

Canada in the Contemporary World

Canada in the Global Context

3

CLUSTER

GRADE

9





Cluster 3

Learning Experiences: Overview

9.3.1 Living in the Global Village

KL-025 Identify on a world map countries in which events of global significance are taking place.

KG-035 Evaluate Canadian perspectives regarding current global issues.

KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
Include: personal and national decisions.

KG-037 Compare media portrayals of current issues.
Include: local, national, international sources.

VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

9.3.2 Canada's Global Responsibilities

KG-034 Give examples of Canada's connections with other nations.

Examples: trade, communication, environment, entertainment, sports...

KG-038 Give examples of Canada's participation within international organizations.

Examples: United Nations, Commonwealth, la Francophonie, Olympics...

KG-039 Evaluate Canada's contributions to international aid and development.

Include: government and NGOs.

KG-040 Assess the implications of Canada's military role in contemporary conflicts.

VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

9.3.3 Living in an Industrialized Consumer Society

KE-048 Describe characteristics of Canada as an industrialized nation.

KE-049 Evaluate implications of living in a consumer-based economy.

Examples: social, political, environmental...



KE-050 Give examples of the cultural, political, and economic impact of globalization on Canada.

Include: transnational corporations.

KE-051 Analyze possible consequences of their consumer choices.

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

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 D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing the implications of being a consumer in a globally connected, industrialized society.



Engaging Students in the Cluster

- Display a variety of world maps (e.g., political, physical...).
- Create a pictorial display of Canadians at work in a variety of activities in other places of the world.
- Create a display of headlines from newspapers and newsmagazines related to world issues that affect Canada.
- View news clips related to Canadian involvement in international events.
- Create a display of political cartoons that depict Canadian involvement in international issues, events, or solutions.
- View videos that focus on Canadian involvement in global issues.
- Create a display of images of world leaders.
- Create a display of the names or acronyms for international agencies such as the Red Cross, UNICEF, or *Médicins sans Frontières*.
- Display a map illustrating sources of and trade routes for various consumer goods and products.
- Display graphs that illustrate international comparisons such GDP, population growth rates for selected countries, or trade balances between Canada and trade nations.
- Create a display of product labels from imported consumer goods and products.
- View videos related to economic disparities around the world.
- Display photos of Nobel Peace Prize winners since the inception of the award.

Learning Experiences

9.3.1 Living in the Global Village

9.3.2 Canada's Global Responsibilities

9.3.3 Living in an Industrialized Consumer Society



9.3.1 Living in the Global Village

- KL-025 Identify on a world map countries in which events of global significance are taking place.

- KG-035 Evaluate Canadian perspectives regarding current global issues.

- KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
Include: personal and national decisions.

- KG-037 Compare media portrayals of current issues.
Include: local, national, international sources.

- VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

Enduring Understanding

The lives of Canadians are profoundly affected by events in other regions of the world and by Canada's interactions on the global scene. Media reports of the events and interactions may differ or even be contradictory because of biases of the source. Canadian citizens have a shared responsibility to make decisions and take action based on informed, critical consideration of global issues and concerns.


Description of the Learning Experience

Students explore Canada's involvement on the world stage and analyze various media interpretations of world events. Students reflect on actions they can take to make a difference in the world.



Vocabulary: media literacy, global interdependence (See Appendix E for Vocabulary Strategies.)

TIP: It would be useful for students to have frequent access to a variety of newspapers and news media sources throughout this learning experience. Several of the proposed activities focus on the mass media, offering an ideal opportunity to develop an interdisciplinary project with language arts in critical media literacy. Note that most newspapers and newsmagazines have websites and are easily accessible.




9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
	KL-025 KG-035 KG-036 VG-012	<p>Activate</p> <p>Collaborative groups of students brainstorm and record what they know about Canadian involvement or decisions with respect to world issues. Each group presents their list to the class and generates questions and ideas regarding what they feel Canada's role should be on the world stage.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025	<p>As an Admit Slip, students bring in a headline or article of a current event of global importance. Students briefly present their headlines to the class, explaining why they chose them (e.g., economic, social, environmental, or cultural importance), and locating the relevant cities or countries on the class wall map of the world. Students discuss questions of Canadian involvement or potential involvement in these issues, and consider how they may support global responsibility in their own decisions and actions (i.e., ways in which they can become more “globally minded”).</p> <p>TIP: Students may use a number code on the world map and collectively prepare a legend relating each number to a headline or world event. Students may add to the map throughout the learning experience, and use it as a starting point for further research into Canadian involvement and perspectives on specific issues.</p>
	KG-035	
	KG-036	
	KG-037	
	VG-012	
or		
	KL-025	<p>Collaborative groups of students scan newspapers, newsmagazines, or Internet news sources to find a series of headlines of events that have worldwide impact or importance. After selecting and clipping the articles, they underline and generate a list of all the place names mentioned in the articles. Using a world atlas, students locate the countries and places on a world map. Groups share their findings with the class and engage in a general discussion about how events elsewhere in the world can affect Canadians.</p> <p>TIP: This activity may be organized as a quick competition in a “Newspaper and Atlas Treasure Hunt.” Students may identify places of significance on the world map using sticky notes, and note “hot spots” or areas of world concern. This activity presents an opportunity to alert students to bias in news sources. They may be asked to note differences/biases in headlines and story content from different news sources.</p>
	KG-035	
	KG-036	
	KG-037	
	VG-012	
<i>(continued)</i>		
Teacher Reflections		




9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Collaborative groups of students scan newspapers, newsmagazines, or Internet news sources to find examples of actions and decisions related to global citizenship in Canada, such as:</p> <ul style="list-style-type: none"> • Low-cost drug aid for HIV in Africa • Consumer and environmental choices • Support for NGOs • Support for refugees to Canada • Environmental initiatives • Canadian involvement in UN rebuilding initiatives <p>Students present their articles to the class, identifying places of interest on the world map and discussing their perceptions of Canada's global involvement.</p> <p>TIP: This activity presents a good opportunity to alert students to bias in news sources. Students may be asked to note, as they scan, differences/biases in headlines and story content from various news sources.</p>
	— or —	
	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Students read and respond to a series of quotations regarding global interdependence in the contemporary world. For each quotation, students summarize the main point in their own words, and write a short statement of their own opinion of each quote. Each group shares an example of their analysis and comments with the class. In a guided plenary discussion, students discuss their views of the “global village” and of the role of electronic communications in the contemporary world (e.g., Do they see the global village as a positive or a negative phenomenon? Do they think the mass media enhances or inhibits global understanding?...).</p>
		 BLM: Thoughts about the Modern Global Village (2 pages)
<i>(continued)</i>		
Teacher Reflections		







9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025	Collaborative groups of students are each given a different national or international newspaper or Internet news source (e.g., <i>National Post</i> , <i>The Globe and Mail</i> , <i>Times</i> , BBC, CBC...). Teams are given a pre-determined amount of time to collect a set of headlines pertaining to world events and to display them in an annotated collage. For each headline, students should include a short descriptor (when, what, where, why) and the details of the news source. When the prescribed time has elapsed, students compare the results from the different groups and discuss the diverse impressions of the world created by items that are prominently covered in the press, as well as the factors that create differences in press coverage.
	KG-035	
	KG-036	
	KG-037	
	VG-012	
Acquire		
	KL-025	Collaborative groups of students use the provided template to compare news coverage of global events. They consult two different media sources and analyze which issues are most prominent in each of the sources. Each group presents the results of their analyses and the class discusses the factors involved in media news decision making and coverage. Students discuss how they can become more media literate and exercise critical judgment in their consumption of media.
	KG-035	
	KG-036	
	KG-037	
	VG-012	
TIP: Assign news sources to groups so there is a diverse representation, including examples of international and alternative media sources. Help students to recognize that media news coverage does not offer a simple reflection of the reality of the world, but that it mediates between the media consumer and the world, and interprets, selects, and presents events and issues for them.		
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
 BLM: Analyzing Global News Coverage (2 pages)		
<i>(continued)</i>		
Teacher Reflections		





9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
 	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Pairs of students select a world issue in which Canada is or has been involved, and use print and electronic resources to research Canada's role and approach to the issue. Examples include:</p> <ul style="list-style-type: none"> • International development initiatives • Foreign relations • United Nations involvement • International trade • Hosting of international events • HIV drug aid to African countries • Anti-landmine and disarmament programs • International security and defence issues • Refugee policies • Participation in international electoral observations • Trade agreements • Exchange programs with other countries • Climate change initiatives and agreements <p>Each pair presents a poster summarizing the issue and the reasons for Canada's involvement or perspective on the selected issue. The class discusses and assesses Canadian perspectives on the selected global issue.</p> <p>TIP: Students may select an international issue identified by the Canadian government as a priority (refer to the URL below for a list of suggested websites), and assess the coverage of these issues provided by news sources to which they have local access (e.g., Are the issues covered? Are they reported and updated frequently? Which types of events are given priority coverage?...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<i>(continued)</i>
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KL-025 KG-035 KG-036 VG-012	Pairs of students use print and electronic resources to research Canadian individuals who have taken or are taking action that supports the responsibilities of global citizenship. Students present an interview that focuses on examples of the types of decisions and actions that are available to young citizens of Canada in support of global citizenship. As a part of the interview, students locate the areas of activity in question on the wall map of the world. Following the interview presentations, the class discusses ways in which their own decisions and actions can reflect global mindedness and the responsibilities of global citizenship.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KL-025 KG-035 KG-036 KG-037 VG-012	Students design and carry out a survey of school and community members regarding their perspectives on Canadian involvement or positions on recent, current, or ongoing global issues (e.g., disarmament, land mines, war in Iraq 2003...). Students record and interpret the data collected, presenting their conclusions to the class. The class discusses the results of the survey and assesses ways in which global awareness among members of their school or community may be enhanced or enriched.
— or —		
	KL-025 KG-035 KG-036 KG-037 VG-012	Students assemble and design an analytical media scrapbook that includes a collection of editorials, political cartoons, or articles about government decisions related to global issues. Selected entries in the scrapbook include a completed analytical outline. Students share their scrapbooks in collaborative groups, noting the issues that have emerged as priorities and discussing their diverse interpretations of their own responsibilities in view of these issues.  9.3.1 c BLM: Media Scrapbook – Analytical Outline
Teacher Reflections		




9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Apply</p> <p>Using the information they have gathered about international news coverage in various media sources, collaborative groups of students create their own newspaper front page and editorial page for a new Canadian newspaper that focuses on global issues. Students create a name for the paper, and use current events as their subject matter, carefully designing a layout that is appealing, creative, and easy to read. Students share their papers with the class and discuss the elements they have in common and the ways in which they differ, such as:</p> <ul style="list-style-type: none"> • Have they chosen to cover the same international content? • Have they given priority or prominence to similar issues? • Which perspectives are reflected in the editorial letters or cartoons? <p>Following the sharing of their papers, students discuss the advantages and disadvantages of consulting a variety of news sources on global concerns.</p> <p>TIP: Student groups may also design an advertising campaign to promote their newspaper and its global perspectives.</p>
or		
	KG-035 KG-037 VG-012	<p>Students create editorial cartoons depicting Canada’s position or involvement in world issues. In partners, students exchange their cartoons, and interpret the intended message of their partner’s cartoon.</p> <p>TIP: Students may follow the guidelines suggested in BLM 9.3.1d in the creation of their cartoons and to determine evaluation criteria. Before students design their own cartoons, view with the class examples of political cartoons. Discuss the distinguishing features of effective political cartoons and the use of satire or humour that do not resort to insults.</p>
 BLM: Designing an Editorial Cartoon		
or		
	KG-035 KG-036 KG-037 VG-012	<p>Teams of students engage in a formal debate, discussing a Canadian government position on a current global issue in the news (e.g., United Nations actions and decisions, peace and disarmament, reconstruction of Iraq, aid to Afghanistan, anti-terrorism actions, refugee assistance, international aid...).</p>






(continued)

Teacher Reflections






9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KG-035 KG-036 VG-012	<p>Collaborative groups of students develop a set of eight to ten rules or criteria to help them make decisions that show global responsibility. They may wish to develop an original slogan to guide decision making, such as “think globally, act locally.” Students consider practical examples, using their criteria to determine and evaluate their decisions and actions in the light of global responsibilities. Groups share their guidelines with the class, and the class agrees upon a collective list of priorities as the most useful in guiding decisions.</p> <p>TIP: The guidelines may be formulated as a series of questions to consider when assessing personal or national decisions, such as:</p> <ul style="list-style-type: none"> • Does this decision reflect environmental responsibility? • Does it take into consideration the inequities that exist between the most- and least-developed nations? • Does it show respect for diversity? • Might it help make the world a better place? • Is it free of bias and discrimination? • Is this decision based on sufficient information about the part of the world involved or do I need more information?
or		
 	KL-025 KG-035 KG-036 KG-037 VG-012	<p>Collaborative groups of students create a multimedia presentation as part of an advertising campaign urging students to be more aware of their global responsibilities and to take these responsibilities into consideration when forming their decisions, opinions, and attitudes. The presentation should include suggestions of how Canadian youth can support initiatives that address global concerns, including concrete examples. The presentations may be shared with the school in a student assembly or published as a slide presentation in the school newsletter.</p> <p>TIP: Ask students to include a world map as a part of their presentation, to use actual current events, and to include ways of identifying bias or narrow perspectives in themselves and in information sources.</p>
<i>(continued)</i>		
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 <p>Appendix A Skill 3a</p>	<p>KL-025 KG-035 KG-036 KG-037 VG-012</p>	<p>Collaborative groups of students read the provided text <i>If the World Were a Village</i>, and discuss how many of the listed descriptors generally apply to the people living in their community. Students then visit a website that allows them to calculate their own ecological footprint. As a class, students share and discuss the impact of their ecological footprint on the planet and discuss ways in which they can reduce that impact.</p> <p>TIP: A number of websites calculate ecological footprints, including <www.myfootprint.org/>.</p> <p>The idea of the world as a village is beautifully illustrated in the book <i>If the World Were a Village: A Book about the World's People</i> by David Smith and Shelagh Armstrong. It is also available as a DVD or videocassette (author: Jackie Richardson) at the Manitoba Education Instructional Resources Unit (Education Library).</p> <p> 9.3.1 e BLM: If the World Were a Village</p>
or		
 <p>Appendix A Skill 10a</p>	<p>KG-035 KG-036 VG-012</p>	<p>Collaborative groups of students perform role-plays demonstrating personal, community, or national decisions that show regard for global responsibilities and concerns. Following the presentations, students discuss criteria that distinguish globally responsible decisions from decisions that are not globally responsible.</p>
or		
 <p>Appendix A Skill 9g</p>	<p>KG-035 KG-036 KG-037 VG-012</p>	<p>Students create a handbook on critical news media literacy (i.e., how <u>not</u> to be a passive consumer of media productions, but a critically aware participant in charge of your choices). Students present their guidelines creatively, using concrete examples, and invite a Grade 7 or 8 class to their room to share their handbook of suggestions with the younger students.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KG-035 KG-036 KG-037 VG-012	<p>Collaborative groups of students plan a television newscast, prioritizing the provided list of news items. Students share their decisions and discuss factors that might determine which topics will be covered by the media (e.g., conflict, fame, drama, immediacy, unusualness, impact of large numbers of people, and, in the case of TV, visual interest...). Students consider these factors and decide whether the most important news items actually receive the best/most coverage.</p> <p>TIP: Students may choose to follow up this exercise by writing a letter to the news director of a local television station urging him or her to consider global responsibilities in selecting items for coverage.</p> <p> BLM: Making News Decisions (2 pages)</p>
— or —		
	KG-035 KG-036 KG-037 VG-012	<p>Pairs of students discuss what is meant by the term “global interdependence” and develop an illustrated Mind Map to represent the concept. Mind Maps are posted and viewed in a Gallery Walk.</p> <p>TIP: Students may consider the meaning of the concept by consulting the model of the David Suzuki Foundation’s <i>Declaration of Interdependence</i>, which refers specifically to environmental concerns, posted at www.davidsuzuki.org/about_us/declaration_of_interdependence.asp.</p>
	— or —	
	KG-035 KG-036 KG-037 VG-012	<p>Students initiate a class or school social action project in support of global responsibility. Examples include:</p> <ul style="list-style-type: none"> • Volunteer at an aid agency for immigrants or refugees • Sponsor a child in a less-developed nation • Support action to ban land mines • Participate in the Thirty-Hour Famine • Participate in fundraising for Canadian Red Cross • Exchange letters with Canadians (or soldiers) overseas <p>Students may wish to make a presentation to the student council to solicit their support for the project.</p>
<p>Teacher Reflections</p>		



9.3.2 Canada's Global Responsibilities

- KG-034 Give examples of Canada's connections with other nations.
Examples: trade, communication, environment, entertainment, sports...

- KG-038 Give examples of Canada's participation within international organizations.
Examples: United Nations, Commonwealth, la Francophonie, Olympics...

- KG-039 Evaluate Canada's contributions to international aid and development.
Include: government and NGOs.

- KG-040 Assess the implications of Canada's military role in contemporary conflicts.

- VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

Enduring Understanding

Canada and Canadians are extensively involved in global organizations and partnerships with other countries, and have a history of honouring international military commitments.

Description of the Learning Experience




Students explore Canada's connections with other nations, research global organizations in which Canadians participate, and consider Canada's historical commitment to international development and global security.

Vocabulary: NGOs (Non-Governmental Organizations) (See Appendix E for Vocabulary Strategies.)








9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
 	KG-034	<p>Activate</p> <p>As an Admit Slip, students arrive in class with survey results from their household, listing the countries of origin of a variety manufactured goods (e.g., furniture, appliances, clothing, footwear, food items, housewares...). Students use their data to create a collective graph showing Canada's trading partners and the products involved.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>







9.3.2 Canada’s Global Responsibilities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KG-034 KG-038	<p>Students observe the manufactured items in the classroom (e.g., electronics, books, school supplies, furniture...) and identify where the items originated. The class generates a collective list of the countries of origin of manufactured products and identifies each of these countries with sticky notes on the wall map of the world.</p> <p>TIP: Students may use colour-coded sticky notes to indicate different types of connections (e.g., blue for trade connections, pink for culture and immigration, yellow for communication and the arts, green for environment and travel, purple for entertainment and sports...). As students identify further international links over the course of the learning experience, they may add these to the map. For example, possible Admit Slips could include countries</p> <ul style="list-style-type: none"> • with sports teams that have competed against Canada • of origin of students’ family members • where French is an official language • that are members of the British Commonwealth • to which students have traveled • whose movies students have watched • whose artists have created works that have been performed or displayed in Canada
— or —		
	KG-034 KG-038	<p>Students view a series of flags or logos of international organizations (governmental and non-governmental). Using a list of the names of these organizations, they attempt to match up the flag or logo to the organization name. In a general class discussion, the flags or logos are verified and students discuss the symbols used to represent the organizations.</p> <p>NOTE: BLM 9.3.2a may be used as a starting point for this activity. Logos, symbols, or flags for the organizations may be obtained by consulting organizational websites.</p> <p style="text-align: center;">  BLM: International Organizations </p>
<i>(continued)</i>		
Teacher Reflections		








9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KG-034 KG-038 KG-039 KG-040 VG-011	Using a map of the world, students identify all the areas of the world in which Canada is or has been involved in military operations. These areas are located on the wall map of the world and indicated using a symbol representing, respectively, the Department of National Defence or the UN forces (e.g., blue beret). TIP: Invite students to retain their initial list as an Anticipation Guide, correcting and adding to it over the course of the learning experience.
Acquire		
	KG-034 KG-038 KG-039 KG-040 VG-011	Students collaborate in the creation of a timeline of Canada's military involvement since the beginning of the 20th century. Using the provided list, pairs or triads of students select or are assigned an event to research. Using print and electronic resources, they gather information to create an illustrated timeline marker that includes important features of the event. Student markers are presented and posted for viewing and continued reference on the wall timeline. The class discusses which examples of Canadian involvement they consider to be the most significant or important, and add to the wall map of the world by indicating all the places of Canadian military involvement using appropriate symbols.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Canadian Global Involvement (4 pages)
— or —		
 	KG-034 KG-040 VG-011	Students use print and electronic resources to research the story of the origins of the Remembrance Day poem "In Flanders Fields." They write a short essay presenting their findings, and illustrate the history of the poem. The illustrated essays may be used as part of a Remembrance Day display at the appropriate time.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		









9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-034 KG-040 VG-011	<p>Students conduct Internet research and/or take a walking tour of their community to gather photographs of war memorials or monuments dedicated to Canadian involvement in international conflict, including civilian and military support. Students create annotations explaining the historical events commemorated by each monument and assemble the photos in an electronic or poster format to share with the class. The class views the photo gallery and discusses the importance of remembering these types of events.</p> <p>TIP: Teacher Note 6 (TN-6) provides a list of Manitoba cenotaphs. The online version of the note is hotlinked to photographs of each of the cenotaphs and may be accessed at <www.edu.gov.mb.ca/k12/cur/socstud/9to12.html>.</p> <p> Appendix H: Teacher Notes: Remembrance Day Cenotaphs</p>
or		
	KG-034 KG-040 VG-011	<p>Students listen to or interview a guest speaker who is a war veteran, a community member who has lived through war, a peacekeeping officer, or a member of an NGO who has worked overseas in a rebuilding or international aid project. Students prepare questions to present to the speaker and prepare a summary of the interview for the school paper or newsletter.</p> <p>TIP: Refer to BLM 9.3.2c for guidelines to help students in planning and conducting interviews.</p> <p> BLM: Conducting an Interview</p>
or		
 	KG-034 KG-038 KG-039	<p>Students listen to a guest speaker representing an international aid and development organization such as UNICEF Canada, OXFAM Canada, Mennonite Central Committee, World Vision, or the Canadian Red Cross. Following the presentation, the class discusses what they learned and creates a large collective collage summarizing the information on a background outline of a world map. The collage is annotated and placed in a prominent place in the school or community.</p> <p>TIP: Students may also use the presentation as a springboard for a social action initiative or fundraising project in support of the organization (e.g., sponsor a child, make a donation to the Stephen Lewis foundation, sponsor a community blood donation drive...).</p>
<i>(continued)</i>		







9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Collaborative groups of students review the provided list and identify a global organization that interests them. Using print and electronic resources, students research Canada's role and involvement in the selected organization, select a format to present their findings, and share their work with the class.</p> <p>TIP: Students may use the suggested note-taking frame in BLM 9.3.2d to organize and record their notes. Encourage students to practise their note-taking skills and the correct citation of sources in this research activity. Invite each group to plan a creative format to present the information they have gathered (e.g., an interview with an executive member of the organization, a poster promoting Canada's role in the organization, a multimedia presentation, a simulation of an awards ceremony or international event hosted by Canada...). Students may share their information in a culminating activity at the end of the learning experience.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: International Organization</p>
or		
 	KG-034 KG-038 KG-039	<p>Students use print and electronic resources to search and identify Canadian products, achievements, or ideas that have had or continue to have international importance. For each achievement or product they identify, students create an illustrated identification card and attach it to a large "Made in Canada" bulletin board. Students may colour-code cards to indicate Canadian contributions in sport, leisure, international relations, manufacturing, industry, environmental protection, medicine, science, technology, entertainment, arts and culture, and politics.</p> <p>TIP: A suggested template for the identification card is included in BLM 9.3.2e. Encourage students to seek a wide range of achievements and contributions. Alternatively, students may design a set of "Made in Canada" playing cards or trading cards to display and use in the classroom in trivia games.</p> <p> BLM: Made-in-Canada Identification Card</p>
Teacher Reflections		

9.3.2 Canada’s Global Responsibilities

Assessment	Outcomes	Strategies	
 	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Apply</p> <p>Using the information they have gathered, students plan and conduct a Remembrance Day ceremony for the school. The class divides the tasks and responsibilities among various small groups, assigning each group an area of responsibility and developing an agenda or timeline for the completion of tasks (e.g., program printing, decoration, introduction, student performances, guest speakers, seating plan, community invitations, participation of younger students, thanking and introducing guests, obtaining staff approval and support, music...).</p>	
	or		
	 	KG-034 KG-038 KG-039 KG-040 VG-011	<p>Collaborative groups of students generate an idea for a product or event they believe would have international appeal and would bring recognition to Canada for its distinctive achievements. Each group creates a sketch and an outline for their idea, preparing a persuasive presentation that explains the advantages of the project to Canada and to the world. Groups present their international projects to the class and other invited guests in a “What the World Needs Now Is More Canada” celebration.</p>
		or	
 		KG-034 KG-038 KG-039 KG-040 VG-011	<p>Students present to the class the information they gathered on international organizations in the creative format they have planned during the Acquiring phase of this learning experience. Following the presentations, the class votes on the organization they most wish to support. They may decide to plan a school-wide awareness campaign or fundraising campaign about the international organization they have selected as a class.</p>
		or	
	 	KG-034 KG-039 KG-040 VG-011	<p>Collaborative groups of students create a design for a proposed war memorial in their school or community, presenting the design, description, background, and rationale in a poster format. Groups present their designs to the class for evaluation. As a class, students decide which memorial they consider to be most effective and most significant. Students may elect to submit their designs to a local museum or community centre as part of a Remembrance Day display.</p>
		(continued)	
<p>Teacher Reflections</p>			

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Teams of students scan newspapers and newsmagazines to find a current international issue, event, project, or conflict they consider to be significant. They plan and prepare a team deliberation or debate on whether or not Canada should be involved in the event and what should be the nature of Canadian involvement.
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Collaborative groups of students gather information about Canadians who have made or are making contributions to the global community in international aid or development (e.g., Stephen Lewis, Craig Kielberger, Roméo Dallaire, citizens working overseas for CIDA...). Students create a simulated ceremony in which these citizens are honoured with a recognition of their contributions to global citizenship.
		TIP: Encourage students to include not only famous Canadians, but also members of their local community who have contributed to or supported global projects. Students may decide to begin a “Global Citizenship Hall of Fame” in their school, and invite local press to the launch of the display that recognizes a local citizen.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KG-034 KG-038 KG-039 KG-040 VG-011	Based on what they have learned about Canada's global responsibilities in this learning experience, students create a new NGO for which there is an urgent need. They design a name and logo for their proposed NGO, a mission statement that describes its task or purpose, and a vision statement that defines the values and goals it envisions as its accomplishments. Students share and present their NGOs in a Gallery Walk, inviting other classes and parents to the viewing.
		
<p>Teacher Reflections</p>		

Teacher Reflections



9.3.3 Living in an Industrialized Consumer Society

KE-048	Describe characteristics of Canada as an industrialized nation.
KE-049	Evaluate implications of living in a consumer-based economy. <i>Examples: social, political, environmental...</i>
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada. <i>Include: transnational corporations.</i>
KE-051	Analyze possible consequences of their consumer choices.
VE-017	Be willing to consider the impact of their consumer choices.

Enduring Understanding

Canadian citizens enjoy many privileges by living in a highly developed, consumer-based society and in an age of increased economic globalization. These privileges come with a cost to the overall well-being of the planet.

Description of the Learning Experience

Students examine what it means to live in an industrialized society, consider examples of the effects of globalization, and reflect on their choices and decisions in light of what they have learned.




Vocabulary: globalization, transnational corporations, consumerism, consumer-based economy, industrialized nation, fair trade, supply and demand (See Appendix E for Vocabulary Strategies.)

Note: This learning experience can provide a basic introduction to the workings of a market economy and to the concept of economic globalization. Many of these concepts are complex and will be further developed in the Grade 10 social studies curriculum. Concrete examples from students' daily experiences and the use of diagrams and graphic organizers will help build an understanding of economic concepts. A useful website for an overview of the Canadian economy, including a glossary of economic terms, is the following federal government site: <<http://canadianeconomy.gc.ca/english/economy/index.cfm>>.



9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
	KE-048 KE-049	<p>Activate</p> <p>Collaborative groups of students brainstorm a list of nations they know or believe to be industrialized nations. Looking at their list, they generate a collective definition of the term <i>industrialized nation</i>, focusing on a list of characteristics that such nations would have in common. Groups share the results of their brainstorm with the class, locating countries on a world map. Misconceptions are clarified, and questions for further study are generated in a guided class discussion.</p> <p style="text-align: right;"><i>(continued)</i></p>






9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 <p>Appendix A Skill 6g</p>	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Collaborative groups of students use magazines to gather images of manufactured consumer products available in Canada. Consulting atlases and other resources as needed, they use the collected images to create a collage of manufactured consumer goods, indicating how many of these goods are produced in Canada or are produced from raw materials available in Canada.</p> <p>TIP: This activity affords an opportunity to introduce some of the vocabulary related to industry and commerce:</p> <ul style="list-style-type: none"> • primary industries (extraction of natural resources) • secondary industries (processing and manufacturing) • tertiary industries (transportation, distribution, sales)
or		
 <p>Appendix A Skill 3a</p>	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Using media sources as well as labels on food, clothing, and manufactured items, students generate a list of all the large corporate names they know that operate in many countries (e.g., beginning with well-known brand names such as Coca-Cola, McDonald's, Sony, Nike...). Students share their lists, and the meaning of the term <i>transnational corporation</i> is clarified. The class discusses reasons why companies seek to extend their operations to many countries, and consider what laws govern these corporations since they are commercial entities that extend beyond the borders of any particular country.</p>
or		
 <p>Appendix A Skill 9i</p>	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students create a consumer diary in which they record all their purchases (including food) over the period of a week and include details of any brand names or company names that identify the products. Students may later share their observations of their purchasing decisions and of the proportion of goods that are manufactured or distributed by transnational corporations or large conglomerates.</p> <p>TIP: This exercise may serve as a beginning step in understanding what is meant by economic globalization. The consumer diary may also be expanded to include consumption of television programs and cultural products such as music, books, or films. Details on conglomerates and company ownership are available in the World Almanac.</p>
<i>(continued)</i>		
Teacher Reflections		

9.3.3 Living in an Industrialized Consumer Society








Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KE-048	<p>Collaborative groups of students brainstorm a list of the goods and services they consume or use regularly, writing their contributions to the list on separate sticky notes or small slips of paper. Groups then sort their lists into various categories (e.g., food, shelter, clothing, entertainment, transportation, education, health, communication). Students systematically work through the list under each category, deciding whether each item is a luxury or a necessity, and labelling each item accordingly with an appropriate symbol (e.g., food: Big Mac = luxury; bread, milk = necessity...). Each group considers their list and makes observations about the quantity of luxuries and necessities consumed under each category, as well as the number of products and services for which Canadians are dependent upon other countries. Groups share their observations with the class in a guided discussion about living in a consumer-based economy.</p> <p>TIP: Students may be encouraged to generate hypotheses about questions such as:</p> <ul style="list-style-type: none"> • What would happen to our economy if we all stopped purchasing anything other than necessities? • What would happen to our economy if all exports and imports were suddenly stopped?
	KE-049	
	KE-050	
	KE-051	
	VE-017	
— or —		
	KE-048	<p>As an Admit Slip, students come to class with a short description of what they think is meant by “fair trade” in the international context. Students share their ideas and generate hypotheses and questions about what fair trade is and how international trade is regulated or controlled to ensure fairness.</p>
	KE-049	
	KE-050	
	KE-051	
	VE-017	
<p>Teacher Reflections</p>		

9.3.3 Living in an Industrialized Consumer Society








Assessment	Outcomes	Strategies
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Acquire</p> <p>Collaborative groups of students sort and predict the provided list of country names into the least-developed countries and the most-developed countries (using a world atlas and other resources as needed). Following the sort, students verify their lists using the answer key (or, alternatively, the United Nations Trade and Development website). Students identify the most- and least-developed nations on the world map, indicating them with appropriate symbols. As a group, students compare the numbers of countries in each category and the relative locations of these countries. Students write an Exit Slip that reflects on the implications of Canada being among the small minority of the most-developed nations of the world.</p> <p>TIP: Students could also represent the distribution of more-developed and less-developed nations on a chart or graph to accompany a world map.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Least Developed, Most Developed</p> <p> BLM: Least Developed, Most Developed—KEY (2 pages)</p> <hr/> <p style="text-align: center;">or</p>
		KE-048 KE-049 KE-050 KE-051 VE-017

Teacher Reflections








9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KE-048 KE-049 KE-050 KE-051 VE-017	Collaborative groups of students read the provided text about globalization of the world economy. Following the reading, students represent key ideas they have understood on a conceptual map or diagram that includes words, symbols, and images. In a guided class discussion, the class reviews the meaning of the term <i>globalization</i> and discusses possible reasons why the topic gives rise to strong disagreement among groups and individuals. They might discuss the following questions: <ul style="list-style-type: none"> • Who benefits most from a global economy? • What are the advantages and disadvantages of a worldwide market? • Who controls the transnational corporations to make sure they operate fairly?  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KE-048 KE-049 KE-050 KE-051 VE-017	Students select two or three consumer goods and services with which they are familiar, and carry out a study of how the costs of these goods or services have changed over the period of a year or a season. Students create a graph that summarizes the results. They gather in collaborative groups to exchange information on price fluctuation on a variety of goods and services, discussing the factors that affect price in a consumer economy. <p>TIP: Introduce the concept of supply and demand in a guided discussion following the analysis of price changes of goods and services. Invite students to summarize their conclusions using the concepts of supply and demand.</p>
— or —		
	KE-048 KE-049 KE-050 KE-051 VE-017	Using print and electronic resources, students gather information on the meaning of fair trade and examples of how it is being implemented in today's international trade system. The information may be presented in its final format as an illustrated poster to be shared as part of an oral presentation. <p>TIP: Students may use a note-taking frame such as the model suggested in BLM 9.3.3e to organize and record their notes.</p>  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
 BLM: Globalization (2 pages)		
 BLM: Note-Taking Frame: Fair Trade		
<i>(continued)</i>		


9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KE-048 KE-049 KE-050 KE-051 VE-017	Students read the provided article about fair trade issues in the world trade of chocolate. Following the reading, they analyze the main points of the article in reference to the effects of globalization. Students follow up on the reading by collecting all their chocolate wrappers and labels over the course of a week, and seeking to find out about the sources of chocolate used by the various manufacturers. At the end of the week, students draw their own conclusions about the possible impact of their consumer habits and about the difficulties of controlling trade practices in a globalized economy.  BLM: Chocolate: Fair Trade or Slave Trade (2 pages)
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	Students write daily journal entries describing the life of a student their age living in one of the least developed nations in the world, based on research information about that country. Students ensure that the journal makes realistic references to food, clothing, education, lodging, health and sanitation, transportation, and entertainment. Students share their readings in collaborative groups and create a comparison chart of the lifestyles of Canadian youth as compared to the lifestyles of youth living in less-developed nations. TIP: Caution students to avoid stereotyping and exaggeration in their depiction of daily life in a less-developed nation. Invite them to imagine themselves living in the same conditions as the student they have described, and to imagine how that person would view the life of a Canadian youth.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KE-048 KE-049 KE-050 KE-051 VE-017	Students select one manufactured item they use on a regular basis (e.g., running shoes, cereal, books, CDs...) and trace the steps and transactions involved in moving this product from its place of origin or manufacture to their home in Manitoba. Students each create a flow chart showing the resources expended for that product: materials used, transportation required, services and work involved, financial transactions, et cetera. Students display their flow charts in the class and draw conclusions about how the market economy works.
<i>(continued)</i>		
Teacher Reflections		





9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Pairs or triads of students consult the Government of Canada website to find a short description of how the Canadian economy works, and the elements that the economy requires in order to function (e.g., businesses, workers, capital, consumers, supply, demand, market...). Based on their reading, students create an illustrated chart showing the cycle of money in relation to goods and services in the Canadian economy. The charts are posted and students circulate to view them. As students circulate, they write their feedback and questions on sticky notes and attach them to each of the charts. Students may then discuss the feedback, clarifying and refining their charts based on the feedback they received from their peers.</p> <p>TIP: Consult</p> <ul style="list-style-type: none"> • Statistics Canada: <http://142.206.72.67/03/03_000_e.htm> • Government of Canada: <www.canadianeconomy.gc.ca/english/economy/index.cfm>
— or —		
 	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Collaborative groups of students gather data on the major sources of employment in Canada as compared to the major sources of employment in a less-industrialized nation of their choice. Students create a chart or graph to compare the data gathered and draw conclusions about variations in the global economy.</p>
— or —		
 	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students visit a website such as the World Watch Institute to read about the consumer spending habits of citizens of the most-industrialized nations as compared to less-developed nations. After the reading, students gather in collaborative groups to analyze the main points of the article and to develop guidelines for their own consumer spending decisions based on what they have learned. Each group prepares a short booklet explaining and promoting their consumer guidelines.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		



9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KE-048	<p>Students listen to a guest speaker who is a student member of an organization that works to eliminate unfair child labour practices in less-developed countries of the world. Following the presentation, students decide on a follow-up action plan to support the organization’s work (e.g., fundraising, letter writing, awareness campaign, consumer initiatives...).</p> <p>TIP: Some NGOs have local chapters in Manitoba schools. Contact the NGO website to ask for information about speakers or student ambassadors in Manitoba. If a speaker is not available locally, students may gather information on the NGO (refer to the websites below) and present a short report describing the work of the organization.</p> <ul style="list-style-type: none"> • UNICEF Canada Note: The UNICEF Prairie Region Office in Winnipeg has a Speakers’ Bureau for schools. Phone: 204-477-4600 Fax: 204-477-4040 Email: <prairie.secretary@unicef.ca> • Manitoba Council for International Cooperation <www.mcic.ca> • Rugmark Foundation (a global non-profit organization to end child labour): <www.rugmark.org> • Free the Children <www.freethechildren.org> (Canadian non-profit organization led by Craig Kielburger, with student chapters across the country) • Mennonite Central Committee, MCC Canada <www.mennonitecc.ca/index.html> MCC Canada 134 Plaza Drive, Winnipeg, MB R3T 5K9 Phone: 204-261-6381 or Toll-Free: 1-888-622-6337
	KE-049	
KE-050		
KE-051		
VE-017		
Teacher Reflections		

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Apply</p> <p>Teams of students engage in a debate or a deliberation about the relationship between consumer goods or possessions and quality of life. The class may formulate an appropriate resolution together for debate, such as:</p> <p style="padding-left: 40px;"><i>Be it resolved that quality of life is enhanced by having access to a wide variety of material goods at reasonable prices.</i></p> <p>Students support their arguments using the information acquired in this learning experience about the consumer society and inequities in the world distribution of wealth.</p> <p style="text-align: center;">or</p>
		KE-048 KE-049 KE-050 KE-051 VE-017
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Using print and electronic resources, students gather photos and information about the labour and environmental practices of a corporation that makes a product that interests them (e.g., a chocolate company, a soft-drink company, a coffee company, textiles, sugar, bananas...). Students present their findings and discuss their results in a Global Corporation Trade Fair display. Following the display, students prepare a “report card” comparing the global responsibility of the companies they have researched (social, economic, political, environmental impact), and decide which companies they will support in their future consumer decisions.</p> <p>TIP: Be aware of community sensitivities, taking care not to emphasize students’ feelings of guilt. Encourage students to draw their own conclusions about ethical business practices, and to consult a variety of sources and points of view. Students need to be aware that the perspectives presented on the web will differ widely and will often contradict one another (e.g., a commercial website for McDonald’s, Coca-Cola, or Starbuck’s will present a radically different view from a website such as <i>AdBusters</i>).</p> <p style="text-align: right;"><i>(continued)</i></p>
		<p>Teacher Reflections</p>

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 Appendix A Skill 7e	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students plan and promote a special school event that urges school members to change their consumer habits in view of global responsibilities (e.g., a “Brand X” or a “No-Name-Brand” Day, a “Buy Canadian” or a “Buy Local” promotional campaign). A part of the event should involve the design of posters or radio or television advertisements to heighten awareness of the event and the global concerns that motivate it. Following the event, students assess its effectiveness and impact. Did they succeed in making people more aware of the impact of their consumer habits? Did they succeed in stimulating or motivating a small change for the better?</p> <p>TIP: Each November <i>Adbusters</i> promotes “Buy Nothing Day.” For more information, visit their website at <http://adbusters.org/metas/eco/bnd/>.</p>
— or —		
 Appendix A Skill 4a	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Students participate in a fair trade simulation game such as “The Fair Game,” produced by the Marquis Project in Brandon. Following the simulation, students debrief and discuss what they have learned about the global economy. Students may also be asked to design their own version of a fair trade simulation game based on their experience.</p> <p>This resource and accompanying teacher guides are available through:</p> <p style="padding-left: 40px;">The Marquis Project 707 Rosser Avenue Brandon, MB R7A 0K8 Phone: 204-727-5675 Fax: 204-727-5683 <marquis@mb.sympatico.ca> <www.marquisproject.com/fairgame.html></p> <p>TIP: Another possible simulation game is the “Global Change Game,” which focuses on global issues, decision making, and sustainable development. The simulation is a full-day workshop that needs to be booked in advance and requires at least 40 student participants.</p> <p style="padding-left: 40px;">The Global Change Game P.O. Box 1632 Winnipeg, MB R3C 2Z2 Phone: 204-783-2675 <www.mts.net/~gcg/index.html></p>
<i>(continued)</i>		
Teacher Reflections		

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
		or
	KE-048 KE-049 KE-050 KE-051 VE-017	<p>Collaborative groups of students discuss the impact of globalization by engaging in debate about a statement such as the following:</p> <p style="text-align: center;"><i>In the age of globalization and instant mass communication, the first thing to disappear will be uniqueness and diversity. Everyone buys the same things, watches the same things, looks the same way, thinks the same way, and speaks the same language.</i></p> <p>Each group seeks to arrive at a short consensus statement of their point of view based on the discussion. A representative from each group presents their statement to the class. In a guided general discussion, students consider the effects of globalization and cultural homogenization on Canada, and propose ways in which cultural distinctiveness may be preserved.</p> <p>TIP: Encourage students to recall what they learned in a previous learning experience about Canadian culture and identity being dominated by the presence of the large American market and the popular culture disseminated by mass media.</p>
		Teacher Reflections



Cluster 3—Connecting and Reflecting

Student:

Using your “Canada in the Global Context” portfolio, reflect on your learning over this cluster. Give examples of ways in which your daily life is directly affected as a global citizen in the industrialized world, and the importance of Canadian involvement in international affairs.



9.3.3 BLM: Canada in the Global Context: Connecting and Reflecting

Teacher Reflections

Teacher Reflections