

Social Studies 6

Guide

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

Social Studies 6

© Crown copyright, Province of Nova Scotia, 2010, 2019

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.



Social Studies 6: World Cultures

C U R R I C U L U M



CURRICULUM

**Social Studies 6:
World Cultures**

**Implementation Draft
April 2010**

WEBSITE REFERENCES

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The Department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

School boards and educators are required under the Department's Public School Programs' Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to links@EDnet.ns.ca.

© Crown copyright, Province of Nova Scotia, 2010.

The contents of this publication may be reproduced in whole or in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Acknowledgments

The Departments of Education acknowledge the work done by social studies consultants and other educators who served on the regional social studies committee.

NEW BRUNSWICK

Kim Evans
Avis Fitton
John Hildebrand
Bev Loker-French
Sandra Mitchell

NOVA SCOTIA

Mary Fedorchuk
Bruce Fisher
Rick MacDonald
Myles McCormick
Jennifer Burke

NEWFOUNDLAND AND LABRADOR

Darryl Fillier
Smita Joshi
Victor Kendall

PRINCE EDWARD ISLAND

Bethany Doiron
Frank Hennessey
Allan MacRae
Laura Noye

The Departments of Education also acknowledge the contribution of all the educators who served on provincial writing teams and curriculum committees, and who reviewed or piloted the curriculum.

Contents

INTRODUCTION

Background	1
Aims of Social Studies	1
Purpose of Curriculum Guide	2
Guiding Principles	2

PROGRAM DESIGN AND OUTCOMES

Overview	3
Essential Graduation Learnings	4
General Curriculum Outcomes (Conceptual Strands)	5
Processes	7
Attitudes, Values, and Perspectives	8

CONTEXTS FOR LEARNING AND TEACHING

Adolescent Learners: Characteristics and Needs	11
Equity and Diversity	13
Principles Underlying the Social Studies Curriculum	13
The Social Studies Learning Environment	14
Assessing and Evaluating Student Learning	19

CURRICULUM OVERVIEW

Social Studies Primary–9 Program	23
Social Studies 6: World Cultures	24
Social Studies 6 SCOs (and accompanying delineations)	25
Curriculum Unit Organization	28
Social Studies 6: Year Overview	29

SOCIAL STUDIES 6 CURRICULUM

Unit 1: An Introduction to Culture	33
Unit 2: Environment and Culture	59
Unit 3: Some Elements of Culture	77
Unit 4: Expressions of Culture	97
Unit 5: World Issues	119
Unit 6: Canada: Reflections on a Multicultural Mosaic	135

APPENDICES

Appendix A: Concepts in Social Studies Primary–9 143

Appendix B: Process-Skills Matrix 145

Appendix C: Graphic Organizers 151

Appendix D: Studying Local Culture 163

Appendix E: Using Primary Sources in the Classroom 167

Appendix F: Examining Issues in a Study of World Cultures 171

Appendix G: Student Response Journals 173

Appendix H: Portfolio Assessment 175

Appendix I: Rubrics in Assessment 179

Appendix J: Rubrics 181

Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, consultants, and other educators with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research and developmentally appropriate pedagogy and the twenty-first century learning agenda.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada and an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences, (including geography, economics, political science, sociology, and anthropology) (It also draws from the humanities, literature, and the pure sciences.)
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide

- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning experiences, instructional techniques, and assessment strategies in the Social Studies 6 program
- informs both educators and members of the general public about the philosophy and scope of grade 6 social studies in the Atlantic provinces
- promotes the effective learning and teaching of social studies for students enrolled in grade 6 classrooms

Guiding Principles

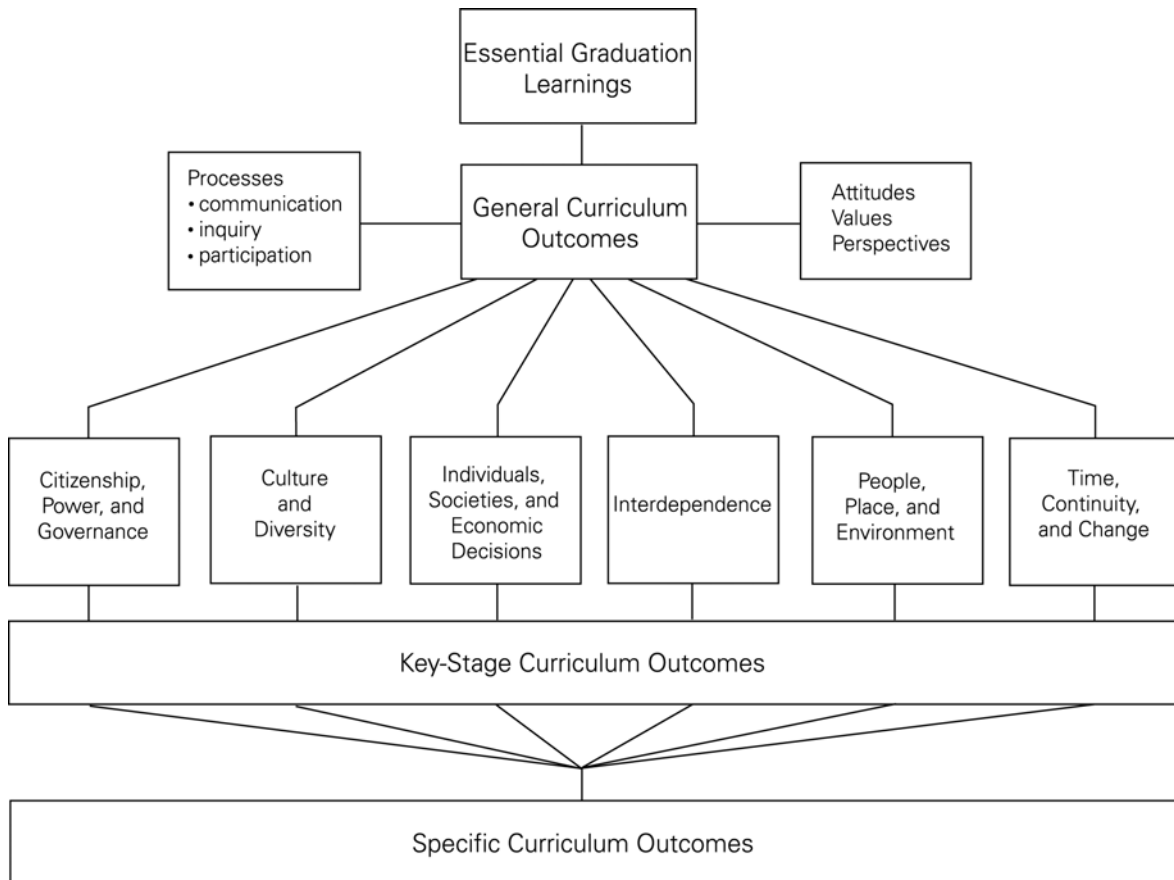
All primary to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by

- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCO)
- reflecting a balance of local, national, and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and supporting diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections
- promoting resource-based learning
- promoting the integration of technology to support learning and teaching
- promoting the use of diverse learning and assessment strategies

Program Design and Outcomes

Overview

This social studies curriculum is based on *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). SCOs were developed to be congruent with KSCOs, GCOs, and EGLs. In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of KSCOs in social studies that help students move towards attainment of the EGLs are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

By the end of Social Studies 6, students will be expected to

- describe how culture is preserved, modified, and transmitted

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

By the end of Social Studies 6, students will be expected to

- describe the main features of the Canadian constitution

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

By the end of Social Studies 6, students will be expected to

- demonstrate an understanding of the concepts and vocabulary associated with time, continuity, and change

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of Social Studies 6, students will be expected to

- explain why people's incomes may change and the impact of that change on their lifestyle

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

By the end of Social Studies 6, students will be expected to

- identify and explain how goods, people, and ideas move among communities

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

By the end of Social Studies 6, students will be expected to

- identify and describe examples of positive and negative interactions among people, technology, and the environment

General Curriculum Outcomes (Conceptual Strands)

The GCOs for the social studies curriculum are organized around six conceptual strands. These GCOs statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of KSCO, by the end of Social Studies 6, are given for each GCO.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

By the end of Social Studies 6, students will be expected to

- identify and explain the rights and responsibilities of individual citizens in a local, national, and global context
- recognize how and why individuals and groups have different perspectives on public issues

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of Social Studies 6, students will be expected to

- explain why cultures meet human needs and wants in diverse ways
- describe how perspectives influence the ways in which experiences are interpreted

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

By the end of Social Studies 6, students will be expected to

- give examples of various institutions that make up economic systems
- explain how a government's policies affect the living standards of all its citizens

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally and the implications for a sustainable future.

By the end of Social Studies 6, students will be expected to

- recognize and explain the interdependent nature of relationships among individuals, societies, and the environment
- identify and describe examples of positive and negative interactions among people, technology, and the environment

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

By the end of Social Studies 6, students will be expected to

- use maps, globes, pictures, models, and technology to represent and describe physical and human systems

- describe how the environment affects human activity and how human activity endangers or sustains the environment

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

By the end of Social Studies 6, students will be expected to

- identify trends that may shape the future
- research and describe historical events and ideas from different perspectives

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). The processes are reflected in the Suggestions for Learning and Teaching and the Suggestions for Assessment found in social studies curriculum guides. These processes constitute many skills, some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

Communication requires that students listen, read, interpret, translate, create, and express ideas and information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in elementary social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance

- appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision making that results in positive change

Culture and Diversity

- recognize and respond in appropriate ways to stereotyping/ discrimination
- appreciate that there are different world views
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies and Economic Decisions

- appreciate the wide range of economic decisions that individuals make, and their effects
- recognize the varying impacts of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence

- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence among society, the economy, and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment

- appreciate the varying perspectives of regions
- value maps, globes, and other geographic representations as valuable sources of information and learning
- appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change

- value society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication

- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry

- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation

- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support responsible citizenship

Contexts for Learning and Teaching

Adolescent Learners: Characteristics and Needs

The adolescent years between the ages of 10 and 14 represent the developmental stage that leads to maturity or adulthood. Because educators have an important role in helping young people prepare for the adult world, they need to know and appreciate adolescent characteristics and their application to learning.

During the middle years, the adolescent learner experiences rapid and significant change with respect to physical, emotional, social, intellectual, and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster adolescents' development and learning.

While some general characteristics for adolescents have been identified, it should be recognized that these characteristics vary at each grade and age. Each adolescent is a unique individual and any attempt to classify must be regarded as extremely general. Nonetheless, the following profile highlights for the educator some characteristics of young adolescents and outlines their implications for learning.

Physical Development

Adolescent development is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new body," young people at this stage experience periods of over-activity and listlessness—a tendency that overtires them until they learn to moderate their activity.

Early adolescents need experiences and opportunities that help them understand their own physical development. School should provide opportunities for constructive social interaction, and establish a healthy, stable classroom environment. To channel their energy, young adolescents require a variety of physical activities that stress skill improvement and accommodate differences in size, weight, strength, and endurance. Because of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect this reality and the range of needs and interests of students.

Social Development

Young adolescents are searching for greater autonomy as they attempt to define themselves independent of the family unit. As they become more socially interactive, many engage in risk-taking behaviours, family allegiance diminishes, and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear to fluctuate between a demand for independence and a desire for guidance and direction. At this time authority still remains primarily with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

Parental involvement in the lives of young adolescents is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. Young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities, since a tremendous amount of their learning occurs in a social context. Yet, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with various situations that may arise.

Emotional Development

Young adolescents display widely different and often conflicting emotions. Their moods, temperaments, and behaviours are profound and intense. They seem to change from one moment to the next, they are often unpredictable, and their feelings tend to shift between superiority and inferiority. Appraisals of self are often overly critical and negative as they frequently make comparisons and see themselves deficient in many ways. This age group is extremely sensitive to criticism of any kind and is easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group, contribute to low self-esteem. Adolescents see their problems as unique and they often exaggerate simple occurrences.

To develop emotional confidence, adolescents need opportunities that allow them to release emotional stress and develop decision-making skills. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues that are of concern to them.

Intellectual Development

Intellectual development varies tremendously among early adolescents. While some are learning to handle more abstract and hypothetical concepts and to apply problem-solving approaches to complex issues, a great many are still in the stage of concrete operations. Adolescents have a present focus as opposed to a future orientation. During this stage they retain a certain egocentrism, which leads them to believe that they are unique, special, even invulnerable to harm. Adolescents may be

unaware of the consequences of risk-taking behaviour. As their ability to process and relate information increases, there is a tendency to search for an understanding of rules and conventions and to question the relevance of what is taught.

Young adolescents need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making, young adolescents should be exposed to experiential learning where they can apply skills to solve real-life problems, to visualize to form mental representation, and to use language to question and analyze significant issues.

Equity and Diversity

The Atlantic Canada social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the culture, interests, values, experiences, and language of each student and of the many cultures within our local, regional, national, and global communities.

The society of Atlantic Canada, like all of Canada, reflects a diversity of culture, race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. The social studies curriculum promotes a commitment to equity by exploring, valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination that results from power inequities.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives, and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies is *meaningful, significant, challenging, active, integrative, and issues-based*.

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.

- *Significant* social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, data management and analyses, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning is essential and central to lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing information, communication, technology integration, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the cultural embeddedness of ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Individual and collaborative problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in learning. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of elements.

RESPECTFUL OF DIVERSITY

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social

studies learning environment should affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of diversity in their backgrounds, students must be given equal access to educational opportunities through which they can experience success.

INCLUSIVE AND INVITING

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, sexuality, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view, but differences provide opportunities for students to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of, and transcend, their own stereotypical attitudes and behaviours.

ENGAGING AND INTERACTIVE

In classrooms where students participate in inquiry and problem-solving situations, students require direct and vicarious experiences to which they can purposely apply social studies skills, strategies, and processes.

RELEVANT AND SIGNIFICANT

The social studies curriculum must be convincing and relevant. Consequently, it must provide learning situations that incorporate student interests, but also encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies. Furthermore, students' involvement in learning about them plays an integral part in development of the person and citizen.

Resource-Based Learning

Effective social studies teaching and learning actively involves students and teachers in the use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways which allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, communicating, and responding to information in and through a variety of digital technologies and learning contexts and communities. When students engage in their own research, with appropriate guidance, they are more likely to

engage deeply and take responsibility for their learning. They retain the knowledge, understanding, research skills, and content to scaffold the learning with increased maturity and sophistication.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning, and how to access them. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of the critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include

- print—books, magazines, newspapers, documents, and publications
- visuals—maps, illustrations, photographs, pictures, and study prints
- artifacts—concrete objects, educational toys, and games
- individuals and community—interviews, museums, field trips
- multimedia—films, audio and video tapes, digital data devices, television, and radio
- information technology—desktop and laptop computers, digital data recording devices, computer software, databases, CD-ROMs, World Wide Web
- communication technology—Internet connections, bulletin boards, digital cameras, graphics software, audio and video conferencing, e-mail

Literacy through Social Studies

Literacy has always been an important component of Social Studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's social studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students

comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

In this regard the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes such as writing, debating, persuading, and explaining through a variety of mediums. In the social studies classroom, all literacy strands are significant; reading, writing, speaking, listening, viewing, and representing.

In the context of social studies, literacy facilitates the development of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program students become more culturally sensitive and effective cross-cultural communicators in a digitally networked world of increasing cultural and linguistic diversity.

Integration of Technology in Social Studies

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for research and the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

ICT and related technologies (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software, video-editing software, html editors, wikis, blog, discussion forums, digital galleries, and the Internet including the World Wide Web, databases, email, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies facilitate enhance the learning of social studies. ICT key stage learning outcomes are to be embedded within social studies and assessed along with Social Studies 6 outcomes.

- The Internet, CD-ROMs, and DVDs increase access to extensive and current information. Research skills are key to efficient use of these resources. Questions of search construction and

assessing for validity, accuracy, bias, and interpretation must be applied to information from all sources including traditional texts.

- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, websites, multimedia presentations and wikis) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyze and present their findings by creating maps that demonstrate their learning. Wikis support groups of students to pose problems and to conduct original investigations through which they develop knowledge and understandings collectively.

Instructional Approaches and Strategies

The Social Studies 6 program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate historical, socio-cultural and geographic evidence and make their own interpretations. The program integrates ICT key-stage outcomes as instruction is designed, planned, and implemented.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies, technologies, and resources deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in Social Studies 6 since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods resources and technologies in response to a variety of instructional situations.

Social studies teaching has long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and (2) independent study methods such as homework and responding to recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums and archives; (2) indirect instructional strategies such as problem solving, document analysis, and concept formation; (3) interactive and collaborative strategies such as researching, debating, brainstorming,

discussing, and interviewing; and (4) integrate information and communication technologies for learning.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom, since they give students a high degree of ownership in the learning process.
- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations, transmission still has a place in Social Studies 6. Direct instruction may be used to introduce or review a topic, break down a complex concept into simpler constructs, or prepare for a comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, Social Studies 6 supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from varied local and regional sources.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the skilful teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students to select approaches best suited to the circumstance.

Assessing and Evaluating Student Learning

Introduction

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation of learning for learning. Evaluation of learning focuses on the degree to which students have achieved the intended outcomes, and the extent to which the learning environment was effective toward that end. Evaluation for learning, given what evaluation of learning reveals, focuses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a profound and well established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of social studies and ICT integration outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to construct and demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Examples include, but are not limited to the following:

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- reflective blogs
- questioning
- essay writing
- photo essays
- digital slide/tapes
- animations
- short video programs
- audio podcasts
- reflective responses to peer works
- performance assessments
- peer and self-assessments
- multimedia presentations
- interviews
- intranet website development
- discussion forum contributions
- spreadsheet data collection and queries
- historical fiction writing
- play writing
- storyboards
- concept maps
- rubrics
- simulations
- checklists
- questionnaires
- oral presentations
- role-play
- debates
- rating scales
- case studies
- panel discussions
- graphical representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgements, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of relevant course and ICT outcomes? Does student performance confirm instructional practice or indicate the need for changes in instruction? Are all students ready to move on to the next phase of the course or is there need for remediation for some students?

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children’s learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the social studies and ICT integration outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated, and what teachers expect of them. The evaluation of a student’s progress may be classified as pre-instructional, formative, or summative—depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter and social studies or ICT skills and understanding, or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyze the student’s progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student’s strengths or weaknesses with respect to specific curriculum and ICT integration outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum and ICT integration outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used, and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment, which ensures that

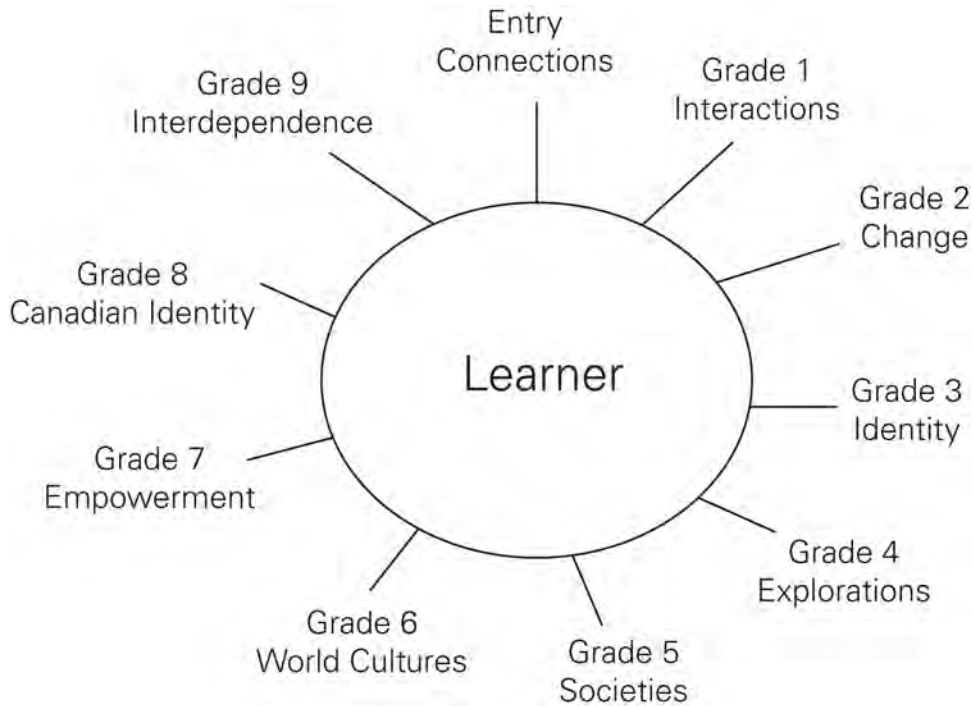
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum and ICT integration outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Curriculum Overview

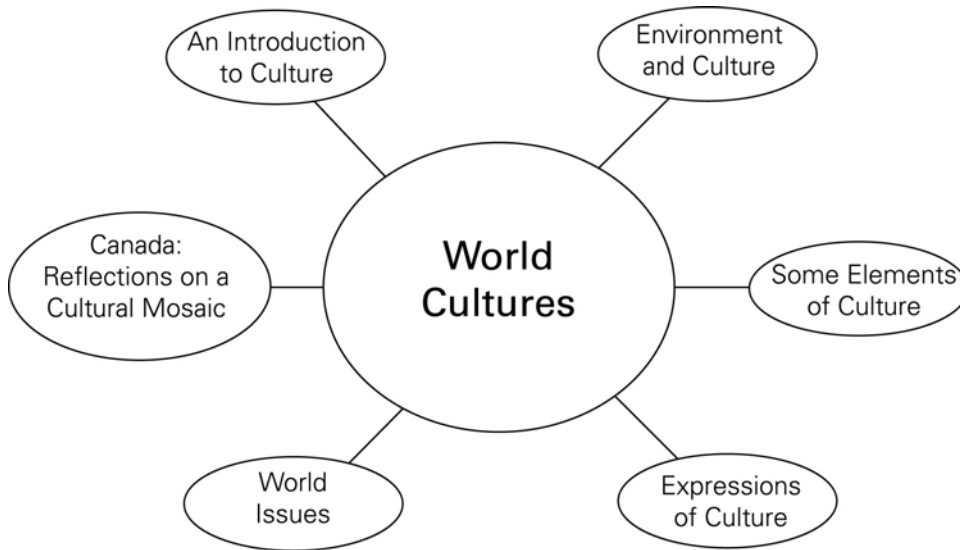
Social Studies Primary–9 Program

The Social Studies Primary–9 program is designed around ten conceptual organizers as identified below.



Social Studies 6: World Cultures

Social Studies 6 is organized around the following units:



The conceptual framework for each unit in the Social Studies 6 program is expressed in the form of specific curriculum outcomes. Each outcome is accompanied by a set of delineations that elaborate upon and reflect its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Social Studies 6 SCOs (and accompanying delineations)

Unit One: An Introduction to Culture

Students will be expected to

- 6.1.1** explore the concept of culture and demonstrate an understanding of its role in their lives
- classify elements of culture as material or non-material
 - investigate how cultures are transmitted from generation to generation
 - identify factors that shape culture
- 6.1.2** identify, locate, and map major cultural regions of the world
- recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions, and history
 - use various criteria to identify, locate, and map cultural regions
 - give examples of social and cultural diversity in the world
- 6.1.3** analyze the importance of cross-cultural understanding
- give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
 - explain the concept of a stereotype
 - examine the extent to which the mass media stereotype different cultural groups
 - give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)
- 6.1.4** identify and explain factors that are creating a more global culture around the world
- describe how the movement of people impacts on cultures
 - explain how the spread of ideas and technology is creating a more global culture
 - give examples that are illustrative of a global culture

Unit Two: Environment and Culture

Students will be expected to

- 6.2.1** compare climate and vegetation in different types of physical regions of the world
- identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts, and grasslands
 - give examples of the characteristics of climate and vegetation in these different types of physical regions
 - give examples of similarities and differences of the climate and vegetation in these different types of physical regions

- 6.2.2** assess the relationship between culture and environment in a selected cultural region
- identify, locate, and map the cultural region selected and identify its physical environment(s)
 - analyze how the way of life in this culture is influenced by its physical environment(s)
 - evaluate the impact that culture has on the environment
- 6.2.3** compare the use of resources and sustainability practices between Canada and a selected country
- give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country
 - explain reasons for different perspectives on the use of resources and sustainability practices

Unit Three: Some Elements of Culture

Students will be expected to

- 6.3.1** examine how traditions relate to culture in a selected cultural region
- identify, locate, and map the selected region including examples of its major features
 - describe how religious traditions influence the region's culture
 - describe how customs and rituals are reflected in the region's culture
 - analyze how change factors affect cultural traditions
- 6.3.2** describe how government relates to culture in a selected country
- identify, locate, and map the selected country including examples of its major features
 - describe the government of the selected country
 - give examples of how government influences, and has influenced, culture
- 6.3.3** explain how economic systems relate to cultures
- identify different economic systems
 - examine the differences among different economic systems
 - explain how the economic programs and services of a country influence its culture
 - identify current economic trends that are influencing culture

Unit Four: Expressions of Culture

Students will be expected to

- 6.4.1** analyze how the arts reflect beliefs and values in a selected cultural region
- identify visual arts, crafts, dance, and music practised in the region
 - analyze how music and dance reflect the beliefs and values of the culture
 - analyze how crafts and visual art reflect the beliefs and values of the culture

- 6.4.2** examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
- examine the extent to which language is important in preserving culture
 - use examples of literature and oral tradition to explain how cultural values and beliefs are reflected
 - demonstrate an understanding of the importance of theatre arts in expressing culture
- 6.4.3** analyze the extent to which sports and games are expressions of culture in a selected cultural region
- explore sports and games that reflect the geographic influences of the culture
 - analyze how the sports and games reflect the beliefs and values of the culture
 - examine whether current trends reflect increased globalization in sport

Unit Five: World Issues

Students will be expected to

- 6.5.1** analyze the effects of the distribution of wealth around the world
- use statistical data to represent the distribution of wealth around the world
 - examine the effects of the uneven distribution of wealth on quality of life
 - define poverty and give examples of its effects
- 6.5.2** examine selected examples of human rights issues around the world
- give examples of rights included in the United Nations Declaration of the Rights of the Child
 - give examples of rights included in the United Nations Universal Declaration of Human Rights
 - identify human rights issues related to rights of children
 - examine selected examples of current human rights abuses
- 6.5.3** take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens
- explain the rights and responsibilities of being a global citizen
 - support a position on a local/national/international issue after considering various perspectives
 - plan and take age-appropriate actions to address local/national/international problems or issues

Unit Six: Canada: Reflections on a Multicultural Mosaic

Students will be expected to

- 6.6.1** illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

Connections to Social Studies 5**Grade 5**

5.2.1 explain how place and environment influenced the development of an ancient society

5.4.1 describe the diverse societies of First Nations and Inuit, at the time of European contact, in what is present-day Canada

5.4.2 examine systems of governance in First Nations and Inuit societies, at the time of European contact, in what is present-day Canada

5.5.1 examine the nature and effect of early French and British settlement in present-day Atlantic Canada

5.6.1 illustrate an understanding of society today

Grade 6

6.1.2 identify, locate, and map major cultural regions of the world

6.2.1 compare climate and vegetation in different types of physical regions of the world

6.2.2 assess the relationship between culture and environment in a selected cultural region

6.3.1 examine how traditions relate to culture in a selected cultural region

6.3.2 describe how government relates to culture in a selected country

6.4.1 analyze how the arts reflect beliefs and values in a selected cultural region

6.3.3 explain how economic systems relate to cultures

6.1.3 analyze the importance of cross-cultural understanding

Curriculum Unit Organization

The curriculum units have been organized into four sections to relate learning experiences to the outcomes by

- providing a range of strategies for learning and teaching associated with a specific outcome or outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources

The Specific Curriculum Outcomes and accompanying delineations describe what students are expected to know, be able to do, and value by the end of the year. The delineations help elaborate upon the outcomes.

The Suggestions for Assessment provide suggestions for ongoing assessment that form an integral part of the learning experience. These suggestions also make extensive use of graphic organizers and, where applicable, refer to teaching/learning tools provided in appendices.

The Suggestions for Learning and Teaching offer a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience. The suggestions for learning and teaching make extensive use of technology for learning graphic organizers and, where applicable,

refer to teaching/learning tools provided in the appendices. The heart ♥ symbol is used to identify learning experiences that should be approached with sensitivity.

The Notes provide links to other curriculum areas and supplementary resources (including appropriate groups and agencies).

Social Studies 6: Year Overview

The organizing concept for Social Studies 6 is “World Cultures.” Students will develop both an understanding of the diversity, and a discernment for the common characteristics, among cultures throughout the world. Through a study of physical environments, traditions and rituals, governments, economies, literature and fine arts, religion, and sports and recreation, students will develop an understanding of the role that culture plays in everyone’s lives by examining both their own culture(s) and other cultures from around the world. It is especially important that an examination of the distinctive and common features among cultures further develop students’ recognition of the importance of cross-cultural understanding. Relatedly, at the end of the course, students will consider the influence of the numerous peoples and cultures who have contributed to the development of Canada.

The Social Studies 6 curriculum begins with a general introduction to the concept of “culture.” It is essential that students construct a meaningful understanding of this key concept which underpins the rest of the course. The curriculum also has students investigate a number of facets of culture influences on culture, elements of culture, and expressions of culture by looking at a number of specific cultures from around the world. This exploration will help broaden and deepen students’ understanding of the concept of culture. As well, by doing so through an examination of a variety of peoples and places in the world, it will truly make this a World Cultures course.

While the Social Studies 6 curriculum identifies particular world cultures in relation to specific curriculum outcomes, teachers are free to choose different cultures to address outcomes. Indeed, the interests of students, school or community, world events, or cross-curricular opportunities should be considered when making such classroom determinations. In planning the year, teachers must consciously and conscientiously select a diverse assortment of cultures and geographic regions so that students are truly exposed to World Cultures.

The curriculum is also designed to have students examine contemporary world issues and investigate the extent to which forces of globalization affect culture. For students to address world issues as informed global citizens, teachers must encourage students to ask meaningful questions, investigate problems, collect and analyze information, draw generalizations and conclusions, and develop proposed courses of action. Social Studies 6 draws on various disciplines of social studies, including geography, history, economics, political science, anthropology, and sociology. In addition to its specific curriculum outcomes, this course also addresses key-stage curriculum outcomes within all of the six conceptual strands of social studies, as articulated in the *Foundation for Atlantic Canada Social*

Studies (1999) and ICT integration key-stage learning outcomes as articulated in the framework document *The Integration of Information and Communication Technology within the Curriculum*. Similarly, the Social Studies 6 curriculum provides myriad opportunities for students to engage in the three key social studies processes of communication, inquiry, and participation.

Unit	Correlate	Geographic Focus	Other Suggestions*
1. An Introduction to Culture	Explores the general concept of culture, cultural realms, cross-cultural understanding, and the spread of global culture	Global	N/A
2. Environment and Culture	Examines physical regions around the world and how cultures are influenced by their environment.	Physical Regions—Global Environment—Amazon Rainforest/Brazil	Physical Regions - N/A Environment—Sahara or other desert region; Canadian Arctic; Himalayas (Tibet); Alps (Switzerland)
3. Some Elements of Culture	Considers how traditions, governments and economics influence cultures	Traditions—Middle East Government and Economics—China	India; countries/regions in Europe; USA; New Zealand
4. Expressions of Culture	Explores how cultures express themselves through the arts (including literature and language) and sports and games	West Africa	Russia; Australia; European countries (Britain, Italy, France)
5. World Issues	Investigates a number of global and human rights issues, including poverty, and rights related to children	Global	N/A
6. Canada: Reflections on a Multicultural Mosaic	Explores how various peoples and cultures have contributed to the development of Canada	Canada	Planning for this unit and the student project should commence early in the school year.

* Alternative choices should be made based on how well the country or region can be used to pursue the intent of the outcome. Choices for consideration may reflect the interests of the students, current events, and the range of resources accessible to the students and teachers.

Unit 1:
An Introduction to Culture

Unit 1: An Introduction to Culture

Unit Overview

Unit 1 introduces students to the general concept of culture, and has them consider specific elements of culture, such as history, traditions, language, and beliefs and values. These elements of culture are briefly explored, and students reflect upon the role of culture in their own lives. Before embarking on a study of specific world cultures, as Social Studies 6 does, this introductory unit has students geographically map various cultural regions in the world. Students also consider the importance of cross-cultural understanding and examine the globalization of culture.

Unit Outcomes

Students will be expected to

- 6.1.1 explore the concept of culture and demonstrate an understanding of its role in their lives
- 6.1.2 identify, locate, and map major cultural regions of the world
- 6.1.3 analyze the importance of cross-cultural understanding
- 6.1.4 identify and explain factors that are creating a more global culture around the world

Unit Process and Skills Emphases

Communication

- Read critically
- Express and support a point of view

Inquiry

- Frame questions or hypotheses that give a clear focus to an inquiry
- Gather, record, evaluate, and synthesize information
- Draw conclusions that are supported by evidence

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Respond to class, school, community, or national public issues

Outcome

- 6.1.1 In Social Studies 6, students will be expected to explore the concept of culture and demonstrate an understanding of its role in their lives
- classify elements of culture as material or non-material
 - investigate how cultures are transmitted from generation to generation
 - identify factors that shape culture

Suggestions for Assessment

Students may, for example,

Ask students to use the following organizer to identify material and non-material elements in their school culture. The following list may be read to help students get started.

Cultural Elements in Our School		
Chalkboard sports	School assembly desk	Rules gymnasium

Elements of Our School Culture		
Elements	Material (✓)	Non-Material (✓)

Students can then write a paragraph about how their lives are influenced by pop culture. The Organizing Structure for a Paragraph organizer can be found in Appendix C. (To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Use Inspiration to create a family tree concept map, use the notes feature to add specific information about their ancestor's culture.

Have students examine a video clip of a cultural group in the developing world (e.g., the Tuareg of the Sahara, or the Yanomamo of the Amazon Basin) and classify cultural elements as either material or non-material.

Have students read a case study or view a video of another cultural group. Note how their culture is shaped by their past culture. The following organizer may be used. (The criteria given are only examples; students may delete or add.)

Comparing Two Cultures		
Past Culture	Criteria	Present Culture
	Food Ways	
	Dance	
	Beliefs and Traditions	
	Clothing	

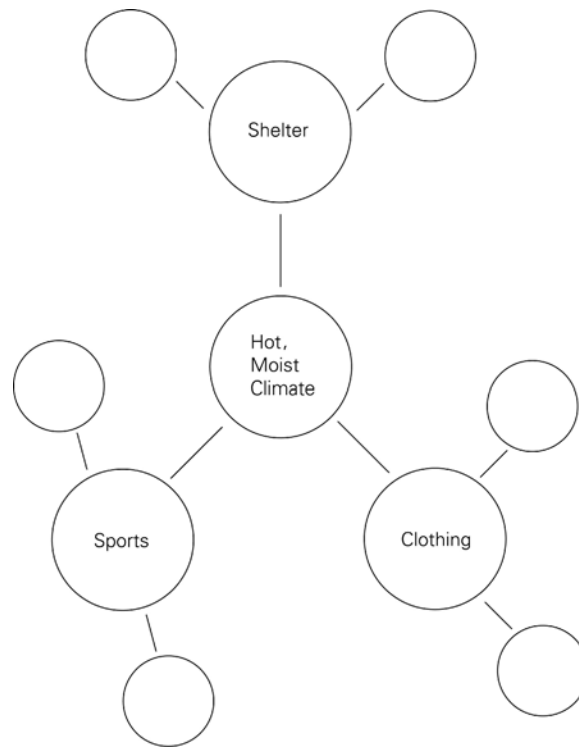
Have students use a digital audio recorder to create, deliver, and edit an interview with a senior about how pop culture has changed over their lifetime. Students might select varying focuses such as music, technology, entertainment, employment, or family beliefs.

Students divide into pairs. One member may write a diary entry to describe a typical Saturday during his/her grandparents' days. The other team member may write a diary entry, blog postings, series of instant messages, or social networking software entries (such as Facebook) to describe a typical Saturday today. Ask them to use the following T-chart to record their findings on chart paper. Circle the elements that are the same and underline those that are different. Ask the pair to explain to the class how the common features likely got passed down.

A Typical Saturday	
Grandparents' Days	Today

Ask students to write a reflective journal entry or blog post about some cultural element that got passed on to them from the past, or about some cultural element that was lost. Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.

Students can also construct a concept web to demonstrate how their culture would be affected if they lived in a hot and moist climate all year or if much of their technology suddenly disappeared.



Ask students to write a brief paragraph to identify a factor and describe how it shapes some element of their local culture. For an organizer, refer to the Organizing Structure for a Paragraph in Appendix C. To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.

Small groups of students can select cultural institutional/group settings and develop a list of beliefs/traditions that each setting passes on to the next generation.

Have students read a piece of literature that has a culture-related theme. Identify material and non-material features of culture, and how culture is lost and/or transmitted over time.

Students can create a digital photo slide show with audio explanation (Photostory, PowerPoint, Keynote) about a specific cultural group. Each slide should reflect an aspect of the culture being presented. The students could verbally or textually explain the photo slide. Ensure that the students understand that pictures taken from an external source are often subject to copyright and that they must identify the type of permission and the steps they would need to go through to access a resources such as gaining permission from the author and citing the work.

Tracking a day in each of their lives is an engaging way for students to determine which activities/events are unique to them and which are influenced by culture. As students share results with the class, they should reach the conclusion that both personality and culture influence the actions we take. ♥

Suggestions for Learning and Teaching

The teacher may have students

Students can use the following organizer to classify elements of their culture. Students may extend the following list.

Elements	Elements of Our Culture	
	Material (✓)	Non-Material (✓)
Rap song		
DVD player		
iPod/digital player		
Family barbecue		
Honesty		
Guitar		
Hockey stick		
Remembrance Day		
Computer		
Memory stick sharing		

Students may reflect upon their activities during a typical weekend. Each example in the list (which the student may extend further) in the following organizer should be related to a particular culture.

Activity	My Type of Culture Affects What I Do ...	
	(Draw a line to connect an activity to a type of culture.)	Type of Culture
Prepared for science fair.		Pop
Hung out at the arcade.		Youth
Participated in a native dance.		School
Went to synagogue, church, a mosque.		Ethnic
Visited relatives/family		Religious

Students can explore and identify how technology has changed the displaying and distribution of cultural artifacts. Discuss the social and ethical issues created by the globalization of information on different cultures.

Have students use a desktop publishing program to develop a placemat or travel brochure (using a desktop publishing program) for visitors to the local area. Include several material and/or non-material features of culture that likely would be of interest during their stay.

These suggestions help students to investigate how certain institutions (e.g., school, family, place of worship) and the media help transmit culture.

Have students compare an element of culture from the past (which their grandparents or mother/father would have been exposed to or involved in) to the same element of culture in which the students would be involved today (e.g., family dinner, family vacation, leisure time, living accommodations). Following are two examples:

- Family structure, sharing of work with the home, roles and responsibilities of adults and children as part of the family unit or extended family.
- Communication within the family. Impacts of technology such as telephone, instant messenger, cell phone, social networking, or Skype/video conferencing.

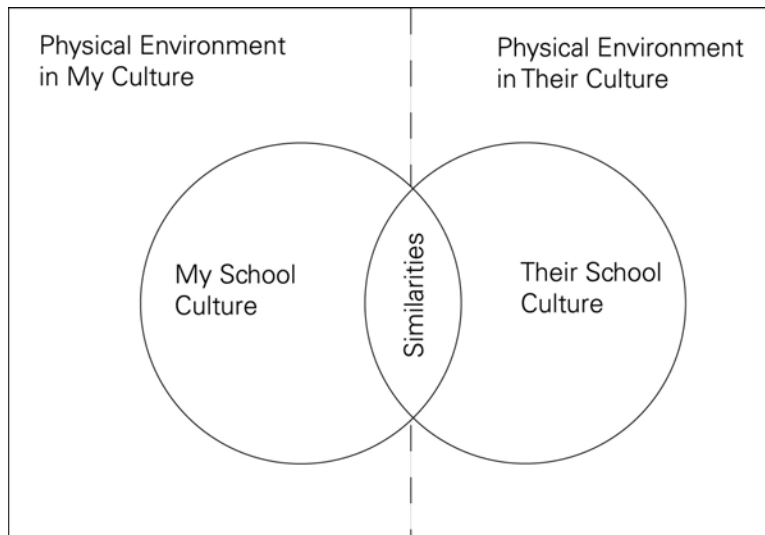
Students can organize their information into a Venn diagram.

Provide students with examples to show that the media help to pass on a culture to another generation.

Encourage students to explore the role of cultural agents (e.g., peer group, school, family, literature, media, place of worship) in transmitting culture from one generation to another. Read an account of life in the past, or have a senior visit the class to describe what some of their traditions and beliefs were like when he or she was an early teen. Identify common features and identify the agent that would have helped to transmit them from *then* to *now*. Their observations may be recorded in the following chart.

Some of the Past Culture Lives On		
Traditions/Beliefs from the Past	(Draw a line to connect an activity to a type of culture.)	Where Did We Get Them?
		Family School Media Peers Place of Worship
How may students or adults co-create culture using new media and technology?		
How does the technology maintain, change, or reinforce the culture?		

Ask students to brainstorm all the elements of their school culture. Use the Internet to research elements of school culture and the nature of the physical environment (e.g., climate, terrain, vegetation) in a country of their choice. In the following organizer, the environmental conditions can be listed as indicated; ask them to do the same for their area. Then, elements of the two cultures can be compared in the Venn diagram portion of the organizer. Lead a discussion to account for the differences in environmental factors. (This approach may also be used for other factors that shape culture. For example, use values or religious beliefs in place of physical environment.)



Have students analyze a series of photos of different communication settings (e.g., classroom setting, worship scene, Girl Guide outing, Aboriginal elder interacting with a group, individual watching television). Ask students to develop a list of ways in which our culture is passed to the next generation.

Create a photo story with audio explanation to communicate your analysis to others.

Students can use the following chart to record examples of how each of the factors listed shapes culture. Students may extend the list to include other factors, e.g., history and economy.

How Some Factors Shape Culture	
Factor	Effects
Environment	
Technology	
Government	
Beliefs and values	

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 1
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 1
- *Gage Canadian Writers in Actions, Student Handbook* (13383)
- *Global Art: Activities, Projects, and Inventions from around the World* (16843)
- *Knowing How: Researching and Writing Nonfiction 3–8* (16561)
- *The Write Genre* (23561)

Video Resources

- *Central America* (16 min.) (23401)
- *China: Geography and History of the South* (26 min.)
- *Ilot* (7 min.) (23486)
- *Morocco: Mohamed and his Camel* (23532)

Note: To order video loan resources, complete the online order form located on the LRT website (lrt.ednet.ns.ca) select Medial Library, Order Videos

Outcome

- 6.1.2 In Social Studies 6, students will be expected to identify, locate, and map major cultural regions of the world
- recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions and history
 - use various criteria to identify, locate and map cultural regions
 - give examples of social and cultural diversity in the world

Suggestions for Assessment

Have students research the cultural make-up of their province to determine if there are areas that are distinct from each other in terms of such criteria as physical environment, ethnicity, religions, and language. The following organizer may be used. (The student may add other non-material features, such as music, folk stories, and so on.)

Cultural Areas in My Province			
Area	Features		
	Ethnic Background	Religion	Language

On an outline map of the province, students can shade in these areas according to a colour key that identifies the cultural features. Write a sentence to describe the location of an area that has a distinct culture.

Students can use Google Earth software to pick several culturally significant places on Earth and use the “Add Placemark” tool to pinpoint a location and provide information about that place and why it is culturally significant. Save the file as a KML layer.

Students can select a cultural region and complete the following chart:

Identify Cultural Region	
Language(s)	Religion(s)

On an outline map of the world, use colour shading to indicate the six continents. Examine a map showing the distribution of the world's ten major languages (i.e., Arabic, Bengali, Chinese, English, German, Hindi, Japanese, Portuguese, Russian, and Spanish). Ask students to research a language region and tell the rest of the class some interesting facts they found out. The following organizer may be used.

Identify the Language	
How many people speak this language?	
What countries use this language?	
On which continent(s) are these countries found?	
In which cultural region(s) is this language found?	
What are some commonly used words (e.g., hello, goodbye, yes, no ...)	

Have students provide evidence to support statements about cultural regions. The following organizer may be used.

How I Know These Statements Are True	
Statement	Evidence
In (identify a cultural region), people speak several languages.	
(Identify several cultures) are part of the same cultural region because of their location and place.	
(Identify a country) belongs to more than one type of cultural region.	
(Identify several countries) have similar traditions.	
(Identify several countries) practice the same religion.	

Students can use Google Earth or a digital mapping program to display various types of geographical environments (e.g., mountains, desert, wetland, arctic). Brainstorm how the geographical environment may have help shaped the culture of the peoples in that area.

Students can use digital storytelling software or video-editing software to create virtual vacations. Identify the cultural makeup of the vacation spot and include specific examples in the virtual vacation presentation.

Ask students to write a sentence to support the following statement: "Cultural Regions have a wide variety of cultural features."

Suggestions for Learning and Teaching

Remind students that there is no simple set of labels that can be used to designate a list of cultural regions. At best, cultural regions may be based on a single criterion (e.g., language, or religion). A change in the criterion will result in a change in the designation of the region.

Have students research (or visit) an ethnic neighbourhood of a large city and ask them to identify the cultural elements that make it different from another neighbourhood (e.g., music, language, dress, religion). Google Map street views are a fun option for exploring city street scapes.

On an outline map of the world, have students, use colour shading to indicate the following geographic regions: Africa, Asia, Europe, Latin America and the Caribbean, North America, and Oceania.

Arrange a photo display or a series of video clips showing cultural features (e.g., dress, food, dance, leisure activities, worship scenes) for a selected geographic region. Ask students to select a continent and complete the following chart:

Identify a Geographic Region		
Location	Countries	Physical Features

Working in partners, plan a visit to a cultural region. List some of the places they would like to visit and cultural features they would like to observe. The pair may be asked to develop a brochure to illustrate why this cultural region would be an interesting place to visit.

On an outline map of North America, ask students to use colour shading to indicate areas where the following languages are largely spoken: French, Spanish, Ukrainian, Chinese, Innu-Aimun, Inuktitut, and Cree.

Also using an outline map of the world, have students shade in the appropriate area for each of the major world religions. Analyze the map and complete the following chart to record some of the patterns observed.

Identify a Religion

How many people practise this religion?

What countries practice this religion?

On which continent(s) are these countries found?

In which cultural region(s) is this religion found?

What are some common beliefs or practices of this religion?

Ask students to construct a map showing the world's major religions on an acetate sheet and overlay it on a map showing the world's major languages. Describe the relationship between the two patterns.

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 2
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 2
- *Classroom Atlas of Canada and the World* (23937)
- *GCSE Geography: Essential Word Dictionary* (25008)
- *Goode's World Atlas*, 21st edition (24064)
- *My World: An Elementary Atlas* (17159)
- *People and Places* (17187)
- *The Nystrom Atlas of Canada and the World* (17153)
- *The Nystrom Map Explorer Atlas* (17156)

Video Resources

- *Understanding and Using Maps and Globes* [DVD] (V2634)

Outcome

- 6.1.3 In Social Studies 6, students will be expected to analyze the importance of cross-cultural understanding
- give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
 - explain the concept of a stereotype
 - examine the extent to which the mass media stereotype different cultural groups
 - give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)

Suggestions for Assessment

Ask students to survey a newspaper, magazine article, online newspapers, or news website (or other media) to identify examples of the impact of a lack of cross-cultural understanding. Have each student complete the following chart to illustrate and organize his or her findings.

Lack of Cross-Cultural Understanding in the Media			
Name of Article	What the Article Is About	Examples of Lack of Cross-Cultural Understanding	Impact of These Examples

Have students use the following organizer to give examples of stereotyping (which they have seen used) of the group identified. Students may add other groups. ♥

Examples of Stereotypes	
Groups	Stereotypes
Skateboarders	
Immigrants from <i>(identify an area)</i>	
Elderly people	
People of colour	

Have students read a selection of fiction or non-fiction text and identify examples of stereotyping. Teachers may relate stereotyping to bias, prejudice, and discrimination.

Have students identify and examine newspaper articles to identify examples of stereotyping.

Examples of Stereotyping in the Media		
Title of Article, News Story, Website	What the Article Is About	Examples of Stereotyping

Ask students to record a chosen story so that the instances of stereotyping are avoided.

Ask students to scan newspapers, magazines, TV, radio, or websites to identify an example of stereotyping in advertising. Students may revise the advertisement to avoid the stereotype. Selected “before-” and “after-revision” examples may be posted on the classroom wall, digitally projected, or re-recorded and discussed.

Students can write a dialectical journal or blog entry about an example of how stereotyping led to a serious misunderstanding of people from another culture. For example, stereotypes may

- not allow us to truly understand and appreciate other groups or cultures
- lead us to think that our group or culture is better than another
- lead us to think that another group or culture is better than ours
- not reflect the diversity within cultures
- lead to bias, prejudice, and discrimination
- lead to overly positive or negative perception of the individual or group

(Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.)

Have students use the following organizer to record responses to questions posed while interviewing a representative from a particular cultural group or organization. The questions provided are intended only to illustrate the levels of questions; the student may write a new set.

Preparing Questions for an Interview	
Type of Question	My Interview Notes
Getting the facts: <i>What kinds of stereotypes do people living in poverty experience?</i>	
Connecting Ideas: <i>How does this affect the way people living in poverty feel about themselves? How do the stereotypes harm people who are not living in poverty?</i>	
Getting opinions: <i>Do you think education can help prevent harmful stereotypes about the people living in poverty?</i>	

Have students create an awards program for positive actions taken to improve cross-cultural understanding. Students should identify the criteria for the award, the types of actions that will be recognized, the design of the award (e.g., plaque, certificate ...), and how the recognition will be given (e.g., ceremony, media ...).

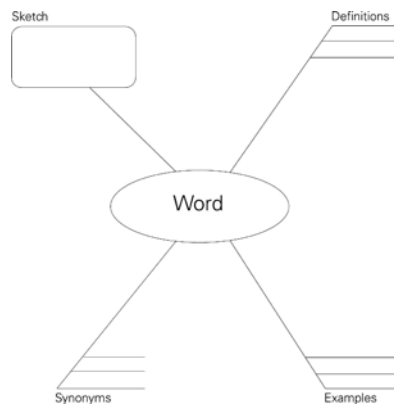
Suggestions for Learning and Teaching

Ask students to survey a television program (or other media) to identify examples of the impact of cross-cultural understanding. This task should be assigned to two students who will analyze independently the same media piece. Have each student complete the following chart to illustrate and organize his or her findings.

Cross-Cultural Understanding on Television			
Name of Program	What the Program Is About	Examples of Cross-Cultural Understanding	Impact of These Examples

Have students participate in a think-pair-share co-operative learning structure to examine the impact of cross-cultural understanding. Each partner shares with the other the information recorded in his or her chart on cross-cultural understanding from television viewing. Both reach a consensus and share a common set of information with the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)

Students can use the following spider definition organizer to define the term stereotype. (See Appendix C for a full-scale version.)

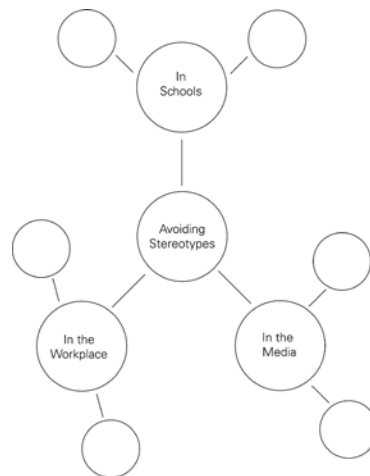


Ask students to examine television programs to identify examples of stereotyping. A sampling of the findings may be recorded on a classroom chart.

Examples of Stereotyping in Television Programs		
Name of Program	What the Program Is About	Examples of Stereotyping

Students can create a digital comic focusing on a group of young people who, through a series of events, became aware of a culture much different than their own. Detail their journey as they develop an appreciation and understanding of this culture.

Brainstorming ways to avoid stereotyping in schools, in the workplace, and in the media, students can develop a class concept web to record some of the ideas. ♥ (See appendix C for concept web.)



Ask students to use an online research database or located sports team websites to study the use of stereotypical Native images in the logos of North American professional sports teams. One group could argue that these stereotypes reflect Native culture in a negative light and the second group could argue that these images reflect the culture in a positive or neutral manner. In groups, have students study the positive and negative attributes of the images that reflect Native culture in stereotypically positive and negative ways.

Invite a representative from a particular cultural group or organization (e.g., NGOs, anti-poverty groups, anti-racism activists) to the classroom to participate in an interview about cross-cultural understanding. Students should prepare questions in advance of the visit. The following organizer is provided as a guide for students in the preparation of questions that retrieve facts, determine

relationships among phenomena, and obtain opinions about events. The questions provided are for illustrative purposes only.

Preparing Questions for an Interview	
Type of Question	Examples I Would Use
Getting the facts: Who ...? What ...? When ...? Where ...?	What kinds of stereotypes do people living in poverty experience?
Connecting ideas: Why ...? How ...? How differently ...? How alike ...?	How does this affect the way people living in poverty feel about themselves?
Getting opinions: Do you think that ...? What would have happened if ...?	Do you think education can help prevent stereotypes about the people living in poverty?

Have students research public figures whose actions have affected cross-cultural relations. Each student should assign an “advantage” or “disadvantage” icon to indicate his or her evaluation of each action and provide a reason for this evaluation. The following organizer may be used.

Evaluating Actions That Have Affected Cross-Cultural Relations			
Public Figure	Action(s)	Icon (✓)	Reason
		☺ ☹	

Notes

Print Resources

- *Africa Is Not a Country* (17353)
- *Boundless Grace* (17190)
- *Culture Quest: Exploring World Cultures*, Chapter 3
- *Culture Quest: Exploring World Cultures, Teacher’s Resource*, Chapter 3
- *Grandfather Counts* (17879)
- Nova Scotia Department of Education, *Racial Equity Policy* (March 2002)
- *Playing War* (24186)
- *Swahili Counting Book: Moja Means One* (16948)
- *Ten Oni Drummers* (18505)
- *The Bus Ride* (17781)
- *Through Other Eyes* (17503)

Video Resources

- *Ballet Dancer / Hockey Player* [DVD] (23586)
- *Ecuador: Carlos and His Bull* (23531)
- *Inuit Games* (23555)
- *Make a Wish Molly* (23421)
- *Morocco: Mohamed and His Camel* (23532)
- *Our Friend, Martin* (22739)
- *Peru: Justina and Her Llama* (23533)
- *Scary Tales: Halloween / Day of the Dead* [DVD] (23585)

Outcome

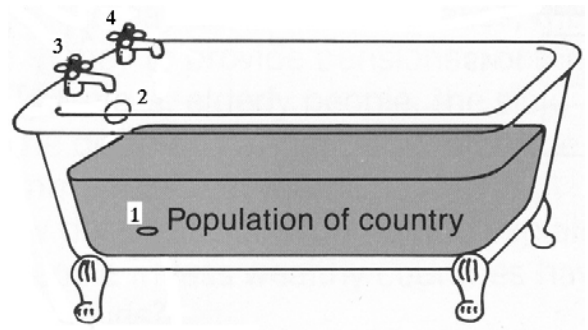
- 6.1.4 In Social Studies 6, students will be expected to identify and explain factors that are creating a more global culture around the world
- describe how the movement of people impacts on cultures
 - explain how the spread of ideas and technology is creating a more global culture
 - give examples that are illustrative of a global culture

Suggestions for Assessment

Have students write an explanation of the term **forced migration** and include an example.

Provide students with examples of immigration, emigration, or forced migration and ask them to define and classify them.

Have students demonstrate their understanding of how births, deaths, immigration, and emigration affect the population of a country. Students should assign a numeral to each of these terms as indicated in the diagram of the tub filled with water.



Using. Write the correct number after each term:

births _____ immigration _____
 deaths _____ emigration _____

Ask students to conduct a class survey to determine students' family migration patterns.

Have students contact a local group that works with new arrivals to the local area (e.g., Association for New Canadians) to identify countries that immigrants came from during a given period. On an outline map, draw lines to connect the local community to the countries of origin.

Ask students to summarize a newspaper, magazine article, television story, radio report, or news website that highlights some of the negative issues that may be associated with immigration (e.g., clash of beliefs, the role of immigrant women in a new society). ♥

Students can write a short essay to defend or take issue with the following statement: "Immigration should be a fundamental right for anyone who wishes to come to Canada."

To assess the essay, refer to Appendix J-1 for a holistic scoring rubric.

Students can use the following checklist as they engage in the discussion of the impact of the Internet on culture.

Group Discussion Self-Checklist		
Criteria	Yes	Not Yet
Speaks appropriately		
Asks a question		
Responds to a question		
Listens attentively to others		
Refers to facts and ideas		
Keeps on topic		
Shows respect for others		
Summarizes what is said		

Have students engage in an issue-analysis exercise. A key cultural issue is whether societies and cultures should welcome the free exchange of ideas and information. Students may use the following chart to list reasons for and against the issue and to arrive at a position.

Should Countries Freely Exchange Ideas and Information?	
Pros	Cons
Countries should (give your position) because (give reasons for your decision).	

Have students list examples to show that popular culture is part of the global culture.

Ask students to select a technology (e.g., automobile, airplane, train, passenger ship, cargo ship, cell phone, cable/satellite television, instant messaging, social media, video conferencing webcams, food technology) and examine its impact upon the way we live. Students may use the information they find to create a poster project, audio podcast, or digital slideshow about the influences and effects that this technology has had upon the world (e.g., reducing time-distance, exchange of cultural artifacts and practices, making products, with less effort).

Students can depict examples of the spread of global culture. For example, the McDonald's arch can be drawn over Mt. Fuji; the Wal-Mart sign over a Chinese Dragon. These sketches or digitally created images may be placed around the perimeter of a wall map of the world, with string attaching them to the correct physical location. Photoshop Elements support students to combine photographic images.

Suggestions for Learning and Teaching

Background information about migration given in this two-page spread is essential to an understanding of the first delineation.

Students can write a definition for the term immigration, with an example.

Students can use a spider definition organizer to examine the meaning of the term emigration.

Ask students to select a country of interest and examine population change and how immigration and emigration relate to it. The following organizer or a spreadsheet may be used.

How a Population Changes in (<i>identify a country</i>)						
Year	Population <i>(start of year)</i>	Births	Deaths	Immigration	Emigration	Population <i>(end of year)</i>

Emigration _____ the population of a country, but immigration _____ it.

Have students read a case study (e.g., a newspaper article, human interest story) of an immigrant to Canada. Analyze how the decision to move to this country was made. The following organizer may be used.

The Decision to Move to a New Country		
Push Factors (Why a person leaves the homeland)	Obstacles (What makes a person hesitate to leave)	Pull Factors (What attracts a person to a new country)

Students can interview an immigrant who came to settle in the local area. Find out about the hardships that a person may experience in settling in a new country.

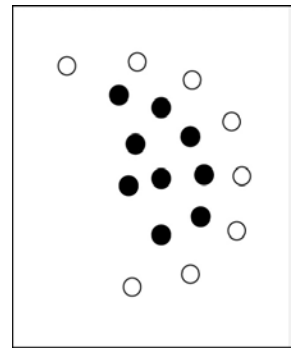
Students can then contact local immigrant groups to collect information about positions and roles that immigrants have assumed in the local area. The following organizer may be used.

Immigrants Help Build Canada			
Name	Homeland	Date of Arrival	Position / Role / Public Service

Ask students to develop a photo essay or a digital slide show of contributions that other cultures have made to Canadian society, in the areas of food, dress, music, art, medicine, science, and so on.

Have students research the Internet to determine original source areas for some of the foods that Canadians consume. Have an International Food Day to highlight recipes or food samples.

Students can engage in a “fish-bowl” co-operative learning structure to discuss ways in which information transferred globally through the Internet may affect our culture. The “fish” [●] will complete a discussion of an assigned key question, as the observers [O] listen and record what is being said. Then the observers are given an opportunity to ask questions, offer refinements, and add more information in an overall class response to the key question.



(To assess student participation in collaborative learning groups, refer to Appendix I.)

Key Question: How does the Internet affect the culture of a country?

Ask students to conduct a survey of members of selected age groups about their use of the Internet. Input the data in a spreadsheet and use the software to create a graph or chart of the information. The results may be transferred to a class chart.

Use of the Internet			
Age Group (years)	Time per Day	Reasons for Using the Internet	How the Internet Has Changed My Life
0–14			
15–19			
20–29			
30–39			
40–49			
50+			

As a class discussion, determine (1) if age is a factor in the time spent online, and (2) if there is a pattern by age group in the reasons for going online.

Conduct an in-class survey of student preferences for items of popular culture. The results may be arranged in order of preference and presented as a classroom chart.

Classroom Survey: Items of Popular Culture Preferred Most	
Categories	Items
Clothing designs	
Music	
Fast food	
Sports/recreational equipment	
Magazines/newspapers	

Discuss how much commercials, or other media representations, are contributing to a global culture. The following questions should facilitate the discussion:

- How did the commercial reflect global culture?
- Were the commercials made to appeal to a worldwide audience?
- Where did the commercials come from?
- How are the commercials spread throughout the world

Notes

Print Resources

- *A Life Like Mine* (17343)
- *Children Just Like Me: A Unique Celebration of Children around the World* (13214)
- *Classroom Atlas of Canada and the World* (23937)
- *Culture Quest: Exploring World Cultures*, Chapter 4
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 4
- *My World: An Elementary Atlas* (17159)
- *The Nystrom Atlas of Canada and the World* (17153)
- *The Nystrom Map Explorer Atlas* (17156)

Video Resources

- *Ecuador: Carlos and His Bull* (23531)
- *Inuit Games* (23555)
- *Morocco: Mohamed and His Camel* (23532)
- *Peru: Justina and Her Llama* (23533)

**Unit 2:
Environment and Culture**

Unit 2: Environment and Culture

Unit Overview

Unit 2, “Environment and Culture,” examines the complex interactions between environment and culture. Environments around the world often appear strikingly distinct. While each is unique, every environment shares traits with other environments. As well, environment typically exerts a significant influence on its local culture, although it is always a unique influence. Conversely, the beliefs and practices of different cultures can have a significant effect on local and global environments.

The unit begins by having students examine and compare environmental features in different physical regions in the world. Students then consider and assess the complicated relationship between environment and culture in a selected region of the world. Finally, students study and compare resource and sustainability practices in Canada and another country.

Unit Outcomes

Students will be expected to

- 6.2.1 compare climate and vegetation in different types of physical regions of the world
- 6.2.2 assess the relationship between culture and environment in a selected cultural region
- 6.2.3 compare the use of resources and sustainability practices between Canada and a selected country

Unit Process and Skills Emphases

Communication

- Read critically
- Express and support a point of view
- Select media and styles appropriate to a purpose
- Use a range of media and styles to research and to present information, arguments, and conclusions

Inquiry

- Recognize significant issues and perspectives in an area of inquiry
- Gather, record, evaluate, and synthesize information
- Draw conclusions that are supported by the evidence
- Make effective decisions as consumers, producers, savers, and citizens

Participation

- Function in a variety of groupings, using collaborative and co-operative skills and strategies

Outcome

- 6.2.1 In Social Studies 6, students will be expected to compare climate and vegetation in different types of physical regions of the world
- identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts, and grasslands
 - give examples of the characteristics of climate and vegetation in these different types of physical regions
 - give examples of similarities and differences of the climate and vegetation in different types of physical regions

Suggestions for Assessment

Ask students to provide evidence from the Latitude and Temperature chart to support the following statement: “As a person travels farther and farther from the equator, temperatures will usually decrease.”

Students can create a photo essay using presentation software such as Photo Story or PowerPoint that displays photographs of many different physical regions. Include information about how the climate of that area has created the types of vegetation (or lack of vegetation) in the photo.

Interpreting information on a map of ocean currents, students can write a sentence to explain why two places at the same latitude may experience different average annual temperatures.

Ask students to select a number of places and identify the factor(s) that explain their annual average temperature.

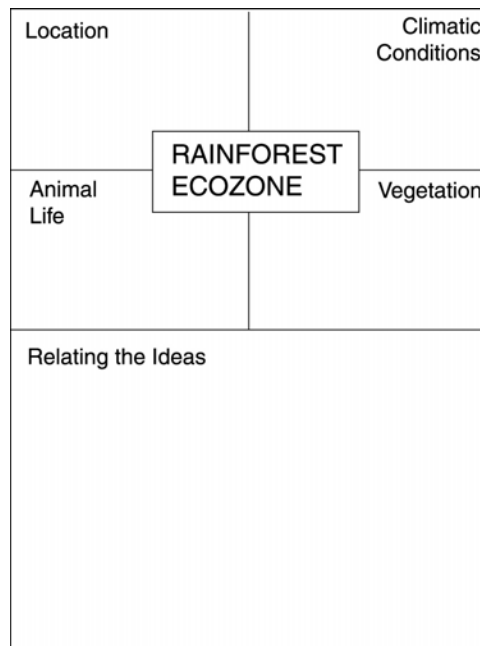
Places and Temperatures					
Place	Factor(s) Affecting Temperature				
	Average Annual Temperature	Latitude	Elevation	Distance from the Ocean	Ocean Currents

Using world climate map to match climatic conditions to specific places, have students complete the following organizer.

Matching a Place to Climatic Conditions	
Climatic Conditions	Place

Students can use a climate map and write a brief description of the climatic conditions of their local area.

Students can organize the information they acquired from the jig-saw co-operative learning exercise into a box report. In the Relating the Ideas section, students will draw connections (e.g., how location affects climate, how vegetation is adapted to climate, how animals are adapted to climate and vegetation.) Text and/or illustrations may be used. This organizer also may be used for other ecosystems.



Have students use an ecozones map to identify the ecosystem for the local area. Develop a poster or computer folder containing photos to illustrate climatic conditions, vegetation, and animal life.

Then have students identify an ecozone in which they would like to live and give reasons for their choice

Suggestions for Learning and Teaching

This outcome explores attributes of physical regions and the influence of climate and vegetation on them. Specific determinants of climatic conditions are first explored as background to physical regions.

Students can display photographs of physical regions using Google Earth's Panoramio layer. Discuss how the climate of that physical region has affected the vegetation present in the photograph.

Ask students to collect temperature data from an atlas or the Internet to find a relationship between average annual temperatures and distance from the equator (i.e., latitude).

Latitude and Temperature			
	Place	Latitude	Average Annual Temperature
	High Latitudes (60-90° N)		
	Middle Latitudes (30-60° N)		
	Low Latitudes (0-30° N)		
	Low Latitudes (0-30° S)		
	Middle Latitudes (30-60° S)		
	High Latitudes (60-90° S)		

Students can also collect temperature data from a traditional atlas or from the Internet to generalize a relationship between average annual temperatures and elevation. The following organizer may be used.

Elevation and Temperature		
Place	Elevation	Average Annual Temperature

Collecting temperature data from an atlas or from the Internet, students can generalize a relationship between average annual temperatures and distance from the ocean. The following organizer may be used.

Have students examine an ocean currents map and discuss how the temperature of a place may be affected by ocean currents.

Distance from the Ocean and Temperature		
Place	Distance from the Ocean	Average Annual Temperature

Have students select a number of different types of physical regions and display them on an LCD projector using Google Earth. Discuss how these regions differ in temperature and how the difference affects the physical make up of the region.

Students can examine a world climate map and describe the conditions found in selected climatic regions. The following organizer may be used.

Investigating a Climate Map	
Climatic Region	Conditions

Students can then develop a photo-essay to depict and describe selected human activities in each of these regions in January (e.g., recreational activity, sport, clothing, transportation).

Using audio editing software, students can simulate a weather report from various physical regions around the world. Discuss the weather trends in each specific region.

Students may also select a continent and give a brief description of each climate found there. Record the conditions in the following chart.

Climatic Conditions in (<i>Identify the Continent</i>)	
Climatic Region	Climatic Conditions

Organize a jigsaw co-operative learning structure where each home group, each student agrees to become an “expert” on one of the defining features of rainforest ecosystems location [L], climatic conditions [C], vegetation [V], and animal life [A]. After reading/researching and discussing the feature with the corresponding expert from the other home groups, he or she shares his or her expertise with other members of the home group. (To assess student participation in collaborative groups, refer to Appendix I.)

Ask students to discuss the following statement in a small-group discussion: “The equatorial rainforests are the lungs of Earth.”

Ask students to select a continent and use an ecosystems map to write brief descriptions of the ecozones that you would cross if you travelled in a straight line from north to south. Note changes in the ecozones along the journey.

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 5
- *Culture Quest: Exploring World Cultures, Teacher’s Resource*, Chapter 5
- *Classroom Atlas of Canada and the World* (23937)
- *GCSE Geography: Essential Word Dictionary* (25008)
- *Go Facts, Set 10, Teacher Resource Book, Theme: Oceans* (17499)
- *Goode’s World Atlas*, 21st edition (24064)
- *My World: An Elementary Atlas* (17159)
- *One Well: The Story of Water on Earth* (18311)
- *Ryan and Jimmy and the Well in Africa That Brought Them Together* (18307)
- *The Nystrom Atlas of Canada and the World* (17153)
- *The Nystrom Map Explorer Atlas* (17156)
- *Writing Anchors* (23574)
- *Writing for Change: Boosting Literacy and Literacy through Social Action* (18355)

Video Resources

- *Australia: Parts 1–3* (23508)
- *Geography, Traditional Religions, and Beliefs* (23524)
- *Inuit: People of the Ice* (22986)
- *Ryan’s Well* [DVD] (V2580)
- *Understanding and Using Maps and Globes* [DVD] (V2634)

Outcome

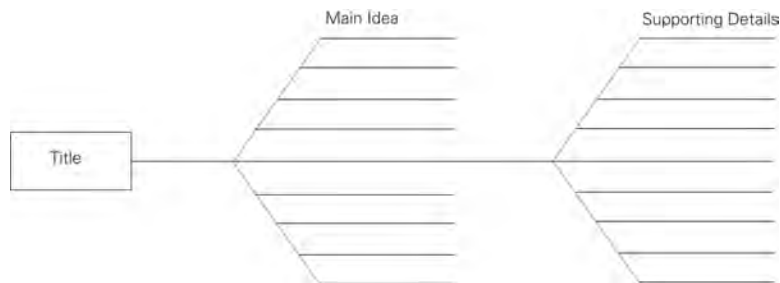
- 6.2.2 In Social Studies 6, students will be expected to assess the relationship between culture and environment in a selected cultural region
- identify, locate and map the cultural region selected and identify its physical environment(s)
 - analyze how the way of life in this culture is influenced by its physical environment(s)
 - evaluate the impact that culture has on the environment

Suggestions for Assessment

Using the following organizer, students can present general information collected from print resources and the Internet on the Amazon Basin.

The Amazon Basin				
Location	Physical Features	Climate	Ecozone	Resources

Ask students to complete a “fish-bone” organizer to explain why the environment is important to aboriginal peoples. They may begin by developing a title (e.g., The Environment Is Important to the Aboriginal Peoples), then list main ideas (e.g., obtaining food, getting shelter, making tools and implements), and provide details about the main ideas.



Have students select a significant river (e.g., the Ganges, Yenesei, Nile) and develop a list of questions related to such topics as finding food, farming the land, getting about, and daily activities that they would ask someone who lived near it.

Students can assume the role of an entrepreneur who is running an ecotourism operation in the rainforest near the Amazon River. Using desktop publishing software, design a brochure that would be suitable for a website designed to attract visitors to the Amazon Basin.

Ask students to write or email a letter to the editor of the local paper to express their views about the removal of rainforests for cattle ranchers. Please see Appendix C for the Letter to the Editor criteria chart.

Have students write a short description about the environmental impact of the construction of a dam across major rivers (e.g., the Mactaquac Dam on the St. John River, the Tennessee Valley Dam, Aswan Dam, or the Three Gorges Dam). The following organizer will help organize the research.

Impact of Damming Rivers			
Location	Need for the Dam	Environmental Impact	Human Impact

Students can also write a story from the point of view of a child from a cultural group that has been negatively impacted by the loss of traditional lands in the equatorial rainforest.

Suggestions for Learning and Teaching

The outcome is referenced to the Amazon Rainforest in South America. Another ecozone may be used as a focus of study.

Have students use an atlas, Google Earth, or an online map to identify and compare four countries that share the Amazon Basin. The following organizer may be used.

Countries in the Amazon Basin		
Country	Natural Resources	Land Use

Students can use Google Earth's "Global Awareness Layer" to identify areas where some of Earth's ecosystems (such as the Amazon Rainforest) are being altered or changed by human influences.

Students can examine photos depicting an aboriginal group engaging in a traditional subsistence activity (e.g., building a shelter, farming the land, hunting in the rainforest, making tools and implements) or wearing costumes in song and dance. Draw a conclusion about what the picture portrays.

Analysis Sheet: Photo

Photo

(Identify the Photo)

What I See

Describe the setting and time.
 Identify the people and objects. How are they arranged?
 What's happening in the photo?
 Was there a purpose for taking the picture? Explain.
 What would be a good caption for the photo?

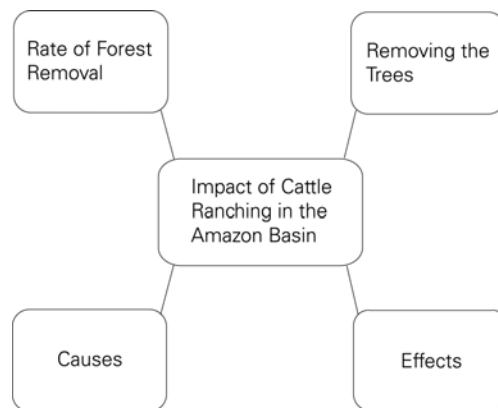
From this photo, I have learned that ...

Another option is for students to conduct research on the importance of the Amazon River as a means of transportation, and as a source of food and hydro-electricity or conduct research on the value of rainforest plants as a source of new therapies to combat serious diseases, such as cancer.

Students can discuss how the global access to information (Internet) has changed the worldwide perception of deforestation in the Amazon Rain Forest. How does this global awareness affect the situation? How are the Native populations in the area affected by the global awareness of the situation?

Students can read a short article about the removal of the rainforest in the Amazon region to make way for cattle ranches (Information may be organized by key questions:

- Why are cattle ranches located in the Amazon rainforest ecozone?
- How much rain forest is removed annually?
- What method is used to remove the trees?
- What impact is cattle ranching having on the rainforest ecosystem?
- How are aboriginal peoples affected by the coming of ranches to their homeland?)



Students can also read a short article about the operation of gold and silver mines in the Amazon rainforest, or the flooding of vast areas for reservoirs for hydro-electric projects. Design a digital concept map or an organizer to show the advantages and disadvantages of carrying out the selected activity in the Amazon Basin.

Have students compare viewpoints that various groups might have about a resource or resource-use activity in the Amazon. The following organizer may be used.

Perspectives on Rainforest Removal	
I Am a ...	My Viewpoint on Clearing the Rainforest
Member of the Yanomami tribe	
Medical researcher	
Cattle rancher	
Government representative	
Unemployed worker from the coast	
Construction engineer	
Eco-tourism business owner	

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 6
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 6
- *Classroom Atlas of Canada and the World* (23927)
- *GCSE Geography: Essential Word Dictionary* (25008)
- *Goode's World Atlas*, 21st edition (24064)
- *My World: An Elementary Atlas* (17159)
- *People and Places* (17187)
- *Rain Forest* (17523)
- *The Nystrom Atlas of Canada and the World* (17153)
- *The Nystrom Map Explorer Atlas* (17156)

Video Resources

- *Australia: Parts 1–3* (23508)
- *Australia* (23400)
- *Brazil: Paulhino and His Alligators* (23545)
- *Canada: Emilie and Her Husky* (23530)
- *Children in Kenya: Under One Sky* (23096)
- *China: Geography and History of the North* (23527)
- *Families of Sweden* (22858)
- *Geography, Traditional Religions, and Beliefs* (23524)
- *Ilot/Islet* (23486)
- *Inuit: People of the Ice* (22986)
- *Japan: Parts 1–5* (23509)

- *Understanding and Using Maps and Globes* [DVD] (V2634)

Outcome

- 6.2.3 In Social Studies 6, students will be expected to compare the use of resources and sustainability practices between Canada and a selected country
- give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country
 - explain reasons for different perspectives on the use of resources and sustainability practices

Suggestions for Assessment

Ask students to compare conservation and sustainability in Canada and a selected country. The following organizer may be used.

Comparing Conservation and Sustainability			
Word	Definition	Example (Canada)	Example (other country)
Conservation			
Sustainability			
Conservation and sustainability are similar because both have to do with <i>(complete the sentence)</i> .			
Sustainability is slightly different from conservation because <i>(complete the sentence)</i> .			

Students can research the Internet to compare the sustainability of fishing practices in Canada with that of another country. The following organizer may be used to present the findings.

Sustainable Practices in the Fishing Industry		
Canada	Criteria	<i>(Identify Another Country)</i>
	Licences	
	Harvest limits	
	Fishing practices	
	Using alternative sources (e.g., aquaculture)	
	Reducing number of fishers	

My Checklist for Reading a Poem	
Criteria	Check
From the title I can predict what the poem is about.	
I found out the meaning of new words.	
I read the poem straight through.	
I reread the poem slowly to get the meaning.	
I paid attention to punctuation and diction.	
I paid attention to poetic elements. (e.g., rhythm)	
I examined the figures of speech and imagery used.	
I could imagine scenes created by the images.	
I put everything together to understand the main theme or meaning of the poem.	
This poem tells me that ...	

Students can also create a digital comic strip that illustrates the importance of sustainability practices to the future of Nova Scotia.

Students can also conduct research on an issue about the development of a natural resource in Canada and in a selected country. Appendix C contains an organizer, *Examining an Issue*, that may be used for this purpose.

Suggestions for Learning and Teaching

Sustainability refers to the conservation, protection, and regeneration of resources over time. Fundamental to an understanding of sustainability is the idea that decisions made today affect future generations. Sustainability practices consider the critical impact of actions today on the future availability of resources.

Students can use concept mapping software to create a thought web about what the government and individual Nova Scotians can do to meet the Nova Scotia Department of Environment's goal of "making Nova Scotia one of the cleanest environments and most sustainable economies in the world by 2020."

Students can begin to explore their understanding of sustainability by using a specific organizer.

Students can further their understanding of sustainability by researching the use of resources in Canada with resource use in another country. The following organizer illustrates an approach for timber harvesting, but it may be adapted to include mining, oil extraction, or farming.

Sustainable Practices in the Forest Industry		
Canada	Criteria	<i>(Identify Another Country)</i>
	Licences	
	Harvest limits	
	Cutting practices (e.g., clear cutting)	
	Reforestation	
	Combatting infestations	
	Forest fire protection	

Group students in pairs and have them examine two sustainability practices related to a resource use. Each student will assign an “advantage” or “disadvantage” icon to indicate his or her evaluation of each practice and provide a reason for this evaluation. The following organizer may be used.

Evaluating Sustainability Practices				
Country	Practice	Icon (✓)		Reason
		☺	☹	

Have students use the following procedure to find evidence of bias in a position taken on a sustainability issue. Removal of rainforest is used to illustrate the approach, but other environmental issues may be used.

Issue: Rainforests should be cleared in the Amazon Basin to provide large areas for cattle ranches.

Procedure

- Adopt one of three roles (i.e., cattle rancher, aboriginal person, environmentalist) concerned about the removal of trees from a large area of the Amazon rainforest.
- Write a paragraph in which at least three arguments are used to support a position on the issue.
- Divide into groups of three.
- In each group, have one member read his or her paragraph.
- Have the remaining two group members decide what role the writer has adopted and explain how they know.

- Have all three group members identify key issues that the writer chose to ignore in his or her position.
- Find or create a cartoon that relates to a sustainability issue.
- Collect two articles that reflect opposing points of view on an environmental issue; critique the points of view and defend personal positions on the issue.
- read a poem or the lyrics to a song about a sustainability issue.

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 6
- *Culture Quest: Exploring World Cultures, Teacher’s Resource*, Chapter 6
- *Classroom Atlas of Canada and the World* (23937)
- *GCSE Geography: Essential Word Dictionary* (25008)
- *Goode’s World Atlas*, 21st edition (24064)
- *My World: An Elementary Atlas* (17159)
- *Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards* (17385)
- *The Nystrom Atlas of Canada and the World* (17153)
- *The Nystrom Map Explorer Atlas* (17156)
- *The Poetry Experience: Choosing and Using Poetry in the Classroom* (18594)

Video Resources

- *Australia: Parts 1–3* (23508)
- *Geography, Traditional Religions, and Beliefs* (23524)
- *Understanding and Using Maps and Globes* (V2634)

Internet Sources

- Fisheries and Oceans Canada: www.dfo-mpo.gc.ca
- Nova Scotia Department of Environment: gov.ns.ca/nse

Unit 3:
Some Elements of Culture

Unit 3: Some Elements of Culture

Unit Overview

Unit 1 introduced students to the concept of culture and to various elements of culture. Unit 3 provides an in-depth study of some important elements of culture such as traditions, governments, and economic systems. As they examine these elements, students will also have the opportunity to identify other elements of culture and discover their interconnectedness.

The unit begins with students examining how culture is influenced by traditions in a selected cultural region of the world. Students then choose another cultural region to examine how government influences culture and to explain how different economic systems can influence cultures.

Unit Outcomes

Students will be expected to

- 6.3.1 examine how traditions relate to culture in a selected cultural region
- 6.3.2 describe how government relates to culture in a selected country
- 6.3.3 explain how economic systems relate to cultures

Unit Process and Skills Emphases

Communication

- Read critically
- Develop mapping skills
- Express and support a point of view
- Select media and styles appropriate to a purpose
- Present a summary report or an argument
- Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry

- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Create information by recognizing patterns in data

- Gather, record, evaluate, and synthesize data and information
- Analyze and evaluate information for logic and bias
- Test data, interpretations, conclusions, for accuracy and validity of identified patterns within the data
- Draw conclusions that are supported by evidence

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Respond to class, school, community, or national public issues

Outcome

- 6.3.1 In Social Studies 6, students will be expected to examine how traditions relate to culture in a selected cultural region
- identify, locate, and map the selected region including examples of its major features
 - describe how religious traditions influence the region's culture
 - describe how customs and rituals are reflected in the region's culture
 - analyze how change factors affect cultural traditions

Suggestions for Assessment

Ask students to classify a series of photos of different landscapes in the Middle Eastern region according to the physical feature depicted.

The following chart may be used.

The Middle Eastern Region: Key Physical Features	
Photo	This Photo Shows
1.	
2.	
3.	
4.	
5.	

Have students use the Internet to research weather conditions for the same period for two different climatic zones (Present them as an evening weather forecast on television.)

Students can examine a population distribution map, with a physical features map and an ecozones map, to record evidence on population distribution in a Middle Eastern region.

The Middle Eastern Region: Where People Live	
Statement	Evidence to Support This Statement
Few people live in really dry regions.	
Areas along large rivers are heavily populated.	
People like to live along the coast.	

Have students develop a pictorial display of traditional clothing worn in the Middle East. Explain how clothing is influenced by environmental conditions.

Students can create a comparative chart to summarize the features of the three main religions of the Middle East, using concept mapping software such as Inspiration.

Religions	Features		
	Main Beliefs	God	Sacred Text
Islam			
Christianity			
Judaism			

Students can use the following organizer to research and write a biography of a key religious figure who was instrumental in the origin of a key religion in the Middle East. ♥

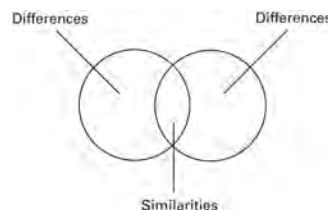
Checklist for Writing a Biography	Check
Who is/was this person?	
What qualities does/did the person have?	
What examples prove these qualities?	
Describe events that changed this person.	
What kinds of risks did this person take?	
How was this person important to other people?	
What I learned from this individual about how to be a better person.	

Ask students to research customs and rituals in the Middle East and compare them to examples in Canadian culture (The following chart may be used.)

Comparing Customs in the Middle East and in Canada			
Middle East	Origins/ Description	Canada	Origins/ Description
Sukkot		Thanksgiving	
Now Ruz		Sun Dance (First Nations)	
Debka (Arab Folk Dance)		Line Dancing	

Students can write a reflective journal entry about their experience with a traditional practice of one of the three major religious groups of the Middle East. A particular feature could be the focus of the entry, such as a religious ceremony, or a wedding they attended, read about, or viewed on television. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

Using a Venn diagram, students can compare customs and rituals around showing hospitality to a visitor in a Middle Eastern culture with customs and rituals in the local area. Another custom/ritual could include a “coming of age” milestone.



Have students write a paragraph to explain how a calendar in a Middle Eastern country is influenced by religion, culture, and patriotism.

Students can create a photo-essay showing how contact with regions outside the Middle East has affected food, clothing, ways of making a living, and traditional beliefs.

Selecting a culture in the Middle East in which people have experienced changes in lifestyle over the last 50 years, students can complete the following chart to record changes.

Cultural Change		
Then	Criteria	Now
	Clothing	
	Shelter	
	Food	
	Tools	
	Transportation	
	Women's roles	
	Music	

Students can select a region or a country in the Middle East and investigate how new technology has changed primary land use activity from traditional times. The following example illustrates one approach to the investigation, which may be modified for other primary activities.

Farming: Then and Now		
Then	Criteria	Now
	Crops	
	Tools	
	Irrigation methods	
	Ownership	
	Marketing	

Suggestions for Learning and Teaching

This outcome is referenced to influences on culture in the Middle East. Another geographic region may be used as the focus of study.

In this unit, students develop an understanding of the culture of the Middle East by examining traditions.

As an introduction, have students refer to an atlas or electronic map (e.g., Google Earth) and identify where the Middle Eastern region is located. The following chart can be used to help students in their investigation.

The Middle Eastern Region: Where It Is

Continents it shares	
Water bodies nearby	
Countries it includes	

Using a GIS (Geographic Information System) or referring to an atlas to identify key physical features (i.e., landforms and water forms) in the Middle Eastern region, have students record their findings in a chart.

Students can also refer to a world climate map or research the Internet to identify climatic conditions in the Middle Eastern region.

Have students engage in a think-pair-share cooperative learning structure to examine how peoples of the Middle Eastern region have adapted to living in dry conditions. A specific question, such as “How do desert dwellers cope with dry conditions?” may be posed. Each student thinks of a possible response to the question (e.g., use of oasis sites, qanats). Students then form pairs and each team member shares his or her answer with supporting evidence. The teacher selects pairs to share a common answer with the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)

Students can also examine how environment affects how people live, particularly those who still practice a traditional lifestyle. As an example, the following organizer may be used to show how much traditional Bedouin tribes/people of the Sinai relied upon the camel in a desert ecosystem.

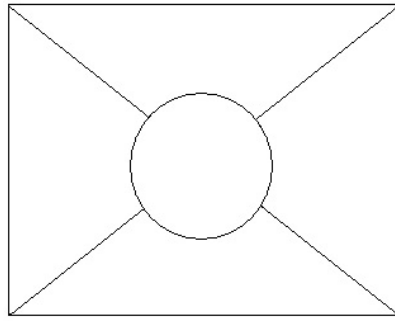
Putting the Camel to Use

Item	Uses
Fat milk	
Hides	
Hair	
Droppings	

Using a GIS or an atlas to create a thematic map to depict the distribution of the main religions in the Middle Eastern region, students can write a brief description of the type of patterns that emerge.

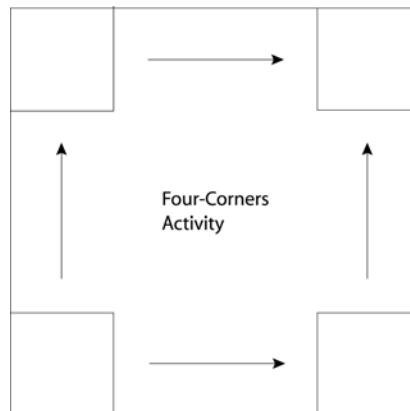
Students can also research the origins of the three main religions found in the Middle Eastern region and record them in a chart.

Have students participate in a “placemat” co-operative learning activity to identify key features of a major religion of the Middle East. Ask students to divide into teams of four members and select one of the three major religions. A placemat organizer is given to each team; each student places religious practices/features that comes to mind in one of the sections. Then, through consensus, each feature that is considered relevant to that religion is moved to the circle. All placemats may be posted on the classroom wall and distilled into a single placemat organizer for each religion. As an alternative, the activity can be done through a knowledge development wiki.



Students can explore how beliefs and customs affect food ways. Have students select a religion practised in the Middle East and show how it affects the choices of food, its preparation, occasions when it is consumed, and rituals during the meal. What impacts do exposure to other cultures and technologies have on changes in food ways?

Ask students to engage in a “4-Corners” co-operative learning strategy. Students select a particular custom/ritual that interests them, and then go to a corner of the classroom labelled with that custom/ritual. Students form pairs and discuss interesting facts about the custom/ritual that led them to make the choice they did. They may also visit another area to find out why their peers made the choices they did. Randomly invite students to report to the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)



Have students develop a photo-essay to illustrate how elements of material culture (e.g., clothing, flags, religious architecture, religious icons) are influenced by religion and culture. Students could use the Creative Commons group of images at flickr.com.

Traditions may change over time as the result of such factors as outside influences (e.g., tourism), urbanization, modern communications, education, and new technologies and practices.

In the photo essay, identify elements of material culture and explain how the various factors above have shaped and shape the artifacts. How may continuing changes in economics, government, trade, international communication, technology, and traditional cultures further shape and inform material culture? What trends in change are apparent?

Ask students to research travel magazines or the Internet for travel packages to a country in the Middle East for examples of how customs and rituals are used to attract tourists.

Students can also select a region or country in the Middle East in which urbanization is affecting traditional lifestyles and record lifestyle differences between rural and urban dwellers.

Using e-pals or pen-pals, students can correspond with students of their own age from another culture. Students can record how their culture compares to another.

Notes

Print Resources

- *A Guide to Constellations* (18332)
- *A Life like Mine* (17343)
- *A New Life in an Old Village: A Family in Portugal* (16971)
- *Children Just Like Me: A Unique Celebration of Children Around the World* (13214)
- *Culture Quest: Exploring World Cultures*, Chapter 8
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 8
- *Gerardo's Story: A Family in Mexico* (16973)
- *Grandfather Counts* (17879)
- *Journey Home* (17041)
- *Letters from Ritang: A Family in Kiribati* (16966)
- *Little Dog Moon* (17677)
- *Living with Aunt Sasa'e: A Family in Western Samoa* (16967)
- *Room Enough to Share: A Family in Colombia* (16968)
- *Ruby's Wish* (17372)
- *Summer on the Steppe: A Family in Mongolia* (17173)
- *The Butterfly Pyramid* (16947)
- *The House That Adna Built: A Family in Grenada* (16969)
- *The Illustrator's Notebook* (18300)
- *Waiting for Sinterklaas: A Family in the Netherlands* (16972)
- *World Communities Set* (17375)
- *World Communities Set: China* (17379)
- *World Communities Set: India* (17382)
- *World Communities Set: Italy* (17377)
- *World Communities Set: Japan* (17376)
- *World Communities Set: Kenya* (17380)
- *World Communities Set: Mexico* (17381)
- *World Communities Set: Pakistan* (17378)
- *Xinmin's Story: A Family in China* (16970)

Video Resources

- *Australia* (23400)
- *Central America* (23401)
- *Children in Kenya: Under One Sky* (23096)
- *Children of Japan: Learning the New, Remembering the Old* (23173)
- *Children of Mexico* (23172)
- *China: Geography and History of the North* (23527)
- *China: Geography and History of the South* (23528)
- *Ecuador: Carlos and His Bull* (23531)
- *Egypt* (23402)
- *Israel* (23403)
- *Japan: Food* (22917)
- *Japan: Housing, Customs in Transition* (22918)
- *Japan: Parts 1–5* (23509)
- *Morocco: Mohamed and His Camel* (23532)
- *Nguzo Saba Folklore Compilation* (23171)
- *Peru: Justina and Her Llama* (23533)
- *Scary Tales: Halloween / Day of the Dead* [DVD] (23585)
- *The Silk Road, The Great Wall, Changes in Government* (23525)

Outcome

- 6.3.2 In Social Studies 6, students will be expected to describe how government relates to culture in a selected country
- identify, locate, and map the selected country including examples of its major features
 - describe the government of the selected country
 - give examples of how government influences, and has influenced, culture

Suggestions for Assessment

Using a GIS or an atlas, students can identify key physical features of China. Information can be recorded in a chart form or an outline map.

Students can also refer to a world climate map or research the Internet to identify climatic conditions in China.

Using current information about landforms, water forms, climate, and population distribution, have students respond to the following statements.

How I Know These Statements Are True	
Statement	Evidence
Highland areas of the northwest do not attract as many people as in the warmer south.	
Coastal areas are pleasant places to live.	
Most of China's largest cities are along the coast.	

Students can research and describe the areas of China in which the four largest ethnic groups live.

Using software, students can create a Venn diagram to compare the government of China to the government of Canada.

Students can read a short case study and/or view a television or DVD documentary about what the government of China does for its citizens. Students can report on topics such as business, education, religion, and sports.

China: Government Influence on Its People	
Influence in	Details
Business	
Education	
Religion	
Sports	

Suggestions for Learning and Teaching

This outcome is referenced to the influence of government on culture in China. The influence of government on culture in another country or geographic region may be used as the focus of study (See also column 2 on p. 96.)

Have students refer to an atlas and complete the following chart to describe where China is found.

China: Where It Is	
Continent on which it is located	
Water bodies nearby	
Countries it borders	

Ask students to use a GIS to create a map of China and include a picture legend to represent key physical features such as mountains, rivers, deserts, and other ecosystems.

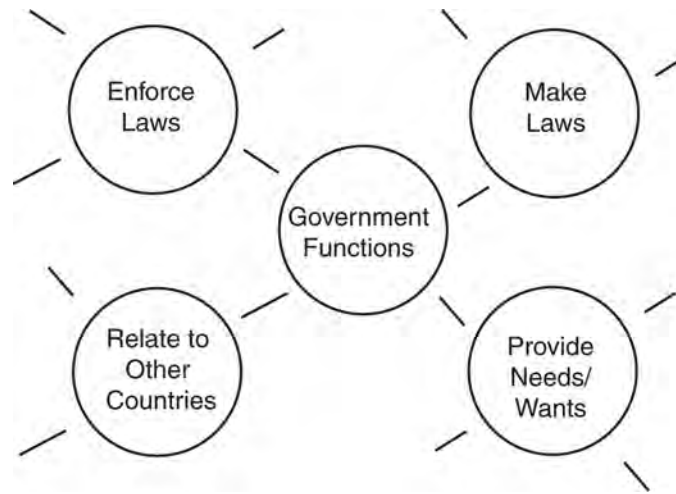
Using an outline map of China, have students create and mount current climographs to reflect climatic conditions for different parts of the country. Students can use the following chart to compare climatic conditions for different locations.

Climatic Conditions in China	
Region	Climatic Conditions
Northeast	
Central	
South	
Southwest	
Tibet	
Western Interior	
Inner Mongolia	

Students can research the four largest ethnic groups of China and describe their origins.

Students can select a national group and develop a K-W-L chart about aspects of their culture. Students could focus on one or more of location, physical environment, ways of making a living, elements of material and non-material culture. (See Appendix C for K-W-L Chart.)

Have students use software to develop a concept web to show the functions that the local municipal government performs for its citizens. Students can complete the following organizer:



China is a one-party state run by the Chinese Communist Party (CCP). It controls much of what is produced, and employment opportunities for its citizens. Although it has a constitution that guarantees basic rights such as freedom of speech and the right to vote, these rights are severely restricted. As well, the government strictly controls telecommunications and group activities that would contradict the state. In the past, the Chinese government discouraged or outlawed cultural activities, such as art, dance, music, and religion. More recently, cultural activity is experiencing a revival and many Chinese are rediscovering their traditions.

Have students conduct a video or audio conference with another school to participate in a roundtable discussion of how the Chinese government encourages/discourages particular aspects of culture of culture. Ask students to research three aspects of culture (e.g., education, sports, and religion). Divide the class into groups of three, one student to each topic. Each student in the small group writes on chart paper, a text document, or in an email his/her knowledge of the assigned topic and passes the sheet to the student to the left, or email to a person who adds his or her comments and passes them to the third student. This is repeated for the remaining two topics until each sheet or email comes back to the original writer. The use of coloured markers or text will provide an easy way to monitor the contributions of work by each individual. (To assess student participation in collaborative learning groups, refer to Appendix I.)

Notes

Print Resources

- *A New Life in an Old Village: A Family in Portugal* (16971)
- *Culture Quest: Exploring World Cultures*, Chapter 9
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 9
- *Gerardo's Story: A Family in Mexico* (16973)
- *Journey Home* (17041)
- *Letters from Ritang: A Family in Kiribati* (16966)
- *Little Dog Moon* (17677)

- *Living with Aunt Sasa'e: A Family in Western Samoa* (16967)
- *Room Enough to Share: A Family in Colombia* (16968)
- *Ruby's Wish* (17372)
- *Summer on the Steppe: A Family in Mongolia* (17173)
- *The House That Adna Built: A Family in Grenada* (16969)
- *Waiting for Sinterklaas: A Family in the Netherlands* (16972)
- *World Communities Set* (17375)
- *World Communities Set: China* (17379)
- *World Communities Set: India* (17382)
- *World Communities Set: Italy* (17377)
- *World Communities Set: Japan* (17376)
- *World Communities Set: Kenya* (17380)
- *World Communities Set: Mexico* (17381)
- *World Communities Set: Pakistan* (17378)
- *Xinmin's Story: A Family in China* (16970)

Video Resources

- *China: Geography and History of the North* (23527)
- *China: Geography and History of the South* (23528)
- *Japan: Parts 1–5* (23509)
- *The Silk Road, The Great Wall, Changes in Government* (23525)

Outcome

- 6.3.3 In Social Studies 6, students will be expected to explain how economic systems relate to cultures
- identify different economic systems
 - examine the differences among different economic systems
 - explain how the economic programs and services of a country influence its culture
 - identify current economic trends that are influencing culture

Suggestions for Assessment

Students can use an input-output model to analyze an account of the operation of an enterprise in China or Japan. (See Appendix C for input-output model.)

Have students use a Venn diagram to compare a centrally planned economic system to a market-oriented economic system. (See Appendix C for Venn diagram.)

Ask students to research centrally planned features and market-oriented features that can be found in China today. Students can organize their information in a chart.

Students can then present key points about the impact that the move toward a more market-oriented economy is having on the people of China.

Have students write a reflective journal or blog entry about an incident or situation involving how a citizen of China was affected by a government decision. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

Ask students to find and read a short article about a factory in a developing region that employs labourers who work for very low wages. For example, a scenario might be: The Chinese company produces very cheap shoes for sale in Canada, but it is accused of taking unfair advantage of shoe factory workers. Ask students to use the following organizer to analyze the issue:

Examining an Issue: (*Identify the issue you are examining*)

What is the main issue?

What positions are the key player(s) taking on the issue?

What arguments were used by one side to support their position?

What arguments were used by the opposing side to support their position?

What beliefs or values were at odds in this issue?

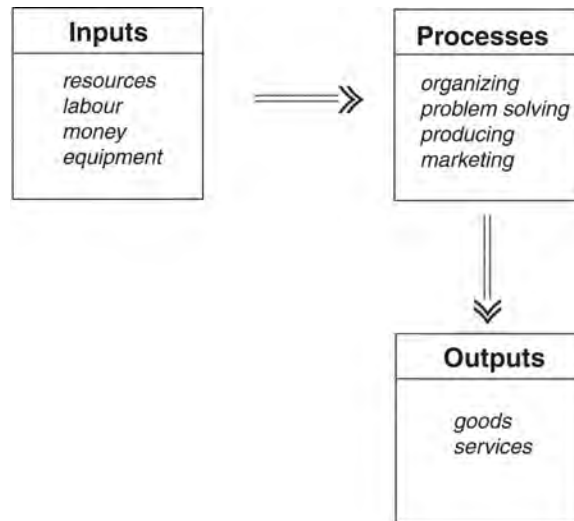
What should be done on this issue?

Have students brainstorm the negative and positive effects of globalization. Students can then take the main points and debate the benefits and pitfalls of globalization.

Suggestions for Learning and Teaching

This outcome still focuses on China but shifts to a study of the influence of economic structures on culture.

Ask students to use an organizer to analyze an economic unit (e.g., a small business, a farm) in the local area. This organizer may be used to illustrate an economic model that may be applied to a region, province, or country. For the enterprise, identify the specific inputs, processes, and outputs.



Have students research and provide examples to illustrate how the government can influence the local enterprise. (See organizational chart in Appendix C.)

Using a fish-bone organizer, ask students to describe a centrally planned economy. Students should give the organizer a title, select the main features of a centrally planned economic system (i.e., main ideas) and then provide specific details or information to support the main ideas. The supporting details may come from their study of China or they may draw from another context, e.g., Cuba.

Have students examine the advantages and disadvantages of a centrally planned economy. Students can organize their findings in a chart that identifies the advantages and disadvantages for both the producer and consumer.

Centrally Planned Economies	
Strengths For the producer For the consumer	Weaknesses For the producer For the consumer

Students can complete a similar exercise by examining the advantages and disadvantages of a market-oriented economy.

Ask students to find examples and arrange a display of logos of international companies, such as McDonald's and Wal-Mart. Have students brainstorm positive and negative effects they have on the local economy.

Have students interpret a political cartoon about the impact of globalization on our culture. (For a discussion of other primary documents in the classroom, refer to Appendix E.)

Ask students to predict possible effects that a North American political and economic union would have on Canadian culture. Students can then create a future news headline that reflects an effect of such a union.

Notes

Print Resources

- *A New Life in an Old Village: A Family in Portugal* (16971)
- *Culture Quest: Exploring World Cultures*, Chapter 10
- *Culture Quest: Exploring World Cultures*, Teacher's Resource, Chapter 10
- *Gerardo's Story: A Family in Mexico* (16973)
- *Journey Home* (17041)
- *Letters from Ritang: A Family in Kiribati* (16966)
- *Little Dog Moon* (17677)
- *Living with Aunt Sasa'e: A Family in Western Samoa* (16967)
- *Room Enough to Share: A Family in Colombia* (16968)
- *Ruby's Wish* (17372)
- *Summer on the Steppe: A Family in Mongolia* (17173)
- *The House That Adna Built: A Family in Grenada* (16969)
- *Waiting for Sinterklaas: A Family in the Netherlands* (16972)
- *World Communities Set* (17375)
- *World Communities Set: China* (17379)
- *World Communities Set: India* (17382)
- *World Communities Set: Italy* (17377)
- *World Communities Set: Japan* (17376)
- *World Communities Set: Kenya* (17380)
- *World Communities Set: Mexico* (17381)
- *World Communities Set: Pakistan* (17378)
- *Xinmin's Story: A Family in China* (16970)

Video Resources

- *China: Geography and History of the North* (23527)
- *China: Geography and History of the South* (23528)
- *Understanding Economics* [DVD] (V2592)
- *The Silk Road, The Great Wall, Changes in Government* (23525)

Internet Resources

- Human Resources and Skills Development Canada (International Labour Affairs):
www.labour.gc.ca

Unit 4:
Expressions of Culture

Unit 4: Expressions of Culture

Unit Overview

While there are many other avenues for cultural expression, Unit 4 provides a comprehensive introduction to three of them—the arts; language, literature and theatre arts; and sports and games. While the specific nature of these expressions is often very different from culture to culture, all cultures ultimately express themselves in the same general ways.

The unit begins with students analyzing how the arts in a selected region of the world reflect the beliefs and values of the region's complex mix of cultures. Students then examine the importance of language for preserving culture, and the role of literature and oral tradition in passing on aspects of culture from one generation to another. Finally, students turn to sports and games—considering geographic influences, the extent to which sports and games reflect beliefs and values, and the globalization of sport.

Unit Outcomes

Students will be expected to

- 6.4.1 analyze how the arts reflect beliefs and values in a selected cultural region
- 6.4.2 examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
- 6.4.3 analyze the extent to which sports and games are expressions of culture in a selected cultural region

Unit Processes and Skills Emphases

Communication

- Read a full range of print and digital text critically
- Communicate ideas and information to a specific audience
- Communicate through non-verbal means, e.g., visually, musically, kinesthetically, technologically
- Develop map skills
- Present a summary report, presentation, wiki, or argument
- Use various forms of group and interpersonal communications, such as collaborating, debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry

- Frame questions or hypotheses that give clear focus to an inquiry
- Frame inquiry in terms of artistic/creative endeavour, focusing on intent of a cultural product
- Recognize significant issues and perspectives in an area of inquiry
- Identify sources of information relevant to the inquiry
- Gather, record, evaluate, and synthesize information
- Test data, interpretations, conclusions, and arguments for accuracy and validity
- Draw conclusions that are supported by evidence
- Document and cite sources accurately

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings, using collaborative and co-operative skills, strategies, and technologies
- Express aesthetic understanding through active involvement in a creative pursuit

Outcome

- 6.4.1 In Social Studies 6, students will be expected to analyze how the arts reflect beliefs and values in a selected cultural region
- identify, locate, and map the selected region including examples of its major features
 - identify visual arts, crafts, dance, and music practised in the region
 - analyze how music and dance reflect the beliefs and values of the culture
 - analyze how crafts and visual art reflect the beliefs and values of the culture

“The talking drums of Africa (Kalangu) imitate the pitch patterns of language and transmit messages over miles.” Music Primary–6.

Suggestions for Assessment

Ask the students to bring to class an “artifact” of the cultural group to which they belong. Remind them that an artifact is an object that is characteristic of a culture. The artifact might be visual or it might be aural, such as music typically heard in that culture. Remind them that they will be asked to explain the uniqueness of the artifact they bring to school, such as the significance of the colours in their clan tartan, the rich design of a hand-painted Italian dish, or the star on the Acadian flag symbolizing hope and a guiding light for the future. Before the presentation, create a class presentation rubric with the class.

Have the students use the following checklist as they view a video clip about life in an African village.

Our Viewing Checklist	
Criteria	Check
<i>Before we view the video,</i>	
What do we predict the film will address from clues in the video title and packaging?	
What do we currently know and feel about the topic?	
What questions do we have about the topic?	
<i>As we view the video,</i>	
What film events, actions, characters, language, music, and sound effects lead you to know the main idea of the film?	
From what point of view does the filmmaker tell the story of the film?	
Is the story fairly and accurately presented? Is the topic treated fairly? How do we know?	
How does the filmmaker use features such as colour, sound effects, or music to create a feeling in the audience about what is viewed?	
What questions arise in our minds as we view the film?	
Were those new questions answered in the film?	
What connections do we make as we view the film—film to self, film to other works we have viewed or read, film to world and current events? (We’ll discuss these when we finish viewing.)	

Criteria	Check
<p>We look for answers to our questions as we view.</p> <p>I think about the main events, information, and characters in the video.</p> <p><i>After we view the video,</i></p> <p>Did the film answer our questions about the topic?</p> <p>Did we find errors in what we thought we knew about the topic?</p> <p>What new or remaining questions do you have about the information presented in the film?</p> <p>Discuss your questions with a classmate or with a small group to see if you can help each other to understand the film and your questions further.</p> <p>What evidence can you find that the information and ideas contained in the film are factual?</p> <p>How might you further investigate any remaining questions?</p> <p>Did the filmmaker fairly present his/her understanding of the topic?</p> <p>Was the filmmaker's use of language appealing?</p> <p>In what ways might the audience for the film be persuaded, informed, and make connections for an audience?</p> <p>Which parts of the video do we want to see again and why?</p> <p>How might this have been a different film if it was told from a different point of view?</p> <p>What sources will you check to learn more about your remaining questions?</p> <p>What key words or terms might you use to find more information in the school library or in an Internet search?</p> <p>I summarize what I learned from the video (Pick 2)</p> <p>Draw three pictures of key messages in the film.</p> <p>Create a word cloud of key ideas in the film.</p> <p>Create a T-chart of what I knew before viewing and what you now know after viewing.</p> <p>Compare charts.</p>	

Using a piece of pottery or three-dimensional work of art, create a display for the object in the classroom much like it would be displayed in a museum. Ask the students to create a didactic for the piece that would describe the work to others who may not know its purpose or significance. Encourage students to think of a culture to which the work may belong, and look for specifics in the description that indicate its importance in that culture. Each day over the next several weeks, display each student's didactic with the work of art and encourage all the students to read each one as it is displayed.

As students work in groups, ensure that each person has an opportunity to offer comments and ideas. Students need specific feedback on their ability to work together. Some questions for group discussing might include:

- What worked well in our group?
- Did everyone have an opportunity to offer ideas?
- Did we listen with sensitivity and respect to one another's ideas?
- What additional information do we need for our discussion?

Have the students write a critique of a piece of African art. To assist them, provide a set of guiding questions. One approach is illustrated in the following organizer, which divides a critique into four

annotated parts. The questions are provided to illustrate the kinds of ideas the student should think about when writing a critique.

How to Critique a Piece of Art

1. *What it is about ...*

Who did the painting and when? What is it about? What is the title? What objects (e.g., people, animals, buildings, vegetation, landforms) do you see?

2. *Looking at the parts ...*

How are the objects arranged? How are they organized? Did the artist use charcoal or paint as a medium, and why? Is there balance in the painting? Are some objects exaggerated?

3. *What it means ...*

What do you think this art is about? What title would you give it? Do you think the organization of the objects, colours used, and the medium are good? How does this piece of art make you feel?

4. *What I think of it ...*

Do you think this artist is talented and why? Would you describe it as weak, good, or excellent? Would you like to have this piece of art in your home?

Using print resources from their school and/or local library, or using the Internet, have the students research ceremonial masks from another culture. Then have them make a T-chart comparing the African masks viewed in the class (both the prints and in the textbook) and the masks of the culture they chose to research.

If students have examples of masks, either from our region or from other parts of the world, invite them to bring them to class. Ask them to explain the mask, including its significance to the culture it represents, if known.

Before beginning the mask-making project, have students complete the form, Individual Goal Setting for Artwork found on page 107 in *Visual Arts Primary–6*. You may wish to adapt this form to meet the specific needs of the project as it integrates visual arts and social studies.

Following the completion of the project, students should respond to each other's works in a caring and reflective manner. Have each student hold his/her mask and explain the symbolism found in it. Then ask the students for feedback using prompts, such as

- Tell one thing that you really like about the work and one suggestion that you have for the artist.
- Does the mask remind you of the masks we viewed in the textbook and on the prints?
- How is the use of colour, line, shape, and texture characteristic of those same elements found in African masks?

As an extension to this activity, in groups of four, have the students write a story or legend that incorporates the mask and the ceremony that it is used for. Students could develop a photo-story board and act out the storyboard. Photograph the key images to tell the story visually. Import the photos into movie software (e.g., Movie Maker, iMovie) to add labels, dialogue, narration, and music, or use software (e.g., Comic Life) to create a graphic story with speech balloons.

After the fabric art project is complete, have the students, in their groups, complete the assessment form, Group Work Form found on page 108 in *Visual Arts Primary–6*. This form provides specific topics on which the students can reflect:

- What worked well in the group.
- Difficulties they encountered during the project.
- Goal for next time.
- Things they need to do to be more effective.
- Materials they need and people who could help.

Ask the students to view the work of the other groups, encourage them to use the descriptive vocabulary they began developing in an earlier lesson. Also, be sure to remind them of the process in viewing art. This activity can be done as a gallery walk, or as a guided activity with the whole class.

Have the students return to the story or legend they wrote at the end of the mask-making project. Ask them to add details about the costumes worn by the characters in the story based on their discoveries while completing the fabric arts project.

If you have access to jimbés and/or other African percussive instruments, bring them to class and ask the students about the ornamental designs on them. Make comparisons to the art work they have already viewed (masks, fabric, baskets, sculpture). Do you notice a trend in the visual appearance of these objects?

Think back to our definition of culture, and the common elements as described in the text on page 11. Discuss the visual arts and the music of the African people in relation to each aspect:

- Beliefs and values
- Government
- Economy
- History
- Expressions of culture
- Technology
- Environment

Have the students write a reflection on how they see the arts as part of **one** of these aspects of culture.

Suggestions for Learning and Teaching

In this unit, we will develop an understanding of the culture of West Africa by exploring the arts, literature, and sports and games of that region of the world. As an introduction, show the students on a map or globe the exact location of West Africa. Make comparisons to our region in Canada, pointing out that we live in Atlantic Canada, a region of Canada, and part of the continent of North America. Through guided questions, have the students describe their region in terms of its culture.

- What are the main cultural groups of our region?
- What makes each culture unique? (Encourage the students to think about specific aspects of the culture such as celebrations, food, ceremonial or special dress, dances, song, stories, and language.)

- What about other “deeper” traits, such as beliefs that might include government, common rules and regulations that we all must follow, the law, respect for one another and co-operation within society. As the teacher, you may wish to refer to the article, *Pairing Folktales with Textbooks and Nonfiction in Teaching about Culture*, (Virtue and Vogler, 2009). This article can be accessed on the Department of Education teacher password-protected site.

To conclude the discussion, point out that in Nova Scotia we have several cultural groups. Each has its own “surface” characteristics, such as tartans and bagpipes for Scottish cultures, les mi-caremes for French Acadian cultures, unique everyday dress for Muslim cultures. However, we have shared beliefs for other aspects of our Atlantic and/or Canadian culture, such as democratic government, hierarchy of legal authority, morality. Moreover, on a daily basis, we usually dress similarly, eat similar foods, speak the same language, and follow the same laws. Point out that in this unit students will make comparisons between the culture of our region and that of West Africa, looking particularly at art, music, dance, literature, sports, and games to discover the similarities and differences.

Since Africa has such a diversity of ethnic groups, there is a rich diversity of cultural expression. Accordingly, students should be cautioned against stereotyping all of Africa in terms of a particular expression of culture (e.g., a mask or a drum).

View a video clip of life in an African village to identify features of the culture of the particular ethnic group represented (Students may classify the cultural features as either material or non-material and record them in the following chart.)

Cultural Features of the (<i>identify the ethnic group</i>)	
Material	Non-Material

Discuss with the students how culture is preserved from generation to generation. Consider the following as possible answers:

- Songs, poems, stories, and legends passed on from generation to generation
- Music and dance that is preserved at special events and ceremonies
- Art works
- Objects discovered through archeological digs

From the objects that the students have taken to school, have them brainstorm about ways that these artifacts are truly characteristic of their culture. Possible answers might include colour(s), purpose, images found on the artifact, or its derivation. Remind them that many artifacts and historical objects have been passed down from generation to generation.

Through the study of archeology, we are able to get a glimpse into the past, both recent and ancient history. Have the students think about and discuss archeological finds in Nova Scotia. Encourage

them to focus on all areas of the province: Louisbourg, Grand Pré, Fort Anne, Citadel Hill, remnants of a possible Chinese culture in the Cape Breton Highlands, and Petroglyphs.

Take the students on a walk near the school, and ask them to look for unique land forms that may contain artifacts from long ago. As an exercise in using their imagination, have them look specifically for a stone that might have characteristics of a fossil, or a piece of wood that could be petrified over time. While it is highly unlikely that they will find an actual artifact, it is important for them to consider how any object found in nature could indeed be one. Ask them to find one object that they can take back to class with them.

Using the object that they found on their walk, have the students choose one of the following activities:

- Write about the object describing what it might have been, its social significance, and importance to a unique culture.
- Draw the artifact within a larger setting that would indicate its origin, e.g., on the walls of a cave used by an ancient civilization.

In their writings or drawings, encourage the students to think of the culture in broad terms, rather than simply the surface characteristics. Now refer to page 162 in the textbook. What they have just done is considered part of the laboratory work of an archeologist. They created a “hypothesis” for the object.

Visual arts of a culture often provides valuable information about the beliefs of that culture. Show the students prints of African art. Many fine examples can be found in *African Art and Culture* (Bingham, 2004). While this art work is not specifically from West Africa, it does originate on the African continent and is characteristic of many forms of African art. You may want to read Appendix C in *Visual Arts Primary–6* for information on viewing art with your students.

Ask the students to make a list of their observations as they view the art work. Encourage them to consider the following:

- Media used (paint, metal, stone, fabric, organic matter)
- Speculate on a purpose (ceremonial, decorative, functional)
- Identify a period of time when it might have been used (ancient, contemporary)

The vocabulary that emerges from the observations will be useful in describing other aspects of African culture and so it may be helpful to begin a list that could be displayed in the classroom for the duration of this unit. Have the students share their observations, first in small groups, and then with the whole class.

Masks are an important part of many cultures in the world. Show students the following prints of African masks from *Adventures in Art 1–3*, and *Adventures in Art 4–6*.

- “Kifwebe” Face Mask (*Adventures in Art 4–6*)
- Bamileke Deaded Leopard Mask (*Adventures in Art 1–3*)

In groups, have the students record what they see. Encourage them to consider the Elements of Art (line, shape, colour, form, texture, space) and Principles of Design (balance, movement, repetition, contrast, emphasis). Refer to Appendix D in *Visual Arts Primary–6* for more information.

Ask the students if they are familiar with masks of other cultures. Encourage them to think about the Atlantic region of Canada (e.g., les mi-caremes, masks of First Nations people) as well as beyond (e.g., masks in Maya culture, Venetian masks from Venice, Fijian masks, etc.). Have them speculate on what these masks might look like. You may even ask them to sketch some ideas, giving reasons for the elements and principles they used.

Have the students conduct Internet-based research about the use of masks in an African society (e.g., the Dogon). The research may focus on the construction of the masks (i.e., materials, use of colours, and design) and ceremonial use.

Based on the previous discussion and research, have the students create their own ceremonial masks applying what they have learned so far about colour, line, shape, and pattern in African art. For this activity, it is suggested that you have available in the classroom copies of resources that the students can use for further research on masks.

Provide a range of materials for students to use to create their masks. These include:

- Small and large pieces of coloured construction paper
- Bristol board
- Paints
- Crayons and markers
- Natural materials found outside (straw, twigs, etc.)
- Craft materials
- Glue
- Scissors
- papier mâché

Encourage the students to be creative and design a mask that is three-dimensional. Consider adding hair, ears, pop-out eyes, ornaments, and jewellery. Before beginning the design process, the students should consider the type of ceremony in which it will be used. As construction is taking place, have the students consider the symbolism of their design elements, and a possible story behind it.

This project may take more than one class to complete. It is best to schedule the art-making over a longer period if possible, and it may be integrated as a visual arts project as well. Once the masks are completed, display them appropriately around the classroom. These will become part of a larger display for a culminating activity at the end of the unit.

Have the students complete a short didactic for their mask, indicating its significance, something they want the viewer to take special notice of, and the technique and media used to create it along with the significance of these. Remind the students of the Elements of Art and the Principles of Design, and how these are reflective of African art.

Refer to the text, pages 165–167 and discuss African art in relation to textiles and sculpture. You may want to find other examples for students to view, such as in *African Art and Culture* (Bingham, 2004). This resource contains images of other art media including rock art, body art and adornment, beadwork, and wood carving. From the examples that the students view, what observations can you make for the various works?

- Colours are often earth tones. Why do you think this is so?
- Lines, shapes, and geometric patterns play a large part in the imagery. What do you think is the significance to this?
- Texture plays a strong role in the art of West Africa. Is there a relationship between that and the landscape and geography of West Africa?

Many of the elements listed above can be found in fabrics and the clothing of the African people: lines, shapes, patterns, earth colours. Invite a local fabric artist to the class to work with the students as they create fabric art using simple print-making techniques. Visit the Black Cultural Centre of Nova Scotia to view fabric samples of “Adinkra” cloths. Encourage the artist to support students to incorporate all the elements and characteristics listed above. The finished products can be decorative, such as wall hangings, or functional, such as the shawl or scarf worn by the drummer on page 157 in the text. It is suggested that this project be done in groups of three or four, so the students can create larger pieces in a reasonable period of time.

Have the students do research in print or Internet resources, asking them to find examples of ceremonial or everyday dress in Africa. Do they see similarities to the fabric arts project they just created? What other “accessories” do they see the African people wearing? (jewellery, body ornaments, straw neck pieces and skirts, bells around their ankles. Are any wearing masks as well? Do you think these photos are of ceremonial dress or everyday attire?

Music (including drumming) and dancing are cornerstones of many African cultures and are used to celebrate and signify all stages of a person’s life as well as to describe historical events and tell stories. Music was first used as a communication tool to transmit messages between villages. “The talking drums of Africa (Kalangu) imitate the pitch patterns of language and transmit messages over miles”—Music Primary–6 . Likewise, traditional dance and art capture traditional beliefs and values and help to convey them from one generation to another.

Look at and discuss the photos on pages 164–165 in the textbook. Talk about percussion instruments as we know them in western music, and ask the students for similarities between the instruments they see on these pages and what they already know.

Ask the music teacher if she or he has any drums that are African (jimbe, shekere, etc). If so, ask to borrow them for the students to look at and try.

Many junior high schools in Nova Scotia offer a unit on African drumming as part of their music program. These schools have collections of authentic African drums. If a junior high in your area has these, ask the music teacher if she or he might consider bringing some students to your class to demonstrate African drumming.

Through *Perform!* (Nova Scotia Artists in Schools Programs), African drummers are sometimes listed on the roster of artists who are available to visit schools on a cost-share basis. Explore the possibilities of inviting an African drummer to your classroom to demonstrate and work with the students on drumming.

Listen to Najari Makonde in *World Music: A Cultural Legacy*. What instruments do you hear? Are there vocal parts to accompany the drums? Do you think the vocal parts include words or mainly rhythmic syllables to add to the percussive nature of the piece?

Notes

Print Resources

- *A Life like Mine* (17343)
- *Adventures in Art Set A (grades 1–3)* and *Adventures in Art Set B (grades 4–6)* were distributed to all elementary schools during the implementation of Visual Arts Primary–6.
- *Africa Is Not a Country* (17353)
- *Arctic Adventures: Tales from the Lives of Inuit Artists* (18632)
- *Boundless Grace* (17190)
- *Children Just Like Me: A Unique Celebration of Children around the World* (13214)
- *Culture Quest: Exploring World Cultures*, Chapter 11
- *Culture Quest: Exploring World Cultures, Teacher’s Resource*, Chapter 11
- *Global Art: Activities, Projects, and Inventions from around the World* (16843)
- *Scoring Rubrics in the Classroom—Using Performance Criteria for Assessing and Improving Student Performance* (17984)
- *Swahili Counting Book: Moja Means One* (16948)
- *Ten Oni Drummers* (18505)
- *The Illustrator’s Notebook* (18300)
- *The Writing Genre* (23561)
- *Traditional Songs of Singing Cultures* (16887)
- *Visual Arts Primary–6*, Nova Scotia Department of Education, Appendices C and D
- *World Art and Culture Series* (23932)
- *World Community Set: Kenya* (17380)
- *World Music: A Cultural Legacy* (23970)

Video Resources

- *China: Geography and History of the North* (23527)
- *Ilot/Islet* (23486)
- *Israel* (23403)
- *Japan: Parts 1–5* (23509)
- *Nguzo Saba Folklore Compilation* (23171)

- *Songolo: Voices of Change* (V10716) (Note: This video is listed as junior high.)

Internet Resources

- Louisbourg: www.louisbourg.ca/fort/
- Grand Pré: www.pc.gc.ca/eng/lhn-nhs/ns/grandpre/index.aspx
- Fort Anne: www.ps.gc.ca/eng/lhn-nhs/fortanne/index.aspx
- Halifax Citadel: www.ps.gc.ca/eng/lhn-nhs/halifax/index.aspx

Outcome

- 6.4.2 In Social Studies 6, students will be expected to examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
- examine the extent to which language is important in preserving culture
 - use examples of literature and oral tradition to explain how cultural values and beliefs are reflected
 - demonstrate an understanding of the importance of theatre arts in expressing culture

Suggestions for Assessment

Have the students write a newspaper article that describes efforts to preserve language in the local community, the province, and the country. You can direct them to the textbook for information, or they may wish to conduct more in-depth research.

Ask students to discuss at-home traditions, family history, and stories passed from generation to generation. Invite them to share one of the stories with the class as a verbal presentation, informal speech, or audio recording. Before doing this part of the activity, have each student select a name of a classmate. No one should share who they are paired with. As each student tells his story, the one who picked that person will write a response in his/her journal indicating what they learned through the telling of the story.

Using the following organizer, have the students research and write a biography of a key African writer who contributed much to the understanding of African culture.

Checklist for Writing a Biography	Check
Who is/was this person?	
What qualities does/did the person have?	
What examples prove these qualities?	
Describe events that changed this person.	
What kinds of risks did this person take?	
How was this person important to other people?	
What I learned from this individual about how to be a better person.	

Suggestions for Learning and Teaching

Oral literature, which includes myths and stories, are an African art form. This tradition began in preliterate times and has been passed down through generations. The proverb forms an important part of African literature and day-to-day communication to describe a range of situations and points of view.

One way of preserving a culture is through its literature: folk tales, legends, proverbs, and stories. Storytelling in many cultures is a significant art form that transmits from generation to generation its traditions, history, symbolism, etc. Oral literature in African culture began in preliterate times and has

been passed down through generations. The proverb forms an important part of African literature as well as day-to-day communication to describe a range of situations and points of view.

Many folk tales teach moral lessons. Read to the students one of the Anansi folk tales, many of which can be found online. Have them complete the following organizer about the role and importance of folk tales in African societies. Remind them that a given folk talk may have more than one purpose.

Have the students rehearse, perform, and record their telling of an Anansi folk tale. Encourage students to consider creative music and sound effects appropriate to the tale. Students may use audio editing software (e.g., Audacity) to record and edit their stories. Create a CD of student performances for ongoing use within the school.

Analyzing a Folk Tale		
Purposes	Check	Evidence
This folk tale tells a story.		What is the folk tale about?
This folk tale entertains.		What is interesting and entertaining in this folk tale?
This folk tale teaches history.		What is being said about the past?
This folk tale provides information about the lives of individuals or culture of a group.		What information or new ideas do we learn from this folk tale?
This folk tale teaches morals and values.		What does the folk tale teach us about how to change our behaviours and attitudes?

Have the students write the meaning of the following African proverbs in their own words.

Interpreting African Proverbs	
Proverb	What I Think It Means
He fled from the sword and hid in the scabbard.	
Mouth not keeping to mouth, and lip not keeping to lip, bring trouble to the jaws.	
One who does not understand the yellow palm-bird, says the yellow palm-bird is noisy.	
One who has already fallen into the water should not worry about getting his pants wet.	

Invite a representative from a local cultural group to the class to talk about the importance of language in preserving his or her culture. The following organizer is provided as a guide for students in the preparation of questions that retrieve facts, determine relationships among phenomena, and obtain opinions about events or situations. The italicized questions are provided only for illustrative purposes.

Preparing Questions for an Interview

Type of Question	Examples I Would Use
Getting the facts: Who ...? What ...? When ...? Where ...?	<i>Did members of your group begin to lose their language after they came to Canada?</i>
Connecting ideas: Why ...? How ...? How differently ...? How alike ...?	<i>Did other groups experience the same problem?</i>
Getting opinions: Do you think that ...? What would have happened if ...?	<i>Do you think that it is important to teach your original language to young children of your group?</i>

Literature of a country or region is also a way of preserving language. In Nova Scotia, we have a strong tradition of Gaelic storytelling. Until recently, there was no plan in place to formally teach the Gaelic language. Rather, people of all ages—young and old alike—learned the language through song and stories. This is an example of how important it is to recognize art forms as ways to preserve language and culture. Have the students read about the many languages in Africa (pages 170–171). Compare it to languages in Canada: English, French, Aboriginal languages, languages that we now hear because of an influx in immigration.

Divide the class into two groups and organize a debate. The question to be debated is, “Should the education system play a key role in teaching languages in schools as a way to preserve languages of the cultural groups that form the population of Canada?” Review the rules of debating, and assign roles within each group. Research will be an important aspect of this activity, and students should review print and electronic resources, and they should also rely on interviews with teachers, parents, and grandparents. After sufficient time to prepare (about one week), conduct the debate in the classroom. Debrief the activity afterwards, and relate the learning to the preservation of language in African culture. Remind the students of the importance of storytelling in that process.

“A proverb is a short, well-known saying that expresses a wise thought” (text, page 175). Share proverbs with the students and ask them to indicate the lesson in each one.

Have the students read “Spider and the Honey Tree” on page 176 in the text. In groups of five or six, have the students improvise a conversation based on the story. As a group, the students will need to assign roles: narrator, spider, young girl, villagers, tree, etc. Create a script with dialogue, actions, music, and sound effects. Have each group present their improvised story as a live presentation or an edited recording. After each presentation, have the class respond to the script/story offering both positive feedback and suggestions for improvement.

Ask the students to return to the story or legend they wrote in an earlier lesson (page 115, Suggestions for Assessment). Based on their experience with African legends and stories, have them revise their story so that it has a moral teaching in it. As an extension, have them write a script so that the story can be told as a play. The play should include roles for the four students in the group. Remind them that they have already incorporated the masks they made, as well as the printed fabric, both from earlier lessons.

Plan a final celebration during which the students present their plays. The audience may be the class, another class, or their parents. Encourage them to include sound effects, and maybe even drumming music to give it a special effect.

Have the students read about theatre arts in Africa (page 181) and write a response in their journals indicating the similarities between theatre arts in West Africa and in Canada.

Mid-way during the planning and rehearsals of the plays, have the students complete the rubric (see *Music P-6*, page 236, and adapt it).

Following the presentation of the plays, have each students complete a self-assessment rubric (see *Music P-6*, page 242, and adapt).

Notes

Print Resources

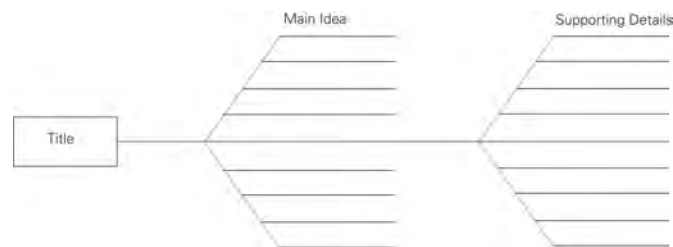
- Article: "Pairing Folktales with Textbooks and Nonfiction in Teaching about Culture," David C. Virtue and Kenneth E. Volger (This article can be accessed on the Department of Education's teacher password-protected site.)

Outcome

- 6.4.3 In Social Studies 6, students will be expected to analyze the extent to which sports and games are expressions of culture in a selected region
- explore sports and games that reflect the geographic influences of culture
 - analyze how the sports and games reflect the beliefs and values of the culture
 - examine whether current trends reflect increased globalization in sport

Suggestions for Assessment

Ask students to explain why participation in organized sport varies across Africa (Students may select a sport [e.g., cricket, soccer, table tennis] and research the Internet to determine factors that explain where it is played. The following fishbone organizer may be used. Ask students to give their investigation a title, state a main idea that identifies a factor that accounts for differences in participation [e.g., religion, gender, rural-urban, standard of living], and give details to support each main idea.)



Have students assume the role of an African sports figure who has achieved a high standing (e.g., medal standing at the World Games or Olympic Games) in a particular sport. Students can then participate in a round-table discussion and role-play the athletes.

(To assess the student's oral presentation, refer to Appendix J-4, "Holistic Speaking Rubric".)

Students can research the difficulties that women have had in participating in some organized sports in a region of Africa and write a newspaper-style article on the issue.

(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Students can choose a sport played in a West African country and research the origins of the sport and how it is connected to the culture(s) of the chosen region. Students can then present their information in a multimedia format along with a demonstration of the sport with the class.

Ask students to use the following checklist to collect information and write a biography of an African international sports figure that plays a sport that is not indigenous to the region the sports figure is from.

Checklist for Writing a Biography	Check
Who is/was this person?	
What qualities does/did the person have?	
What examples prove these qualities?	
What motivates this successful person?	
How does the person face/deal with difficult challenges?	
Describe events that changed this person.	
What kinds of risks did this person take?	
How was this person important to other people?	
What I learned from this individual about how to be a better person.	
Why did this person choose to play in a sport that is not indigenous to the region they are from?	

Suggestions for Learning and Teaching

Students can research to find out which sports, games, or recreational activities are popular in each of the regions of Africa. The information may be recorded in the following chart.

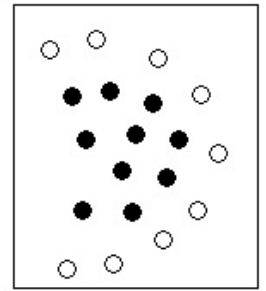
African Sports, Games, Recreational Activities	
Region	Sports, Games, Recreational Activities
North Africa	
West Africa	
Central Africa	
East Africa	
Southern Africa	

On a large outline map of Africa, students can indicate the location of selected sports, games and recreational activities; for example, dune buggy racing in sandy areas of North Africa. Students can then look for patterns between sports, games, and activities and climate/physical environment.

Once students have identified patterns, they can develop a list of factors that might influence the types of sports, games, and activities in a culture.

Divide students into groups of three or four students and have each group learn and play a popular game played by African young adolescents, such as dibeke, diketo, ncuva. Each group can then present the game to the class.

Have students engage in a “fishbowl” co-operative learning structure to discuss why participation in the Olympic Games is different across the continent. The “fish” (●) will complete a discussion of an assigned key question on this issue, as the observers (○) listen and record what is being said. Then the observers are given an opportunity to ask questions, offer refinements, and add more information in an overall class response to the key question. (To assess student participation in collaborative learning groups, refer to Appendix I.)



Have students consider the question, Why do African countries not all participate equally in the Olympic Games? Student can then research and present their findings to the class.

Students can also prepare scripts and perform a role-play (groups of four) representing a talk show interview featuring a Canadian sportscaster and three African sports figures: a dune buggy enthusiast, a soccer player, and a track-and-field star. The interviewer will make up a series of questions based on the rules, training, kinds of equipment used, and factors behind the location of the sport. Each student will conduct research to develop a profile of themselves and to become familiar with their sport. Have groups make up a title for their talk show and create banners associated with each sport. Record and edit the interviews using TV broadcast conventions.

Students can research a sport played in Africa that originated from outside the region and describe the game and its source.

Notes

Print Resources

- *A Life like Mine* (17343)
- *Africa Is Not a Country* (17353)
- *Around the World* (17784)
- *Boundless Grace* (17190)
- *Children Just Like Me: A Unique Celebration of Children Around the World* (13214)
- *Culture Quest: Exploring World Cultures*, Chapter 13
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 13
- *Knowing How: Researching and Writing Nonfiction 3–8* (16561)
- *Swahili Counting Book: Moja Means One* (16948)

Internet Resources

- Audacity with LAME MP3 encoder
- iMovie (MacIntosh) or Movie Maker (Windows)
- PhotoStory (Windows)
- Word processor (e.g., MS Word)

- Oxfam (www.oxfam.org.uk/coolplanet/ontheline/index.html)
- Nova Scotia Virtual School: Department of Education Technology Integration Modules (nsvs.EDnet.ns.ca/moodle)

Connection to Physical Education 6

- **Knowing:** create and explain games in a variety of environments and movement categories
- **Valuing:** demonstrate a willingness to participate co-operatively in physical activity with others of various abilities, interests, and social and cultural backgrounds

Unit 5: World Issues

Unit 5: World Issues

Unit Overview

While the preceding three units focus on regional perspectives, Unit 5 takes the whole world as its domain. The unit identifies broad issues and has students examine them globally, not just in one area of the world or by comparing a couple of regions. Of course, in practice, students will sometimes consider specific countries or localities as they examine the global issues.

The unit begins with students analyzing the global distribution of wealth and the effects of uneven distribution. Students then identify and describe examples of human rights issues and abuses around the world in light of such agreements as the Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Finally, students are required to support a position, make a plan, and take age-appropriate action to demonstrate their understanding of the responsibilities of global citizenship.

Unit Outcomes

Students will be expected to

- 6.5.1 analyze the effects of the distribution of wealth around the world
- 6.5.2 examine selected examples of human rights issues around the world
- 6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens

Unit Process and Skills Emphases

Communication

- Read critically
- Develop map skills
- Use a range of media and styles to present information, arguments, and conclusions
- Present a summary report or argument

Inquiry

- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings, using collaborative and co-operative skills and strategies
- Respond to class, school, community, or national public issues

Outcome

- 6.5.1 In Social Studies 6, students will be expected to analyze the effects of the distribution of wealth around the world
- use statistical data to represent the distribution of wealth around the world
 - examine the effects of the uneven distribution of wealth on quality of life
 - define poverty and give examples of its effects

Suggestions for Assessment

Have students use a Y-diagram organizer (see Appendix C) to demonstrate an understanding of what is meant by an HDI.

On an outline map of the world, ask students to shade the countries with the lowest per capita GDPs red and those with the highest per capita GDPs blue. Students can then write a sentence or two to describe the pattern shown on the map.

Students can use Google Earth and 3-D GDP mapping software to identify the GDP distribution around the world. (mdge.blogspot.com/2007/11/gdp-by-country-3d-graph.html)

Students can also make comparisons between Google Earth's poverty maps, infant mortality, and the GDP maps.

Students can then shade the countries with the lowest HDIs red and those with the highest HDIs blue on an outline map of the world. Ask students to write a sentence to describe the pattern shown on the map, and explain how it compares to the pattern on the per capita GDP map.

Ask students to select five rich countries and five developing countries, find out the percentage of adults who are able to read and write, and draw a conclusion. Students can present their information in the following chart:

Economic Wealth and Education		
Countries	Per Capita GDP	Literacy Rate (%)
<i>Developed</i>		
<i>Developing</i>		
Conclusion: From this information, I learned that (<i>more, fewer</i>) adults in (<i>rich, poor</i>) countries are likely to be able to read and write.		

Ask the students assume the role of a reporter and write an article or produce a multimedia report about living conditions in a shanty town on the edge of a large city in the developing world. (See Appendix C for New Article Writing Structure Chart.)

Invite a representative of a group (e.g., an NGO, volunteer group) that is assisting people in a developing country to talk to the class about their initiatives. (See Appendix C for Preparing Questions for an Interview.)

View a video about the plight of a family in a developing country attempting to eke out a living by farming, working in a factory for low wages, or scavenging from a landfill. Have students identify elements of absolute poverty, relative poverty, and poverty by exclusion. (Please see Appendix C for checklist for viewing a video.)

At this stage, there is an opportunity for students to use a speculative entry in their response journals. (Refer to Appendix G for a discussion of response journals, cuing questions, and examples of lead-ins.)

Suggestions for Learning and Teaching

Ask students to each write a money amount (give them a reasonable range, e.g., \$5 to \$100) on a piece of paper. Place all of the pieces in a hat and ask each student to retrieve one piece. Record the amount for each student on chart paper and record the total. Explain that this amount represents the “GDP of the class.” Calculate the average and explain that this figure represents the “per capita GDP of the class.” Discuss the following question: “Does the average amount accurately show how much money’ each student has?”

Have students refer to a GDP chart and construct a chart to show the ten countries with the lowest per capita GDPs, and the ten with the highest per capita GDPs.

Have students use the following organizer to examine the concept of Human Development Index (HDI).

Human Development Index	
Question	Response
What information does the United Nations use to calculate the HDI?	
How is an HDI different from a per capita GDP figure?	
Which ten countries would have the lowest HDIs?	
Which ten countries would have the highest HDIs?	

Students can investigate the Millennium Development Goals (www.mdgmonitor.org) created by the UN and explore how they are being met. Use graphing program to compare current data to data from earlier years.

Students can use an interactive map online to compare Canada to other countries (e.g., www.canadiangeographic.ca/worldmap/cida/cidaworld.aspx).

Ask students to select five rich countries and five developing countries, find out how many doctors per 100 000 population each has, and draw a conclusion about how wealth relates to the quality of health care services in a country.

Have students develop a photo-essay or presentation to illustrate differences in quality of life in a country, or among countries. The photos could illustrate differences in quality of housing, sanitation, and transportation.

Ask students to analyze photos that draws attention to differences in quality of life within a country or among countries. The following organizer may be used.

<p>Photo <i>(Identify the photo)</i></p>	<p>Analysis Sheet: Photo</p> <p>What I See</p> <p>Describe the setting and time.</p> <p>Identify the people and objects. How are they arranged?</p> <p>What's happening in the photo?</p> <p>Was there a purpose in taking the picture? Explain.</p> <p>What would be a good caption for the photo?</p>
<p>From this photo, I have learned that ...</p>	

As an extension activity, ask students, in groups of three or four, to construct a collage or multimedia presentation to convey a message about differences in quality of life between developed and developing nations. The message should focus on a particular quality of life indicator (e.g., literacy, medical care, child poverty, life expectancy).

Have students read an article or view a television program about how someone's life is or has been affected by an unequal distribution of wealth. Students can respond to the account by using the following ideas:

- Summarize how the person is affected by an unequal distribution of wealth.
- Describe the help that should be available to improve the person's situation.
- Explain how that person's life would be different if he or she were to move to the local community.)

Because of the wide range of standards among countries, poverty means different things from one country to another. What is considered poor in a wealthy country might be rich in another country. Absolute poverty refers to a condition where people do not earn enough money to buy or grow food. Relative poverty refers to a situation where the standard of living is below what is considered to be acceptable.

Have students complete the following chart to give examples of absolute poverty and relative poverty. Students may select the local area or a country other than Canada.

Examples of Poverty	
Absolute Poverty	Relative Poverty

Have students create a classroom wall display of contrasts in quality of life resulting from the uneven distribution of wealth. Each student should contribute one set of images (drawings, pictures, photographs). The images could include ♥:

- food being thrown in the garbage; people suffering from malnutrition
- two expensive cars in the driveway; a person from the developing world walking to the fields
- children skateboarding; a child labour scene
- a woman turning up the thermostat in a modern home; a woman gathering fuel wood in a developing country)

Students can participate in a think-pair-share cooperative learning structure. Ask students to collect some information from a reading or a video about poverty in a selected country, then think about what they have learned and make notes, construct webs, and/or make sketches. To give a focus to the task, the team should concentrate on two or three aspects of poverty/wealth (e.g., access to education, family size, availability of good health care, housing conditions, availability of clean water, sanitation, access to food). Ask students to form pairs, share what they have learned, and arrive at one point that they think the whole class should hear about.

Notes

Print Resources

- *Creating Writers through 6-Trait Writing* (16977)
- *Culture Quest: Exploring World Cultures*, Chapter 14
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 14
- *Classroom Atlas of Canada and the World* (23937)
- *GCSE Geography: Essential Word Dictionary* (25008)
- *If the World Were a Village* (17344)
- *My World: An Elementary Atlas* (17159)
- *One Well: The Story of Water on Earth* (18311)
- *Ryan and Jimmy and the Well in Africa That Brought Them Together* (18307)
- *Take Action!: A Guide to Active Citizenship* (17341)
- *The Carpet Boy's Gift* (17046)

- *The Nystrom Atlas of Canada and the World* (17153)
- *The Nystrom Map Explorer Atlas* (17156)
- *What Are Human Rights? Let's Talk ...* (10869)

Software Resources

- *The Graph Club* (51403)

Video Resources

- *Ryan's Well* [DVD] (V2580)

Internet Resources

- Interactive World Map: www.canadiangeographic.ca/worldmap
- MDG monitor: www.mdgmonitor.org
- UNICEF: www.unicef.org (Resources: Teacher/students)
- The World Bank: web.worldbank.org
- Population Reference Bureau: www.prb.org/datafinder.aspx

Outcome

6.5.2 In Social Studies 6, students will be expected to examine selected examples of human rights issues around the world

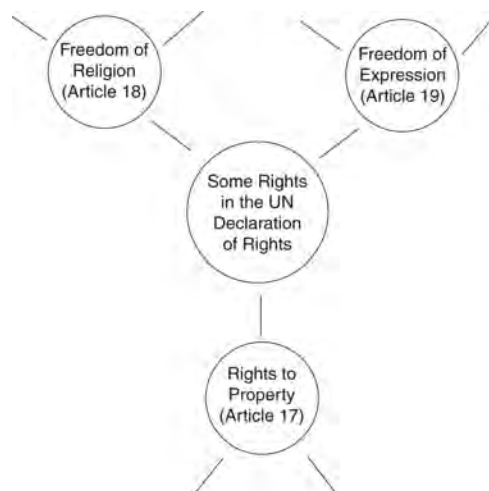
- give examples of rights included in the United Nations Declaration of the Rights of the Child
- give examples of rights included in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to rights of children
- examine selected examples of current human rights abuses

Suggestions for Assessment

Ask students to use the following chart to distinguish between the terms “rights” and “responsibilities.”

Definition	Example
<i>Right</i>	<i>Right</i>
<i>Responsibility</i>	<i>Responsibility</i>
Rights are important because ...	
Responsibilities are important because ...	

Select several rights from the abridged version of the Universal Declaration of Human Rights and identify responsibilities that individuals could accept in order for the rights to be protected. Develop a classroom web chart and have students determine responsible actions and attitudes for each right. The following concept web is provided as an illustration.



Ask students to compare the list of children’s rights (developed in the “fishbowl” activity) to the United Nations 1959 Declaration of the Rights of the Child. The following organizer may be used, and the examples provided are for illustration purposes.

Analyzing the Rights of the Child		Examples from Our Classroom List
UN 1959 Declaration		
Principle	Right	
3	Entitled to a name and nationality	
7	Entitled to an education	
7	Entitled to play and recreation	
9	Protected from forms of discrimination	

In small groups, students can create a short stopmotion or claymation movie depicting one of the Rights of the child. Use the UNICEF top 10 videos for inspiration.

Have students interpret a political cartoon about the plight of children in a region exposed to war, extreme poverty, forced migration, famine, illiteracy, child labour, or slavery. (See Appendix C for an organizer to analyze a cartoon. For a discussion of the use of other primary documents in the classroom, refer to Appendix E.)

Have students identify and research a world problem affecting human rights. Students can then write a letter to the editor of the local newspaper to express your views about the problem and what should be done about it. (See Appendix C for organizer —Letter to the Editor.)

Suggestions for Learning and Teaching

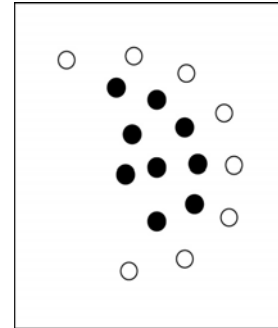
As students examine universal human rights, they need to recognize that all rights carry responsibilities and that rights and responsibilities begin with personal, daily action in the home, school, and community.

Ask students to explore the concept of rights and responsibilities by developing a Classroom Declaration of Rights and Responsibilities.

- Have students brainstorm rights that they feel they should have as a class.
- In groups of three or four, rank these rights from most to least important; select the top ten.
- List the top ten from each group on chart paper and reach a consensus on the top ten for the class.
- Explore why rights involve responsibilities. Ask students to write a responsibility for each classroom right if that right is to be protected. For example, a student may say that free expression of ideas in class is a right. If so, a responsibility, such as respecting the opinions that others express, or encouraging someone in a learning group to express his or her opinion, would help to protect the right.

Have students identify rights in the Canadian Charter of Rights and Freedoms that are similar to those in the Universal Declaration of Human Rights.

Ask students to engage in a “fishbowl” co-operative learning structure to arrive at a list of the rights they think a child should have. The “fish” (●) will develop the list on chart paper, as the observers (○) listen and record what is being said. Then, the observers are given an opportunity to ask questions, offer refinements, and add more to the list, if necessary. The final list should be posted on the wall. To ensure a focus for the task, assign a key question. (To assess student participation in collaborative learning groups, refer to Appendix I.)



Have students consider the question, What rights do you think a child should have in order to live a happy life?

Since children are dependent on adults and have less power, they are often the victims of human rights violations. Since they are vulnerable, they need special protection. How well or how poorly a country attends to the rights and needs of its most vulnerable members reflects the quality of life in that country.

Have students view a video on, or read about an account of, the abuse of the rights of children (e.g., child labour, racism, child soldiers, homelessness, slavery, ethnic cleansing). Have them identify the principles of the UN 1959 Declaration of the Rights of the Child that are not followed in the situation described. ♥

Violations of Children’s Rights (Identify the Title of the Article or Video)		
UN 1959 Declaration		Examples of Violations
Principle	Right	

Students can use comic creation software and images that show rights violations to create an information sheet detailing the UN Rights of the Child.

Ask students to write a short description of what some Canadians have done to improve or protect human rights. Students could look to the works of Louise Armour, Matthew Coon Come, Stephen Lewis, General Dallaire.

Have students identify and research a human rights issue (e.g., detention of war prisoners without trial) that they think should be addressed. Students can then analyze the issue in terms of position taken by stakeholders and arguments they use to support their positions, underlying values, and what should be done to address the issue.

Students can create a public service announcement to outline a violation of human rights.

Have students create a series of class posters to draw the attention of the school to a human rights problem.

Students can write a song and gather images to create a music video depicting the concerns relating to one human rights issue.

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 15
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 15
- *If the World Were a Village* (17344)
- *One Well: The Story of Water on Earth* (18311)
- *Playing War* (24186)
- *Ryan and Jimmy and the Well in Africa That Brought Them Together* (18307)
- *Take Action!: A Guide to Active Citizenship* (17341)
- *The Carpet Boy's Gift* (17046)
- *The Write Genre* (23561)

Video Resources

- *Our Friend, Martin* (22739)
- *Rights from the Heart: Part 2* (22557)
- *Ryan's Well* (V2580)

Internet Sources

- Cartoons for Children's Rights: http://www.unicef.org/videoaudio/video_top_cartoons.html
- Rights of the Child:
http://www.canadiancrc.com/UN_Declaration_on_the_Rights_of_the_Child.aspx
- United Nations: <http://www.un.org/en/>

Link to Health Education 6

- *Healthy Community*: identify responsibilities of global citizenship and take age-appropriate action to address a global health issue

Outcome

- 6.5.3 In Social Studies 6, students will be expected to take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens
- explain the rights and responsibilities of being a global citizen
 - support a position on a local/national/international issue after considering various perspectives
 - plan and take age-appropriate actions to address, international problems or issues

Suggestions for Assessment

Students can use image manipulation or desktop publishing software to design an advertisement promoting being a good world citizen.

Students may, for example, assume that they are responsible for setting up a panel of judges who are to give a Global Citizen of the Year Award. Ask students to develop a list of criteria that a panel of judges would use who will be deciding on a person to receive a Global Citizen of the Year Award. Have students select and research about an individual. Students should focus on the person's contributions to global citizenship and write a brief explanation of why the individual was selected.

Have students discuss how the protection of human rights helps us to become better global citizens. Ask students to write a paragraph to summarize what was said. The following organizer may be used to help students write a summary.

(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Summary Writing

A summary is a concise account of a main idea or a series of facts. It is not a complete retelling of all of the facts.

A summary does not include an author's opinion.

It is important to identify the speaker or authors when referencing their ideas in the summary.

Ask students to construct an album or scrapbook to highlight one of the following:

- four examples (one per page) of what it means to be a citizen of the world
- three rights that are important to them. Give illustrations [photos/sketches/logos] and a short explanation of each.
- examples of people/organizations that are model citizens of the world (with illustrations and a short explanation of the reasons for their choices)
- examples of organizations that model global citizenship

Have students research the Craig Kielberger organization, *Free the Children*, in its mission to free children from poverty and exploitation throughout the world. Write a class letter to the local paper to

identify how supporting the *Adopt a Village* program can help create a brighter future for children living in impoverished circumstances.

Suggestions for Learning and Teaching

We share interdependent roles of citizenship in our community, province, country, and even the world. As global citizens, our roles may involve the responsibility for ensuring that all people have access to global resources, the belief that all people deserve to live in peace with an acceptable quality of life, and respect for the dignity and human rights of all people.

Have students use a Y-diagram to explore the concept of “global citizenship.” What does the term mean? Why is it desirable to be a global citizen (i.e., purpose)? Give an example of someone who shows global citizenship in action. (See Appendix C for Y-diagram.)

Ask students to write a biography of a person who has been known to show global citizenship in action (e.g., Mother Teresa, Nelson Mandela, Craig Kielburger, Susan Aglukark). See Appendix C for organizer.

Students can create a graphic novel showing how a person can take responsibility and act as a responsible global citizen.

Students can prepare a short oral presentation on the topic, “What It Takes to Be a Citizen of the World.” Students may decide to present in a World Citizen Awareness Day school assembly, do a video presentation, or give a classroom oral report. (To assess the student’s oral presentation, refer to Appendix J-4, “Holistic Speaking Rubric.”)

As a class project, ask students to develop a plan to help the school become more aware of the importance of global citizenship. Ask students to write a mission statement, set of goals, and actions that could be taken.

As a class project, have students join an organization, such as Oxfam or Save the Children, and support one of their causes.

Notes

Print Resources

- *Culture Quest: Exploring World Cultures*, Chapter 16
- *Culture Quest: Exploring World Cultures, Teacher’s Resource*, Chapter 16
- *One Well: The Story of Water on Earth* (18311)
- *Ryan and Jimmy and the Well in Africa That Brought Them Together* (18307)
- *Take Action!: A Guide to Active Citizenship* (17341)
- *The Carpet Boy’s Gift* (17046)
- *The Write Genre* (23561)

Video Resources

- *Ryan's Well* (V2580)

Internet Resources

- Free the Children: <http://www.freethechildren.com/>

Unit 6:
Canada: Reflections on a
Multicultural Mosaic

Unit 6: Canada: Reflections on a Multicultural Mosaic

Unit Overview

“Canada: Reflections on a Multicultural Mosaic” is a single-outcome unit that has been consciously designed as a culminating unit of study. Whereas in previous units students have “gone out” and studied the world beyond Canadian borders, this unit brings them “back home” to examine their own country. It is most important that students have had the chance to look at the wider world before engaging in this reflective examination of their own country a look at how the diversity of the world manifests itself inside Canada. Students will consider how the many different peoples inside Canada have contributed to making the country what it is today, and at the same time reflect upon how we feel about the continuing influence of other countries, cultures, and peoples around the world.

Unit Outcomes

Students will be expected to

6.6.1

illustrate an understanding of how cultures from around the world have contributed to the development of Canada’s multicultural mosaic

Unit Process and Skills Emphases

Communication

- Read critically
- Employ active listening techniques
- Develop mapping skills
- Select media and styles appropriate to a purpose
- Present a summary report or argument
- Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry

- Solve problems creatively and critically
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry
- Gather, record, evaluate, and synthesize information

- Interpret meaning and significance of information and arguments
- Test data, interpretations, conclusions, and arguments for validity

Participation

- Function in a variety of groupings, using collaborative and co-operative skills and strategies

Outcome

- 6.6.4 In Social Studies 6, students will be expected to illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

Suggestions for Assessment

Ask students to identify the goals (i.e., outcome) that support the topic. If the student wishes to pursue a topic about how cultures from around the world have contributed to the development of the local multicultural mosaic, refer to Appendix D.

Students can develop and validate with peers in a co-operative structure, a plan that shows

- the title
- the beginning of a concept web that will be developed as the theme is completed
- a checklist to guide the work
- a conference with the teacher during the development of the topic
- a writing and/or speaking rubric (as appropriate) as a self-assessment. Refer to Appendices J-1 and J-4 respectively

Suggestions for Learning and Teaching

Ask students to select one of two approaches to examine how cultures from around the world have contributed to the development of Canada's multicultural mosaic.

- Focus on how a particular culture contributes to Canada's multicultural mosaic in terms of a selection of cultural features, such as traditional foods, music, dress, myths, folk tales, popular fashion, and so on (i.e., many features from one culture); or
- Select a cultural feature and show how more than one culture has influenced it (i.e., one feature from many cultures).

Have students choose a format for presentation. Examples include but are not limited to

- a vignette that includes how three to four features from one culture has influenced Canada's cultural mosaic, or how our mosaic reflects the influence of one feature from many cultures (The vignette should be supported by a storyboard.)
- a portfolio that contains carefully selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, and advertisements) that show the influence of many features from one culture or one feature from many cultures (Refer to Appendix H for a discussion of portfolios in assessment.)
- a DVD containing a collection of artifacts to include those that would normally form part of a portfolio. (The advantage of a digital collection is that it provides a greater opportunity for audio and video clips with student narration).
- an interactive website that contains selected artifacts (visual and audio) and also gives links to related sites

- an accordion book that contains selected artifacts (e.g., newspaper articles, poems, photos, maps, statistics, and advertisements)
- a poster board display containing some of the artifacts included in portfolio
- a mural to visually present a theme)

Ask students to reflect upon what they have learned and the learning process during this culminating exercise. After the presentation is complete, the student may address the audience about its significance (similar to a dialectical journal entry), express thoughts about how the presentation was developed and how they learned from it (a metacognitive tone), and look back at the personal experiences involved (a reflective tone.)

Notes

Print Resources

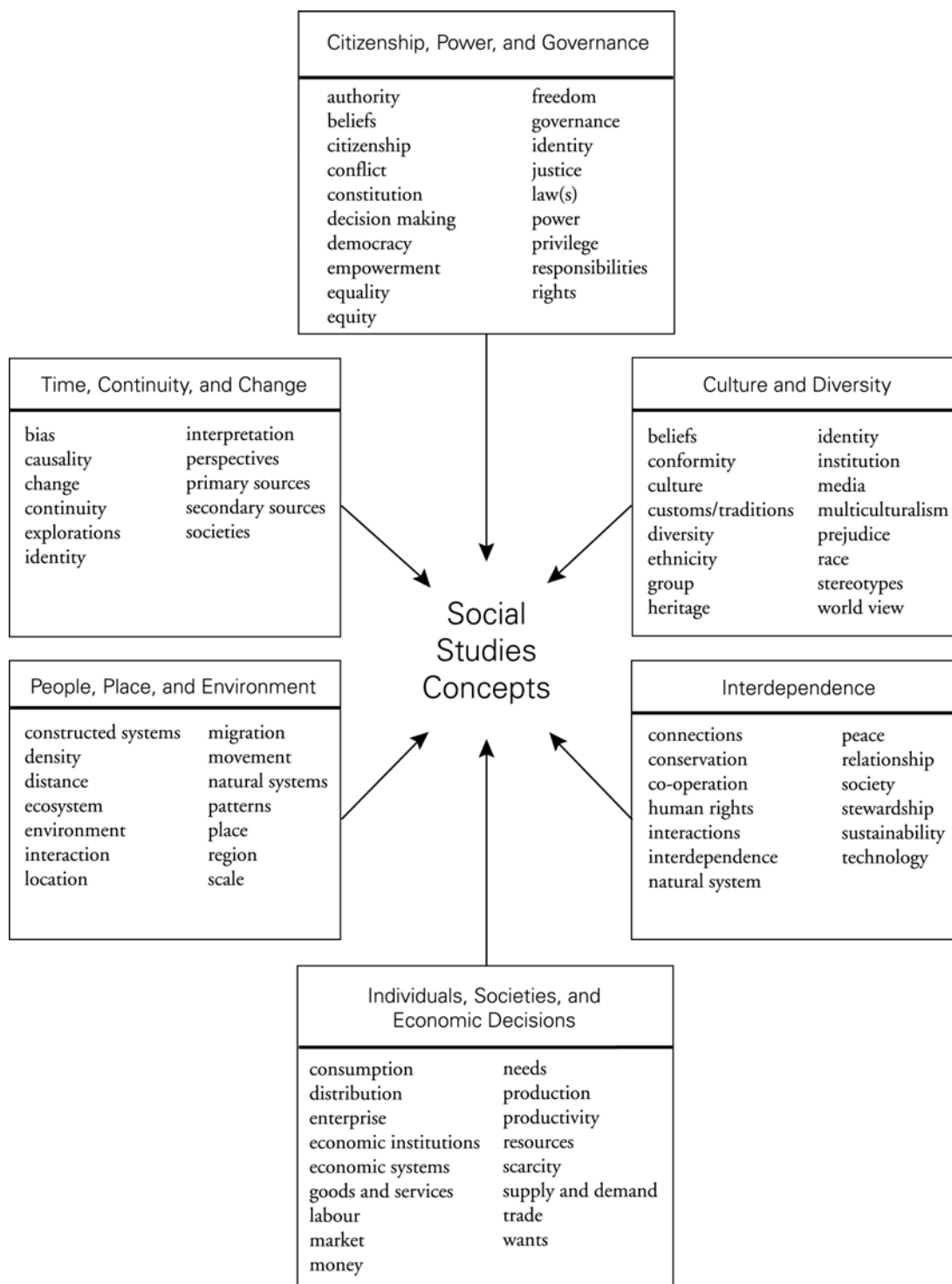
- *Culture Quest: Exploring World Cultures*, Chapter 17
- *Culture Quest: Exploring World Cultures, Teacher's Resource*, Chapter 17
- *Loonies and Toonies: A Canadian Number Book* (18299)
- *Peoples of the Maritimes: Dutch* (23694)
- *Playing War* (24186)
- *The Kids Book of Canadian Immigration* (18635)

Video Resources

- *Everybody's Ethnic: Your Visible Culture* (23549)
- *Lorna Bennett's Grade 6 Class* [DVD] (V2515)
- *Unity* [DVD] (V2591)

Appendices

Appendix A: Concepts in Social Studies Primary–9



Appendix B: Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample Suggestions for Learning and Teaching and Assessment Strategies that are elaborated in the curriculum guide. These processes constitute a number of skills; some are shared responsibilities across curriculum areas, and some are critical to social studies.

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	<ul style="list-style-type: none"> • detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material 	<ul style="list-style-type: none"> • use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	<ul style="list-style-type: none"> • argue a case clearly, logically, and convincingly 	<ul style="list-style-type: none"> • write reports and research papers
Employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> • listen critically to others' ideas or opinions and points of view • participate in conversation, and in small group, and whole group discussion

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Develop mapping skills	<ul style="list-style-type: none"> • use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, legend, compass rose, and scale • express relative and absolute location • use a variety of information sources and technologies in preparing maps • express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology 	
Express and support a point of view	<ul style="list-style-type: none"> • form opinions based on critical examination of relevant material • restate major ideas on a complex topic in a concise form 	<ul style="list-style-type: none"> • differentiate main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> • demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> • use maps, globes, and geo-technologies • produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia • interpret and use graphs and other visuals 	<ul style="list-style-type: none"> • present information and ideas using oral and/or visual materials, print or electronic media
Present a summary report or argument	<ul style="list-style-type: none"> • use appropriate maps, globes, and graphics 	<ul style="list-style-type: none"> • create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and inter-personal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	<ul style="list-style-type: none"> • participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences 	<ul style="list-style-type: none"> • participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	<ul style="list-style-type: none"> • identify relevant primary and secondary sources • identify relationships among items of historical, geographic, and economic information • combine critical social studies concepts into statement of conclusions based on information 	<ul style="list-style-type: none"> • identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypotheses for further study
Solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> • identify a situation in which a decision is required • secure factual information needed to make the decision • recognize values implicit in the situation and issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> • determine accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order 	<ul style="list-style-type: none"> • determine accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> • research to determine multiple perspectives on an issue 	<ul style="list-style-type: none"> • review an interpretation from various perspectives • examine critically relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> • identify an inclusive range of sources 	<ul style="list-style-type: none"> • identify and evaluate sources of print • use library catalogue to locate sources • use Internet search engine • use periodical index

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> • interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map- and globe-reading skills • interpret pictures, charts, graphs, photographs, tables, and other visuals • organize and record information using timelines • distinguish between primary and secondary sources • identify limitations of primary and secondary sources • detect bias in primary and secondary sources 	<ul style="list-style-type: none"> • use a variety of information sources • conduct interviews • analyze evidence by selecting, comparing, and categorizing information
Interpret meaning and significance of information and arguments	<ul style="list-style-type: none"> • interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays) 	<ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyze and evaluate information for logic and bias	<ul style="list-style-type: none"> • distinguish among hypotheses, evidence, and generalization • distinguish between fact and fiction, and fact and opinion 	<ul style="list-style-type: none"> • estimate adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> • compare and contrast credibility of differing accounts of same event • recognize value and dimension of interpreting factual material • recognize the effect of changing societal values on interpretation of historical events 	<ul style="list-style-type: none"> • test validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyze data • state relationships between categories of information
Draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> • recognize tentative nature of conclusions • recognize that values may influence their conclusions/interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> • access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what is gained and what is given up when economic choices are made • use economic data to make predictions about the future 	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> • express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> • contribute to development of a supportive climate in groups • serve as leader or follower • assist in setting goals for group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways
Respond to class, school, community, or national public issues	<ul style="list-style-type: none"> • keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfil responsibilities associated with citizenship • articulate their personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions 	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
<p>Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level</p>	<ul style="list-style-type: none"> • recognize economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices 	<ul style="list-style-type: none"> • develop personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • personal-monitor contributions

Appendix C: Graphic Organizers

Organizing Structure for a Paragraph

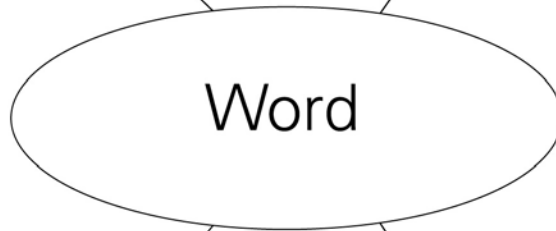
Organizing Structure for a Paragraph
<p><i>Beginning</i> Main idea is stated in a topic sentence to help the reader anticipate what's coming.</p>
<p><i>Middle</i> Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.</p>
<p><i>End</i> The significance of the main idea, given the evidence, is explained.</p>

Spider Definition

Sketch



Definitions



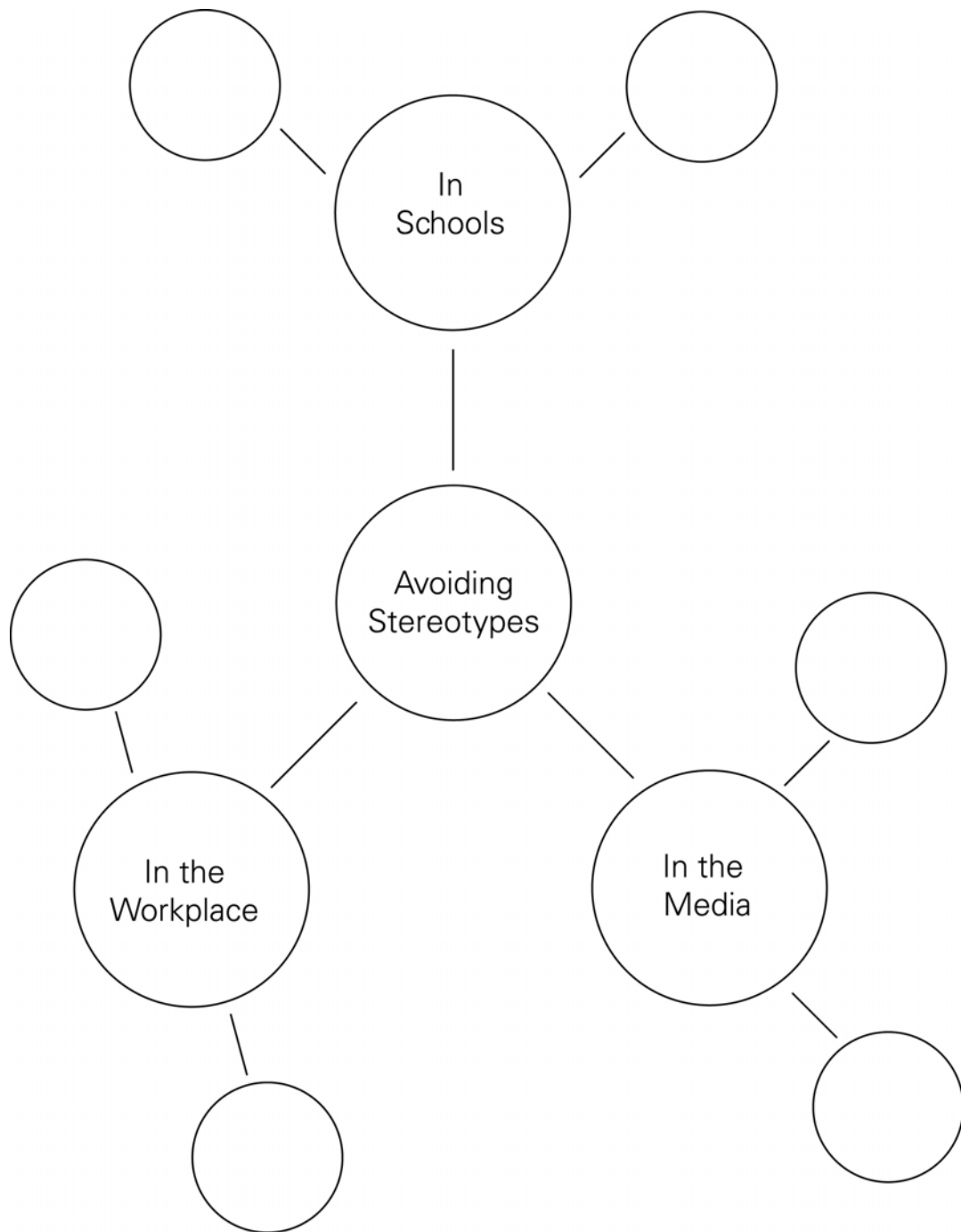
Synonyms



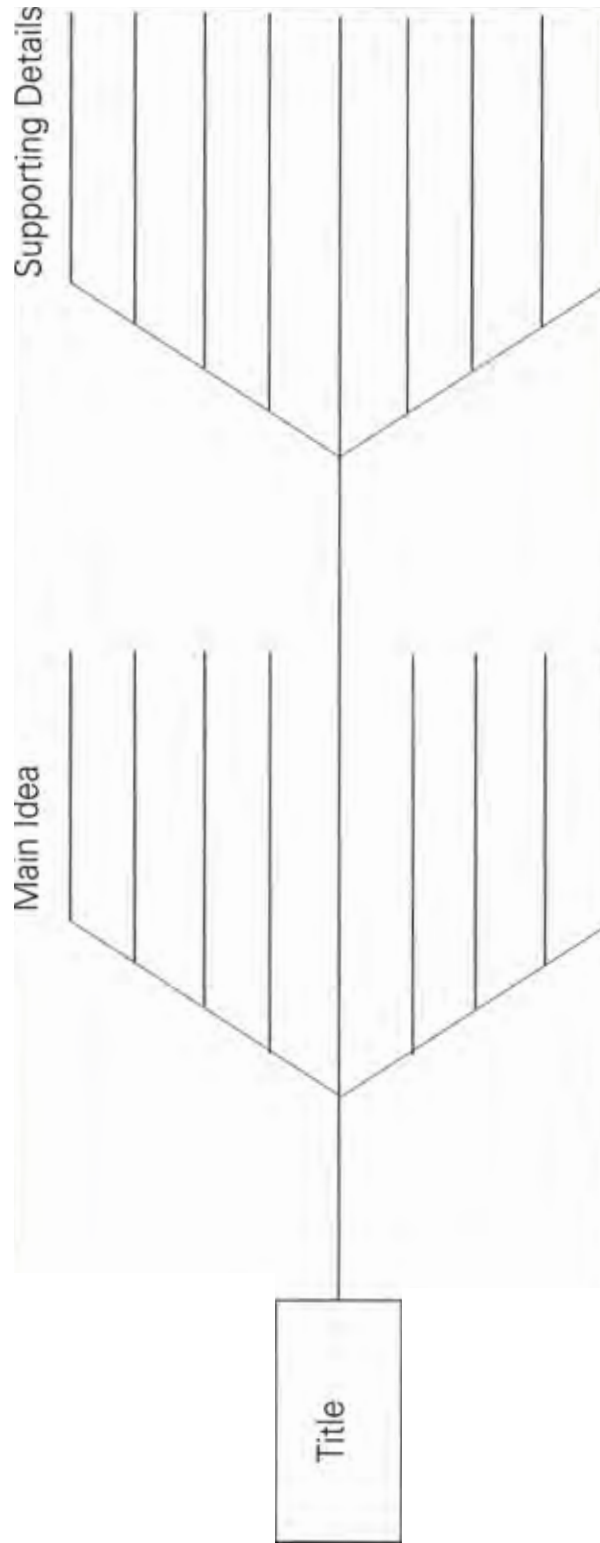
Examples



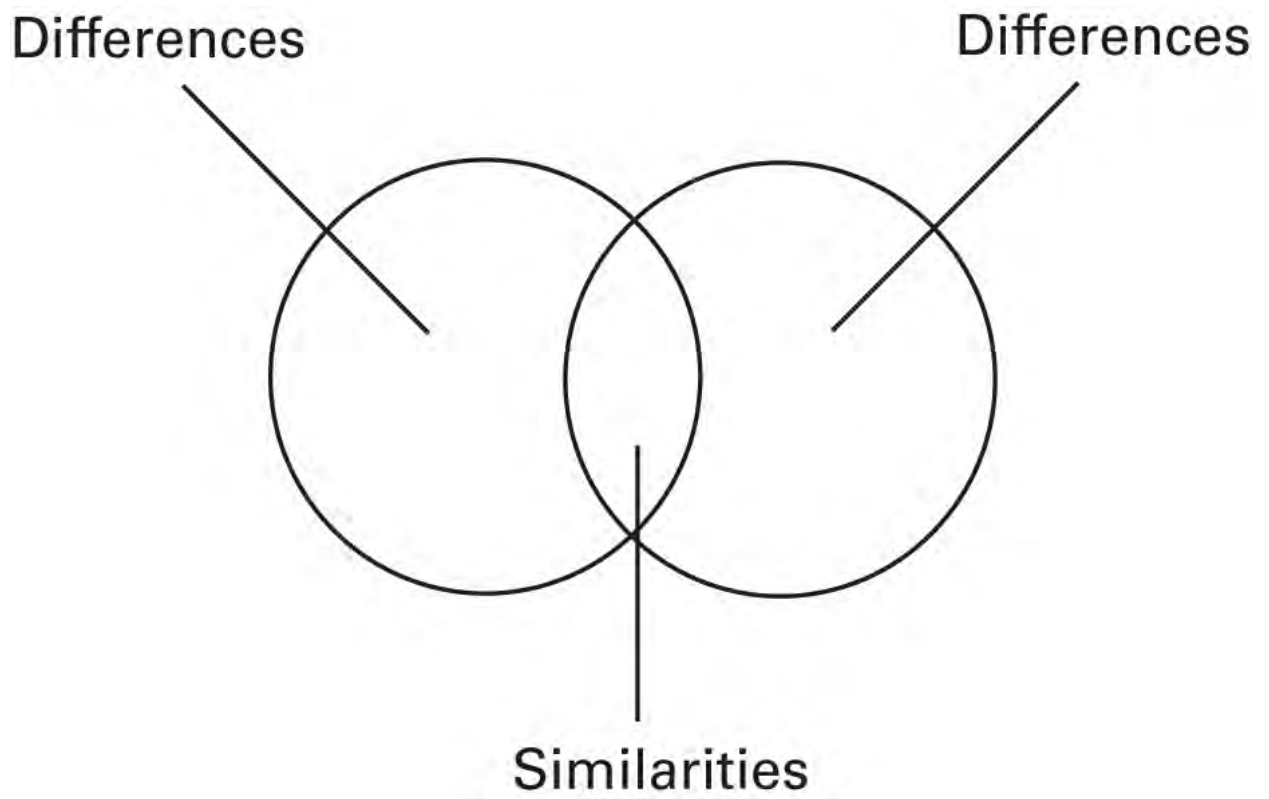
Stereotype Web



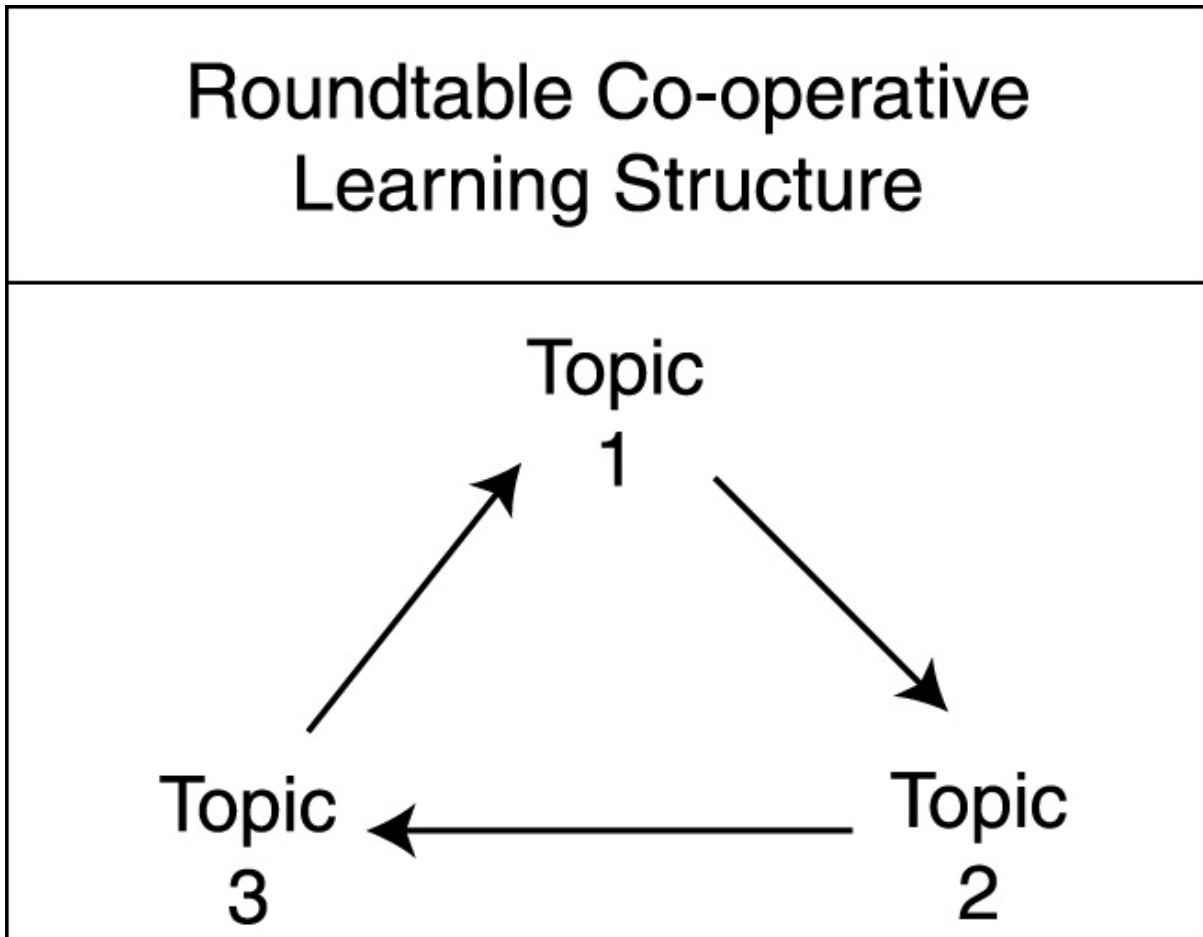
Fishbone



Venn Diagram



Roundtable Co-operative



Examining an Issue

Examining an Issue: *(Identify the issue you are examining)*

What is the main issue?

What positions are the key player(s) taking on the issue?

What arguments were used by one side to support its position?

What arguments were used by the opposing side to support its position?

What beliefs or values were at odds in this issue?

What should be done on this issue?

Government and an Enterprise

Government and an Enterprise

Government Action

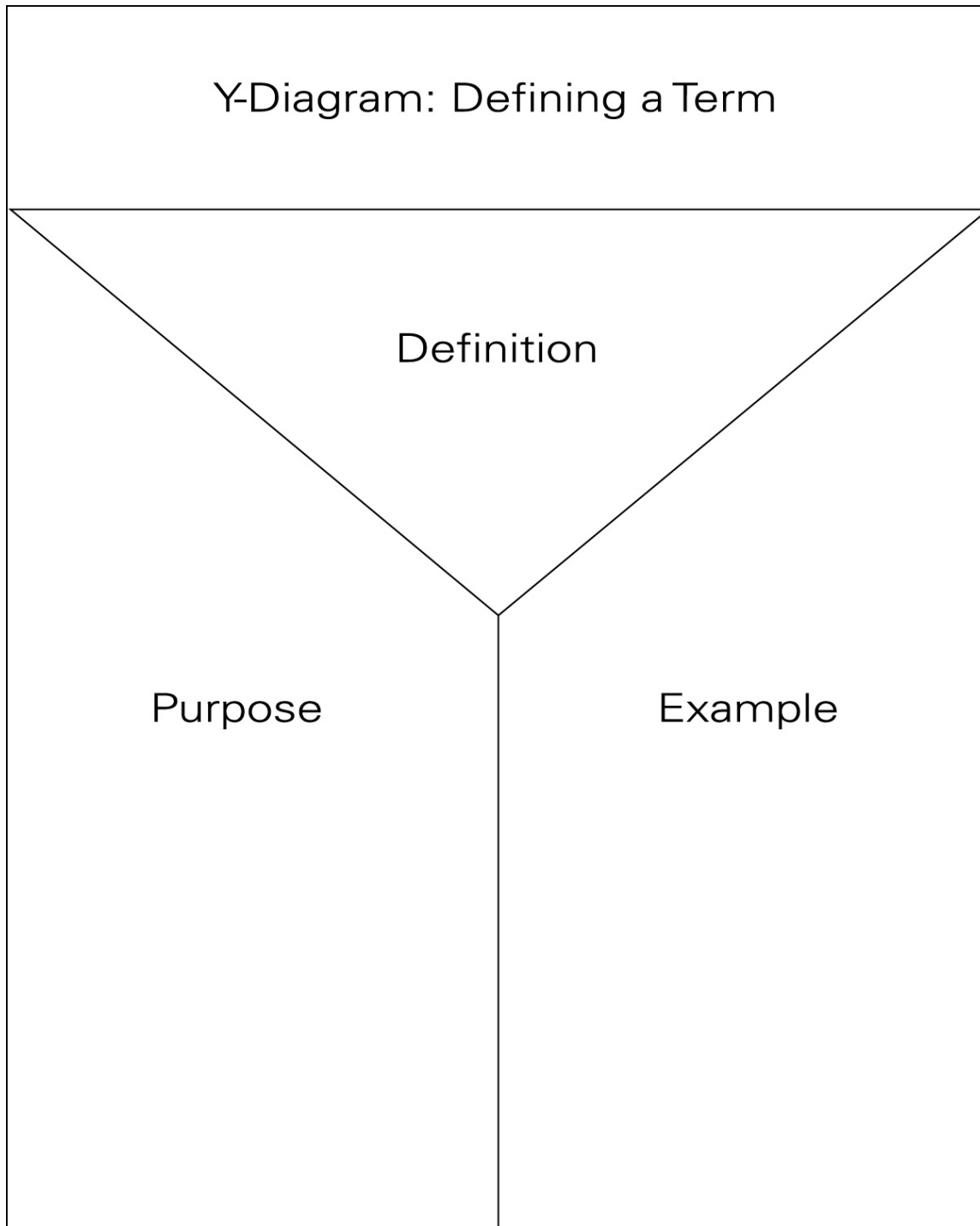
Increase taxes

Help pay wages

Find markets in another province

Possible Results

Y-Diagram



News Article Writing Structure

News Article Writing Structure		
Criteria	Yes	Not Yet
The title is concise and catchy.		
The title captures the main theme.		
The opening paragraph sets out the main idea of the article.		
The next paragraph gives details to support a particular idea or issue.		
The next paragraph gives details to support another idea or issue.		
The fourth paragraph gives details to support another idea or issue.		
The fifth paragraph gives details to support another idea or issue.		
The last paragraph ties all the ideas or issues together.		

Analyzing a Cartoon

Analyzing a Cartoon	
Question	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

Our Viewing Checklist

Our Viewing Checklist	
Criteria	Check
<i>Before we view the video,</i>	
What do we predict the film will address from clues in the video title and packaging?	
What do we currently know and feel about the topic?	
What questions do we have about the topic?	
<i>As we view the video,</i>	
What film events, actions, characters, language, music, and sound effects lead you to know the main idea of the film?	
From what point of view does the filmmaker tell the story of the film?	
Is the story fairly and accurately presented? Is the topic treated fairly? How do we know?	
How does the filmmaker use features such as colour, sound effects, or music to create a feeling in the audience about what is viewed?	
What questions arise in our minds as we view the film?	
Were those new questions answered in the film?	
What connections do we make as we view the film—film to self, film to other works we have viewed or read, film to world and current events? (We'll discuss these when we finish viewing.)	
We look for answers to our questions as we view.	
I think about the main events, information, and characters in the video.	
<i>After we view the video,</i>	
Did the film answer our questions about the topic?	
Did we find errors in what we thought we knew about the topic?	
What new or remaining questions do you have about the information presented in the film?	
Discuss your questions with a classmate or with a small group to see if you can help each other to understand the film and your questions further.	
What evidence can you find that the information and ideas contained in the film are factual?	
How might you further investigate any remaining questions?	
Did the filmmaker fairly present his/her understanding of the topic?	
Was the filmmaker's use of language appealing?	
In what ways might the audience for the film be persuaded, informed, and make connections for an audience?	
Which parts of the video do we want to see again and why?	
How might this have been a different film if it was told from a different point of view?	
What sources will you check to learn more about your remaining questions? What key words or terms might you use to find more information in the school library or in an Internet search?	
I summarize what I learned from the video (Pick 2) Draw three pictures of key messages in the film. Create a word cloud of key ideas in the film. Create a T-chart of what I knew before viewing and what you now know after viewing. Compare charts.	

Writing a Letter to the Editor

Checklist: Writing a Letter to the Editor		
Criteria	Yes	Not Yet
Does my lead sentence grab the attention of the reader?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure about whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

Preparing Questions for an Interview

Preparing Questions for an Interview	
Type of Question	Examples I Would Use
Getting the facts: Who ...? What ...? When ...? Where ...?	<i>When did you find out that many rural Zambians do not have enough safe drinking water?</i>
Connecting ideas: Why ...? How ...? How differently ...? How alike ...?	<i>How does unsafe drinking water affect the health of rural Zambians?</i>
Getting opinions: Do you think that ...? What would have happened if ...?	<i>Should developed nations give more aid for projects like yours, or help their own poor first?</i>

Checklist for Writing a Biography

Checklist for Writing a Biography	Check
Who is/was this person?	
What qualities does/did the person have?	
What examples prove these qualities?	
Describe events that changed this person?	
What kinds of risks did this person take?	
How was this person important to other people?	
What I learned from this individual about how to be a better person?	

Appendix D: Studying Local Culture

The study of local culture provides a real opportunity for students to apply concepts and skills they acquire during their study of Social Studies 6. Local cultural studies is a legitimate avenue of research as students develop concepts and skills in a limited but familiar context that can be interconnected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active (see Principles Underlying the Social Studies Curriculum, page 11). Studying an aspect of local history provides an opportunity to add these qualities to teaching and learning, and at the same time, incorporate resource-based learning in its fullest sense into the classroom.

The following is a planning guide for preparing for a study of local culture. References to specific curriculum outcomes and delineations are made only as examples of processes and procedures.

1. Preparation for conducting a study of local culture

1.1 Choose your area of study.

There are many avenues for studying local culture. It may be examined at a broad level, or in a more specific and manageable way. Rather than take on a study of the culture(s) reflected in the local community, for example, it may be more manageable to take selected elements of it.

Research Themes for a Study of Local Culture

- Elements of school culture
- Food ways
- Folk tales
- Clothing and fashion
- Local music
- Traditional medicines
- Tools/implements
- Traditional house structures
- Local sustainability issues

It is also possible to combine individual themes into a more comprehensive piece to make up a large theme in community culture and, hence, give the students' work more significance (refer to section 4.3).

- 1.2 Tie the area of research or theme to an analysis of a cultural issue and select the outcome and delineations that legitimize and give direction to the area of study that the student selects.

Analysis of cultural issues

Outcomes 6.2.3, 6.3.3, and 6.5.3 provide examples of how cultural studies provide opportunities for the analysis of issues. Studies of local culture also provide such opportunities. For example, the themes suggested in Section 1.1 may be placed in an issues context: e.g., how traditional food ways have been affected by fast food restaurants; how clothing styles are affected by advertising; why traditional music is on the wane. Basically, the following steps may be used to examine such issues:

- Identify the issue.
- Examine arguments used by one side to support its position.
- Examine arguments used by the other side to support its position.
- Describe the beliefs or values at odds in the issue.
- Suggest an informed response to the issue.

- 1.3 Become familiar with the sources of information.

It is important to help the student prepare for the study by becoming familiar with local source(s) of information before the research actually begins.

Familiarization with the Sources of Information

- Visit the site (in case a feature of material culture is being studied).
- Visit the archive, museum, or library (in case relevant primary sources are found there).
- Visit a local person (to familiarize him or her with what is being studied and to assess his or her comfort with the process).
- Examine photos.
- Examine sound/video clips.
- Develop a list of materials and equipment needed.
- Develop a questionnaire (where applicable) and identify other formats for recording the information.

2. Introduce the study of local culture

- 2.1 Fully brief students of the purpose of a study of local culture.

Purpose (example)

To find out if traditional music is being preserved in the face of popular music
 or
 To examine the impact of fast food restaurants on traditional food ways

- 2.2 Assign tasks to the student.

It is advisable for more than one student to engage in the study of the same theme, but each student does not necessarily have to be engaged in the same processes. For example, different steps in the local study (see Section 1.3) may be assigned to different students according to their interests and abilities.

- 2.3 Assign out-of-class activities to the student.
Ensure that students know what they have to do and that they are prepared in advance.

3. Out-of-class tasks

- 3.1 Engage students in the assigned tasks.

Field tasks

- Note taking
- Field sketching
- Taking photos
- Interviewing
- Researching text materials
- Recording in appropriate A/V formats
- Photocopying or scanning text information

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note taking, or at taking photos than sketching.

- 3.2 Monitor student activities.

As students engage in their field activities, ensure that they exercise good time on task, that ideas and tasks are clarified for them, and that tasks are modelled for them if necessary.

4. In-class synthesis

- 4.1 Students prepare and present field data.

Back in the classroom, students will analyze their data according to the model for analyzing a cultural issue, outlined in Section 1.2. The format of the final presentation of their findings may vary.

Presentation formats

- Written report (or essay)
- Photo-essay
- Oral presentation
- Multimedia Presentation
- Poster board display
- Published article (e.g., on the school website, in a school or community newspaper)

4.2 Students use methodologies most suited to the task.

Students work independently to organize the information and/or materials collected during the field research.

Teacher asks questions to (1) help students review what happened during the research phase, and (2) guide them through the process of issues-analysis in Section 1.2.

Students learn co-operatively as they compare their findings and prepare reports, displays, or articles.

4.3 Students/teachers attribute significance to the project.

It is important to give an opportunity for the different pieces of work to be assembled collectively into a more comprehensive school-based project. For example, a school website could be an avenue to “publish” a narrative around a school project and, in it, to display examples from individual projects. Parents could be invited to view a school display in the gymnasium. As well, individual projects may be submitted to a provincial heritage fair.

Appendix E: Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have more direct encounters with past and present events and people. Students can link to the human emotions, aspirations, and values that are current that prevailed in another time. Key to these learning opportunities is the use of such primary sources as spoken and written documents, press releases, newspaper articles, journals, diaries, blogs, letters, songs, poetry, visual art, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, maps, surveys, blogs, wikis, websites, email correspondence, audio/video conferences, and databases. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Sources in the Classroom	
Instructional Approach	Commentary
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artifacts, but also photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	At the beginning of each unit or outcome within a unit, refer to a document as a “window” into the theme.
Reading and Viewing	Provide students with a graphic organizer to help them understand the content of an original document.
Listening	Provide students with an audio or video recording to give them a sense of being “present” at an event.
Writing and Other Ways of Representing	A document may be used to prompt a writing or visualization or spoken discussion. Provide students with a self-checklist to help them learn to communicate effectively in the medium and knowledge of the conventions of the medium.
Finding Connections	Students can be given an opportunity to analyze two or more documents to (1) see relationships and/or differences in what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make journal entries at appropriate times as they reflect upon the feelings and values evoked by certain documents. (<i>See Student Response Journals, Appendix G.</i>)
Assessment	Use of documents in constructed-response questions in an assessment enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but also to apply and integrate that knowledge.

Analyzing Primary Sources

As stated previously, primary resources include resources that may not come in the form of written documents. The following are suggested graphic organizers that the student may use to analyze such resources as a family heirloom, a tool or implement, a historical document, a photo, a poster, a sound recording, and a cartoon. Although the questions and exercises may differ slightly from one graphic to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; to find relationships among the facts and the patterns in these relationships; and to give an interpretation and draw a conclusion.

Analyzing an Heirloom

(Refer to “Suggestions for Assessment” for Outcome 6.3.1, page 91—how change factors affect cultural change)

Analysis Sheet: Family Heirloom	
Question	Observations
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analyzing a Tool or Implement

(Refer to “Suggestions for Learning and Teaching for Outcome 6.4.1, p. 116—African masks)

Analysis Sheet: Tool/Implement	
Question	Information
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner’s property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What do the object and its use say about living conditions and lifestyle?	

Analyzing a Photo

(Refer to “Suggestions for Assessment” for Outcome 6.2.2, p. 68)

Analysis Sheet: Photo	
<p>Photo <i>(Identify the photo)</i></p>	<p>What I See</p> <p>Describe the setting and time.</p> <p>Identify the people and objects. How are they arranged?</p> <p>What’s happening in the photo?</p> <p>Was there a purpose in taking the picture? Explain.</p> <p>What would be a good caption for the photo?</p>
<p>From this photo, I have learned that . . .</p>	

Analyzing an Audio Recording

Analysis Sheet: An Audio Recording	
Question	Notes
<ol style="list-style-type: none"> 1. Listen to the audio recording and tell who the audience is. 2. Why was the broadcast or audio file made? How do you know? 3. Summarize what it tells you about <i>(insert the topic)</i>. 4. Is there something the audio producer left unanswered in this audio recording? 5. What information do you get from the recording that you would not get from a written transcript? 	

Analyzing a Cartoon

(Refer to “Suggestions for Learning and Teaching” for Outcome 6.3.2, p. 102)

Analysis Sheet: Analyzing a Cartoon	
Question	Response
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Appendix F: Examining Issues in a Study of World Cultures

In social studies the examination of issues forms a critical part of learning. The same is particularly true in the classroom where students are studying culture and diversity. For a current issue, the goal is to help the student reach a point where he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In some instances, the issue to be analyzed may be related to something that has happened in the past and the outcome may be part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain as students look back and pass judgement on the resolution of the issue. If the issue still remains to be solved, then the task for the student is to arrive at a solution.

The following framework provides a template for examining issues in Social Studies 6. Refer to Appendix C for references to examples of its use in the curriculum. Like the documents-based question, the examination of an issue may also require students to examine primary and secondary sources.

Examining Cultural Issues
1. What is the main issue?
2. What positions did key players take at the time?
3. What arguments did one side use to support their position?
4. What arguments did the opposing side use to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain.

Appendix G: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, and encounter new concepts. This device encourages students to critically analyze and reflect upon what they are learning and how they are learning it. A journal is evidence of “real life” application as they form opinions, make judgements and personal observations, pose questions and speculations, and provide evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print material, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be taught the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students. Examples of the types of entries used in the curriculum guide are cited in column 1.

Student Response Journals		
Possible Type of Entry	Cuing Question for the Journal Response	Sample Key Lead-ins
Speculative <i>Example:</i> <i>Suggestions for Assessment, Outcome 6.5.1, page 137</i>	What might happen because of this?	I predict that . . . It is likely that . . . As a result, . . .
Dialectical <i>Example:</i> <i>Suggestions for Assessment, Outcome 6.1.3, page 47</i>	Why is this quotation (<i>event, action</i>) important or interesting? What is significant about what happened here?	This is similar to . . . This event is important because it . . . Without this individual, the . . . This was a turning point because it . . . When I read this (<i>heard this</i>), I was reminded of . . . This helps me to understand why . . .

Student Response Journals		
Possible Type of Entry	Cuing Question for the Journal Response	Sample Key Lead-ins
<p>Metacognitive</p> <p><i>Example:</i> <i>Suggestions for Learning and Teaching, Outcome 6.4.1, page 120</i></p>	<p>How did you learn this? What did you experience as you were learning this?</p>	<p>I was surprised . . . I don't understand . . . I wonder why . . . I found it funny that . . . I think I got a handle on this because . . . This helps me to understand why . . .</p>
<p>Reflective</p> <p><i>Examples:</i> <i>Suggestions for Assessment, Outcome 6.1.1, page 37)</i> <i>Suggestions for Assessment, Outcome 6.3.1, page 89)</i></p>	<p>What do you think of this? What were your feelings when you read (<i>heard, experienced</i>) that . . .?</p>	<p>I find that . . . I think that . . . I like (<i>don't like</i>) . . . The most confusing part is when . . . My favourite part is . . . I would change . . . I agree that . . . because . . .</p>

The following chart illustrates the format for a journal page that the student can set up electronically, or in a separate notebook identified with the student's name.

Social Studies 6: Entry Date	
Learning Event	My Response

Appendix H: Portfolio Assessment

Portfolio assessment is based on a collection of a student's work products across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to

- establish criteria to guide what will be selected, when, and by whom
- show evidence of progress in the achievement of course outcomes and delineations
- reference the pieces of work to these outcomes and delineations
- keep in mind other audiences (e.g., teachers, administrators, and parents)
- understand the standards on which the portfolio will be assessed

A portfolio may have *product-oriented* and *process-oriented* dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artifacts" tend to relate to the concepts and skills of the course. The purpose of a process-orientation focuses more on the "journey" of acquiring the concepts and skills; the artifacts include students' reflections on what they are learning, problems they encountered, and possible solutions to problems. For this orientation, journal entries form an important part of the portfolio.

A portfolio should contain a wide range of learning artifacts. Including, but not restricted to

written tests	sketches
essays	artwork
work samples	checklists
research papers	rating scales
surveys	peer reviews
reflections	class notes
photos	graphic organizers

The following is a suggested approach for assembling a portfolio in grade 7 social studies. It is not intended to be prescriptive, but to present suggestions for teacher and student use. The chart provides a set of guidelines that represent the kinds of information that students need to know as they assemble their portfolio. The second column contains a rationale for the guidelines.

Guidelines for the Student

Task

One of the purposes of Social Studies 6 is to help you see how something changed over time. You are required to retain samples of your work that relate to a theme you have chosen and arrange them into a portfolio to show your progress towards the goals set.

Learning Goals

After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example, what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?

Contents

- Cover page (with your name and note to the viewer)
- Table of contents
- An explanation of why you chose this theme
- A completed checklist you used to guide your work
- Work products
- Graphics with audio (can be in CD format)
- A reflections journal
- A self-assessment of your work
- An assessment by a peer
- A rubric used in the assessment

Conferences

You and I will meet at least twice each term to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.

Commentary for the Teacher

Explain to the student that the portfolio can have a range of artifacts in it, and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes (e.g., material culture).

- How Culture is Expressed Through Material Elements
(Outcomes 6.1.1, 6.1.4, 6.3.1, 6.3.2, 6.4.1)

In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course.

To help the student focus on the knowledge to be learned, write the outcomes in student language.

Then, identify the skills that you consider essential in the acquisition of the knowledge. For example, if “Classify elements of culture as material or non-material” (for Outcome 6.1.1) is part of the material culture theme, then classification and charting will be useful skills for students to apply to the local culture first.

Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned.

Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.

Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.

Provide the student with a conferencing schedule.

Guidelines for the Student*Evaluation*

In June, you are required to hand in your portfolio for final evaluation.

Communication

Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.

Commentary for the Teacher

Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provided it is also for the student to use in his or her self-assessment.

The skills list for Social Studies 6 includes expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to 'publicize' the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.

There is now a move toward the development of electronic portfolios. At the time of writing, an excellent set of guidelines for building an electronic version can be found at the following website: www.essdack.org/port/index.html

Appendix I: Rubrics in Assessment

Using an assessment rubric (often called the scoring rubric) is one of the more common approaches to alternative assessment. A rubric is a matrix that has a number of traits to indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship among criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement; it is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

Criteria	Levels of Achievement				
	1	2	3	4	5
Quality	very limited/ very poor/ very weak	limited/ poor/ weak	adequate/ average/ acceptable	strong	outstanding/ excellent/ rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected Suggestions for Learning and Teaching and Suggestions for Assessment indicate that the following rubric may be used. For example, see

Outcome 6.1.3 Suggestions for Learning and Teaching, p. 44.

Outcome 6.4.1 Suggestions for Learning and Teaching, p. 110.

Assessing Collaborative Group Participation

Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to contribute achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his or her assigned task(s) in the group • Brings outstanding knowledge and skills about (<i>identify the topic</i>) • Very eager to encourage others to contribute to the group tasks
4 Strong	<ul style="list-style-type: none"> • Strong ability to contribute achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his or her assigned task(s) in the group • Brings strong knowledge and skills about (<i>identify the topic</i>) • Eager to encourage others to contribute to the group tasks
3 Satisfactory	<ul style="list-style-type: none"> • Adequate ability to contribute achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his or her assigned task(s) in the group • Brings adequate knowledge and skills about (<i>identify the topic</i>) • Inclined to encourage others to contribute to the group tasks
2 Limited	<ul style="list-style-type: none"> • Limited ability to contribute achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his or her assigned task(s) in the group • Brings limited knowledge and skills about (<i>identify the topic</i>) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	<ul style="list-style-type: none"> • Very limited ability to contribute achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his or her assigned task(s) in the group • Brings very limited knowledge and skills about (<i>identify the topic</i>) • Reluctant to encourage others to contribute to the group tasks

Appendix J: Rubrics

Some Atlantic provinces have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding content that is clear and strongly focused • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice that always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	<ul style="list-style-type: none"> • Strong content that is clear and focused • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice that often brings the subject to life • Frequent use of words and expressions that are vivid and precise • Strong grasp of standard writing conventions
3 Satisfactory	<ul style="list-style-type: none"> • Adequate content that is generally clear and focused • Predictable organization that is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction but that tends to be mechanical • Sincere voice that occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with so few errors that they do not affect readability
2 Limited	<ul style="list-style-type: none"> • Limited content that is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Limited ability to use an expressive voice that brings the subject to life • Use of words that are rarely clear and precise with frequent errors • Poor grasp of standard writing conventions beginning to affect readability
1 Very Limited	<ul style="list-style-type: none"> • Very limited content that lacks clarity and focus • Awkward and disjointed organization • Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow • Lack of an apparent voice to bring the subject to life • Lack of clarity; words and expressions are ineffective • Very limited grasp of standard writing conventions, with errors seriously affecting readability

2. Holistic Reading/Viewing Rubric

Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to understand text critically; comments insightful and always supported from the text • Outstanding ability to analyze and evaluate text • Outstanding ability to connect personally with and among texts (with responses that extend on text) • Outstanding ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Outstanding ability to read orally (e.g., with phrasing, fluency, and expression)
4 Strong	<ul style="list-style-type: none"> • Strong ability to understand text critically; comments often insightful and usually supported from the text • Strong ability to analyze and evaluate text • Strong ability to connect personally with and among texts (with responses that extend on text) • Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Strong ability to read orally (e.g., with phrasing, fluency, and expression); miscues do not affect meaning
3 Satisfactory	<ul style="list-style-type: none"> • Good ability to understand text critically; comments predictable and sometimes supported from the text • Good ability to analyze and evaluate text • Adequate ability to connect personally with and among texts (with responses that sometimes extend on text) • Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Good ability to read orally (e.g., with phrasing, fluency, and expression); miscues occasionally affect meaning
2 Limited	<ul style="list-style-type: none"> • Insufficient ability to understand text critically; comments rarely supported from the text • Limited ability to analyze and evaluate text • Insufficient ability to connect personally with and among texts (with responses that rarely extend on text) • Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression); miscues frequently affect meaning.

2. Holistic Reading/Viewing Rubric

Proficiency Level	Traits
1 Very Limited	<ul style="list-style-type: none"> No demonstrated ability to understand text critically; comments not supported from text Very limited ability to analyze and evaluate text No demonstrated ability to connect personally with and among texts (with responses that do not extend on text) Very limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping, propaganda) Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) Very limited ability to read orally (e.g., phrasing, fluency, and expression not evident); miscues significantly affect meaning

3. Holistic Listening Rubric

Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> Complex understanding of orally presented text; comments and other representations insightful and always supported from the text Outstanding ability to connect personally with and extend on orally presented text (with responses that consistently extend beyond the literal) Outstanding ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) Outstanding ability to listen attentively and courteously
4 Strong	<ul style="list-style-type: none"> Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text Strong ability to connect personally with and extend on orally presented text (with responses that often extend beyond the literal) Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) Strong ability to listen attentively and courteously
3 Satisfactory	<ul style="list-style-type: none"> Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text Adequate ability to connect personally with and extend on orally presented text (with responses that sometimes extend beyond the literal) Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) Fair ability to listen attentively and courteously
2 Limited	<ul style="list-style-type: none"> Insufficient understanding of orally presented text; comments and other representations rarely supported from the text Insufficient ability to connect personally with and extend on orally presented text (with responses that are always literal) Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda) Limited ability to listen attentively and courteously
1 Very Limited	<ul style="list-style-type: none"> No demonstrated understanding of orally presented text; comments and other representations not supported from text No demonstrated ability to connect personally with and extend on orally presented text (with responses that are disjointed or irrelevant) Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping, propaganda) Very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric

Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Outstanding ability to connect ideas (e.g., with clarity and supporting details) • Outstanding use of language appropriate to the task (e.g., word choice) • Outstanding use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 Strong	<ul style="list-style-type: none"> • Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Strong ability to connect ideas (e.g., with clarity and supporting details) • Consistent use of language appropriate to the task (e.g., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 Satisfactory	<ul style="list-style-type: none"> • Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • Sufficient ability to connect ideas (e.g., with clarity and supporting details) • Frequent use of language appropriate to the task (e.g., word choice) • Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 Limited	<ul style="list-style-type: none"> • Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • Limited ability to connect ideas (e.g., with clarity and supporting details) • Limited use of language appropriate to the task (e.g., word choice) • Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 Very Limited	<ul style="list-style-type: none"> • No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information) • Very limited ability to connect ideas (e.g., with clarity and supporting details) • Language not appropriate to the task (e.g., word choice) • Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

5. Assessing Collaborative Group Participation

Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to contribute toward achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his/her assigned task(s) in the group • Brings outstanding knowledge and skills about the <i>(identify the topic)</i> • Very eager to encourage others to contribute to the group tasks
4 Strong	<ul style="list-style-type: none"> • Strong ability to contribute toward achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his/her assigned task(s) in the group • Brings strong knowledge and skills about the <i>(identify the topic)</i> • Eager to encourage others to contribute to the group tasks
3 Satisfactory	<ul style="list-style-type: none"> • Adequate ability to contribute toward achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his/her assigned task(s) in the group • Brings adequate knowledge and skills about the <i>(identify the topic)</i> • Inclined to encourage others to contribute to the group tasks
2 Limited	<ul style="list-style-type: none"> • Limited ability to contribute toward achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his/her assigned task(s) in the group • Brings limited knowledge and skills about the <i>(identify the topic)</i> • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	<ul style="list-style-type: none"> • Very limited ability to contribute toward achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his/her assigned task(s) in the group • Brings very limited knowledge and skills about the <i>(identify the topic)</i> • Reluctant to encourage others to contribute to the group tasks