



Primary (grades 4 – 6)
Can also be adapted for grades 6, 7, 8
Social Studies
English Language Arts

**Respecting
Diversity**

**Preventing
Prejudice**

**Living
Respectfully**

Lesson 4 of 6

Unit 5: Current Events Scavenger Hunt—Linking the Classroom and the World

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Unit Plan Objective

This unit will encourage students to develop a sense of world events and issues. Media awareness will be introduced with a focus on understanding the role played by the media in influencing students' attitudes and perceptions about developing nations and development issues. Areas of the world that are experiencing continual and episodic difficulties will be highlighted. The involvement of Canada through CIDA activities will also be highlighted. Students will share their knowledge with their peers.

Time

This unit comprises six lessons. It will take 18 hours to complete, depending on the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for five weeks) as each lesson covers a two-to-three hour block of time.

Lesson 4: The MDGs on the Ground

Objective

In Lessons 4, 5, and 6, with a focus on development issues and in particular the Millennium Development Goals, students will examine current world events and issues and will also be encouraged to develop an informed, critical understanding of mass media.

Time

This lesson will cover approximately three to four hours of class time; it is recommended that the lesson be completed over two afternoons or back-to-back classes if possible.

Materials

- Journals
- Large world map

- Eight smaller world maps, large enough to be seen on display
- Millennium Development Goals websites:
 - UNICEF (www.unicef.org/voy/explore/mdg/explore_2204.html)
 - United Nations (www.un.org/Pubs/CyberSchoolBus/mdgs/index.html)
- News clips from television (recent and from various sources—local, national, international)
- Current event websites—mainstream and alternative:
 - Children’s Express (www.childrens-express.org). Children’s Express is a UK-wide news agency producing news, features and comment by young people for everyone. Through a unique learning journalism program, young people aged 8 to 18 research and write stories on issues that are important to them for publication in national and local newspapers, magazines, television and radio.
 - New Internationalist (www.newint.org). Exists to report on issues of world poverty and inequality; to focus attention on the unjust relationship between the powerful and the powerless in both rich and poor nations.
 - One World (www.oneworld.net/article/archive/105/). Brings together the latest news and views from over 1,600 organizations promoting human rights awareness and fighting poverty worldwide.
 - BBC News Around the World Now (news.bbc.co.uk/)
 - Local newspapers online
 - National newspapers/current events: CBC News (www.cbc.ca/news); The Globe and Mail (www.theglobeandmail.com/); www.canada.com; The National Post (www.canada.com/nationalpost/index.html)
- Various newspapers with local, national and international focus
- News magazines

Getting Started

Knowledge Now

- Take a few moments reacquainting students with what they have learned about the Millennium Development Goals.

Engaging Interest

- Distribute copies of today’s newspaper (local and national). In pairs, allow students a few minutes write down as many country names as they can find mentioned on the front page of the newspaper. After the time is up, have students share country names as you identify them on a classroom map of the world. Are there any countries with which students were not familiar, or of which they had never heard? How much of the front page of the paper dealt with international events? Do you think those countries mentioned are affected by any of the issues raised by the Millennium Development Goals? If so, how? If not, why not?

Learning Activities

- Divide students into their eight Millennium Development Goals groups.
- Students, in their small groups, will then research and gather news, current event articles or photos from various sources (television clips, Internet, newspapers and magazines) that address their Millennium Development Goal. Students should gather at least 10 articles, news

clips or photos that relate to each one of the goals. Students should try and find as many countries as possible to represent their goal. If possible, they should try and find at least one article that represents a local or national context.

- Students can also use both the UNICEF and United Nations websites from Lesson 3 to search for news articles related to their goals (see materials in Lesson 3 for addresses).
- Students should then write the name of the country in which the article occurred and a brief summary of the article (including the article's headline, byline and date) on a separate sheet of paper.

Assessment/Analysis

- Students journal their responses to the presentations and reflect on the Millennium Goals. Did any of the current events surprise them in any way? Were any of the current events an example of positive actions that are taking place to meet your goal? Which article or news item did you find to be the most discouraging?

Application

- Students create bulletin boards that outline/include the following:
 - The Millennium Development Goal (summary)
 - World map
 - Post news articles and the brief summaries around the map and string yarn or other material from each story to the location on the map where the story takes place
 - State possible connections between any of the articles
- Students, in their small groups, present their bulletin boards in a newscast fashion to the large group.
- Once presentations are complete, as a large group discussion, compile a list of countries that have been identified by each group and the corresponding MDG (or goals) related to that country.

Activities for Extension and/or Integration

- By allowing time to read and summarize news articles in future classes, this activity may be extended into a longer assignment. At the end of the assignment, each group submits summaries of the stories it found most interesting or compelling to create an International Week (or Month) in Review classroom display.

Subject and Level Learner Outcomes

Grade 4 Social Studies

Students will:

4.S.1 develop skills of critical thinking and creative thinking

- evaluate significant local and current affairs, distinguishing between fact and opinion
- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate opinions to broaden understanding of a topic or an issue

4.S.9 develop skills of media literacy:

- compare information on the same issue or topic from print media, television, photographs and the Internet
- examine diverse perspectives regarding an issue presented in the media

Grade 5 Social Studies

Students will:

5.S.1 develop skills of critical thinking and creative thinking

- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas or strategies in situations of individual and group activities

5.S.9 develop skills of media literacy:

- examine how various people might interpret a media message differently
- examine diverse perspectives regarding an issue presented in the media

Grade 6 Social Studies

Students will:

6.S.1 develop skills of critical thinking and creative thinking

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue

6.S.9 develop skills of media literacy:

- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs

Grade 4 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- compare new ideas, information and experience to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts
- discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

1.2 Clarify and Extend

Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

2.2 Respond to Texts

Construct meaning from texts

- develop own opinions based on ideas encountered in oral, print and other media texts

5.1 Respect Others and Strengthen Community

Appreciate diversity

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts

Grade 5 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information

- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding
- select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics

1.2 Clarify and Extend

Consider the ideas of others

- seek the viewpoints of others to build on personal responses and understanding

2.2 Respond to Texts

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

Grade 6 English Language Arts

1.3 Discover and Explore

Express ideas and develop understanding

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

Safe and Caring Topics and Concepts

Living Respectfully

- Examining ways that injustice affects people
- Respecting and appreciating others' ideas, insights, solutions and contributions

Respecting Diversity and Preventing Prejudice

- Respecting different points of view builds community and helps to prevent or resolve conflict
- Studying different cultures, religions and lifestyles in society and in the school

Teaching Strategies

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> Think-pair-share Small group 	<ul style="list-style-type: none"> Researching MDGs; gathering minimum 10 pieces of information 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> Identifying countries and mapping 	<ul style="list-style-type: none"> Presentation MDG 	<ul style="list-style-type: none"> Journalling 	<ul style="list-style-type: none"> Brainstorming Visual displays

Supplementary Resources

- Time for Kids online magazine (www.timeforkids.com/TFK/news/): A weekly classroom news magazine that builds reading and writing skills and is easily integrated across the curriculum, including social studies, science and math.
- UNICEF (www.unicef.org/voy/explore/mdg/explore_2204.html)
- United Nations (www.un.org/Pubs/CyberSchoolBus/mdgs/index.html)
- New Internationalist (www.newint.org)
- One World (www.oneworld.net/article/archive/105/)
- BBC News Around the World Now (news.bbc.co.uk)
- CBC News (www.cbc.ca/news)
- The Globe and Mail (www.theglobeandmail.com/; www.canada.com)
- The National Post (www.canada.com/nationalpost/index.html)