

*People and Places in the World*

**Ways of Life in Asia, Africa, or Australasia**

**GRADE**

**7**

**3**

**CLUSTER**





# Cluster 3

## Learning Experiences: Overview

### 7.3.1 Elements of Societies

KI-009 Identify elements that all societies have in common.

*Examples: social structure, communication, art, beliefs, technology, governance, economic organization...*

VI-006 Be willing to broaden personal perspectives and experiences beyond the familiar.

VG-012 Demonstrate interest in ways of life of other societies in the world.

### 7.3.2 Natural Environment

KL-022 Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.

KL-023 Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.

### 7.3.3 Cultural Influences and Expressions

KI-010 Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.

KI-011 Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.

*Examples: art, music, dance, literature, oral tradition...*

KI-012 Describe the influence of westernization in a society of Asia, Africa, or Australasia.

*Examples: cultural homogenization, global communication...*

KI-014 Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.

VI-007 Appreciate the importance of cultural and linguistic diversity in the world.

VP-015 Demonstrate concern for the loss of indigenous ways of life.

### 7.3.4 Historical and Political Influences

KH-030 Identify historical events that continue to affect a society of Asia, Africa, or Australasia.

*Examples: colonization, slavery, wars, disasters...*

KP-043 Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.

### 7.3.5 Economy and Well-Being

KI-013 Describe factors that affect health in a society of Asia, Africa, or Australasia.

*Examples: access to safe water, food, and medical care; AIDS and other epidemics...*

KE-046 Identify major economic activities in a society of Asia, Africa, or Australasia.

KE-047 Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.

KE-048 Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.

KE-049 Identify issues related to work and trade in a society of Asia, Africa, or Australasia.

*Examples: child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade...*

## Ways of Life in Asia, Africa, or Australasia

## 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 how various factors shape ways of life in one contemporary society, selected from a choice of Asia, Africa, or Australasia. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on indigenous peoples. Students also explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

NOTE: *Australasia* includes Australia, Papua New Guinea, New Zealand, and the southwest Pacific islands that compose the archipelagos of Melanesia, Micronesia, and Polynesia. The term Oceania is often used synonymously with the term Australasia. The archipelagos of Southeast Asia (Malaysia, Indonesia, Singapore, East Timor, and the Philippines) are generally considered to be part of the Asian continent.



Engaging Students in the Cluster

- Display a wall map of the world, and have students post pictures on the map related to life in Asia, Africa, and Australasia.
- View travel or documentary videos illustrating life in the selected regions.
- View films or segments of films illustrating life in the past in the selected regions (see *Movies as the Gateway to History: The History and Film Project* for a listing of films by historical time periods: <[www.historycooperative.org/journals/ht/35.1/weinstein.html](http://www.historycooperative.org/journals/ht/35.1/weinstein.html)>).
- Create a “Where in the World?” display of artifacts (or images of artifacts) from the selected regions, and have students identify what they think is the origin of each piece.
- Have a series of mini-cultural immersion experiences where a particular day (or other period of time) is designated \_\_\_\_\_Day (e.g., Egyptian, Chinese, East Indian, Korean...). Collaborative groups of students research and gather representations of their selected culture to share with the class (e.g., food, music, clothing, pictures, books...).
- Students view pictures of traditional and contemporary clothing worn in the selected regions, and discuss changes over time and what the clothing says about life in those regions.
- 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

7.3.1 Elements of Societies

7.3.2 Natural Environment

7.3.3 Cultural Influences and Expressions

7.3.4 Historical and Political Influences

7.3.5 Economy and Well-Being



### 7.3.1 Elements of Societies

- |        |  |
|--------|--|
| KI-009 | Identify elements that all societies have in common.<br><i>Examples: social structure, communication, art, beliefs, technology, governance, economic organization...</i> |
| VI-006 | Be willing to broaden personal perspectives and experiences beyond the familiar.   |
| VG-012 | Demonstrate interest in ways of life of other societies in the world.  |

### Enduring Understanding

Societies are groups of people who interact in a particular time and place, and who have particular cultural and institutional elements in common. These elements include the following:

- beliefs and values
- a shared history
- structures of governance, power, and authority
- interaction with the natural environment
- economic activities
- social organization
- communication and education
- art forms
- tools and technologies

### Description of the Learning Experience

This learning experience is an introduction to the study of ways of life in selected societies of Africa, Asia, or Australasia (Southeast Asia and Oceania), **one of which** will be selected for later study. In the Activating phase of this cluster, students explore the factors that all societies have in common, create a web to direct their inquiry, and generate questions about societies and ways of life in Africa, Asia, **and** Australasia. (See note on page 154.)

**Vocabulary:** society, social structure, culture (See Appendix D for Vocabulary Strategies.)

**Note:** The study of a society should be of a selected country and not a region or a city.

The study of particular societies in this cluster may be planned in a variety of ways:

- the entire class may study the same country, based on student interests and available resources
- 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, Coop-Coop, or Carousel)

A suggested teaching scenario is the metaphor of the “armchair traveller” making a journey around the world. Encourage students to visualize this journey by initiating a discussion about places they would like to visit. In selecting societies to study, take into consideration the availability of relevant print and electronic resources related to that region, as well as other resources to which students may have access through their family backgrounds and other connections (i.e., personal experiences, interviews of relatives, artifacts and art samples, pen pals from these areas of the world...). Students may create and maintain an ongoing Travel Portfolio as a record of their inquiry and learning throughout this cluster.

The strategies included in this learning experience are all Activating Strategies, designed to make connections to students’ knowledge of world geography and to help them build a conceptual framework to guide their research. See the Suggested Teaching Scenario on pages 44–45.

7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
	KI-009 VG-012	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm a list of as many countries as they can name from each of the continents of Africa, Asia, and Australasia (Southeast Asia and Oceania). When the ideas do not come as frequently, students use their world atlas or a political map of the world to check and expand their lists. They then use an outline map to label the countries they have identified, discussing which of these countries interest them.</p> <p>TIP: Allow students sufficient time to peruse the atlas and make new discoveries, encouraging them to share what they have learned with their peers. Groups of students may be assigned different regions or outline maps to complete, depending on the amount of detail required for the countries they have listed. Students should also be invited to locate the major islands of Oceania (e.g., Australia, New Zealand, Papua New Guinea, and the Solomon Islands) as these countries are among the societies that may be selected for study.</p> <ul style="list-style-type: none"> <li>7.1.1 f BLM: Outline Map of the World—Countries</li> <li>7.3.1 a BLM: Outline Map of the Eastern Hemisphere</li> <li>7.3.1 b BLM: Outline Map of Asia</li> <li>7.3.1 c BLM: Outline Map of Africa</li> <li>7.3.1 d BLM: Outline Map of the Middle East</li> <li>7.3.1 e BLM: Outline Map of South Central Asia</li> <li>7.3.1 f BLM: Outline Map of Southeast Asia</li> </ul> <p>NOTE: <i>Australasia</i> includes Australia, Papua New Guinea, New Zealand, and the southwest Pacific islands that compose the archipelagos of Melanesia, Micronesia, and Polynesia. The term Oceania is often used synonymously with the term Australasia. The archipelagos of Southeast Asia (Malaysia, Indonesia, Singapore, East Timor, and the Philippines) are generally considered to be part of the Asian continent.</p> <p style="text-align: right;">(continued)</p>
<p><b>Teacher Reflections</b></p>		

7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
<b>or</b>		
	KI-009 VG-012	Pairs or triads of students carry out an Internet map quiz to review and test their knowledge of the countries of Asia and Africa. Following the activity, they complete a map of the continent, labelling the countries they recall and referring to the electronic maps to add other countries as desired. Students discuss which countries they would like most to visit in order to study their societies.  TIP: At time of printing, the following site had map quizzes suitable for Grade 7 students:  Test Your Geography Knowledge < <a href="http://www.lizardpoint.com/fun/geoquiz/index.html">www.lizardpoint.com/fun/geoquiz/index.html</a> >
		<div style="display: flex; align-items: center;">  <span style="margin-left: 10px;">BLM: Outline Map of Asia</span> </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <span style="margin-left: 10px;">BLM: Outline Map of Africa</span> </div>
<b>or</b>		
	KI-009 VI-006 VG-012	In a class discussion, students develop a working description of Canadian society in general, considering how they would describe Canadian society to someone from another part of the world. Ideas are recorded on chart paper. Using this description as a starting point, students then work in collaborative groups to develop a list of the common elements of all societies, and a definition of the term <i>society</i> . Groups share their lists of common elements with the class, discuss what is meant by the term <i>society</i> , and consider how growing up in a particular society can influence one’s perspective of the world and of life.
		<div style="display: flex; align-items: center;">  <span style="margin-left: 10px;">BLM: Societies are...</span> </div>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

**7.3.1 Elements of Societies**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-009 VI-006 VG-012	<p>Students view a series of photographs showing diverse ways of life in various regions of the world. Based on the pictures, students develop a list of elements that all the photos have in common, even though their particular characteristics may differ greatly. Student lists are posted and the class discusses the similarities and differences among societies. Students discuss how societies influence personal perspectives, and how contact with societies different from one’s own may enrich or broaden one’s personal perspective.</p> <p>TIP: Excellent resources for photographs are <i>Material World, a Global Family Portrait. Women in the Material World</i>, and/or <i>Hungry Planet: What the World Eats</i>, all by Peter Menzel. Students may also use photos from <i>National Geographic</i> magazines or other print resources.</p>
or		
 	KI-009 VI-006 VG-012	<p>Collaborative groups of students develop a web illustrating the elements of societies, adding key words or questions to each main topic to help them plan an inquiry into a society of Asia, Africa, or Australasia.</p> <p>TIP: A model web has been provided as a suggested example of elements to include, roughly based on the learning outcomes touched upon in this cluster. Note that the outcomes do not necessarily focus on all the possible elements of societies. Refer to BLM 7.3.1i to help students generate questions about their selected society.</p> <p> BLM: Sample Web: Elements of Societies</p> <p> BLM: Model Questions: Elements of Societies (2 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.1 Elements of Societies

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-009 VI-006 VG-012	<p>Students develop the first two columns of a KWL chart regarding a selected country in Asia, Africa, or Australasia. 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.</p> <p>TIP: In this activity, encourage students to apply the geographic knowledge they have acquired in Cluster 1, referring to their notes as needed. Also encourage students to develop questions concerning each of the key elements of society included in their web or in the model web provided.</p> <p> BLM: KWL Chart on a Society of Africa, Asia, or Australasia</p>
or		
	KI-009 VI-006 VG-012	<p>Students use a world map to draw a route for an imaginary voyage from their home to a selected country in Asia, Africa, or Australasia, as well as the route they intend to take within that country once they arrive. Students also complete a chart describing what they expect to see and experience in their selected country. Students share their travel plans with a partner, discussing what interests them most about their selected society. Maps and planning charts may be retained in the students' Travel Portfolios.</p> <p>TIP: Remind students that they have already learned about cultural stereotypes and how they can distort reality, and to be careful of using stereotypes as they record their ideas and expectations. Caution them that, just as many cultural statements do not apply to "all Canadians," the same is true of people and ways of life in other societies.</p> <p> BLM: Outline Map of the World—Countries</p> <p> BLM: Planning a Trip (2 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## Teacher Reflections



### 7.3.2 Natural Environment

- KL-022 Identify on a map the major cities, landforms, and bodies of water of a society of Asia, Africa, or Australasia.
- KL-023 Give examples of the influence of the natural environment on ways of life in a society of Asia, Africa, or Australasia.

#### Enduring Understanding

Geographic location and the natural environment have a significant effect on populations and ways of life in all societies of the world. The natural environments of Asia, Africa, and Australasia are stunningly beautiful, diverse, and at times challenging to human societies.

#### Description of the Learning Experience

Students refine their questions about the geography of their selected country, develop a note-taking frame, and collect data and images of their country. They consider the impact of physical geography on cultures or ways of life.

NOTE: Refer to the questions and organizing framework for inquiry developed in the Activating Strategies in Learning Experience 7.3.1 as a starting point. Note that the emphasis placed on various learning outcomes throughout this cluster will vary depending on the country chosen for study.

### 7.3.2 Natural Environment

Assessment	Outcomes	Strategies
	KL-022	<p><b>Activate</b></p> <p>Collaborative groups of students view photographs of diverse cities, landforms, and bodies of water in Asia, Africa, and Australasia, and try to identify the regions or places. After identifying the places in the photos, students discuss how the natural environment in these places might affect ways of life (e.g., work, trade, food, clothing, shelter, art forms, values...).</p> <p>NOTE: Photographs are an indispensable part of the learning experiences in Clusters 3 and 4. It is important to recognize the power that images have in conveying a sense of the natural environment in various regions of the world, diverse ways of life, and the environmental impact of human activities. Involve students in collecting images from websites and photographs from magazines and other printed sources. Travel agencies will often donate old or expired travel brochures.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KL-023	
<p><b>Teacher Reflections</b></p>		

7.3.2 Natural Environment

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-022 KL-023	Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topic of geography. They refine and add to their questions, and use them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for their selected society, and select and record print and electronic sources to use for their research.
<b>Acquire</b>		
	KL-022 KL-023	Using print and electronic resources, students gather data about the major cities, population distribution, and population density in their selected country. They construct a chart or graph to record the population data. Consulting a physical map of their selected country, students generate hypotheses as to the influence of the natural environment on the location of cities, population distribution, and ways of life in that country.
or		
	KL-022 KL-023	Students create a map of their selected country, identifying major cities, landforms, and bodies of water. They also include on their map other factors in the natural environment that have an impact on the ways of life of the people in this country (e.g., climate and vegetation zones, proximity to the ocean, neighbouring countries...). In pairs or triads, students share their maps with each other and solicit feedback and suggestions on the clarity and precision of their maps before including them in their Travel Portfolios.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.2 Natural Environment

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KL-022 KL-023	Students complete a graphic organizer to record examples of the effects of location and the elements of the natural environment on the ways of life of people in the selected country.   BLM: Natural Environment and Ways of Life (2 pages)
or		
 	KL-022 KL-023	Students gather photographs (print or electronic) of the most significant features of the natural environment in their selected country, including images of people interacting with the environment (e.g., people engaged in agriculture, harvesting natural resources, protecting against natural disasters...).  TIP: Encourage students to conduct keyword searches on the Internet to find recent photographs that depict the natural environment of their selected countries. There are many websites created by travellers and photographers who share photos of their journeys.
<b>Apply</b>		
 	KL-022 KL-023	Students create a Mind Map illustrating the main features of the natural environment of their selected society, as well as the effects of the environment on the ways of life of the people who live there. Mind Maps are posted and students circulate to view and respond to them.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.2 Natural Environment

Assessment	Outcomes	Strategies
<b>Apply</b>		
_____ or _____		
	KL-022 KL-023	Students create and present a collage or a multimedia presentation illustrating the key geographic features of their selected country (e.g., major cities, landforms, bodies of water, vegetation, climate, soils, natural disasters...). Students include images depicting various examples of the effects of these geographic factors on ways of life.
_____ or _____		
 	KL-022 KL-023	Students create a travel diary of an imaginary trip to a selected country in Asia, Africa, or Australasia. Their diary should include travel photos, a description of the itinerary and the natural environment, and general geographic information. It may also include an imaginary conversation with a local resident, and a description of cultural and language difficulties encountered during the voyage. Students share their travel journals by reading them aloud in small groups. 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., culture, history, politics, economy, technology...).
_____ or _____		
 	KL-022 KL-023	Students create a travel brochure promoting travel to a selected country in Asia, Africa, or Australasia, stressing the features of the natural environment and the sights to see in the countryside and the major cities. Students exchange travel brochures and respond to them, offering suggestions for improvements and assessing the persuasiveness and attractiveness of the brochures. TIP: Prior to beginning this activity, students may be asked to collect and peruse samples of published travel brochures for various places in Asia, Africa, or Oceania. Based on their observations, the class may develop a set of descriptive criteria to assess travel brochures.
		 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
		 BLM: Effective Travel Brochures
<b>Teacher Reflections</b>		

## Ways of Life in Asia, Africa, or Australasia



## 7.3.3 Cultural Influences and Expressions

- |        |  |
|--------|--|
| KI-010 | Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.  |
| KI-011 | Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.<br><i>Examples: art, music, dance, literature, oral tradition...</i> |
| KI-012 | Describe the influence of westernization in a society of Asia, Africa, or Australasia.<br><i>Examples: cultural homogenization, global communication...</i>            |
| KI-014 | Describe characteristics of indigenous ways of life in a society of Asia, Africa, or Australasia.  |
| VI-007 | Appreciate the importance of cultural and linguistic diversity in the world.   |
| VP-015 | Demonstrate concern for the loss of indigenous ways of life.   |

## Enduring Understanding

Diverse cultures—both indigenous and non-native—shape diverse ways of life and artforms in all regions of the world. This diversity is increasingly affected by global communication and westernization.

## Description of the Learning Experience

Students pose questions to explore ways of life and cultural expression in societies of Asia, Africa, and Australasia, and examine characteristics of the world's indigenous cultures. They consider the influences of modern telecommunications on cultural and linguistic diversity and reflect on the significance of preserving this global diversity.

**Vocabulary:** indigenous cultures, cultural homogenization, westernization (See Appendix D for Vocabulary Strategies.)

**Note:** This is the central learning experience of this cluster. Allow the time needed for students to research the topics fully, and to share their discoveries and ideas with each other. In order for students to recognize the value of cultural and linguistic diversity, it is essential that they develop a sense of the living character and expression of a selected culture of Asia, Africa, or Australasia, including examples of art, literature, music, or dance. This offers the opportunity to develop interdisciplinary or multidisciplinary projects in language arts, music, or art.

Note that, depending on the country selected for study, there may or may not be an indigenous culture, or there may not be enough resources about a specific indigenous culture to conduct research. In these cases, students should be made aware of the general characteristics of indigenous cultures, and of some examples of Aboriginal cultures in Asia, Africa, or Australasia, as well as the challenges these cultures face in the modern era of cultural interaction.

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
	<p>KI-010 KI-011 KI-014 VI-007</p>	<p><b>Activate</b></p> <p>Students view a variety of print or electronic images of cultural celebrations, artistic expressions, and ways of life of people living in various societies of Asia, Africa, or Australasia. Collaborative groups of students select photos to create a print or electronic display of cultural diversity. The class views and responds to the images, identifying the country in which they think the pictures originated and discussing the importance of cultural and linguistic diversity in the world.</p> <p>TIP: This may be approached as a collaborative activity, assigning a different country or a region to each student group (i.e., China, Japan, India, Africa, Indonesia, and Australia), depending upon available resources. Students should try to represent a variety of ways of life. Encourage them to express why they selected certain pictures and to articulate what the images tell them about ways of life among people of the world. Help students think beyond the stereotypes of “primitive-versus-advanced” societies, and to recognize that most humans tend to have an innate bias toward cultures that are similar to their own.</p> <p>The websites posted at the URL below have a variety of powerful images to help convey the idea of the enormous cultural diversity of these regions of the world.</p> <p>CAUTION: Be sure to view the images posted at all websites before using with students. Some sites related to African cultures show some (culturally appropriate) nudity.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies	
<b>Activate</b> <i>(continued)</i>			
or			
	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topic of culture. They refine and add to their questions, using them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for the topic, and select and record print and electronic sources to use in their research.	
	or		
		KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	As a class, students brainstorm what is meant by the term <i>culture</i> , focusing on the various cultures that co-exist in Canada, and articulating ways in which cultural factors shape ways of life. Collaborative groups of students then generate a web of ideas and concepts related to this topic. Students share their webs and articulate their opinions about the importance of cultural factors to their own ways of life.  TIP: As a part of this exercise, encourage students to recall what they have learned about Canadian Aboriginal cultures in Grades 5 and 6 (i.e., First Nations, Inuit, and Métis peoples). Ask students whether they are aware of other native cultures in the world such as those of Canada’s Aboriginal peoples, and introduce them to the idea that indigenous or native cultures exist in most regions of the world and are faced with similar challenges to their survival in the age of globalization. Also, encourage students to think about how their own cultural background and experiences influence their day-to-day life.
		 7.3.3 a BLM: Web of Cultural Factors	
		<i>(continued)</i>	
<b>Teacher Reflections</b>			

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	<p>KI-010 KI-012 VI-007</p>	<p>Using Think-Pair-Share, students discuss what is meant by the phrase “westernization of world cultures,” considering which cultures and languages tend to dominate world news, Internet, mass communications, and popular culture.</p>
<b>Acquire</b>		
	<p>KI-010 KI-011 KI-012 VI-007</p>	<p>Students listen to a presentation on a culture of Asia, Africa, or Australasia by an invited guest speaker from a local cultural association or community.</p> <p>TIP: Refer to “Associations, Organizations and Clubs” in the Yellow Pages, or invite a local community member who has immigrated from one of these regions. Interactive cultural workshops are also available to students through the Folk Arts Council of Winnipeg, Stage for Learning program: &lt;<a href="http://www.folklorama.ca/sfl.php">www.folklorama.ca/sfl.php</a>&gt;</p>
or		
	<p>KI-010 KI-011 KI-012 KI-014 VI-007 VP-015</p>	<p>Students view a video about ways of life in a society of Asia, Africa, or Australasia. Following the viewing, students identify examples of how various cultural factors shape the daily life of people in these societies.</p> <p>TIP: See Appendix G for a list of video resources available from Manitoba Education, Citizenship and Youth. In addition, the following videos can be ordered from Maryknoll Productions: &lt;<a href="http://www.maryknollmall.org/description2.cfm?ISBN=135">www.maryknollmall.org/description2.cfm?ISBN=135</a>&gt; <i>Children of the Earth</i> (9 videos, 28 minutes each): <i>Asia Close-up—Japan &amp; Cambodia</i> (1996) <i>Africa Close-up—Egypt &amp; Tanzania</i> (1997) <i>Native American Close-up—Navajo Reservation, AZ, USA &amp; Chehalis Reserve, British Columbia, Canada</i> (2001) <i>Asia Close-up II: Thailand and Philippines</i> (2002)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-010 KI-012 KI-014 VI-007 VP-015	<p>Students read an informational text regarding indigenous peoples of the world and general characteristics of indigenous ways of life. Students discuss the particular challenges faced by indigenous peoples and the reasons they are struggling to preserve their cultural identities and distinctive ways of life in the modern world.</p> <p>NOTE: Help students recognize that change is a constant factor in all cultures. Indigenous peoples are not claiming that they wish to preserve their cultures unchanged, but to be involved in determining their futures by maintaining their distinctive identities, traditions, knowledge, and linguistic and artistic expressions.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: center;"> 7.3.3 b BLM: Indigenous Peoples (3 pages)</p>
	or	
 	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	<p>Using print and electronic resources, students gather information regarding ways of life and forms of cultural expression in a selected society of Asia, Africa, or Australasia. As one part of their research, they select a significant example of an artform of that society to reproduce as a visual or oral performance or presentation (e.g., painting, sculpture, craftwork, calligraphy, dance, music, song, poem, story, legend...).</p> <p>TIP: This activity is the major research project for this cluster, and students should be accorded the time to plan and carry out all steps of the inquiry process with a view to sharing their research in a format that creatively conveys what they have learned. Encourage students to use the webs they generated in the Activating phase as they gather and record information. The research should focus on the cultural factors that are most relevant to the selected society, including artistic expression.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p><b>Teacher Reflections</b></p>	

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-010 KI-012 VI-007 VP-015	<p>Collaborative groups of students read a selection of short United Nations texts about the loss of linguistic and cultural diversity and the westernization of world cultures in the modern age of global communication. Students discuss the key points raised in the readings, and the consequences of the loss of linguistic and cultural diversity.</p> <p>TIP: Encourage students to note the role of mass media and global communications, in particular the Internet, in eroding linguistic and cultural diversity. Ask them to consider examples of the increasing “sameness” of culture and language among the youth of the world (i.e., cultural homogeneity).</p> <p> BLM: Preserving Linguistic and Cultural Diversity</p>
or		
	KI-010 KI-011 KI-012 VI-007	<p>Students keep a record of their media consumption over the period of a week (e.g., movies, music, videos, magazines, and television programs), noting the country of origin of the items they listen to, read, or view. At the end of the week, students share their findings. As well, they discuss the “Americanization” of Canadian culture, and draw parallels to the westernization of world cultures. Students discuss how they feel about these phenomena and consider the possible consequences.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-010	<p>Collaborative groups of students read an informational text about international recognition of the rights of indigenous peoples. Following the reading, the groups discuss some of the reasons for the loss of indigenous ways of life in modern society, including the influences of colonization, assimilative policies, global media, and westernization.</p> <p>TIP: As an alternative, read the first page of BLM 7.3.3d together as a class, highlighting key points, and have students read page 2 individually. In a guided class discussion following the readings, have students analyze reasons for indigenous peoples' vulnerability to losing their cultural identity. Encourage students to consider this topic in the context of the importance of identity and self-determination, using the analogy of their own need to determine and express their personal identities.</p> <p> BLM: Rights of Indigenous Peoples (2 pages)</p>
	KI-012	
	KI-014	
	VI-007	
	VP-015	
or		
	KI-010	<p>Collaborative groups of students read excerpts describing examples of the effects of westernization on world cultures. Following the reading, they share personal responses to the phenomenon of westernization as members of a dominant Western society.</p> <p>TIP: Encourage students to explore and express a variety of points of view on this topic, which is open to debate (i.e., students will likely feel there are many positive effects of westernization, because in some ways it has opened up freedom of choice and expression in some Asian and African societies). Also, invite students to view the situation from the perspectives of people whose cultures are being eroded.</p> <p> BLM: Westernization of World Cultures (2 pages)</p>
	KI-012	
	VI-007	
	VP-015	
<b>Teacher Reflections</b>		

**7.3.3 Cultural Influences and Expressions**

Assessment	Outcomes	Strategies
<b>Apply</b>		
 	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	<p>Based on their research of a selected society of Asia, Africa, or Australasia, students plan and deliver a creative presentation of the information they gathered about culture, way of life, and artistic expression. Students may include their research and planning notes, as well as any visual components of their presentation in their Travel Portfolios.</p> <p>TIP: The purpose of this presentation is to share research information in the student’s chosen format. Possible formats include: Mind Maps, multimedia presentations, videos, posters, cultural scrapbooks, annotated collages, et cetera.</p>
or		
 	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	<p>Students create a poster to promote the preservation of cultural and linguistic diversity in the world. The poster should include illustrations as well as compelling reasons to support cultural and linguistic diversity, based on what they have learned in this study of the cultures, languages, ways of life, and artforms of societies of Asia, Africa, and Australasia.</p> <p>TIP: Encourage students to engage in in-depth reflection on this topic, and to break free of a commonly held perspective—in fact, a remnant of colonialism—that cultural diversity is a form of entertainment (e.g., seeing cultures as “exotic,” “quaint,” or “primitive,” rather than respecting the world view and values they represent). The preservation of cultures, both native and non-native and in more-developed and less-developed nations, does not mean that cultures should remain frozen in time for the entertainment of tourists. Invite students to consider the intangible aspects of culture in relation to quality of life, rather than focusing solely on material culture (e.g., food, dress...).</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.3 Cultural Influences and Expressions

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KI-010 KI-011 KI-014 VI-007	Students create replicas of examples of artistic expression of culture from a selected society in Asia, Africa, or Australasia. These productions, which may include music, dance, costume, song, poetry, craftwork, painting, sculptures, or architectural models, may be shared in a Gallery Walk or in a planned cultural celebration with invited guests such as parents or other classes.  TIP: This activity, which may be a part of an interdisciplinary project, may also serve as a culminating activity for the entire cluster.
or		
	KI-010 KI-011 KI-012 KI-014 VI-007 VP-015	Collaborative groups of students create a collective scrapbook or bulletin board display of photographs and other images from magazines, newspapers, and/or Internet sites, showing examples of cultural homogenization as a result of westernization (e.g., prevalence of American style rock music in popular cultures of Asia, Africa, or Australasia; American film/Hollywood/TV influence; saturation of commercial worldwide food trends and brand names such as McDonalds and Coca Cola; predominance of English advertising billboards in Asia and Africa; western clothing styles and trends...). Students observe the display and discuss how they feel about the creation of a uniform western-style culture in the world.
<p><b>Teacher Reflections</b></p>		

## Teacher Reflections

Ways of Life in Asia, Africa, or Australasia



**7.3.4 Historical and Political Influences**

KH-030

Identify historical events that continue to affect a society of Asia, Africa, or Australasia.

*Examples: colonization, slavery, wars, disasters...*

KP-043

Give examples of the impact of government and the justice system on ways of life in a society of Asia, Africa, or Australasia.

**Enduring Understanding**

Quality of life in the countries of Asia, Africa, and Australasia continues to be profoundly affected by historical events and political factors.

**Description of the Learning Experience**

Students research and reflect on key historical events and political factors that have an ongoing impact on ways of life in their selected society.

**Vocabulary:** colonization, decolonization, sovereignty, democratization (See Appendix D for Vocabulary Strategies.)

**7.3.4 Historical and Political Influences**

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KH-030 KP-043	<p><b>Activate</b></p> <p>Students peruse international news using the UN International News Center website, selecting any news article that pertains to their selected country. Students share and discuss their articles, retaining them for their Travel Portfolios.</p> <p>TIP: UN International News Center: &lt;www.un.org/News/&gt; (Select Africa, Asia Pacific, Middle East in “News by Region.”)</p> <p>Students may or may not find an article relevant to their selected society in this Activating Strategy. However, this exercise may prove useful in helping students note that news of these regions of the world is under-reported in the most widely accessible Canadian and American news sources. You may wish to select an example of an event reported in the UN news source and discuss it as a class.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p><b>Teacher Reflections</b></p>	

**7.3.4 Historical and Political Influences**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	<p>KH-030 KP-043</p>	<p>Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topics of history and politics. They refine and add to their questions, using them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for the topic, and select and record print and electronic sources to use for their research.</p> <p>NOTE: Refer to BLM 7.3.4a for sample questions. Note that 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 the major historical events, leaders, and political factors that have an ongoing influence on ways of life in that country.</p> <p> BLM: Questions about History and Politics</p>
<p><b>Teacher Reflections</b></p>		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
	<p>KH-030 KP-043</p>	<p><b>Acquire</b></p> <p>Using a variety of print and electronic resources, students gather information regarding historical events that continue to affect their selected society in Asia, Africa, or Australasia, and the impact of the government of that country on ways of life.</p> <p>Students use their note-taking frames to record and organize information and sources on these topics.</p> <p>TIP: Help students focus on the historical and political events and leaders that continue to have an impact on quality of life for people in the selected country. Examples include the following:</p> <ul style="list-style-type: none"> <li>• China: Cultural Revolution, Mao Tse Tung</li> <li>• South Africa: Apartheid, Nelson Mandela, democratization</li> <li>• India: British colonial rule, Gandhi, independence</li> <li>• Philippines: Portuguese colonization, Japanese occupation WWII, independence</li> <li>• Kenya: Portuguese occupation, British colonization, Mau Mau Rebellion, independence</li> <li>• Ethiopia: Italian occupation WWII, Eritrean war, famines</li> </ul> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Note-Taking Frame: Historical Influences</p>
		<p><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KH-030 KP-043	<p>Students consult the UN website regarding decolonization, comparing a world map of 1945 to a world map from today, and observing how many countries of Africa, Asia, and Australasia have been decolonized since the establishment of the United Nations after World War II. Students discuss what they have found about some of the ongoing cultural, political, and economic consequences of colonization on the quality of life of citizens of these countries.</p> <p>TIP: United Nations and Decolonization website:                      &lt;<a href="http://www.un.org/Depts/dpi/decolonization/main.htm">www.un.org/Depts/dpi/decolonization/main.htm</a>&gt;                      Click on “Map of the World 1945” and “Map of the World Today,” which list countries with colonial status in 1945 and countries that have now achieved sovereignty.</p>
or		
	KH-030 KP-043	<p>Students discuss questions to elicit ideas about what human security means, including:</p> <ul style="list-style-type: none"> <li>• What are the things that make life secure for human beings?</li> <li>• What makes you feel secure?</li> <li>• What makes you feel insecure?</li> </ul> <p>Over the course of a week, collaborative groups of students then gather news clippings about issues related to war, peace, and human security in the countries of Asia, Africa, or Australasia. Students complete an analysis of their selected articles, focusing on the impact of these issues on ways of life of the people of that country, and the role of the government in preventing or causing armed conflict. Students share their articles with the class by posting them on a bulletin board or a wall map of the world. Students share ideas about the importance of global peace and security.</p> <p>TIP: Refer to models for article analysis used in Learning Experience 7.1.3.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	<p>KH-030 KP-043</p>	<p>Collaborative groups of students use print and electronic resources to gather information about a peace and security issue that has an ongoing impact on ways of life for people in some countries of Asia, Africa, or Australasia (e.g., refugee camps, food distribution, small arms, land mines, demilitarization, economic sanctions, military spending, child soldiers...). Students read a short informational text called the “Changing Face of War,” and consult websites and other resources to gather further details on peace and security issues. Students exchange their information with other groups, discussing the role of governments in assuring the security of citizens and in preventing war. Students may also discuss, in a guided plenary session, actions they may take in support of global peace and security.</p> <p>NOTE: A number of organizations monitor and analyze armed conflict in the world. See the URL listed below for links to the following organizations and others.</p> <ul style="list-style-type: none"> <li>• Project Ploughshares</li> <li>• Human Rights Watch</li> <li>• Youth Mine Ambassador Program</li> <li>• Foreign Affairs and International Trade</li> <li>• United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict</li> <li>• War-Affected Children</li> <li>• War Child Canada</li> <li>• Kim Foundation</li> </ul>
<p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>		
<p> BLM: Changing Face of War (2 pages)</p>		
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

**7.3.4 Historical and Political Influences**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KH-030 KP-043	<p>Students assess the impact of the government and justice system on the ways of life of citizens in their selected country of Asia, Africa, or Australasia, using suggested guidelines. After they have completed their assessment, students gather in collaborative groups to compare and discuss their criteria and ratings.</p> <p>TIP: Students may also consult maps at the website of Freedom House, to note overall trends in governance and human rights among countries of the world. &lt;<a href="http://www.freedomhouse.org/">www.freedomhouse.org/</a>&gt;</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> Appendix H: Teacher Notes 6: Freedom House</p> <p> BLM: Rating Governments—Suggested Guidelines</p>
<b>Teacher Reflections</b>		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
<b>Apply</b>		
 	KH-030 KP-043	Having researched historical factors and the impact of the government and justice system in their selected country of Asia, Africa, or Australasia, students present the information they have gathered in the form of a simulated interview with a citizen or groups of citizens of that country. Students plan and prepare their questions in advance so the persons being interviewed are able to present a realistic picture of the impact of history and government on day-to-day life. NOTE: This research was part of the Acquiring activities earlier in this learning experience.
or		
 	KH-030 KP-043	Based on the preceding Applying Strategy (i.e., presentations about the history and politics of countries of Asia, Africa, or Australasia), students work in pairs to create a compare-and-contrast chart of two countries. Students discuss their charts, noting the types of historical and political factors that have the most significant impact on ways of life. TIP: Encourage students to think in general terms about the most significant types of historical and political events (e.g., wars, disasters, instability, ethnic conflicts, and regime changes) and their ongoing effects on societies.  BLM: Compare and Contrast Chart (2 pages)
or		
	KH-030 KP-043	Students write a journal reflection on the impact of historical events (e.g., political change, war, leadership issues, justice and legal change, colonization, war and peace, democratization...) on ways of life and on quality of life in societies around the world. The students share their reflections with a partner, and retain them for their Travel Portfolios. TIP: Students may have difficulty in visualizing the long-term effects of historical events. Assist them by encouraging them to use their knowledge of Canadian history to focus on examples of past events that continue to affect ways of life in our society today.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

7.3.4 Historical and Political Influences

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KH-030 KP-043	<p>Students create a concept overview for the term <i>decolonization</i>. Students discuss the ongoing effects of colonization and the challenges faced by many countries that have become sovereign or independent states since the inception of the United Nations.</p>
		 BLM: Decolonization—Concept Overview
or		
	KH-030 KP-043	<p>Students consult the websites of organizations supporting war-affected children in order to find ways in which they may become involved in combating the impact of armed conflict on children. The class discusses a variety of possible actions, and together selects a project to carry out as a class, or to present to the Student Council as an idea for a school-wide project.</p> <p>NOTE: Activities may include a school campaign to raise awareness of the impact of armed conflict on quality of life, and community fundraising projects in support of an NGO of the students’ choice.</p>
		
<b>Teacher Reflections</b>		



### 7.3.5 Economy and Well-Being

- KI-013 Describe factors that affect health in a society of Asia, Africa, or Australasia.  
*Examples: access to safe water, food, and medical care; AIDS and other epidemics...*
- KE-046 Identify major economic activities in a society of Asia, Africa, or Australasia.
- KE-047 Describe the impact of urbanization and industrialization on indigenous peoples in a society of Asia, Africa, or Australasia.
- KE-048 Give examples of the impact of changing technologies on ways of life in a society of Asia, Africa, or Australasia.
- KE-049 Identify issues related to work and trade in a society of Asia, Africa, or Australasia.  
*Examples: child labour, exploitation in or exclusion from the workforce, cooperatives, fair trade...*

#### Enduring Understanding

Economic factors have an impact on the well-being and ways of life of people living in the societies of Asia, Africa, and Australasia. These factors include employment, technology, access to resources and services, international trade, urbanization, and industrial development.

#### Description of the Learning Experience

Students review the relationship between development and quality of life, and conduct research into economic factors and issues that affect the well-being and daily life of people living in a selected society of Asia, Africa, or Australasia.

**Vocabulary:** fair trade, urbanization, industrialization (See Appendix D for Vocabulary Strategies.)

**Note:** Although students will conduct research on one selected society, activities are proposed that allow them to compare economic factors between countries, and to develop an overview of major quality-of-life issues in Asia and Africa.

#### Teacher Reflections

**7.3.5 Economy and Well-Being**

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-047 KE-048 KE-049	<p><b>Activate</b></p> <p>Using print and electronic resources, collaborative groups of students collect and analyze current news images from societies of Asia, Africa, or Australasia, taking note of evidence of traditional ways of life co-existing with changing technologies, increased industrialization, and urbanization. Students discuss the impact of rapid industrial development on ways of life and quality of life.</p> <p>TIP: Encourage students to analyze what the photographs convey about ways of life, noting both positive and negative effects of modernization, and noting that traditional ways of life and industrialized ways of life do not necessarily negate one another completely. Images may include shantytowns of large cities, use of domesticated animals for transport alongside rapid transport, evidence of pollution from industries alongside images of traditional sustenance agriculture, high-rise skyscrapers alongside traditional dwellings made from local materials, images of traditional craft and trade workers alongside industrialized production, et cetera.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	<p>KI-013 KE-046 KE-047 KE-048 KE-049</p>	<p><b>Activate</b> <i>(continued)</i></p> <p>Referring to the Activating Strategies in Learning Experience 7.3.1, students consider the questions they have generated about their selected society under the topics of economy and technology. They refine and add to their questions, in order to use them to create an electronic or paper note-taking frame in which they will record their research information. Students prepare a keyword list for the topic, and select and record print and electronic resources to use for their research.</p> <p>NOTE: Students should also have generated their own questions in 7.3.1. Sample questions are included in the BLM.</p> <p> BLM: Questions about Economy and Technology</p>
<p><b>Teacher Reflections</b></p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
 	KI-013 KE-046 KE-047 KE-048 KE-049	<p><b>Acquire</b></p> <p>Using print and electronic resources, students gather information regarding economic factors that have an impact on quality and ways of life in their selected society in Asia, Africa, or Australasia. Students use the provided note-taking frames to record and organize information and sources on these topics.</p> <p>NOTE: This is the main research activity for this learning experience. Allow sufficient time for students to gather and record their information, and to discuss their research with each other, preferably with those who are researching a different country.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Note-Taking Frame: Economy and Quality of Life</p>
	KE-046 KE-047 KE-048 KE-049	<p>Pairs of students compare the dominant types of employment among the people of their selected society to the dominant types of employment available to people living in Canada, creating a chart or graph to summarize their data. Students discuss the differences in the labour forces of the two countries, focusing on the reasons why the service industries tend to be the largest employers in more-developed nations, while agriculture tends to be dominant in less-developed nations.</p> <p>TIP: For this activity, ensure that students consider an example of an industrialized nation (e.g., Japan, Australia) and one of a less-developed nation (e.g., Somalia, Laos). Types of employment are usually divided into three sectors: agricultural, manufacturing, and services. Review these categories with students prior to their collection of data. Students may consult country profile websites or they may use a world atlas.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	<p>KI-013 KE-046 KE-047 KE-048 KE-049</p>	<p><b>Acquire</b> <i>(continued)</i></p> <p>Students review their knowledge of the factors that distinguish the less-developed and more-developed nations of the world, referring to their notes regarding the Human Development Index from Learning Experience 7.2.1: “The Good Life.” Working in collaborative groups, students create a Mind Map that illustrates the economic factors that affect human development and quality of life, using examples that are specific to what they have learned about societies of Asia, Africa, and Australasia. Groups share their Mind Maps with one another in a Carousel activity, discussing which issues have the greatest impact on quality of life in societies of these parts of the world. As a reference, students may add symbols to the wall map of the world, indicating examples of more-developed and less-developed countries in Asia, Africa, and Australasia.</p> <p>TIP: Review with students the factors used in the Human Development Index (HDI), which they examined in 7.2.1. These are life expectancy, education, and income per capita based on GDP. Discuss with students all the elements that may influence HDI factors (e.g., floods, famines, lack of water or natural resources, health and disease issues...). Encourage students to create a Mind Map that includes diverse and concrete examples of concerns in countries of Asia, Africa, and Australasia related to work and income, urbanization, industrialization, technological development, medical treatment and care, natural resources, national productivity and trade, and food and water supplies. As students circulate from group to group in the Carousel activity, provide them with sticky notes to attach new ideas and additional examples to the Mind Maps of the other groups. (This is particularly useful if each group has been assigned or has selected a different country for the purposes of this cluster.)</p>
		<p><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	<p>KI-013 KE-046 KE-047 KE-048 KE-049</p>	<p><b>Acquire</b> <i>(continued)</i></p> <p>Students read an informational article about the urbanization of the world’s population. After reading the article, students discuss the impact of urbanization on the ways of life of the peoples of Asia, Africa, and Australasia. Exchanging information they have gathered about the rate of urbanization of their selected country, they discuss the causes of this movement of population (e.g., industrialization, agricultural failures, employment, access to services...), and the consequences of urbanization on quality of life (e.g., slums, unemployment, decline of natural landscape and agricultural land, pollution, population density, disease transmission, natural resource depletion...).</p> <p>TIP: Help students recognize that urbanization has a greater immediate impact on ways of life in less-developed nations because these countries do not have the level of finances, services, or technology necessary to accommodate the arrival of large numbers of people to an urban centre. Encourage students to use their knowledge of indigenous cultures to consider the effects of urbanization and industrialization on the traditional ways of life of indigenous peoples, whose economic activities are generally land-based and subsistence-driven.</p> <p> BLM: Urbanization (2 pages)</p> <p> BLM: Urbanization and Slums</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

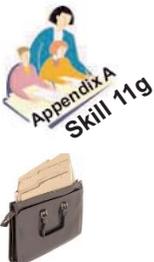
7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-049	<p><b>Acquire</b> <i>(continued)</i></p> <p>Generate a guided classroom discussion about how many students enjoy eating chocolate. Ask students to consider where and how chocolate is cultivated, eliciting what they know or believe and recording ideas on chart paper. Following this discussion, have students listen to a reading of BLM 7.3.5d, which discusses cocoa production in Africa. Students then consult a website about the production of cocoa in Africa. In a general class discussion, review the main points about what actions Canadian consumers can take to counteract forced child labour in the production of cocoa.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Chocolate: Fair Trade or Slave Trade? (2 pages)</p>
	KI-013 KE-047 KE-048	<p>Students view a world map or chart indicating the average life expectancy of people living in various countries of the world, and share their observations of what the map tells them. They identify several countries that have very low life expectancy and several that have very high expectancy, and discuss reasons why this disparity exists (e.g., infant mortality, mortality of women in childbirth, lack of health care, malnutrition, poor water and sanitation supplies, diseases such as malaria and AIDS...). Following the discussion, students consult websites to gather current information about one of these health issues, such as the AIDS epidemic in Africa. Students discuss the information they have gathered, focusing on positive actions to combat AIDS.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
<p><b>Teacher Reflections</b></p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
 	KI-013 KE-046 KE-047 KE-048 KE-049	<p><b>Apply</b></p> <p>Collaborative groups of students create a front-page layout for an international newspaper, including headlines of current events, trends, or stories related to quality of life in the countries of Asia, Africa, and Australasia they have studied in this cluster. Students create their own headlines, write short articles, and design an appropriate newspaper layout. They include photos from electronic sources, and cite these sources correctly in their newspaper.</p> <p>TIP: Caution students not to duplicate the North American media convention of stressing only the negative issues and the “bad news” about these countries, and to include stories of a positive nature as well.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: center;">or</p>
	KE-046 KE-047 KE-049	<p>Collaborative groups of students design an awareness campaign in their school about the use of child labour in the production of chocolate. The campaign should be designed to promote specific actions that students and their families may take to counteract unfair labour practices and conditions in less-developed countries, such as purchasing fair trade products.</p> <p>NOTE: Refer to the suggestions made in BLM 7.3.5d: “Chocolate: Fair Trade or Slave Trade?” Depending upon the countries studied by the students, different examples of work and trade issues may be selected as a focus topic in this activity. For example, they might select children working</p> <ul style="list-style-type: none"> <li>• in the diamond mines of Angola, Sierra Leone, and the Democratic Republic of Congo</li> <li>• as banana pickers in the Philippines</li> <li>• as carpet weavers in India, Nepal, and Pakistan</li> </ul> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-047 KE-048 KE-049	<p><b>Apply</b> <i>(continued)</i></p> <p>Pairs of students create a poster-sized comparison chart in which they compare human development factors of Canada to those of the country or countries of Asia, Africa, or Australasia they studied in this cluster. Students may use the HDI factors used by the UN as a starting point (see Learning Experience 7.2.1). They may also include factors such as labour practices, illness, water supplies, medical care, urbanization rate, level of industrialization, women in the workforce, or other relevant factors that have an impact on quality of life in the countries studied.</p>
		<p style="text-align: center;">or</p>
	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Students create a multimedia presentation or web page for International Development Week, held annually in the first week of February. The web page should include photos and samples of materials gathered in their research and suggest ways that citizens of Canada, especially youth, can support Canada's projects in international development in Asia, Africa, and the Middle East.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
		<p style="text-align: center;">or</p>
	KI-013 KE-046 KE-047 KE-048 KE-049	<p>Students create a Photo Essay on their selected country of Asia, Africa, or Australasia, in which they summarize what they have learned about ways of life in that country. Their photo essays should include examples of the internal and international factors that have an impact on ways of life in the selected country. Students share their journals with invited guests from other classes in the school, or parents and other community members in a specially planned Global Awareness session. Photo essays may be retained in the students' Travel Portfolios.</p> <p>TIP: The URL below provides a link to a BBC photo essay in which photo journalist Jeroen Bouman gets a rare glimpse inside the illegal Chinese workshops where young teenagers work long hours amid noxious fumes, recycling computers from the U.S. and Europe. To find other essay examples, type the key words "photo essay" in an Internet search engine.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
		<p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

7.3.5 Economy and Well-Being

Assessment	Outcomes	Strategies
	KI-013 KE-046 KE-047 KE-048 KE-049	<p><b>Apply</b> <i>(continued)</i></p> <p>Pairs of students self-assess their learning about societies of Asia, Africa, and Australasia by participating in online quizzes about international development issues that are relevant to these societies.</p> <p>TIP: The URL below provides a link to electronic quizzes. Students may also create their own electronic quizzes based on these models, inviting their peers to participate by testing themselves.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
	<p style="text-align: center;">or</p>	 
<p><b>Teacher Reflections</b></p>		

**Ways of Life in Asia, Africa, or Australasia****Cluster 3—Connecting and Reflecting****Student:**

Using your “Ways of Life in Asia, Africa or Australasia” portfolio, reflect on the various factors that affect ways of life in the country you studied, and describe how your attitudes toward that part of the world have changed.



BLM: Ways of Life in Asia, Africa or Australasia — Connecting and Reflecting

**Teacher Reflections**