



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 5 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 5: Who Am I?

Objective

With a focus on development issues and in particular the Millennium Development Goals, students will examine current world events and issues and address Canada's involvement with other countries.

Time

This lesson will cover approximately 2-3 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
- Atlases (class set)
- Handout 1 “World Map”
- Research Handout “Who Am I?”

- Online CIDA map: A Developing World
(www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx)
- Teacher Handout “Evaluation Rubric”
- Sheets/materials for creating a booklet (paper, markers and so on.)

Getting Started

Knowledge Now

- Taking a look back at the bulletin boards created in Lesson 4, in pairs, discuss the findings and compile a list of countries that have been identified by the current event articles; in a large group, list the corresponding MDG (or goals) found to be related to that country.
- Which countries have been identified? Is there one continent where most of the countries exist? Why?

Engaging Interest

- Using an atlas and The World Map (Handout 1), students should individually highlight the areas that appear to be struggling the most (from Lesson 4). Alternatively, students can create a wall mural of the world and visually demonstrate these struggling areas.
- In journals, students should respond to the following questions:
 - Looking at what other regions in the world face, do you feel lucky to be living in Canada? Why?
 - Do you think Canada has a role in helping countries that are struggling?
 - Why do you think some countries are struggling? Why do you think they might need help?
 - Of all of the issues, what do you think is the most important for Canada to help with? Why?

Learning Activities

- Teacher introduces the A Developing World webpage and shows students its sections. Demonstrate to students how basic information shows up when you click on a country. Show how students can find out about more information on that country.
- Introduce the concept of Human Development Index (HDI). Instruct students that the HDI level can be determined by the colour of the country on the map. By clicking on the country and looking on the right side of the window you can obtain information about life expectancy. Comparison charts can be found along the bottom of the window.
- Distribute the Who Am I research sheet and go over the expectations.
- Students develop their own Who Am I fact sheets or booklets that provide details and facts (minimum 10 per country) about the country and its problems, as well as CIDA’s involvement without naming the country. Students will then place their Who Am I sheets/booklets arbitrarily on a map of the world.
- The students are asked to select a sheet (not their own) and try to identify the country.
- During class discussion, students should outline what factors contributed to their knowledge of the country. Students should then discuss Canada’s involvement in this country and whether there is something more they think the government(s) can or ought to do and what they can do as citizens to help with the issues facing the country.

Assessment/Analysis

- Teachers can assess students' understanding of ideas included in the lesson. Teachers can also assess students' accuracy and approach to developing their sheet/booklet. The evaluation rubric and its markers of students' ability at the end of this lesson might be a useful tool for teachers.

Application

- Since students are now aware of Canada's role in international development, they can research its impact. Students could also give oral presentations on international organizations and their contributions around the world. The same activity could be done by choosing another country in which to live, with the student highlighting the advantages and disadvantages of such a choice.

Activities for Extension and/or Integration

- This lesson serves as a motivating introduction to international disparity and development. The CIDA map is a good base resource one that can be kept for referral, and students can now start to investigate more in depth about the disparity in the world, the causes of this disparity and, ultimately, what can be done and is being done to reduce social and economic disparity (actions for the MDGs).

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

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

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

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

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	<ul style="list-style-type: none"> • Think-pair-share • Small-and-large group discussions 	<ul style="list-style-type: none"> • Canada's role in international development 	<ul style="list-style-type: none"> • HDI Human Development Index

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Creating connections between countries and MDGs 		<ul style="list-style-type: none"> • Journalling 	<ul style="list-style-type: none"> • Brainstorming • Visual Displays • Wall mural

Supplementary Resources

- *A Life Like Mine: How Children Live Round the World*. 2002. A Dorling Kindersley book produced in association with UNICEF. This book explores how the Convention on the Rights of the Child is met around the globe. You'll meet children from many countries and learn what makes their lives unique. And in the process you'll learn about work, war, family, play, education, clean water, shelter, food and many other issues. A donation goes to UNICEF for every copy sold.

Handout 1: World Map



Country Profile – Who Am I?

Country _____

List one or two facts about how your country is developing in each of these categories. Information for each section should come mainly from the CIDA map, but information may be added from other sources. Once you have finished with your research, develop your own Who Am I? fact sheets or booklet about the country and its problems, as well as what CIDA is doing without naming the country.

Category	Development Facts	CIDA's Involvement
Poverty and Hunger		
Education		
Gender Equality		
Health (child mortality)		
Maternal Health		

Category	Development Facts	CIDA's Involvement
HIV/AIDS and other diseases		
Environment		
Global Partnership		
Human Development Index (HDI)		
Population		

Teacher Resource: Evaluation Rubric

Evaluation Rubric			
Exceptional	Admirable	Acceptable	Unacceptable
Able to research another country in great depth and its various living conditions and thoroughly understands the major issues facing today's world	Able to research another country and understands many issues facing today's world	Able to research aspects of another country and is aware of some issues facing today's world	Student still needs to learn how to effectively research other countries and requires input when discussing issues facing today's world
Content is completely accurate; all facts were precise and explicit	Content is mostly accurate; a few inconsistencies or errors in information	Content is somewhat accurate; more than a few inconsistencies or errors in information	Content is inaccurate; the facts in this project might be misleading to the audience
Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance sheet/booklet	Did a very good job of researching; utilized materials provided to their full potential; at times took the initiative to find information outside of what was provided	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on the topic
Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked zip