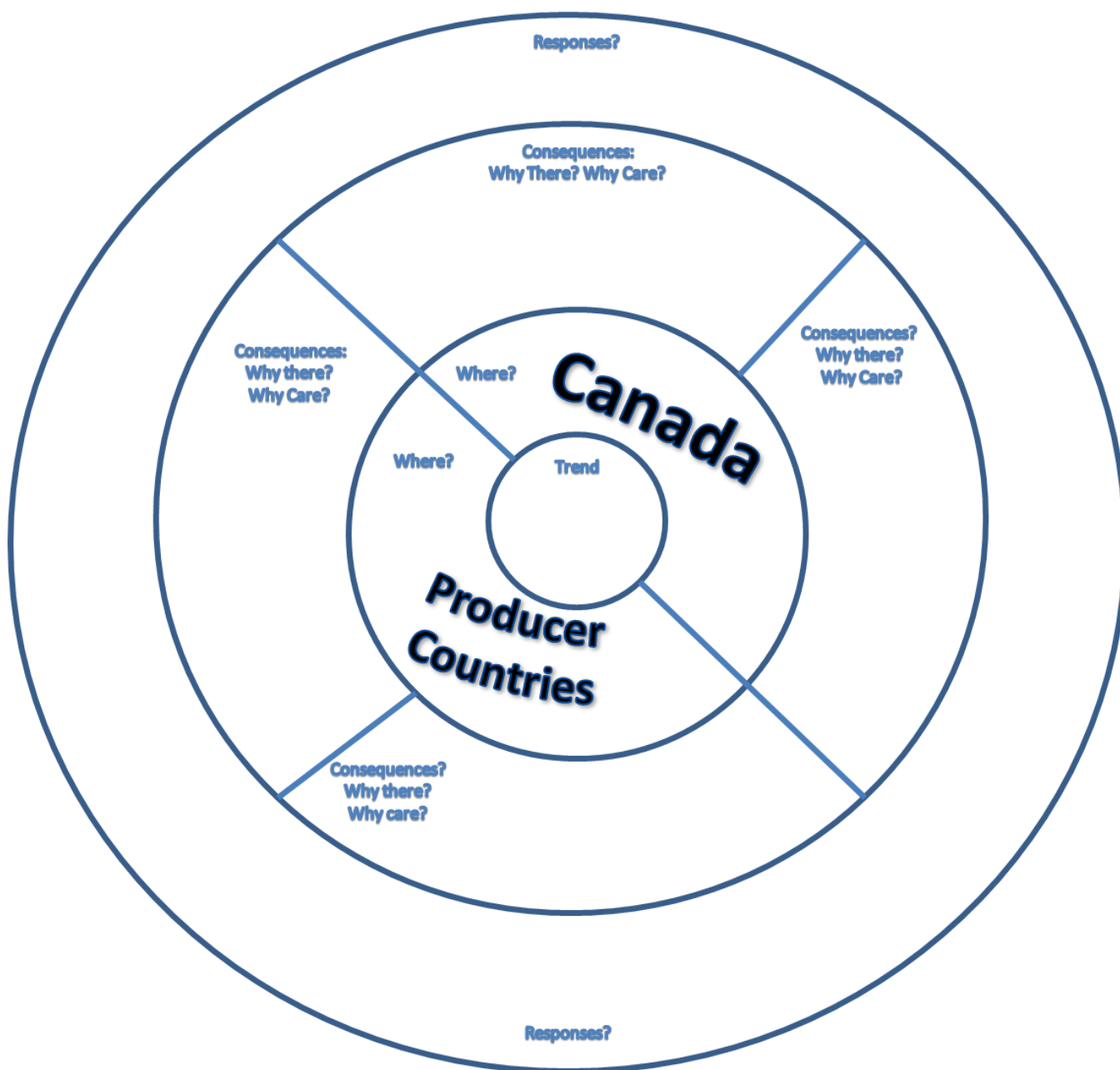
### Consequences - Why Care?



## BLM 2.1B: Ripple Effect Model

Name(s): \_\_\_\_\_

### Consequences - Why Care?





## BLM 2.1C: Resources

You may use these links for a variety of purposes, including student inquiry:

### **Major brand name websites**

Major brand name websites include disclosure statements about where their clothes are manufactured. They are not easy to find. Here are a few links:

- <http://info.lululemon.com/sustainability/responsible-supply-chain/human-rights-and-working-conditions> - lululemon
- [https://betterworld.ae.com/?page\\_id=80](https://betterworld.ae.com/?page_id=80) - disclosure statements American Eagle
- [https://roots.com/on/demandware.store/Sites-RootsCorporate-Site/default/Link-Page?cid=MSTR\\_HOW\\_WE\\_DO\\_BUSINESS](https://roots.com/on/demandware.store/Sites-RootsCorporate-Site/default/Link-Page?cid=MSTR_HOW_WE_DO_BUSINESS) - Roots, Letter to the Public, Social Responsibility

### **Why care? Consequences: Producer Country**

- <http://business.financialpost.com/news/retail-marketing/class-action-suit-seeks-2-billion-from-loblaw-joe-fresh-over-2013-bangladesh-garment-factory-collapse> - headline
- <http://www.progressive.org/news/2013/07/183200/american-eagle-splits-walmart-over-bangladesh>
- Article from Uniglobal Union – 3 years after Rana Plaza, Bangladesh Accord is saving lives  
<http://www.unibangladeshaccord.org/?p=429>
- Fifth Estate - Full episode - informative: a bit graphic/adult content (could listen to or select key segments)  
<http://www.cbc.ca/fifth/episodes/2013-2014/made-in-bangladesh>
- [www.cbc.ca/news2/interactives/bangladesh-accord-alliance/](http://www.cbc.ca/news2/interactives/bangladesh-accord-alliance/) (select images/captions - Joe Fresh)
- (report on Bangladesh garment industry- post Rhana Plaza)  
[http://www.ifc.org/wps/wcm/connect/ifc\\_ext\\_design/ifc+search/search/Search+Results+2015UI?cx=009183910618791464029%3Aik2jtgcdpms&cof=FORID%3A11&ie=&q=bangladesh+garment+industry](http://www.ifc.org/wps/wcm/connect/ifc_ext_design/ifc+search/search/Search+Results+2015UI?cx=009183910618791464029%3Aik2jtgcdpms&cof=FORID%3A11&ie=&q=bangladesh+garment+industry)  
<http://business.financialpost.com/news/retail-marketing/class-action-suit-seeks-2-billion-from-loblaw-joe-fresh-over-2013-bangladesh-garment-factory-collapse>
- 2 videos, workers at factory interviewed, union - Lesson 2 to whole class\*\*\* consequences  
[https://www.youtube.com/watch?v=F\\_qg7dx27gM](https://www.youtube.com/watch?v=F_qg7dx27gM)  
<https://www.youtube.com/watch?v=f8IUDIVGoMg>

### **Canadian Resources (Garment industry/Business) : Consequences (Canada)**

- Canadian Designer: Canada Goose  
<https://www.youtube.com/watch?v=VtRdSyTwYbY> (shows factory workers/ owner discusses product, made in Canada label, fewer
- <http://www.chrisd.ca/2015/11/17/canada-goose-winter-jacket-winnipeg-factory-opening-video/#.V5WCsLiAOKo> (links Made in Canada factory to job creation)
- [https://www.thestar.com/news/world/clothesonyourback/2013/10/25/made\\_in\\_canada\\_our\\_national\\_garment\\_industry\\_faces\\_huge\\_challenges.html](https://www.thestar.com/news/world/clothesonyourback/2013/10/25/made_in_canada_our_national_garment_industry_faces_huge_challenges.html) (describes challenges in Canadian Garment industry)
- [https://www.thestar.com/news/insight/2013/06/28/canada\\_day\\_are\\_these\\_iconic\\_products\\_really\\_made\\_in\\_canada.html](https://www.thestar.com/news/insight/2013/06/28/canada_day_are_these_iconic_products_really_made_in_canada.html)
- Statscan report - 2001; reports clothing most likely manufactured in China or Bombay  
<http://www.statcan.gc.ca/pub/11-621-m/11-621-m2005022-eng.htm>

- [https://www.thestar.com/news/insight/2013/05/27/made\\_in\\_canada\\_how\\_globalization\\_has\\_hit\\_the\\_canadian\\_apparel\\_industry.html](https://www.thestar.com/news/insight/2013/05/27/made_in_canada_how_globalization_has_hit_the_canadian_apparel_industry.html) 2001: Business – globalization decimates ..
- <http://www.jerico.ca/staticpage.aspx?id=2&rel=aboutus.aspx>
- Canadian manufacturer - explains in 2001 quotas lifted  
<http://www.halifaxinitiative.org/content/structural-adjustment-canada-garment-workers-may-2001>
- Report - overview of Canadian garment industry in 2001 Retail/Consumers: (introduces on-line shopping)  
<http://globalnews.ca/video/1800996/breaking-down-the-future-of-retail-in-canada>  
<http://edmontonjournal.com/life/fashion-beauty/toronto-fashion-week-folds-impact-will-be-felt-in-alberta-scene>
- Canada is not a garment industry - loss of garment jobs  
[http://www.huffingtonpost.com/jedannah-vieira/why-is-canada-destroying-\\_b\\_10917714.html](http://www.huffingtonpost.com/jedannah-vieira/why-is-canada-destroying-_b_10917714.html)
- Canadian government resources re: trade/TPP – (print cover pages, highlight key sentences)  
[https://www.canada.ca/en/services/business/trade.html?\\_ga=1.80239703.1551793394.1469732800](https://www.canada.ca/en/services/business/trade.html?_ga=1.80239703.1551793394.1469732800)  
[http://international.gc.ca/global-markets-marches-mondiaux/plan.aspx?lang=eng&\\_ga=1.54751467.1551793394.1469732800](http://international.gc.ca/global-markets-marches-mondiaux/plan.aspx?lang=eng&_ga=1.54751467.1551793394.1469732800)
- Media report, The National – TPP Winners and Losers - job loss due to globalization - trade agreements  
<https://www.youtube.com/watch?v=llhrywEcDuU>
- Breaking down the future of retail in Canada: problems in retail  
<https://www.youtube.com/watch?v=4juvjcRfChM> Daily Conversation – TPP good
- Canadian government resources re: trade – (print cover pages, highlight key sentences)  
[https://www.canada.ca/en/services/business/trade.html?\\_ga=1.80239703.1551793394.1469732800](https://www.canada.ca/en/services/business/trade.html?_ga=1.80239703.1551793394.1469732800)  
[http://international.gc.ca/global-markets-marches-mondiaux/plan.aspx?lang=eng&\\_ga=1.54751467.1551793394.1469732800](http://international.gc.ca/global-markets-marches-mondiaux/plan.aspx?lang=eng&_ga=1.54751467.1551793394.1469732800)
- Thomson Reuters Foundation 4:49  
<http://globalnews.ca/video/1800996/breaking-down-the-future-of-retail-in-canada>
- <http://canadianlabour.ca/stoptpp> Canadian NGO protects rights of Canadian workers: TPP is bad
- <https://fashiontakesaction.com/> (Canadian organization examining fashion industry)

## BLM 2.2: Ticket Out the Door

### Summarizing Concepts of Disciplinary Thinking

Group Names: \_\_\_\_\_

We are defining:

- What? (issue);
- Where? (location, Patterns and Trends);
- Why there? (Cause or Interrelationships);
- Why care? (Consequences)

Brainstorming ideas:

Our seven word summary statement:

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# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies . History . Geography - Grade 6 – lesson 3**

**Development Team: Grace McHale, Louise Robitaille, Byron Stevenson, Marci Becker  
Ontario Elementary Social Studies Teachers Association (OESSTA)**

## Lesson 3 Overview:

In this lesson, students investigate and draw conclusions about some responses by Canadians and the global community to a global trend. They consider some moral and ethical dimensions related to this issue and attitudes towards global citizenship. As a final task, students demonstrate their learning for this series of lessons by applying the inquiry process to investigate a topic related to the Canadian clothing industry and planning an exhibit for a class trade show to inform Canadian consumers.

### How does this lesson target **Financial Literacy**?

The financial literacy focus is the investigation of future consequences of financial decisions. By examining fashion consumerism, students consider the ethical implications of their choices as consumers. They evaluate evidence and draw conclusions about efforts to promote global citizenry.

## Lesson 3: Investigating Responses to a Global Issue

### Learning Goals

We are learning to:

- evaluate evidence and draw conclusions about global issues of political, social, economic and/or environmental importance, their impact on the global community, and responses to the issues (At a Glance Activity);
- describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (Final Task);
- use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues. (Final Task).

### Success Criteria

*Co-construct with students:*

- I can evaluate evidence and draw conclusions about a global issue of political, social, economic and/or environmental importance, their impact on the global community, and responses to the issue (At a Glance activity).
- I can describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (Final Task).
- I can use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues. (Final Task)
  - formulate questions to guide investigations;
  - gather and organize information on a global issue using a variety of resources and technology;
  - evaluate evidence and draw conclusions about a global issue;
  - communicate the results of an inquiry using appropriate vocabulary.

### Guiding Questions:

- In what ways are Canadians and other members of the global community responding to this issue?
- How do these responses demonstrate citizenship?
- What are some challenges that Canadian consumers face once they understand the consequences of buying cheap clothing?

## Curriculum Expectations: Grade 6

### Social Studies - B: People and Environments: Canada's Interactions with the Global Community

#### Overall Expectations

**B2. Inquiry:** Use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues. (FOCUS ON: *Cause and Consequence*)

**B3. Context:** Describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement.

#### Specific Expectations

**B2.1** Formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance and their impact on the global community, and responses to the issues.

- B2.2** Gather and organize information on global issues of political, social, economic and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies.
- B2.5** Interpret and analyze information and data relevant to our investigation, using a variety of tools.
- B2.6** Communicate the results of their inquiries using appropriate vocabulary.

## Language Arts: Oral Communication

use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

## 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 should have prior experience:

- with Lessons 1 and 2: Cause and Consequence: Canada's Role in Global Issues (completion);
- of promotional forms and persuasive writing (PSA's, pamphlet, social media, storyboards).

## Materials and Preparation

- materials from Lessons 1 and 2: Our Questions chart, Ripple Effect chart
- samples of students question that model disciplinary thinking from Lesson 2 (preselect)
- student grouping for Action (predetermine)
- student copies of Roots Canada Open Letter about our standards and approach to social responsibility available at: [https://roots.com/on/demandware.store/Sites-RootsCorporate-Site/default/Link-Page?cid=MSTR\\_HOW\\_WE\\_DO\\_BUSINESS](https://roots.com/on/demandware.store/Sites-RootsCorporate-Site/default/Link-Page?cid=MSTR_HOW_WE_DO_BUSINESS)
- articles for student At a Glance summaries:
  - consumer responses (ethical shopping, fair trade initiatives, boycotting stores, social media);
  - industry responses (fair trade initiatives/logos in stores, Bangladesh Accord for Fire Safety, Open Letters/ Declarations about working conditions and codes of conduct on websites);
  - NGO responses (advocating for fair wages, safe working conditions)
- open link to [www.oxfam.org/en/pressroom/reactions/oxfams-response-one-year-rana-plaza-building-collapse-bangladesh](http://www.oxfam.org/en/pressroom/reactions/oxfams-response-one-year-rana-plaza-building-collapse-bangladesh) (follow link to Fashion Revolution Day and Bangladesh Accord on Fire & Safety)
- chart paper: heading "Responses"
- chart paper - heading "Vocabulary" (to record: social responsibility; global issue)
- several images or links to show a trade show with kiosks

### BLM

(Student)

BLM 3.1: Responses to Global Trend "At a Glance Report"

BLM 3.1A: Resources

BLM 3.2: Ticket Out The Door - Lesson 3

BLM 3.3: My Trade Show Kiosk Planner

BLM 3.4: Student Reflection (Financial Literacy Ticket Out the Door, after final task)

(Create copies for each student.)

## Minds On

- Review Lessons 1 and 2 to re-connect to student thinking at the end of Lesson 2.
  - Refer back to Class Ripple Effect organizer to review pathways that describe What? Where? Why there? Why care? thinking.
  - Share student questions generated in Lesson 2 that model Why care? disciplinary thinking (consequences).

Hold up an article or news report about the 2013 collapse of Rhana Plaza in Bangladesh and the Global Affairs report about Nike in (2015). Explain that, (as they already know) this event and this report have sparked scrutiny by consumers, businesses in the industry and labour organizations about the way that North American clothes are manufactured. Ask students to consider: What do you think you already know about how some people or groups responded when they discovered some of the consequences of manufacturing outside of Canada? Discuss and record student thinking on Chart paper labelled Responses.

- Ask students to discuss with their elbow partners: As a Canadian consumer, should you care about these findings? How do you benefit from manufacturing overseas? Briefly discuss student thinking.

## Action

- Explain that students will investigate one last ring in the Ripple Effect Organizer - namely, responses in the global community.
- With students, read Roots Canada Open Letter to the Public. With their elbow partners, ask students to discuss: Why do you think Roots wrote this letter to customers? How does Roots Canada want its customers to think about them? Discuss student thinking. As a class, discuss the term social responsibility and determine some characteristics. What does social responsibility look like (in our daily lives, at school, as family members, community members, citizens, consumers)? How is Roots, a Canadian business, showing responsibility for its actions? Record student thinking.
- Make an explicit connection to citizenship here. Explain how this idea of social responsibility is an example of another important concept in social studies called Citizenship. With students, develop an understanding of citizenship - An understanding of the rights of citizens within various communities (local, national, and global), and the roles, responsibilities and actions associated with these rights. Explain that as they investigate responses to Rhana Plaza, ask students to consider how these responses are connected to citizenship.

### Responses At A Glance

(You may select and print materials ahead of time or have students gather and organize their materials more independently online -using google search)

- Introduce guiding question: In what ways are Canadians and other members of the global community responding to this issue? How does this action or choice show responsibility or citizenship? Explain that students will have some time to take “a glance” at some ways that people have taken action in response to this issue. Explain that students will work with a partner to prepare a short At a Glance overview to describe some ways that members in the global community have responded. Partners will be assigned to one of three groups:

- Group A, which will report on Canadian Consumers Responses;
- Group B will report on responses by businesses in the fashion industry; and,
- Group C will report on other responses in the global community.

While investigating, partners should record their wonderings and questions. Explain that after 20 minutes, partners in each group will meet to share their findings and prepare to present to their thinking to the rest of the class.

- Load Google and with students to develop a list of prompts for google search that will yield reliable resources for each group (for example: consumer responses to Rhana Plaza). Discuss reliable resources and best practices for navigating websites to find relevant information (text features). Model using the letter from Roots Canada introduced in Minds On or select two other resources. Suggested resources:

- <http://business.financialpost.com/news/retail-marketing/did-the-bangladesh-factory-disaster-change-the-way-we-shop>
- [www.oxfam.org/en/pressroom/reactions/oxfams-response-one-year-rana-plaza-building-collapse-bangladesh](http://www.oxfam.org/en/pressroom/reactions/oxfams-response-one-year-rana-plaza-building-collapse-bangladesh) (follow link to Fashion Revolution Day and Bangladesh Accord on Fire & Safety)



- Introduce Learning Goal: Evaluate evidence and draw conclusions about global issues of political, social, economic and/or environmental importance, their impact on the global community, and responses to the issues. Co-construct success criteria for their mini-inquiry. (i.e., I can evaluate evidence and draw conclusions about responses to a global issue.) Assign partners and groups. Students work in small groups to gather and organize information about some responses.

#### **Assessment for Learning opportunity:**

Check in with students to monitor their ability to evaluate evidence and draw conclusions. Conference with any students to provide feedback and/or differentiate task based on their progress with Lesson 2 activities.

## Consolidation and Debrief

### **Connect back to Citizenship**

- Groups present their At a Glance findings, wonderings and questions. After presentations, discuss guiding questions as a class. How do these responses demonstrate citizenship? Explore similarities and differences in the responses.
- Introduce and discuss - Ticket Out the Door Activity. How does citizenship relate to Canadian consumers like ourselves? Use evidence from one of the perspectives analyzed in class (consumer, business, global community)

### **Assessment for Learning opportunity:**

Monitor the ability of students to describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement and connect it to citizenship.

## Extension

### **Trade Show Kiosk**

- Introduce Learning Goals for final task:
  - describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement;
  - use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues.
- Refer back to the guiding question for this lesson series: What evidence suggests that the way many Canadian clothes are manufactured has had global consequences? What are these consequences and what are some responses? How do you think international cooperation is important in addressing them? Remind students that in Lesson 1, they were introduced to this global issue in the form of a trade show with different aspects of the clothing manufacturing industry described at different exhibits. Explain that, now it is their turn to demonstrate their learning about this issue in the same way, by planning and preparing materials to present at a trade show kiosk (show images of trade show with kiosks) for Canadian consumers. Mention that the trade show could be visited by other classes, parents or members of the community.
- With students, co-construct criteria for the kiosk. For example, ask, Based on what we have been learning, what do you think you will need to do to show your learning at your kiosk? (Example: Students should apply disciplinary thinking to present evidence of a global issue in the clothing manufacturing industry by describing What? (issue) Where? Why There? as background information. Describe a consequence: Why care? as part of your inquiry.

### **Assessment for Learning opportunity:**

Monitor the ability of students to describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement and connect it to citizenship.

- Review BLM 3.3: My Trade Show Planner and success criteria found on the planner. Brainstorm ways that students can narrow down a topic by referring to the Our Questions Chart, the Ripple effect chart, and ideas shared in today's lesson. With students, review the Our Questions chart

that lists questions generated in Lessons 1 and 2 and discuss possible topics. Sort through questions to eliminate any that have already been answered or no longer seem relevant to students. Keep all questions that students can investigate further. Students can signal their thinking with a Thumbs Up - to keep; Thumbs Down - put away; Thumbs sideways – not sure. Discuss timelines and select a date for the trade show. Discuss promotional materials to invite guests.

**Assessment for Learning opportunity:**

Circulate and conference with students as they determine a topic and develop related inquiry questions. Make anecdotal notes to conference with students at the next lesson when they finish planning, embark on inquiry and start to prepare for trade show.

**Assessment of Learning opportunity:**

At the trade show, interview students to assess:

- understanding of the issue (K/U) and use of disciplinary thinking as they describe their annotated map and Ripple Effect Organizer;
- use of disciplinary thinking in the formulation of each student's inquiry question;
- ability to gather and organize information;
- use of appropriate vocabulary when communicating their response(s).

**Consolidation and De-brief After Trade Show**

Present Ticket out the Door task with financial literacy connection in which students reflect on their learning and apply their learning to their own experience as consumers (BLM 3.3). Do you think what you have learned will change the way that you spend your money when you go shopping for clothes? Explain your thinking. (Why? Why Not? How?) What are some challenges that consumers, like you face as a shopper today?

## References

- <http://www.edugains.ca/resources/DI/Brochures/DIBrochureOct08.pdf>
- [http://eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_1\\_Pt1\\_Junior\\_Learner.pdf](http://eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt1_Junior_Learner.pdf)
- <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>
- [www.oessta-teachers.ca](http://www.oessta-teachers.ca)
- <http://www.theteachertoolkit.com/index.php/tool/anticipation-guide>

## Resources

- Open Letter from Roots:  
[https://roots.com/on/demandware.store/Sites-RootsCorporate-Site/default/Link-Page?cid=MSTR\\_HOW\\_WE\\_DO\\_BUSINESS](https://roots.com/on/demandware.store/Sites-RootsCorporate-Site/default/Link-Page?cid=MSTR_HOW_WE_DO_BUSINESS)
- Storyboard graphic organizer  
<http://www.scholastic.com/browse/lessonplan.jsp?id=1504>

## BLM 3.1: Responses to Global Trends

### Group A - Canadian Consumers

Names: \_\_\_\_\_

Review the materials provided and select key information that describes how some Canadian consumers have responded to some consequences of manufacturing clothing outside of Canada.

Ways that consumers have responded: Source of information.

Source: \_\_\_\_\_

Source: \_\_\_\_\_

Source: \_\_\_\_\_

Our questions:

## Group B - Fashion Industry Businesses

Names: \_\_\_\_\_

Review the materials provided and select key information that describes how some businesses in the fashion industry businesses have responded to some consequences of manufacturing clothing outside of Canada.

Ways that businesses in the fashion industry businesses have responded: Source of information.

Source: \_\_\_\_\_

Source: \_\_\_\_\_

Source: \_\_\_\_\_

Our questions:

## Group C - Other Organizations in the Global Community

Names: \_\_\_\_\_

Review the materials provided and select key information that describes how other organizations in the global community have responded to some consequences of manufacturing clothing outside of Canada.

Ways that other organizations in the global community have responded: Source of information.

Source: \_\_\_\_\_

Source: \_\_\_\_\_

Source: \_\_\_\_\_

Our questions:

## BLM 3.1A: Resources

You may use these links for a variety of purposes, including student inquiry:

### Consumer Responses (ethical shopping - consumer responses):

- <http://www.theglobeandmail.com/life/fashion-and-beauty/fashion/5-ways-consumers-can-be-more-socially-conscious-when-they-shop/article11570650/>
- H&M:  
<http://labourbehindthelabel.org/2111-2/> - image, protesters outside H&M store
- List of fair trade/ethical shopping clothing companies  
<http://www.thegoodtrade.com/features/fair-trade-clothing>
- <http://news.nationalpost.com/life/style/a-guide-to-ethical-shopping-five-tips-for-buying-clothes-more-responsibly>
- <http://www.cbc.ca/news/canada/how-can-you-tell-if-your-shirt-was-made-in-a-sweatshop-1.1306966>
- <http://www.theglobeandmail.com/life/fashion-and-beauty/fashion/5-ways-consumers-can-be-more-socially-conscious-when-they-shop/article11570650/>
- <http://www.cbc.ca/news/business/don-pittis-an-ethical-shopping-trip-means-more-than-comparing-price-tags-1.1348674>
- **\*November 2017** - It's time to use your voice and your power to transform the fashion industry into a force for good. \*recommended  
<http://fashionrevolution.org/>  
[http://fashionrevolution.org/wp-content/uploads/2016/04/FR\\_FashionTransparencyIndex.pdf](http://fashionrevolution.org/wp-content/uploads/2016/04/FR_FashionTransparencyIndex.pdf)  
<http://fashionrevolution.org/country/canada/>

### Media responses/reports about fashion industry responses - describes fast fashion trend

- <http://business.financialpost.com/news/retail-marketing/did-the-bangladesh-factory-disaster-change-the-way-we-shop> \*\*recommended - which comes first - change in consumer attitudes or business practices
- Report about Forever 21 (Print without video)  
<http://www.cnn.com/2016/06/28/fast-fashions-rapid-growth-starts-to-slow.html>
- <http://www.theglobeandmail.com/life/fashion-and-beauty/fashion/the-real-cost-of-our-fast-fashion-consumption-culture/article5813041/>
- <http://www.theglobeandmail.com/life/fashion-and-beauty/fashion/after-bangladesh-whats-the-real-cost-of-a-cheap-8-shirt/article11563609/>
- Fast Fashion  
<http://www.nytimes.com/video/business/100000002214634/the-price-of-fast-fashion-.html>
- <http://www.styledemocracy.com/list-retailers-closed-locations-canada/>
- <https://www.thestar.com/news/world/clothesonyourback/2013/10/20/clothes>
- Informative article, video is graphic - print without video  
<http://money.cnn.com/2013/07/10/news/companies/walmart-bangladesh-agreement/>

### NGO reports - links (Responses: Lesson 3)

- <https://www.oxfam.org/en/pressroom/reactions/oxfams-response-one-year-rana-plaza-building-collapse-bangladesh>

- **\*November 2017** - It's time to use your voice and your power to transform the fashion industry into a force for good. \*recommended  
<http://fashionrevolution.org/>
- International Finance Corporation report on Bangladeshi Garment Sector (2014)  
[http://www.ifc.org/wps/wcm/connect/f8968f8043a64b51a4f2bc869243d457/AM2014\\_IFC\\_Issue\\_Brief\\_Bangladeshi+Garment+Sector.pdf?MOD=AJPERES](http://www.ifc.org/wps/wcm/connect/f8968f8043a64b51a4f2bc869243d457/AM2014_IFC_Issue_Brief_Bangladeshi+Garment+Sector.pdf?MOD=AJPERES)
- <http://canadianlabour.ca/stoptpp> Canadian NGO protects rights of Canadian workers: TPP is bad
- [http://www.oxfam.ca/our-work/campaigns/no-sweat?gclid=Cj0KEQjw6uO-BRDbzujwtuzAzfkBEiQAAnhJOM7BGGzaoblHFATv\\_k-LciQKArtMKZG5vLDbAJiDCPYaAnYw8P8HAQ](http://www.oxfam.ca/our-work/campaigns/no-sweat?gclid=Cj0KEQjw6uO-BRDbzujwtuzAzfkBEiQAAnhJOM7BGGzaoblHFATv_k-LciQKArtMKZG5vLDbAJiDCPYaAnYw8P8HAQ) -
- Do sweatshops still exist - campaign to end maquiladoras - advocate womens' rights  
\* Global Labour Rights Report about Nike: April 2015  
<http://www.globallabourrights.org/reports/document/1504-IGLHR-TPP-Nike-Vietnam.pdf>
- living wage  
<http://www.ethicaltrade.org/issues/living-wage-workers/living-wage-initiatives>
- <http://www.cfr.org/pakistan/trade-outsourcing-jobs/p7749> - impact of outsourcing on trade 2004
- <https://www.youtube.com/watch?v=QYneSZiUCvo>
- International Labour Organization – A new voice for Garment workers 3:42 (subtitles)  
<http://canadianlabour.ca/about-clc/what-we-do>
- <http://www.unibangladeshaccord.org/?p=429> Article from Uniglobal Union – 3 years after Rana Plaza, Bangladesh Accord is saving lives
- Living wage resources  
<http://policy-practice.oxfam.org.uk/publications/steps-towards-a-living-wage-in-global-supply-chains-336623>
- <http://www.aresearchguide.com/global.html> - list of NGO's
- <http://www.teachunicef.org/teaching-materials/topic/unicef-introduction>

#### **Miscellaneous:**

- <http://www.clothingregister.com/Canada/> List of clothing manufacturers around the world -

## BLM 3.2: Ticket Out the Door

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

**Do you think that Canadian consumers, like you, have a social responsibility when they shop? Why or why not?**

**What are some ways that consumers can show social responsibility when they shop?**

**Do Canadian businesses that manufacture their clothing outside of Canada have a social responsibility to workers in other countries?**

**How are some businesses showing social responsibility?**

### **Learning Goals :**

- Describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement.
- Use the inquiry process to investigate some global issues of political, economic and/or environmental importance, their impact on the global community and responses to the issues.

**Planning your background Information to describe the issue:**

**How will you use your annotated map and use your Ripple Effect Organizer to help describe the issue to your audience: What? Where? Why There?**



## BLM 3.3: Planning your Investigation

### STEP 1: What topic have you chosen to investigate?

My Topic:

What are some questions or wondering you have about this topic?

### STEP 2: Gather & Organize Resources:

Checklist:

- Did you use 3 or more resources? \_\_
- Did you consider more than one perspective? (consumer, business, NGO) \_\_

List the resources you will be using below:

### STEP 3: Determine how you will communicate the results of your inquiry.

What format will you use to present your findings?

report

PSA

flyer

other: \_\_\_\_\_

pamphlet

poster

Powerpoint presentation

action plan

Will visuals will you include?

Images

Reports

other: \_\_\_\_\_

news articles

video clip

## BLM 3.4: Student Reflection

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

Reflect on what you have learned about the clothing industry.

Do you think what you have learned will change the way that you spend your money when you go shopping for clothes? Explain your thinking. (Why? Why Not? How?)

What are some challenges that consumers, like you, face as a shopper today?

### Success Criteria for Final Task:

- I can describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement:
  - by using my annotated map to describe a pattern and trend (What? Where?);
  - by using my Ripple Effect Organizer to describe some consequences (Why There? Why care?).
- I can use the inquiry process to investigate some global issues of political, economic and/or environmental importance, their impact on the global community and responses to the issues.
- I can formulate an inquiry question for further investigation that explores a concept of disciplinary thinking (Pattern/Trend; Cause & Consequence).
- I can gather and organize information for my inquiry:
  - that includes at least 3 sources and cites each source;
  - that considers more than one perspective.
- I can communicate the results of my inquiry using appropriate vocabulary.