

People and Places in the World

Human Impact in Europe or the Americas

4
CLUSTER

GRADE
7





Cluster 4

Learning Experiences: Overview

7.4.1 Geography

KL-024 Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.

7.4.2 Environmental Impact

KL-028 Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.

KL-029 Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.

Examples: endangered plant and animal species, reforestation, restoration of wetlands...

KE-050 Identify major economic activities in a society of Europe or the Americas.

KE-053 Describe sustainable development issues in a society of Europe or the Americas.

VL-009 Be willing to take actions to help sustain the natural environment in Canada and the world.

7.4.3 A Urbanization

KL-025 Give reasons for increased urbanization in a society of Europe or the Americas.

Examples: housing, access to services, employment, industry...

KE-051 Identify common challenges faced by large urban centres.

Examples: economic, environmental, social...

7.4.4 Historical Influences

KH-031 Identify historical events that continue to affect a society of Europe or the Americas.

Examples: colonization, slavery, wars, disasters, agricultural or technological change...

VH-010 Appreciate history as an important way to understand contemporary life.

7.4.5 Living in the Global Village

KL-026 Identify human activities that contribute to climate change.

KL-027 Describe social, environmental, and economic consequences of climate change.

KP-044 Identify ways in which government decisions may affect human impact on the natural environment.



KE-052 Identify issues related to food production and distribution in a society of Europe or the Americas.

KE-054 Give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.

VE-017 Be willing to consider the consequences of their consumer choices.

Human Impact in Europe or the Americas

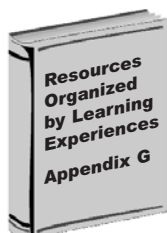
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine the impact of human activities in *one contemporary society, selected from a choice of Europe or the Americas*. This study includes a focus on environmental, social, political, cultural, and economic issues. Students explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their roles as citizens in an increasingly interdependent world.



Engaging Students in the Cluster

- Display a wall map of the world, and have students post pictures on the map related to life in Europe or the Americas.
- Display contemporary pictures from countries in the selected regions alongside images from 200 years ago and have students discuss changes in daily life.
- View films or segments of films illustrating life in the past in the selected regions.
- Present students with a list of various inventions through human history and ask them to identify when they came into use:
 - More than 2000 years ago (e.g., alphabet, shoes, oar, metal swords calendar, coins, mirror, ice cream...)
 - between 1 CE and 1000 CE (e.g., paper, algebra, chess, gunpowder...)
 - between 1000 and 1600 (e.g., eyeglasses, flush toilet, thermometer, microscope, mechanical clock, paper money, hand guns, rocket, parachute, glass bottle, playing cards, toothbrush, watch...)
 - between 1500 and the 20th century (e.g., telescope, newspapers, barometer, steam engine, sandwich, vaccination, electric battery, photography, microphone, bicycle, telephone, light bulb...)
 - in their grandparents' and parents' lifetime (e.g., atomic power, automobile, radio, television, jet engine, ballpoint pen, satellite, microchip, laser, Internet...)
 - in their lifetime (e.g., self-cleaning windows, artificial liver, the Segway, phone tooth, virtual keyboard, hybrid cars, iPod, thinking shoes, translucent concrete, DVDs...)
- Display photographs showing the effect of human activity on the natural environment (e.g., clear-cutting, pollution, erosion, deforestation, battle scenes from WWI or WWII)
- Read aloud excerpts from a narrative about a fictional future world and, as a class, discuss future possibilities for life on Earth.
- Collaborative groups of students create collages of newspaper articles and pictures of cities and discuss problems and opportunities related to living in urban centres.
- Create a “World Travel Centre” with magazines, brochures, postcards, and images of the environment, people, places, and communities of the selected regions.

Learning Experiences Summary

7.4.1 Geography

7.4.2 Environmental Impact

7.4.3 Urbanization

7.4.4 Historical Influences

7.4.5 Living in the Global Village



7.4.1 Geography

KL-024 Identify on a map the major cities, landforms, and bodies of water of a society of Europe or the Americas.

NOTE: Although this learning experience focuses primarily on KL-024, as an Activating Strategy for this cluster it also makes connections to previous learning outcomes KL-016, KL-018, KG-032, and to learning outcomes that will be acquired later in the cluster.

Enduring Understanding

Characteristics of physical and human geography are among the most significant and important defining elements of societies. A large number of the most developed societies of the world are located in Europe or the Americas.

Description of the Learning Experience

Students review the geography of Europe and the Americas, including major countries and cities of both more-developed and less-developed nations. They select a specific country to research in this cluster, generate questions to guide their research, and construct a map of their selected country.

Note: See the Suggested Teaching Scenario on pages 44–45. This learning experience is a general introduction to Cluster 4, making connections to students' knowledge of world geography and their knowledge of the distribution of more- and less-developed nations in the world. Throughout this cluster, students may pursue the scenario of the "armchair traveller" making a journey around the world, continuing to add material to their Travel Portfolios.

The outcomes in this cluster emphasize different topics and concepts than in Cluster 3. In their study of Europe and the Americas, students focus primarily on economic activities and development, environmental impact, sustainability issues, and the consequences of consumerism.









A sample web is provided in BLM 7.4.1i: "Sample Web: Studying a Society of Europe and the Americas" to help students organize their research. Students may use the web as a basis for generating research questions, and developing a keyword search list and a note-taking frame.

As in Cluster 3, research on a selected country may be organized in a variety of ways:

- the entire class may study the same country
- groups of students may all study the same country
- each student may select his or her own country
- small groups may study one country as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)





Students should become aware of general trends in human activities among societies of Europe and the Americas, while acquiring more detailed knowledge of one country in particular. Students may also begin to consider planning a culminating activity for the year in which they consider their responsibilities as citizens of a more-developed society, as consumers, and as members of a "global village."

7.4.1 Geography

Assessment	Outcomes	Strategies
	KL-024	<p>Activate</p> <p>Collaborative groups of students brainstorm and record a list of the main countries and cities in Europe and the Americas. When ideas begin to slow down, students use a world atlas to check and add to their lists. They identify the countries and cities they have listed on an outline map of each continent, discussing which countries they are interested in researching further.</p> <p>TIP: The “Americas” focus in this cluster is intended for societies outside of Canada. Students focus on Canada in earlier grades, and will do so again in Grades 9, 10 and 11. Even though students are directed to look beyond our borders, they will need to use their knowledge of the physical and human geography of Canada as a basis of comparison for their study of societies of Europe or the Americas. Note that the countries of Central America are physically part of North America, but they are considered to be part of Latin America because of cultural geography. Students need not focus on identifying all the U.S. states, although they may wish to label those with which they are familiar. Students may also identify on their outline maps major bodies of water and landforms they know.</p> <p> BLM: Outline Map of Europe</p> <p> BLM: Outline Map of North America</p> <p> BLM: Outline Map of South America</p> <p style="text-align: center;">or</p>
	KL-024	<p>Pairs of students take an Internet map quiz to review and test their knowledge of the political maps of Europe and the Americas. Following the activity, they complete a map of each continent, labelling all the countries they recall from the exercise, as well as major landforms and bodies of water. Students then refer to an atlas to verify their maps.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Outline Map of Europe</p> <p> BLM: Outline Map of North America</p> <p> BLM: Outline Map of South America</p>






(continued)

7.4.1 Geography







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-024 (also refers to KL-025 KL-029 KE-050 KE-051 KE-052)	Students use a blank world map to draw their itinerary for an imaginary voyage to a country of Europe or the Americas, locating on the map the main cities they plan to visit. Students may also complete a Trip Planner to describe what they expect to see and experience in travelling to their selected nation. Students share their itineraries with a partner, discussing what interests them most about the country they have selected. Itineraries and planning sheets may be retained in the students' Travel Portfolios.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		7.4.1 d BLM: Trip Planner—Europe or the Americas 7.1.1 f BLM: Outline Map of the World—Countries
or		
	KL-024 (also refers to KL-025 KL-029 KH-031 KE-050 KE-051 KE-052)	Students develop the first two columns of a KWL chart regarding a selected country in Europe, South America, or North America. The chart may be included in their Travel Portfolio, to be revisited at the end of their inquiry in order to reflect on what they have learned.
		
		7.4.1 e BLM: KWL Chart: A Country of Europe or the Americas
Teacher Reflections		

Human Impact in Europe or the Americas

7.4.1 Geography








Assessment	Outcomes	Strategies
	KL-024 (also reviews KG-032)	<p>Acquire</p> <p>Consulting the United Nations Human Development Report website, or using BLM 7.4.1f, students identify the most developed countries in Europe or the Americas, locating them on a map of the world or a continental map. In the same way, they identify countries with a low Human Development Index (HDI) from Europe or the Americas, and locate them on a map of the world or a continental map. Students generate theories about the impact of physical geography and of history on the predominance of more-developed nations in Europe and the Americas.</p> <p>NOTE: Review the factors used in determining the HDI (refer to BLM 7.2.1c). This activity and the activity that follows review information students were introduced to in Clusters 1 and 2. Both activities allow students to envision a geographic overview of Europe and the Americas, and to compare human development levels in these regions with what they have learned about societies of Asia, Africa, and Australasia.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Human Development, Quality of Life, and Poverty</p> <p> BLM: More-Developed and Less-Developed Countries of Europe and the Americas</p> <p style="text-align: center;">— or —</p>
	KL-024 (also refers to KL-025 KE-051)	<p>Using a list of urban centres with populations over 4 million people in Europe and the Americas, students (without using an atlas) identify the country in which each city is located. Then, using a world atlas, they verify the country in which each city is situated, identify its latitude and longitude, and locate each city on a map of the world.</p> <p> BLM: Major Cities of Europe and the Americas</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.4.1 Geography

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-024 (also refers to KL-025 KL-029 KE-050 KE-051 KE-052)	Students construct a map of their selected country of Europe or the Americas, identifying major cities, industrial and agricultural areas, landforms and bodies of water, and major ports. Students may include other geographic factors on which development, urbanization, and industrialization have an impact (e.g., rainforests, natural resources...). Students share their maps with the class to solicit feedback and suggestions on the map's clarity and precision before including them in their Travel Portfolios. TIP: Develop with the class a set of criteria for the construction of an effective map to guide students in this activity. BLM 7.4.1h may be used as a starting point for developing these criteria.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Map-Making Criteria
or		
	This activity relates to outcomes for the entire cluster.	Using a sample web for this cluster as a starting point, students plan their inquiry into a selected country of Europe or the Americas, generating questions under each topic, a keyword search list, and recording possible print and electronic sources for their research. Students may also use the web as a basis for the development of a note-taking frame for their research in this cluster.  BLM: Sample Web: Studying a Society of Europe or the Americas
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.1 Geography

Assessment	Outcomes	Strategies
	KL-024 (also relates to KL-028 KL-029 KE-050 KL-025 KE-052)	<p>Apply</p> <p>Using print and electronic resources, collaborative groups of students gather a collection of photos of cities, bodies of water, natural landscapes, and major landforms from various places in Europe and the Americas. They present their photos to another group of students, and invite them to identify which region or country of Europe or the Americas each photo represents.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		or
	KL-024	<p>Students construct a poster-sized chart or collage presenting key geographic facts about their selected country (e.g., major cities, landforms and bodies of water, vegetation and climate, surface, population distribution, neighbouring countries, natural resources, arable land...). Students may use a large outline map as a background for the display of their information. Posters are displayed and students circulate to view and respond to them.</p>
		or
	This activity relates to outcomes for the entire cluster.	<p>Students create a travel diary of an imaginary trip to their selected country in Europe or the Americas. Their diary should include a map of the itinerary, descriptions of the natural environment and human activities, and images of the country. It may include such things as an imaginary conversation with a local resident, and observations about development and environmental issues in this country. Students share their travel journals by reading them aloud in small groups.</p> <p>NOTE: Students may retain this initial trip diary in their Travel Portfolios, expanding on it through the remainder of the cluster as they gather more information and understanding of the society they are studying (e.g., sustainable development, economy, urbanization, history, food and agriculture, trade and export, industrialization, technology...).</p>
		or
	KL-024 (also reviews KL-016)	<p>Students revisit the exercise of creating a mental map of the world. (Refer to BLM 7.1.2c: “Map the World in a Minute” and BLM 7.1.2d: “My Mental Map of the World.”) After they have completed their sketch map of the world, they compare it to their original mental map and assess whether they have improved in their geographic knowledge and map-making. Students include their map in their Travel Portfolios.</p>
		<p> 7.1.2 c BLM: Map the World in a Minute</p> <p> 7.1.2 d BLM: My Mental Map of the World</p>

Human Impact in Europe or the Americas



7.4.2 Environmental Impact

- KL-028 Describe diverse approaches to land and natural resource use in a society of Europe or the Americas.

- KL-029 Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas.
Examples: endangered plant and animal species, reforestation, restoration of wetlands...

- KE-050 Identify major economic activities in a society of Europe or the Americas.

- KE-053 Describe sustainable development issues in a society of Europe or the Americas.

- VL-009 Be willing to take actions to help sustain the natural environment in Canada and the world.

Enduring Understanding

Human activity affects the global environment, either positively or negatively. The societies of Europe and the Americas affect the environment to varying degrees, depending upon populations and lifestyles, consumption habits, economic development, technology, and industrialization.

Description of the Learning Experience


Students review the principles of sustainability, and continue their research of a selected society of Europe or the Americas, focusing on economic activities and environmental impact. They compare the ecological footprints of countries in Europe and the Americas, and consider their global environmental responsibilities as citizens of the highly developed nation that is Canada.

Vocabulary: sustainability, sustainable development, natural resources, ecological footprint (See Appendix D for Vocabulary Strategies.)








Note: This learning experience may also be developed as an interdisciplinary inquiry with science; it has several conceptual links with science Cluster 1: “Interactions within Ecosystems.”

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
------------	----------	------------





	<ul style="list-style-type: none"> KL-028 KL-029 KE-050 KE-053 VL-009 	<p>Activate</p> <p>Students use their knowledge of geography to predict the major types of economic activities and natural resource use in their selected country of Europe or the Americas. Students share their predictions, discussing examples of the impact of human activity on the natural environment.</p> <p style="text-align: right;"><i>(continued)</i></p>
---	--	--

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KL-028 KL-029 KE-050 KE-053 VL-009	Students draw from memory the Venn diagram illustrating the elements of sustainability (previously introduced in Learning Experience 7.2.1). Once they have drawn the graphic, they verify its accuracy and discuss in collaborative groups what is represented by each element of the diagram. Each group may create their own annotated version of the graphic, adding words and symbols that help to explain the concept of sustainability and examples of sustainability issues in Europe and the Americas.  BLM: Sustainability
or		
 	KL-028 KL-029 KE-050 KE-053 VL-009	Students brainstorm a list of environmental issues related to sustainability. The issues are recorded on the board or on chart paper, and students discuss which issues they consider to be most critical in their selected country of Europe or the Americas and in the world. TIP: Encourage students to make connections to what they are learning in science. Cluster 1: “Interactions within Ecosystems,” 7-1-05, 7-1-06.
or		
 	KL-028 KL-029 KE-050 KE-053 VL-009	Students take an investigative walk around their local neighbourhood to explore the local environment. As they move through the neighbourhood, they record their route and all evidence they observe of human impact on the natural environment. Upon their return, students create a sketch map of the neighbourhood, indicating the route they followed and the location of various examples of human impact. Students share their maps and observations, and discuss how human activities, particularly in industrialized or more-developed societies, alter the environment. TIP: Students may record information on paper. They may also record it electronically with a GPS device and digital camera, which would allow them to create an electronic slide show of their observations. Encourage students to notice the many ways in which human activities alter the environment, both positively and negatively.
<p>Teacher Reflections</p>		






Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
 	KL-028 KL-029 KE-050 KE-053 VL-009	<p>Acquire</p> <p>Students create a two-column graphic organizer listing the major natural resources and the major economic activities in their selected country of Europe or the Americas. Students share ideas about the relationship between natural resources, economic activity, and environmental impact in societies around the world.</p> <p> BLM: Natural Resources and Economic Activities</p>
		<p style="text-align: center;">or</p> <p>Using print and electronic resources, students gather and record information about the major economic activities, positive and negative effects of human activity on the natural environment, and sustainable development issues in their selected society of Europe or the Americas.</p> <p>TIP: Note that this activity is the major research project for this cluster, and students should be accorded sufficient time to plan and carry out all steps of the inquiry process, with a view to sharing their research with the class in a format that creatively conveys what they have learned. Encourage students to design their own paper or electronic frame for recording research, including charts, graphs, or cause-and-effect maps. Research should focus on the economic and environmental activities that are most relevant to the selected society. Suggested guiding questions are proposed in BLM 7.4.2b. Encourage students to add their own questions.</p> <p> BLM: Researching Economic Activity (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		







Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-028 KL-029 KE-050 KE-053 VL-009	<p>Using print and electronic sources, collaborative groups of students find and analyze articles about sustainable development or environmental issues in the news. They present to the class the key issues and possible approaches to their solutions as described in their articles. In a guided plenary discussion, students discuss what they consider to be the most critical issues and responsibilities related to environmental impact and sustainable development at the present time in societies of Europe and the Americas (e.g., water purity, preservation of agricultural lands, preservation of natural habitat such as forests, biodiversity, greenhouse gas emissions, industrial and toxic waste, garbage and waste management...).</p> <p>TIP: Encourage students to be critical about media coverage and to note that, in the past, the importance of environmental issues was subject to transitory popular trends (e.g., the population explosion [1960s], the energy crisis [1970s], the hole in the ozone layer [1980s], global warming [1990s]...). In other words, the popularity of an issue with the media is not the only indicator that it is a critical issue. There may be other issues they have found that are equally or more important. Students may determine a collective decision by vote or by consensus on a priority environmental issue to pursue as a class action project.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KL-028 KL-029 KE-053 VL-009	<p>Using print and electronic resources, students research the approach to land and natural resource use of an international environmental organization, an indigenous group, or an international development group. They present brief oral summaries of their findings in collaborative groups. Students compare the approaches of various groups, and assess which they feel are the most effective in sustaining the natural environment and in promoting practices of sustainable development.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-028 KL-029 KE-053 VL-009	Students read an informational text about the concept of the ecological footprint, and discuss its meaning and importance as a means of assessing the environmental impact and sustainability of human activity in societies of the world. Students consult websites that provide footprint ratings of various countries of the world, and develop a comparison chart of the ecological footprints of three different countries of Europe and the Americas—ideally including a less-developed and a more-developed nation. Students present their charts, discussing why certain countries have higher ecological footprints and discussing actions these countries can take to reduce their impact on the environment while still maintaining a high quality of life.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Ecological Footprint
or		
	KL-028 KL-029 KE-050 KE-053 VL-009	Students read an informational text about the international Earth Charter initiative and discuss the importance of a global commitment to the principles of sustainable development. Collaborative groups of students consult the Earth Charter website and find examples of initiatives in societies of Europe or the Americas that address issues related to environmental impact or sustainable development. Students discuss the effectiveness of various approaches to environmental issues, including international agreements such as the Earth Charter.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Earth Charter
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.2 Environmental Impact






Assessment	Outcomes	Strategies
 	KL-028 KL-029 KE-050 KE-053 VL-009	<p>Apply</p> <p>Students prepare and present a short multimedia presentation about the impact of human activity on the natural environment in their selected society of Europe or the Americas. Student presentations should include ways they plan to reduce their own negative environmental impact on the Earth by changing personal daily habits.</p> <p>TIP: Encourage students to find and use appropriate images to support their description of environmental impact (e.g., photographs of rainforest depletion in South America can have a great effect and can convey detailed information). Ask students to focus on the global connections and responsibilities, and not only on the national implications of the environmental issues they select.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	or	
 	KL-028 KL-029 KE-053 VL-009	<p>Students calculate the ecological footprint of their families, their class, or the school, and determine ways in which they may reduce the environmental impact of their daily activities. Students may decide to create a school-wide awareness campaign regarding the school or community collective ecological footprint, and find ways to minimize the negative impact on the environment. To do so, they distribute and administer an ecological footprint questionnaire to students in other classes and tabulate the data. Once they interpret the results, students determine priorities and prepare a school-wide campaign (e.g., posters, pamphlets, morning announcements, pep rally...) to encourage students to minimize their environmental impact.</p> <p>NOTE: Calculating one’s ecological footprint is not an exact science, and there are a variety of tools to do so. Consult “footprint” websites and select a questionnaire that is simple to administer. Use the same tool for all students.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>

(continued)

Teacher Reflections

Human Impact in Europe or the Americas

7.4.2 Environmental Impact

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-028	<p>Students create a visual presentation synthesizing the information they have gathered about the economic activity and environmental impact of their selected society of Europe or the Americas. They include the presentation as part of their Travel Portfolios, share it with other students in small groups, and discuss the differences and similarities they have noted between countries.</p> <p>TIP: Encourage students to use graphs, maps, charts, and visual tools to organize and summarize their information so that it is visible “at a glance,” and to use clip art or photographs to effectively draw attention to the main ideas in their report.</p>
	KL-029	
	KE-050	
	KE-053	
	VL-009	
— or —		
	KL-028	<p>Collaborative groups of students create a Mind Map to illustrate the positive and negative aspects of technological and industrial development, using examples from their research into societies of Europe and the Americas. Students circulate to view the displayed Mind Maps and discuss the benefits and disadvantages of development and increased economic activity.</p> <p>TIP: Have students use the sustainability graphic (see BLM 7.2.1b) as the basis for their Mind Map, and ask them to include images and ideas that incorporate diverse perspectives on the topic of economic activity and environmental impact. It may be useful to develop a vocabulary list with the class before they develop their Mind Maps.</p>
	KL-029	
	KE-050	
	KE-053	
	VL-009	
		<p>TIP: Have students use the sustainability graphic (see BLM 7.2.1b) as the basis for their Mind Map, and ask them to include images and ideas that incorporate diverse perspectives on the topic of economic activity and environmental impact. It may be useful to develop a vocabulary list with the class before they develop their Mind Maps.</p>
— or —		
	KL-028	<p>Students design and create a brochure or web page as a promotional campaign to raise awareness of the Earth Charter, and to encourage individuals, groups, and organizations in their community to endorse the Earth Charter.</p>
	KL-029	
	KE-053	
	VL-009	
		
— or —		
<p>Teacher Reflections</p>		

Teacher Reflections

Human Impact in Europe or the Americas



7.4.3 Urbanization

- KL-025 Give reasons for increased urbanization in a society of Europe or the Americas.
Examples: housing, access to services, employment, industry..
- KE-051 Identify common challenges faced by large urban centres.
Examples: economic, environmental, social...

Enduring Understanding

Densely populated cities are increasingly becoming the economic, social, political, and cultural centres of European and North and South American society.

Description of the Learning Experience



Students conduct research into factors that influence increased urbanization, and challenges faced by large cities, using examples of cities in Europe and the Americas. They reflect on the impact and sustainability of large urban centres.

Vocabulary: urbanization, population density, urban planning (See Appendix D for Vocabulary Strategies.)

7.4.3 Urbanization



Assessment	Outcomes	Strategies
	KL-025	<p>Activate</p> <p>Students brainstorm a list of cities they know in Europe or the Americas that they would find interesting to visit. Using the knowledge they have about urbanization, students discuss reasons why people are attracted to cities, considering some of the features they find appealing about the cities they named. Reasons are recorded and may be classified under categories suggested by the students (e.g., economic, cultural, social, recreational, educational, artistic...).</p> <p>TIP: Students may refer to a list of cities in BLM 7.4.1g or consult a world population map.</p> <p> BLM: Major Cities of Europe and the Americas</p>
	KE-051	
<i>(continued)</i>		
Teacher Reflections		

7.4.3 Urbanization







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025 KE-051	<p>Students create an arts wall that illustrates elements that attract people to cities, and common challenges faced by cities and city dwellers. Students view the art and commentary, and discuss the significance and possible consequences of the increasing urbanization of the world’s population.</p> <p>TIP: This activity may be carried out by assigning collaborative groups of students a designated area on a large roll of chart paper affixed to the wall. Encourage students to plan their design and comments carefully before drawing, and to be creative in their representation of the positive and negative aspects of urban life.</p>
or		
	KL-025 KE-051	<p>Students participate in a “continuum of points of view” activity about city life and country life in which they reflect on and express their beliefs about urbanization. After students have exchanged points of view, the class debriefs, analyzing their thoughts about urbanization and its positive and negative effects.</p> <p>TIP: Refer to Appendix A: “Using a Continuum of Points of View,” page A13, for guidelines for this activity. Develop three concise statements describing both extremes and the midpoint of the continuum (e.g., “Living in an urban centre offers a better quality of life”; “Living in a rural area offers a better quality of life”; and “Quality of life is not affected by living in a rural or an urban setting”).</p>
<i>(continued)</i>		
Teacher Reflections		

Human Impact in Europe or the Americas






7.4.3 Urbanization

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025 KE-051	Using print or electronic resources, students find images of urban landscapes and skylines in Europe and the Americas. Students discuss elements that large cities have in common, including reasons for increased urbanization and challenges faced by cities and urban dwellers.
or		
	KL-025 KE-051	Students calculate the population density of their school and discuss what is meant by the term <i>population density</i> . Students calculate the area of the school, and divide that number by the total number of students. Students compare their calculations and discuss advantages and disadvantages of the concentration of population, thinking of the services and options available in larger and smaller schools. They determine what they feel would be the optimum size of a school population and a school area, and discuss related issues (e.g., What problems arise when there are too many students and not enough space? What problems arise when there are too few students?). In a guided discussion, students draw parallels between school population density and urban population density.
<p>Teacher Reflections</p>		




7.4.3 Urbanization

Assessment	Outcomes	Strategies
Acquire		
	KL-025 KE-051	<p>Using the provided frame, pairs of students collect and record data about population distribution and urbanization in societies of Europe and the Americas, selecting two countries to compare with Canada. They summarize their findings by creating a diagram or graph that illustrates a clear visual comparison of the data. Student pairs share their data and interpretations with another pair, discussing the consequences of increased urbanization and population density in societies of Europe and the Americas (i.e., social, economic, environmental, cultural).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Data Collection Frame—Population</p>
or		
	KL-025 KE-051	<p>Using print and electronic resources, students research a city in their selected country of Europe or the Americas, gathering data, descriptive information, photographs, tourist information, and urban planning information. Students organize their information by topic, focusing on the reasons for urbanization (i.e., what attracts people to the selected city), and social, economic, and environmental challenges or issues in their selected city.</p> <p>TIP: Help students develop a note-taking frame that allows them to focus on key topics, including both positive and negative aspects of urban centres. Explain to students that, although cities serve many functions, often a city has one dominant role or function: it may be a government or political centre, a centre of industry and manufacturing, a centre of historical importance, a centre of arts and culture, a service centre for medical, consumer, or financial services, et cetera. The main role or function of a city has an influence on its transportation system, its architecture, how it grows, how its space is organized (i.e., residential, commercial, industrial, or green space, suburban development...), and its impact on the environment.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: A City of Europe or the Americas</p>
		<i>(continued)</i>
Teacher Reflections		

7.4.3 Urbanization




Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-025 KE-051	<p>Students compare data related to three large urban centres of Europe or the Americas. Students record and interpret the data, and then draw conclusions about the reasons for urbanization and challenges faced by large urban centres in various regions of the world.</p> <p>TIP: Refer to BLM 7.4.1g for a list of urban centres. Students may work in triads for this comparison, ideally selecting one city in Europe, one in North America, and one in Central or South America. Students may also be encouraged to consider possible consequences of the global trend toward mega cities, metropolises, and megalopolises in the developed world.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 7.4.1 g BLM: Major Cities of Europe and the Americas</p> <p> 7.4.3 c BLM: City Comparisons (2 pages)</p>
	or	
		KL-025 KE-051
<i>(continued)</i>		
Teacher Reflections		

7.4.3 Urbanization





Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-025 KE-051	<p>Using print and electronic resources, students research characteristics that make a city sustainable, in the light of what they have learned about the increasing size and environmental impact of cities. Students share their information and discuss what they view as the main challenges to urban planning for the future in the large cities of Europe and the Americas.</p> <p>TIP: Encourage students to make connections to what they learned in the previous cluster about sustainability, reflecting on the fact that the higher population density of cities entails a more concentrated impact on the environment, unless cities are carefully planned so as to minimize this impact in the present and future.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.3 Urbanization

Assessment	Outcomes	Strategies
Apply		
or		
 	<p>KL-025 KE-051</p>	<p>Collaborative groups of students create an illustrated map or a diorama depicting their vision of an ideal city of the future, based on an example of a city of Europe or the Americas they have studied. Their vision should be a sustainable one. Students may set up their displays for a “Cities of the Future” Gallery Walk, inviting parents or visitors from another class to circulate and ask questions about current challenges faced by urban centres and possible solutions to these challenges.</p> <p>TIP: Develop a set of criteria for this project with students in advance, insisting on realism in geography, demographics, and possible solutions to urban challenges.</p>
or		
	<p>KL-025 KE-051</p>	<p>Students engage in a debate about the future of large urban centres. The class collectively develops a statement or resolution for the debate (e.g., “that urbanization is a positive part of modern society and should be encouraged by governments” or “that urbanization is a negative part of modern society and should be discouraged by governments”).</p> <p>Positive reasons could include how urban centres</p> <ul style="list-style-type: none"> • bring together large numbers of people • make the provision of services, housing, transportation, education, and communication less costly • permit a greater exchange of goods, ideas, services, knowledge, and culture among people <p>Negative reasons could include how urban centres</p> <ul style="list-style-type: none"> • have intense environmental impact • add to crime, unemployment, and homelessness • create an impersonal environment that limits human interaction <p>Following the team debates, students write a journal reflection for their Travel Portfolios that focuses on whether their views on urbanization have changed.</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.3 Urbanization

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KL-025 KE-051	Students create a travel brochure using the research information and photos they have gathered in their study of a city in a selected society of Europe or the Americas. The brochure should encourage tourists to visit the selected city, and provide a realistic picture of what might be experienced during a visit to that city. Students display their designs and circulate to view and respond to the various brochures. Students retain their brochures as a part of their Travel Journals.
or		
 	KL-025 KE-051	Collaborative groups of students create a poster-sized diagram or flow chart representing the factors that motivate increased urbanization and the social, environmental, cultural, and economic challenges created by cities. Students may use symbols, clip art, photographs, statistics, and geographic information to clearly show the positive and negative aspects of urbanization. Students circulate in a Carousel activity to view posters and exchange ideas about the future of urbanization.
<p>Teacher Reflections</p>		



7.4.4 Historical Influences

- KH-031 Identify historical events that continue to affect a society of Europe or the Americas.
Examples: colonization, slavery, wars, disasters, agricultural or technological change...
- VH-010 Appreciate history as an important way to understand contemporary life.

Enduring Understanding

Historical events and interactions between nations have an ongoing influence on institutions and ways of life in societies of Europe and the Americas.

Description of the Learning Experience

Students discuss the role of history in shaping contemporary life, and examine the influence of key historical events on a selected society of Europe or the Americas. They engage in news analysis to develop media literacy skills.

Vocabulary: historical significance, institutions (See Appendix D for Vocabulary Strategies.)



Note: The purpose of this learning experience is not to do a comprehensive study of the history of the selected society, but to become aware of major historical events that have shaped that society and its way of life.

7.4.4 Historical Influences




Assessment	Outcomes	Strategies
	KH-031 VH-010	<p>Activate</p> <p>Using their knowledge of Canadian history from Grade 6, students brainstorm a list of countries of Europe and the Americas with which Canada has an historically significant relationship or connection. Students discuss ways in which interactions with other countries have shaped Canadian institutions and ways of life (e.g., French and British colonization and Canadian bilingualism, British parliamentary democracy...).</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

Human Impact in Europe or the Americas

7.4.4 Historical Influences



Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-031 VH-010	<p>Collaborative groups of students develop a list of events and people from the past who have a continuing effect on ways of life in modern societies (e.g., thinkers, leaders, artists, writers, politicians, political events, technological and scientific inventions and developments, cultural and national interactions...). Students classify the items on their list into categories, and draw conclusions about which historical factors have the greatest and most lasting impact on societies.</p>
or		
	KH-031 VH-010	<p>Students consider the parallel between the history of a nation and the biography of a person. Reviewing the information they have gathered in previous learning experiences about their selected society of Europe or the Americas, they generate a list of five questions they have about past events or figures of their selected society. Students use these questions as the basis for developing a keyword list for their research into key historical events and influences in that society.</p>
Teacher Reflections		

7.4.4 Historical Influences






Assessment	Outcomes	Strategies
Acquire		
or		
 <p>Appendix A Skill 8</p>	<p>KH-031 VH-010</p>	<p>Using print or electronic resources, students read an informational text regarding historical events that continue to affect the ways of life and institutions of their selected society of Europe or the Americas. Students choose four or five main events and record them in point form, using chronological order.</p> <p>TIP: Help students understand the idea of a “landmark event” by drawing an analogy to turning points in their own lives (i.e., events that continue to shape who they are and how they see the world). Have students focus on key historical events by asking them to consider: “What major changes happened to make this country as it is today?” (e.g., Why is Portuguese spoken in Brazil? What started the development of England as an industrialized nation? When were the present borders of Germany established? When did Lithuania become an independent country?). Students should be prepared to explain why they selected particular historical events.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 <p>Appendix A Skill 7d</p>	<p>KH-031 VH-010</p>	<p>Students create an illustrated/annotated timeline of historical events they have identified as landmarks or turning points in the history of their selected country of Europe or the Americas. The timeline is included in their Travel Portfolios as a summary of the historical background of their society.</p> <p>NOTE: Encourage students to take a moment to think like historians as they explore this short learning experience (i.e., to recognize that telling a story of the past always involves making choices about what to include and what to leave out). Help them to reflect on and express the criteria they used to determine the historical importance of the events they chose to represent on their timeline.</p>
<i>(continued)</i>		
Teacher Reflections		

Human Impact in Europe or the Americas






7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	<p>KH-031 VH-010</p>	<p>Students select and record a television news report about a contemporary event in a society of Europe or the Americas. Working as partners, students deconstruct the report and consider whether they think the event will be historically significant in 10 years. Each pair shares their news items and conclusions with another pair, attempting to come to a consensus about what makes an event historically significant.</p> <p>TIP: Encourage students to think critically about the media by articulating the distinction between what is “newsworthy” at the present moment and what is “historically significant” in the long term. It would be useful to collectively view and analyze two or three short news items in advance of individual work. This preparatory work will help students better understand how to deconstruct their own news items, and will allow them to consider how news reporting decisions are made (e.g., Are the most important items always given the most time? What types of techniques are used to grab and sustain our attention? How can the media affect our view of history? Is it possible that we are missing some information about events that are truly “history in the making” because of emphasis placed on certain selected events? Does history always have an immediate and obvious impact?).</p>
		 BLM: Deconstructing a News Report
		<i>(continued)</i>
<p>Teacher Reflections</p>		

7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-031 VH-010	<p>Students read the provided text (see BLM 7.4.4b) about the use of the historical conventions, making connections to what they know about the history of European colonization and exploration, and about contemporary societies of Europe and the Americas. They discuss reasons why this New World/Old World custom may have arisen, and the perspectives it represents, assessing whether they see it as historically accurate. A spokesperson for each group presents the group’s conclusions to the class. In a guided plenary discussion, students discuss the role of perspective in telling stories about the past.</p> <p>NOTE: Review with students the idea that there are large numbers of indigenous peoples in the Americas whose societies predate the arrival of Europeans by many centuries. The Aboriginal peoples of Canada, the American Indians, the Indians of Central and South America (e.g., the Mayans of Guatemala and Mexico; the many Indian peoples of the Amazon River basin in Brazil, Venezuela, Ecuador, Peru, and Bolivia...) are all peoples who still live as culturally distinct groups in the Americas, but whose history was profoundly affected by the European colonial period. Encourage students to try to view the notion of the “New World/Old World” from the point of view of these indigenous peoples.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: New World and Old World</p>
Apply		
 	KH-031 VH-010	<p>Students create a Mind Map or diagram using words, images, and symbols to show the links between contemporary life and historical events in their selected society of Europe or the Americas. Students should use concepts such as tradition, continuity and change, progress and decline, and cause and effect to demonstrate links between the past and the present.</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.4 Historical Influences

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KH-031 VH-010	<p>Students create a short oral presentation in the form of a traditional story or narrative about their selected society of Europe or the Americas. Students present their stories to the class, inviting students to respond and ask questions.</p> <p>TIP: Students may choose to use the illustrated timelines they created during the Acquiring phase of this learning experience to enhance their presentations. Review with students the idea of history as a collective or shared story, and indigenous perspectives regarding the importance of oral tradition in history. As a class, establish a set of guidelines for effective storytelling to help students prepare and deliver their presentations creatively. Students may also be asked to provide feedback on each other’s storytelling skills, and the clarity of the historical content in the narrative.</p>
or		
	KH-031 VH-010	<p>Collaborative groups of students prepare a short skit depicting an historical event in their selected country of Europe or the Americas. Groups present their skits to the class, and respond to questions about the event and its impact on that society today.</p> <p>NOTE: Encourage students to include events other than wars, recalling what they have learned about the media tendency to focus on violent events as being the most historically significant.</p>
or		
	KH-031 VH-010	<p>Students create a vocabulary cycle using words related to the view of the world as divided into the <i>Old World</i> and the <i>New World</i>. Students should be careful to show the links between the terms and to demonstrate that they understand what each expression means.</p>
		 BLM: Vocabulary Cycle – Old World and New World
<p>Teacher Reflections</p>		



7.4.5 Living in the Global Village

- KL-026 Identify human activities that contribute to climate change.
- KL-027 Describe social, environmental, and economic consequences of climate change.
- KP-044 Identify ways in which government decisions may affect human impact on the natural environment.
- KE-052 Identify issues related to food production and distribution in a society of Europe or the Americas.
- KE-054 Give examples of the environmental and social impact of consumerism in the local community and in a society of Europe or the Americas.
- VE-017 Be willing to consider the consequences of their consumer choices.

Enduring Understanding

All societies of the world are interdependent and have shared responsibilities for the basic needs and well-being of human beings and for sustaining the global environment for future generations.

Description of the Learning Experience

Students inquire into questions related to food security, climate change, and the global effects of over-consumption in more-developed societies. In this culminating learning experience, they will apply the knowledge they have acquired in their study of world societies, evaluating themselves as ecologically and socially responsible citizens living in a global village.




Vocabulary: globalization, materialism, food security, consumerism, climate change, fair trade
(See Appendix D for Vocabulary Strategies.)

Note: Students will deal with scientific questions related to possible causes and effects of climate change in Grade 10 science (S2-4-07 and S2-4-08); they are aware of the greenhouse effect from their study of Grade 5 science (5-4-18). In social studies, the focus is not on the science of climate change, but rather on the social, environmental, and economic consequences of human activity and consumption.




7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
<p>Teacher Reflections</p>		




7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Activate</p> <p>Collaborative groups of students read the provided series of quotations about materialism, consumerism, and quality of life. Students select by consensus the quote that best expresses what they have learned in social studies this year. Each group creates an illustrated poster of their quote, adding one of their own. A spokesperson from each group presents the poster to the class, explaining why his or her group selected these particular quotations. In a plenary session, the class discusses what is meant by materialism and consumerism, and considers some of the global consequences of this approach to quality of life.</p> <p> BLM: Materialism, Consumerism, and the Good Life (2 pages)</p> <p style="text-align: center;">or</p>
		KL-026 KL-027 KP-044 KE-052 KE-054 VE-017
<p>Teacher Reflections</p>		






7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-044	Collaborative groups of students respond to the term <i>fair trade</i> by generating a web of words related to this expression. As each student adds a word to the web, she or he must also indicate its link to a previous word or expression. When the brainstorming of ideas begins to slow down, groups use their web to develop a collective explanation of what is meant by fair trade. Each group presents their definition to the class, common elements are noted, and misconceptions are clarified. The class may decide to develop a collective list of questions about fair trade for further exploration.
	KE-052	
	KE-054	
	VE-017	
or		
	KL-026	Using a Word Splash related to climate change, collaborative groups of students formulate a short informative text using all the words on the list to summarize what they know about climate change. If students have any “leftover” words they cannot incorporate in their summary, they generate questions about climate change using those words.
	KL-027	
	KP-044	
	KE-054	
	VE-017	
		 7.4.5 b BLM: Word Splash—Climate Change
<i>(continued)</i>		
Teacher Reflections		








7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	As a class, students read the David Suzuki Foundation “Declaration of Interdependence,” pausing as needed to clarify and discuss the meaning of its statements. Following the reading, the class is divided into three groups: “This We Know,” “This We Believe,” and “This We Resolve.” Each group collaborates to design a collage, using a collection of photos or clip art from print or electronic sources, illustrating the main ideas or principles of their assigned portion of the document. Posters are displayed to be shared with all class members.  BLM: Declaration of Interdependence (2 pages)
or		
	KE-052 KE-054 VE-017	Students visit the Manitoba Council for International Cooperation website at: < http://ourworld.ca/ow2002/myths02.html >. This site presents a set of five statements about hunger and food security in the world and, using Think-Pair-Share, students decide whether each statement is a misconception or a reality, reading the information contained in the answers. In a plenary session, students discuss what they learned by doing this quiz, and generate questions about food security in the contemporary world.
<p>Teacher Reflections</p>		

7.4.5 Living in the Global Village






Assessment	Outcomes	Strategies
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Acquire</p> <p>Students read the provided informational text about the effects of over-consumption (particularly the over-consumption of food) in more-developed societies. Following the reading, students share their impressions of the environmental and social impact of consumerism, and discuss personal actions they can take to counteract these consequences.</p> <p> BLM: The World Is Richer, Fatter, and Not Much Happier (4 pages)</p>
		<p style="text-align: center;">or</p> <p>Collaborative groups of students participate in a Jigsaw activity regarding climate change. Within each home group of four students, tasks are allocated as follows:</p> <ul style="list-style-type: none"> Student #1: Causes of climate change (human activities that contribute to climate change, role of consumer lifestyles...) Student #2: Effects of climate change (potential social, environmental, and economic consequences) Student #3: Government decisions to control human impact on the environment (Kyoto Protocol, international agreements, laws to restrict emissions) Student #4: What can you do? (individual actions, consumer choices, decisions to minimize environmental impact) <p>Using print and electronic resources, each student gathers information on the assigned topic. Expert Groups 1, 2, 3, and 4 convene to prepare a summary information report on their assigned topics. Students then return to their Home Groups to share and discuss their summary reports. In a guided plenary session, students consider the relationship among industrial development, consumerism, and increased greenhouse gas emissions in the world (e.g., automobile manufacturing, single-passenger travel, multi-vehicle families...). Students brainstorm possible creative solutions, particularly in the urbanized regions of the world (e.g., mass rapid transit, car pools, low-emission cars, government regulation of industrial emissions...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
 	KL-026 KL-027 KP-044 KE-054 VE-017	<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	Collaborative groups of students record items and quantities of unnecessary or excessive consumption by members of their group over the course of a week. At the end of the week, groups combine their data using a graph or a spreadsheet. Students interpret the results and decide, as a group, the areas in which they over-consume the most. The class may use these observations as the basis for an action plan to curb consumption habits.
 BLM: Consumption or Over-Consumption?		
or		
	KP-044 KE-052 KE-054 VE-017	Using print and electronic resources, students gather information about an issue related to food production and distribution that affects societies of Europe or the Americas. Students may select an issue that represents a general trend or a specific food security concern in a country of Europe or the Americas. Students prepare a summary describing the nature of the issue and possible means of addressing it.
		TIP: Help students understand the idea that food security is not a question of an insufficient world supply, or a question of natural disasters (floods and famines); it is primarily an issue of equitable, sustainable food production and distribution.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
or		
	KP-044 KE-052 KE-054 VE-017	Students listen to a presentation by a local speaker from a food bank or soup kitchen about food security and the root causes of hunger in their local community. They generate questions regarding the most effective actions, locally and globally, to enhance food security. Students may wish to do a follow-up of this activity by collecting food or money to assist the organization.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<p>Teacher Reflections</p>		







Human Impact in Europe or the Americas

7.4.5 Living in the Global Village


Assessment	Outcomes	Strategies
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Apply</p> <p>As a class, students play The Fair Game™, an interactive game that simulates world economics and global trade. Following the simulation, students discuss what they have learned about global disparities, fair trade, and the social, environmental, and economic impact of consumer societies and inequalities in the distribution of resources.</p> <p>TIP: This simulation game will require student preparation and planning time. Up to 30 students may play the game at once. Ideas for game variations, class activities, and post-game discussions are available on the website of the Marquis Project at: <www.marquisproject.com>.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<p style="text-align: center;">or</p> <p>Students create a Mind Map illustrating the social, economic, and environmental consequences of consumerism. The Mind Map should include a representation of issues related to food production and distribution in the world, as well as examples of actions individuals and governments may take to control consumerism and human environmental impact.</p> <p>TIP: Encourage students to use the Sustainable Development Venn diagram (see BLM 7.2.1b) as a graphic organizer for their ideas (i.e., quality of life in relation to economy, social health and well-being, and environment).</p> <p> BLM: Sustainability</p>
 	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas

7.4.5 Living in the Global Village







Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>As a class, students develop a questionnaire related to consumerism and its impact on climate change for distribution throughout the school, and, if desired, to family, friends, and neighbours. Students combine their data, interpret the results, and write a summary report on what they have learned about consumerism and its impact on the local environment.</p> <p>TIP: There are several Internet sites that help calculate ecological footprints. Students may wish to consult existing surveys to help them formulate their own questions, or adapt an existing survey. Survey questions need to be developed collectively so that all students gather the same data. Questions should specifically target food consumption habits, purchase of consumer goods, and activities that produce greenhouse gas emissions, such as the use of motor vehicles. Students may publish their report in the school newsletter or submit it to a local community paper.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KE-052 KE-054 VE-017	<p>Students design and implement a school or community-wide campaign to increase awareness of the purpose and goals of Fair Trade, including details as to where Fair Trade goods are available. The campaign may involve planning an information session to which school and community members are invited, or developing and distributing brochures or posters that explain and promote free trade.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Fair Trade Food</p>
<i>(continued)</i>		
Teacher Reflections		

7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	<p>Students view the video <i>If the World were a Village</i> (YTV Canada; Kids Can Press; distributed by UNICEF) and/or listen to a reading of the book <i>Living in the Global Village: A Book about the World's People</i>. The premise of both the video and the book is that the world population is 100 people, and each section describes what life would be like in this village (i.e., how many people would be hungry, how many people would have access to a television...).</p> <p>Following the viewing or reading, students are divided into collaborative groups to develop their own presentation of an aspect of the Global Village of 100. They prepare the text, background, music, costumes, and props for a Readers' Theatre presentation on a particular theme (e.g., nationalities, languages, ages, religions, food, environment, education, money and possessions, electricity...).</p> <p>Groups may also choose to prepare a skit entitled "The Village of the Past" and/or "The Village of the Future." Each group selects their topic, and develops a narrative text based on the most recent statistics available for that topic and using what they have learned about quality of life in various regions of the world. Students may present their Readers' Theatre to a younger group of students in the school as a voyage "around the world" in the global village.</p> <p>TIP: The video is available for loan or duplication from the Manitoba Instructional Resources Unit (Education Library): Media Duplication # VT-0935 [VHS]; Media Booking # 7927 [VHS], D-7927 [DVD]. The purpose of this activity is to have students apply the knowledge they have acquired and to gain a concrete sense of global responsibility and interdependence by imagining the world as a much smaller place of 100 people. Encourage students to produce their own text using their own research and not simply copy the text of the book, and to focus on the positive aspects of the global village. Note that the Marquis Project produces a "99 Neighbours" poster that illustrates the same idea of a global village of 100 people. The poster may be ordered on the Marquis Project, Fair Trade Goods website: <www.marquisproject.com/worldlygoods.html>.</p>
	<i>(continued)</i>	
Teacher Reflections		

Human Impact in Europe or the Americas

7.4.5 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	Students carry out a personal evaluation of their level of responsible global citizenship. They may use the suggested criteria, or they may collectively define a set of criteria in a guided discussion. After assessing their own behaviour, students write a personal reflection on their learning. This reflection may take the form of a trip diary of the last part of their imaginary journey around the world, and could be included in their Travel Portfolios.  BLM: Evaluating Global Citizenship
or		
 	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	The class selects, plans, and carries out a culminating social action on a theme related to global quality of life (e.g., producing a global village e-zine or web page, planning an Anti-Fashion Show featuring recycled or non-name-brand clothing, hosting a Fair Trade Lunch, using only local, organic, or fair trade products, planning a “zero-luxury day” to limit consumption, volunteering in a local soup kitchen or food bank, holding a round-table discussion on environmental programs in the school...).
or		
	KL-026 KL-027 KP-044 KE-052 KE-054 VE-017	Students engage in a continuum activity about the relationship between development and quality of life, including time to express and exchange opinions and ideas about this topic. Following the activity, students debrief, discussing what they have learned about diverse perspectives on quality of life in the course of this year. TIP: Refer to Appendix A: “Using a Continuum of Points of View,” page A13, for guidelines for this activity. If the students have already participated in a continuum activity, they may be able to formulate collectively the statements for the end-points and mid-point of the continuum. Encourage them to focus on the question of whether they believe that development assures or enhances quality of life, and to discuss which elements are most necessary for quality of life.
<p>Teacher Reflections</p>		

Human Impact in Europe or the Americas**Cluster 4—Connecting and Reflecting****Student:**

Using your “Human Impact in Europe or the Americas” portfolio, reflect on how the actions of people living in the country you studied have affected their environment, and describe ways in which your own actions and choices affect the local and global environments.



BLM: Human Impact in Europe or the Americas – Connecting and Reflecting

Teacher Reflections