

Canada in the Contemporary World

Canada: Opportunities and Challenges

GRADE  
9  
4  
CLUSTER





# **Cluster 4**

## **Learning Experiences: Overview**

### **9.4.1 A Changing Nation**

KL-026 Analyze current Canadian demographics and predict future trends.

KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.

*Examples: education, health care, social programs, communication, transportation...*

VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

### **9.4.2 Engaging in the Citizenship Debate**

KC-014 Describe current issues related to citizenship in Canada.

KC-015 Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.

KI-022 Analyze current issues surrounding Canadian culture and identity.

VC-003 Be willing to engage in discussion and debate about citizenship.

### 9.4.3 Social Justice in Canada

KI-023 Identify possible ways of resolving social injustices in Canada.

KL-027 Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.

KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.

*Examples: homelessness, child poverty, health care, education, nutrition...*

VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land.

### 9.4.4 Taking Our Place in the Global Village

KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.

KG-041 Give examples of contributions of various Canadians to the global community.

*Include: arts and science.*

KG-042 Describe Canada's responsibilities and potential for leadership regarding current global issues.

*Examples: refugees, international development, environmental stewardship, military defence...*

KP-047 Identify opportunities and challenges regarding Canadian-American relationships.

*Examples: protection of national sovereignty, trade, defence, environment...*

VL-007 Be willing to make personal choices to sustain the environment.

VG-013 Value Canada's contributions to the global community.

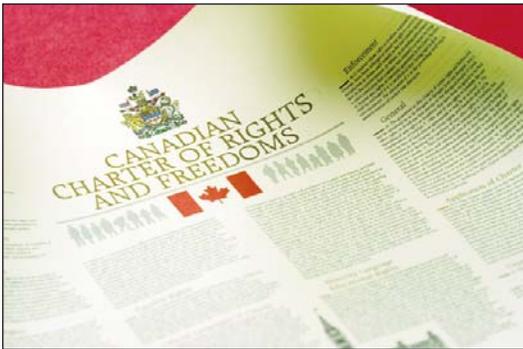
*Examples: humanitarian, artistic, scientific, environmental...*

VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

## 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 explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.



**Engaging Students in the Cluster**

- Display a map of Canada illustrating inter-provincial/territorial migration trends in the recent past.
- Display a world map illustrating images and locations of current world events.
- Begin a class by playing ‘20 Questions’ about current events using the cue “I am thinking of \_\_\_\_.” Students use clues to discover the answer, such as “Is it a political event? – a military event? – a natural calamity? – an environmental issue? – a foreign aid event? – an entertainment event? – etc.?”
- Display graphs illustrating international demographic issues (e.g., population growth rates, educational levels, health care availability...).
- View video clips related to Canada’s social-welfare system.
- Arrange a class volunteer visit to a food bank or shelter.
- Display maps illustrating Aboriginal treaty locations in Canada.
- Create a display illustrating environmental issues and Canadian involvement or inaction.
- Create a pictorial display of Canadians who have made significant contributions to improved quality of life at the international level.
- Create a fantasy pictorial display depicting lifestyles and products in the future.

**Learning Experiences**

**9.4.1 A Changing Nation**

**9.4.2 Engaging in the Citizenship Debate**

**9.4.3 Social Justice in Canada**

**9.4.4 Taking Our Place in the Global Village**



### 9.4.1 A Changing Nation

- KL-026 Analyze current Canadian demographics and predict future trends.
- KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.  
*Examples: education, health care, social programs, communication, transportation...*
- VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

#### Enduring Understanding

Population change, technological development, and evolving social values have a continuing impact on quality of life in Canada.

#### Description of the Learning Experience

Students examine Canadian demographics, study examples of technological and social change in modern Canada, and make predictions about future trends in Canadian society.

**Vocabulary:** demographics, quality of life, universal health care (See Appendix E for Vocabulary Strategies.)

### 9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
	KL-026 KH-033 VH-010	<p><b>Activate</b></p> <p>As a class, students discuss the meaning of the word <i>demographics</i> (i.e., the description of the characteristics of populations, population distribution, and population change). In collaborative groups, students generate a set of five hypotheses that describe Canada’s population today, and one hypothesis about a future trend in Canada’s population. Groups share and explain the reasons for their hypotheses, retaining them for later verification through their research.</p>
	KL-026 KH-033 VH-010	<p style="text-align: center;">or</p> <p>Students record the number of siblings in their immediate family, in their parents’ families, in their grandparents’ families, and in their great-grandparents’ families, if known. Students gather in collaborative groups to combine and interpret their information. Each group presents their information on a chart and analyzes the demographic trend they see emerging. The class discusses possible reasons for any trends they observe in changing family sizes over generations.</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KL-026 KH-033 VH-010	Students generate questions to survey the school or community, asking students to identify how many family members over two or three generations lived in rural or in urban environments. Students design a one-page form or template for gathering and recording data, and each student is assigned a class or a minimum number of people to survey. When the survey is complete, students combine their data in a collective graph or chart and analyze any trends that are evident in the urban/rural population split. The class discusses whether they think results would be similar to those of the Canadian population as a whole, and generates hypotheses about future trends in rural/urban population distribution.
— or —		
	KH-033 VH-010	As an Admit Slip, students present to the class information about a person who has been responsible for a product, idea, or achievement that has positively influenced quality of life in Canada (e.g., Banting and Best – insulin; Tommy Douglas – medicare; Lester Pearson – peacemaking...). The class discusses which achievements or developments have had the most positive ongoing impact on quality of life.
— or —		
 	KL-026 KH-033 VH-010	Collaborative groups of students create a collage, using words and images from newspapers and magazines, to depict what the term <i>quality of life</i> means to them. Students should plan the layout of the collage to clearly represent a wide variety of elements that they see as contributing to a better quality of life in Canada (e.g., personal, material, social, cultural, environmental, educational, and political...). Groups display their collages and discuss the role of social and technological change in enhancing quality of life.
— or —		
 	KL-026 KH-033 VH-010	Students read quotes about future trends in Canada and select one of the quotes to illustrate as a political cartoon. Students should ensure that their cartoon clearly reflects the meaning of the quote and expresses their personal opinion. Gathering in collaborative groups, students exchange and critique their cartoons.
		 BLM: Thoughts on Canada’s Future
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-026 KH-033 VH-010	<p>Students engage in an Internet search to find Canada's human development index (HDI) ranking as determined by the United Nations Human Development Report (suggested key words for the search: Canada ranking United Nations Human Development Report [current year]). The class discusses factors that place Canada among the best places in the world to live (e.g., literacy, education, health care, social programs, communication, transportation, economy, environment...).</p> <p>TIP: Explain to students that the HDI is based on life expectancy, adult literacy, and average income. Encourage students to analyze how health care, social programs, and employment can help contribute to enhancing these human development factors.</p>
	KL-026 KH-033 VH-010	<p><b>Acquire</b></p> <p>Collaborative groups of students view the provided chronology of events in the development of health and social security programs in Canada. They select two developments they consider to be the most significant, and create illustrated markers for the wall timeline, including a brief explanation of their importance to Canadian quality of life. They also prepare two additional markers representing their predictions of what the status of these two selected developments will be when they are 30 years old. The timeline is extended into the future to include the students' predictions. The class discusses whether they find the predictions to be well-founded, based on current trends in Canada.</p> <p>TIP: Encourage students to make connections to historical events in Canada's past that precipitated social change, and to consider present population trends (e.g., aging population, low birth rate...) as they generate hypotheses about the future.</p> <p> BLM: Social Security Timeline in Canada (2 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KL-026 KH-033 VH-010	<p>In a Jigsaw collaborative research activity, groups of students consult the Statistics Canada website to collect and share data on changes in Canadian population composition and current demographic trends. Student members from each home group meet in “expert groups” to collect data on a particular topic, such as:</p> <ul style="list-style-type: none"> <li>• Ethnic composition</li> <li>• Urban/rural residence</li> <li>• Family size</li> <li>• Education</li> <li>• Income</li> <li>• Health</li> <li>• Age</li> <li>• Life expectancy</li> <li>• Work</li> <li>• Social welfare</li> <li>• Technology</li> <li>• Leisure and travel</li> </ul> <p>Each expert group prepares a chart of the data they collected on their topic, and develops a series of four to five statements that interpret current trends and make future projections. Students then reconvene in their home groups to share their information. Each home group synthesizes the information in the form of a “myth or reality” quiz on Canadian population and demographic trends. The quizzes are exchanged among groups, and the answers are verified based on the statistical research gathered by the expert groups. Students may also use their research to refine, confirm, or re-evaluate the projections they have included on the wall timeline.</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>
or		
 	KL-026 KH-033 VH-010	<p>Students interview their grandparents and/or parents about what they considered to be the most important elements of quality of life when they were young. Students represent the results of their interviews by designing an illustrated poster that compares past and present quality of life in Canada. The posters are displayed for viewing and the class discusses the factors that have produced the most significant changes in quality of life over two or three generations, including social and technological factors.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KH-033 VH-010	<p>Students research the history of the increasing influence of a technological, scientific, or social invention or innovation that has had a profound effect on Canadian society and quality of life (e.g., television, automobile, computer, Internet, communicable disease vaccinations, insulin, MRI machine, cancer research...). Students prepare an oral report on their selected topic, explaining the significance of the innovation and extrapolating as to future innovations that may have a similar ongoing impact on quality of life.</p> <p>TIP: As an alternative to this activity, students may research a Canadian individual who initiated or invented an item that had a significant effect on Canadian society (refer to BLM 9.4.1c for possible ideas).</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: Canadian Innovators</p>
— or —		
	KL-026 KH-033 VH-010	<p>Students view a video or a television investigative report on a topic such as Canadian demographic and social trends, the impact of new technologies on Canadian society, or the future of social programs in Canada. Following the viewing, students discuss the positive and negative aspects of Canada's social security network. In a guided class discussion, students generate ideas as to future scientific or technological developments, social change, and demographic trends that will influence social programs in Canada.</p> <p>NOTE: A suggested video is <i>The Future of Canada's Social Programs</i> (1993), Canadian Council for Social Development, Publications: &lt;<a href="http://www.ccsd.ca/ubs/publicat/fcsp.htm">www.ccsd.ca/ubs/publicat/fcsp.htm</a>&gt;. As well, CBC Archives also has possible topics with video and radio clips at &lt;<a href="http://archives.cbc.ca/index.asp?IDLan=1">http://archives.cbc.ca/index.asp?IDLan=1</a>&gt;.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 8</p>	<p>KL-026 KH-033 VH-010</p>	<p>Students gather news articles, investigative reports, or editorials that deal with Canadian demographic change, social change, or technological change. Using the provided model, students prepare an article analysis of one or two selected articles and share them with their peers.</p> <p>TIP: Students may be asked to select and organize their articles and analyses in a Media Scrapbook. Alternatively, article analyses may be briefly presented at the outset of each class and posted on a collective bulletin board about social and technological change in Canada.</p> <p> BLM: Article Analysis</p>
or		
 <p>Appendix A Skill 11a</p>	<p>KL-026 KH-033 VH-010</p>	<p>Using print and electronic resources, students gather data about the age distribution of the Canadian population in the present and in the past (students may select a particular year since the beginning of the 20th century, depending on the data available, to compare with current or recent data). Students create an age pyramid for the current population data, the date for the selected past year, and for a projected reality 20 years in the future. Students compare their age pyramids in groups, considering which projections they see as the most realistic, and discussing the possible social and economic effects of an aging population.</p> <p>TIP: Before students begin their research, view and analyze an example of an age pyramid together as a class. Encourage students to make connections between the demographic change portrayed in the age pyramid and historical events and influences of the time. Establish with the students a set of descriptive criteria for the creation of clear, readable, accurate, and attractive graphs to visually represent quantitative data. Statistics Canada has many resources for teachers, including an animated population pyramid at <a href="http://www.statcan.ca/english/kits/animat/pyca.htm">www.statcan.ca/english/kits/animat/pyca.htm</a>, and other demographic-related resources at <a href="http://www.statcan.ca/english/kits/animat/pyone.htm">www.statcan.ca/english/kits/animat/pyone.htm</a>.</p>
<b>Teacher Reflections</b>		

**9.4.1 A Changing Nation**

Assessment	Outcomes	Strategies
 	KL-026 KH-033 VH-010	<p><b>Apply</b></p> <p>Students perform a role-play of a public consultation based on the model of the Romanow Commission on the Future of Health Care in Canada. Before the role-play, students read the provided background information and gather information on the history of Medicare and the process of public consultations in a federally commissioned study. Students each prepare in advance a role-play outline describing the character they will portray (e.g., single mother of three young children in a rural centre; middle-aged male suffering from a chronic debilitating condition...) with background details and a position statement on the issue. Following the consultation, students debrief and draw their personal conclusions on the topic.</p> <p>TIP: Consult Teacher Note 7 (TN-7) for information on role-plays. Establish an impartial chair to the consultation and describe the topic to be considered (i.e., What should the government be doing to ensure that all Canadian citizens have equal access to health care service without financial burden?). Establish an agenda and time limits for the consultation role-play (i.e., initial briefing: three minutes; followed by questions and answers: ten minutes; followed by citizen submissions: maximum two minutes each; followed by open discussion presided by impartial chair: five minutes).</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: Public Consultation on Health Care (2 pages)</p> <p> Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)</p>
	<b>or</b>	
 	KL-026 KH-033 VH-010	<p>Collaborative groups of students gather information about the progressive urbanization of the Canadian population since the beginning of the 20th century. They create a photojournalistic poster representing the social and economic impact of urbanization, making projections into the future about this demographic trend. Posters are displayed and viewed in a Gallery Walk of “Urban Places and Canada’s Future.” Students discuss the benefits and disadvantages of living in an increasingly urbanized country.</p> <p>TIP: Students may also develop timeline markers for the wall timeline that describe and predict demographic trends toward urbanization.</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>	

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 <p>Appendix A Skill 3c</p>	<p>KL-026 KH-033 VH-010</p>	<p>Students participate in a team debate or deliberation on a question related to social, technological, or demographic change in Canada. Some examples of topics are the following:</p> <ul style="list-style-type: none"> <li>• Should everyone be provided with the opportunity of a university education?</li> <li>• Will technology eventually resolve most of the health and social welfare problems we now have in Canada?</li> </ul> <p>All students participate in formulating a contentious resolution for the debate. Following the debate, students reflect on the position they found to be the most convincing and the most solidly grounded in research information.</p>
— or —		
 <p>Appendix A Skill 10c</p> 	<p>KH-033</p>	<p>Collaborative groups of students design a prototype for an innovative technological product that will enhance quality of life in Canada. Groups create a model of their product and a concept for an advertising campaign to promote it to the Canadian population. Students present their products to the class and other invited guests, if desired, providing a rationale for the product and a brief description of the target demographic group. Following the presentations, students assess the creativity and feasibility of the proposed products.</p>
— or —		
 <p>Appendix A Skill 9g</p> 	<p>KL-026 KH-033 VH-010</p>	<p>Collaborative groups of students create a realistic Canadian newspaper for a designated date 20 to 30 years in the future. Students should plan the elements of the newspaper to include lead articles that reflect realistic projections of future demographics, social change, and technological change. Students exchange newspapers with other groups and assess how realistically they portray Canadian society based on what they have learned in this learning experience.</p>
— or —		
 <p>Appendix A Skill 3b</p>	<p>KL-026 KH-033 VH-010</p>	<p>Students gather information on the cost of post-secondary education and the assistance available to college and university students in Canada. Based on their findings, students propose what types of government strategies or programs could help to provide greater accessibility to post-secondary education, particularly to groups who may presently be excluded or under-represented (e.g., indigent people, single parents, people with disabilities, women in traditionally male fields, Aboriginal persons, recent immigrants who do not speak English or French...). Students present their proposals to the class for a discussion on whether they believe them to be realistic.</p>



### 9.4.2 Engaging in the Citizenship Debate

- KC-014 Describe current issues related to citizenship in Canada.
- KC-015 Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
- KI-022 Analyze current issues surrounding Canadian culture and identity.
- VC-003 Be willing to engage in discussion and debate about citizenship.

#### Enduring Understanding

Citizenship in Canada is a constantly evolving concept, and engages people in public debate about culture, identity, responsibilities, rights, and freedoms in civil society.

#### Description of the Learning Experience

Students analyze and debate issues related to citizenship, the Charter of Rights and Freedoms, and culture and identity in Canada. They assess their own level of engagement as informed, active, democratic citizens.

**Vocabulary:** civil society, civic responsibility, regionalism, cultural identity, national identity (See Appendix E for Vocabulary Strategies.)

### 9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
 	KC-014	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm a list of words to create a Word Splash on the concept of citizenship. After they have completed their lists, groups exchange their word lists with another group. Each group then collectively generates an expository paragraph on the subject of citizenship using the Word Splash they have been given. A group spokesperson reads the paragraph aloud and students respond to the perspectives presented.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-015	
	KI-022	
	VC-003	
<b>Teacher Reflections</b>		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KC-014 KC-015 KI-022 VC-003	<p>Collaborative groups of students brainstorm and record ideas in a two-column list showing the qualities of the ideal citizen, and examples of Canadians whom they believe to be model citizens. Examples should include local, national, and international figures representing Canadian citizens, including people in their school or community who demonstrate exemplary citizenship. Groups share their charts with the class, explaining the reason for their choices.</p> <p>TIP: Provide key-word prompts as needed to provide parameters for the brainstorm (e.g., culture, identity, issue, Charter, rights, responsibilities, debate...).</p>
— or —		
	KI-022 VC-003	<p>Students sort the provided list of names of exemplary Canadian citizens into categories, identifying the achievements for which they are known. Possible categories include Arts and Culture, Sports and Entertainment, Politics, Technology and Science, and Human Rights. Students verify the accuracy of their predictions and the class seeks to arrive at a consensus about a top-10 list of exemplary Canadians, and discuss how these people have contributed to Canadian culture and identity.</p> <p>TIP: Students may be asked to follow up this activity by conducting a web search to find photos of the Canadians on the list, or to find additional names to add to the list.</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: Some Great Canadians (2 pages)</p>
<b>Teacher Reflections</b>		

## 9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
	KC-014 KC-015 KI-022 VC-003	<p><b>Acquire</b></p> <p>Pairs of students research and prepare a persuasive speech in response to the question “Who Is the Greatest Canadian?” In their speeches, students must demonstrate that the person they are recommending exemplifies and upholds all the key characteristics of active democratic citizenship. Following the speeches, the class votes on which presentation they considered to be the most persuasive. TIP: Visit the <i>Who Is the Greatest Canadian?</i> website at &lt;<a href="http://www.cbc.ca/greatest">www.cbc.ca/greatest</a>&gt;. (Note: this site includes a downloadable teacher guide and activities.)</p>
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students create a set of double-sided trading cards or business cards for their top-20 great Canadians. On one side, they include the name, a portrait or photograph, and date of birth of the Canadian in question; on the other side, they include details of his or her main accomplishments and a brief explanation of how this person exemplifies citizenship and contributes to civil society in Canada. Students display their cards and select two of their most unusual choices to present to the class.</p> <p>TIP: A critical aspect of this activity is helping students distinguish fame from exemplary citizenship, and to encourage students to select individuals whose accomplishments directly reflect the qualities of civic responsibility and commitment to democratic values.</p>
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students gather news articles or editorials that refer to the Canadian Charter of Rights and Freedoms. They select a series of eight to ten articles in a media scrapbook about current and ongoing challenges and opportunities related to the Charter, and, using the provided template, analyze each article.</p>
		 BLM: Media Analysis Form: Charter Issues
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-014 KC-015 KI-022 VC-003	Students read the provided extract from the Manitoba social studies curriculum that describes the qualities of citizenship, as well as the challenges and opportunities faced by Canadian citizens (see BLM 9.4.2c). Students create a set of descriptive criteria to be used as a self-assessment guide for citizenship. Students then exchange their questionnaire with a partner and complete the one they receive as a self-evaluation. Partners discuss their results, helping one another to identify areas of strength and weakness.   BLM: Goals of Citizenship Education (3 pages)
or		
	KC-014 KC-015 KI-022 VC-003	Students read the goals of citizenship education provided in BLM 9.4.2c, and generate a list of the ongoing issues faced by Canadians, ranking them on their personal importance. For each of the top-5 issues on their list, students find a newspaper or media report directly related to that issue. Students share their articles in collaborative groups, discussing possible ways of addressing these issues while respecting the Canadian Charter of Rights and Freedoms.   BLM: Goals of Citizenship Education (3 pages)
or		
	KC-014 KC-015 KI-022 VC-003	Using print and electronic resources, including current media, pairs of students gather a collection of quotes about the challenges and opportunities of Canadian citizenship, culture and identity, and the Charter. Using Think-Pair-Share, students analyze and respond to the quotes they have selected, arranging them in a portfolio according to key concept, and including a short personal response to each quotation.  TIP: Discuss with students the following criteria for the portfolio before they begin to design it: <ul style="list-style-type: none"> <li>• Cite sources in detail.</li> <li>• Indicate who is speaking.</li> <li>• Name the subject or concept being discussed.</li> <li>• Describe the context of the quotation.</li> <li>• Analyze the perspective taken on the subject.</li> <li>• Express your own point of view on the subject.</li> </ul>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

**9.4.2 Engaging in the Citizenship Debate**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students plan and conduct a survey of the school and their families to gather information about the attitudes and values of Canadians with respect to the responsibilities and rights of citizenship and the meaning of culture and identity in Canada. The class develops a set of 10 statements with multiple-choice gradient responses (“Strongly agree” to “Strongly disagree”) for all students to use in the survey. The survey may include statements such as:</p> <ul style="list-style-type: none"> <li>• <i>Being Canadian is an important part of my culture and identity.</i></li> <li>• <i>The most divisive issue in Canada today is the question of Québec sovereignty.</i></li> </ul> <p>Students combine their responses in a collective graph and write a short individual interpretation of the results.</p>
or		
 	KC-014 KI-022 VC-003	<p>Using print and electronic resources, students research the criteria for receiving the Order of Canada or the Order of Manitoba, and create an electronic brochure or slide show presenting the criteria. Based on the presentations, students discuss predictions about possible future candidates for these awards.</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>
or		
	KC-014 KC-015 KI-022 VC-003	<p>Students research and debate a current citizenship or Charter issue that they feel is important, such as:</p> <ul style="list-style-type: none"> <li>• Should the government have the right to restrict or suspend the rights and freedoms of citizens in times of crisis?</li> <li>• Is graduated drivers’ licensing of adolescents a discriminatory practice?</li> <li>• Should people in prison be allowed to vote?</li> <li>• Should there be a penalty or fine imposed upon citizens who refuse to vote?</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>
<b>Teacher Reflections</b>		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
 	KC-014 KC-015 KI-022 VC-003	Using print and electronic resources, students research current issues related to regionalism in Canada (e.g., Western alienation, Québec sovereignty, federal-provincial relations, economic disparities between regions...). Students create a Mind Map that explains the meaning of the term <i>regionalism</i> and depicts examples of current regional issues. After viewing the posters, students discuss which regional issues they consider to be most critical to Canada’s future.
<b>Apply</b>		
 	KC-014 KC-015 KI-022 VC-003	Students scan a variety of media news sources, and select a variety of divergent points of view, beliefs, and values from editorial comments on current Canadian issues. They cut out the various statements, adding a short explanatory annotation and citing the source details. All of the news clippings are combined in one basket for random selection. Working in collaborative groups of six to eight members, each student in turn draws a statement from the basket, and is given a designated period of time to prepare a persuasive speech in support of the selected point of view. Peers assess the evidence given to support the point of view and the persuasive qualities of the speech.
— or —		
 	KC-014 KI-022 VC-003	Students plan and present a simulated Order of Canada or Order of Manitoba ceremony to a group of invited guests, or to another class. The simulation is designed to be as authentic as possible, based on the example of actual nominees and clarifying the criteria for the award, the protocol to be followed, and the qualities of active democratic citizenship. Following the ceremony, students debrief and discuss the value of various forms of public recognition of citizenship.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**9.4.2 Engaging in the Citizenship Debate**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KC-014 KC-015 KI-022 VC-003	Collaborative groups of students design an advertising campaign intended to persuade people to reflect on Canadian culture and identity, and how the Charter supports culture and identity. Students present their publicity in the form of a videotaped public service announcement for television. Groups may present their announcements to their own class or another class as a sample “test market” group, asking them to assess the effectiveness of the campaign.
— or —		
 	KC-014 KC-015 KI-022 VC-003	Students generate their own version of an oath or affirmation of Canadian citizenship based on what they have learned about the qualities of active democratic citizenship and the issues faced by citizens of Canada in the modern context. The oaths are presented in the form of a role-play or simulated Citizenship Court in which each student participates. Following the ceremony, students debrief, discussing how often they reflect on what being a Canadian citizen means to them.
— or —		
	KC-014 KC-015 KI-022 VC-003	Students generate a series of questions designed to be a citizenship test for newcomers to Canada. The test must reflect the current criteria for citizenship, as well as essential or important knowledge, skills, and values they believe to be requirements for citizenship in Canada as a pluralistic democracy. Students may exchange and complete the quizzes among themselves.  TIP: Following this exercise, discuss with students what they consider to be essential knowledge in order to become an informed citizen.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KC-014 KI-022 VC-003	Students create a model of a Canadian youth who exemplifies Canadian culture and identity (e.g., clothing, language, activities, style, interests, pastimes, entertainment...). The model may be presented as a three-dimensional construction, in multimedia format, or as a poster or comic strip. Students display their models, and comment on how well they represent Canadian culture and identity.  TIP: Encourage students to make use of humour and satire in their representations, and to include references to ongoing issues that preoccupy Canadians.
or		
 	KC-014 KI-022 VC-003	Students collectively develop a set of criteria and a selection process for a “Citizen of the Month” recognition program for their school. They draw up the criteria in the form of a proposal and present it to the student council and staff for approval. The proposal should include a description of what the class’s ongoing contribution will be to the recognition program (e.g., publicity, soliciting nominations...).
or		
 	KC-014 KC-015 KI-022 VC-003	Students organize, promote, and preside over a monthly noon-hour forum on current citizenship issues, to which they invite all school members. As a class, students develop a list of possible discussion topics and solicit volunteers to open up the debate with a position statement. Students present their proposal to student council and staff, and develop possible incentives to encourage widespread participation in the school.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KC-014 KI-022 VC-003	Students organize a garage band competition as a special school assembly. They enlist the support of the student council and staff for the event, charging a small entry fee as a fundraiser in support of a selected Canadian cultural organization.  TIP: As an alternative, this could be a talent day or some other competition. The activity may be planned to coincide with a special national or international recognition day, and may incorporate readings of Canadian poetry or writing, et cetera.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
or		
 	KC-014 KC-015 KI-022 VC-003	Students design an emblem, plaque, or trophy to represent a citizenship award based on the model of the Order of Canada or the Order of Manitoba. Students present their symbols in an oral presentation and display them in a prominent place in the school as part of an initiative to promote Canadian citizenship awareness.
<p><b>Teacher Reflections</b></p>		

## Teacher Reflections



**9.4.3 Social Justice in Canada**

- KI-023 Identify possible ways of resolving social injustices in Canada.

---

- KL-027 Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.

---

- KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.  
*Examples: homelessness, child poverty, health care, education, nutrition...*

---

- VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land.

---

**Enduring Understanding**

Democratic citizenship involves a commitment to social justice, and support for possible solutions to economic inequities and disparities in quality of life.

**Description of the Learning Experience**

Students research examples of social injustice in Canada, such as child poverty, hunger, rights of Aboriginal peoples, and homelessness. They explore and propose alternative means of addressing these issues in order to create a more equitable society.

**Vocabulary:** social justice, inequity, treaty rights, social activism (See Appendix E for Vocabulary Strategies.)

**9.4.3 Social Justice in Canada**

Assessment	Outcomes	Strategies
	KI-023 KL-027 KE-052 VL-006	<p><b>Activate</b></p> <p>Collaborative groups of students use the provided list of key words to scan newspapers, newsmagazines, or Internet news sources for articles and editorials dealing with social justice issues. Groups create an annotated poster that displays the articles they found on the topic. Students circulate to view posters and exchange ideas and impressions of current social justice issues and concerns in Canada.</p> <p style="text-align: center;">            BLM: Social Justice Word Splash         </p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-023 KL-027 KE-052 VL-006	<p>Collaborative groups of students are given a short amount of time (about 15 minutes) to generate a working definition of terms related to social justice in Canada. Students use the Word Splash in BLM 9.4.3a from the previous strategy, and consult dictionaries or other resources as needed, to find key words or quick facts to help them formulate their definitions. As they work on their definitions, students also generate questions that arise about each of the concepts, identifying what ideas they would like to explore in this learning experience. Groups share their definitions and questions with the class, refining their ideas and correcting misconceptions as necessary. Students discuss what might be some of the possible causes of social injustice and economic inequities in the Canadian context, activating what they already know about Canadian society.</p> <p>TIP: Prompt students to generate their definitions based on the Canadian context (i.e., What does poverty mean in Canada?). Students may follow the outline provided in BLM 9.4.3b for this activity.</p> <p> BLM: Social Justice Definitions</p>
or		
	KI-023 KL-027 KE-052 VL-006	<p>Students review the wall timeline of events related to social justice in Canada as developed in previous learning experiences (refer to LE 9.1.2, LE 9.1.4, and LE 9.2.3). Using the timeline, their notes and portfolios, and other resources as needed, small groups of students generate a list of four or five ongoing social justice issues that they see as being critically important to Canadian society, as well as a list of four or five significant steps Canada has taken to address ongoing social justice issues. Groups share their lists with the class, providing reasons for their priority selections and describing the progress Canada has made, and has yet to make, in the area of social justice.</p> <p>TIP: Encourage students to select representative events from the timeline that cover several different categories (e.g., Aboriginal rights, minority rights, economic equity, cultural freedoms...).</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-023 KE-052	Collaborative groups of students brainstorm a list of local organizations that provide social services support in their community. As a full class activity, students combine their lists into one master list, and generate questions they would like to ask these organizations about their work and about the daily realities of social justice in their community.
or		
	KL-027 VL-006	Collaborative groups of students brainstorm what they know about Aboriginal treaties and rights in Canada, and traditional Aboriginal perspectives on the relationships between people and the land. Students record their ideas on chart paper, including both challenges and opportunities. Groups circulate to view the charts in a Carousel activity, suggesting additional ideas by adding sticky notes to the charts created by other groups.  TIP: Provide students with prompts as needed to activate prior knowledge of Canadian history, which they studied in both Grade 5 and Grade 6.
<b>Acquire</b>		
	KI-023 KE-052	Students generate questions in advance, and listen to the presentation of an invited guest speaker from a local organization that works for social justice (e.g., Winnipeg Harvest or a local food bank or soup kitchen, Salvation Army, Social Planning Council of Winnipeg, local community volunteer agencies...). Following the presentation, students write a summary of what they have learned about social issues and poverty in Canada to submit to a local newspaper or the school newsletter.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
 	KI-023 KL-027 KE-052 VL-006	<p>Using print and electronic resources, students research a topic related to social justice in Canada, such as:</p> <ul style="list-style-type: none"> <li>• Child poverty</li> <li>• Access to health care services</li> <li>• Services to persons with disabilities</li> <li>• Gender or sexual orientation</li> <li>• Redress for discrimination against ethnic groups</li> <li>• Homelessness</li> <li>• Literacy</li> <li>• Aboriginal rights</li> <li>• Hunger</li> </ul> <p>Students gather and record notes on the topic, including not only quantitative data but also focusing on options for addressing the issue and providing examples of progressive action taken thus far. Students share their information in collaborative groups and generate a list of “The Best Practices for Social Justice in Canada” to present to the class, in which they summarize the types of actions that have been most effective in promoting social justice. The class discusses other possible alternatives in addressing the social concerns they have examined.</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>
— or —		
 	KL-027 VL-006	<p>Collaborative groups of students use the provided note-taking frame to research the period of the signing of the Numbered Treaties in Western Canada, and present their summary of issues related to treaty rights and land rights.</p> <p>TIP: Provide students with background information on Aboriginal perspectives on the land and use of the land, as needed for this activity. Refer to Teacher Note 8 (TN-8) for background information on the philosophy of indigenous peoples that underlies land claims and other indigenous rights pertaining to the land.</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: Numbered Treaties (3 pages)</p> <p> Appendix H: Teacher Notes: Aboriginal Perspectives on the Land (3 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KL-027 VL-006	<p>Collaborative groups of students read excerpts from the United Nations Draft Declaration on the Rights of Indigenous Peoples (1994) pertaining to land use, traditional relationships with the land, treaty rights, cultural rights, and self-determination rights. Using the rights identified in the Draft Declaration as a guideline, students generate a list of actions taken in Canada in support of the rights of indigenous peoples. Students present their lists to the class and create a master list of actions. The class uses the master list as a springboard for discussion about possible future or ongoing actions that would support Aboriginal rights in Canada.</p> <p>TIP: BLM 9.4.3d contains sample excerpts that are most relevant to the concepts of this learning experience from the 45 articles of the Draft Declaration. Each group could be assigned one or two of the representative articles to read, analyze their meaning, and find examples of supporting actions in Canadian society. The complete text of the Declaration can be found by following the link provided below.</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>9.4.3d</b> BLM: Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples (3 pages)</p>
or		
 	KI-023 KL-027 KE-052 VL-006	<p>Students discuss what is meant by the term <i>social activism</i> and propose examples of gestures and actions that are peaceful forms of social activism (e.g., demonstrations, boycotts, protest songs, letters to the editor or to elected officials, speeches, protest marches, civil disobedience...). Following the discussion, students seek information on a social activist in Canada and note her or his contributions in a poster called “The Power of One.” The posters are displayed for viewing and students discuss ways in which one individual can be effective in promoting social change.</p> <p>TIP: Encourage students to include examples of youth taking a stand on social justice issues in Manitoba or in their local community. Visit Craig Kielburger’s <i>Free the Children</i> website at &lt;<a href="http://www.freethechildren.com">www.freethechildren.com</a>&gt; for excellent ideas related to student activism.</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>
<b>Teacher Reflections</b>		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KI-023 KE-052	Students read information on the Manitoba Teachers' Society website about the criteria and winners of the Young Humanitarian Awards. Based on their reading, they generate a list of possible student action or involvement in support of social justice in their community. They present the list of possibilities to the student council for their consideration.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
— or —		
	KL-027 VL-006	Students attend a Treaty Day Celebration, a National Aboriginal Day celebration, Métis Days, or another Aboriginal festival in the local community. Following the field trip, students discuss what they learned about the continuing importance of treaties and Aboriginal rights in First Nations communities and about traditional Aboriginal perspectives on relationships to the land.
		
<b>Apply</b>		
	KL-027 VL-006	Students find examples of stories of Aboriginal Elders pertaining to the land and the natural resources of the land. The stories are shared with the class in a Readers' Theatre format. Following the reading, students discuss what the stories told them about Aboriginal perspectives on the land and how these perspectives differ from those that are oriented to development, economic growth, and industrialization. Students brainstorm possible common ground and alternative approaches to dispute resolution related to land and treaty issues.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KI-023 KE-052	<p>Students visit The Winnipeg Foundation “Youth in Philanthropy” website and, as a class, explore involvement with this organization.</p> <p>TIP: This program introduces high school students to philanthropy and community development. It begins in September each year, when participating schools form Youth Advisory Committees. The committees are each allocated \$5,000 to distribute to charities of their choice. Students first discuss their values and the goals of their committees. They then begin researching potential charities, conducting interviews and going on site visits in the community. Each Youth Advisory Committee then considers the input of each student and decides how to allocate the group's grants, and presents written recommendations to the Board of The Winnipeg Foundation for final approval.</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>
or		
 	KL-027 VL-006	<p>Students create an illustrated children’s book based on an Aboriginal story of the land, and present the book to students in an earlier grade.</p> <p>TIP: Students should consult examples of Aboriginal art in Western Canada in order to be as authentic as possible in their representation of the story.</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>
or		
 	KI-023 KE-052	<p>Students select and contact a local community service organization that helps provide people with food and shelter. They plan and carry out a commitment to dedicate volunteer time to the organization as required.</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KI-023 KL-027 KE-052 VL-006	Collaborative groups of students create a multimedia presentation designed to raise awareness about a contemporary social justice issue in Canada (e.g., homelessness, child poverty, health care in remote communities, child hunger, Aboriginal rights, discrimination against ethnic minorities...). The presentation should provide information about the extent of the problem as well as individual and group initiatives to address the problem. Students may present some examples of their presentations in a special school assembly, at a student council meeting, or at a forum with invited guests from the community. Students may follow up the presentation by chairing a round table discussion on the question “What can we do to address this issue?”
<p><b>Teacher Reflections</b></p>		



**9.4.4 Taking Our Place in the Global Village**

KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.
KG-041	Give examples of contributions of various Canadians to the global community. <i>Include: arts and science.</i>
KG-042	Describe Canada’s responsibilities and potential for leadership regarding current global issues. <i>Examples: refugees, international development, environmental stewardship, military defence...</i>
KP-047	Identify opportunities and challenges regarding Canadian-American relationships. <i>Examples: protection of national sovereignty, trade, defence, environment...</i>
VL-007	Be willing to make personal choices to sustain the environment.
VG-013	Value Canada’s contributions to the global community. <i>Examples: humanitarian, artistic, scientific, environmental...</i>
VE-018	Be willing to consider ethical questions related to sharing wealth and resources.

**Enduring Understanding**

As a stable and peaceful middle power, an industrialized nation, and a culturally diverse democratic state, Canada has the potential to assume an increasingly significant leadership role in the global community.

**Description of the Learning Experience**

In this culminating learning experience, students engage in role-plays, simulations, and debates as they consider and celebrate Canada’s humanitarian, artistic, scientific, diplomatic, economic, and environmental responsibilities and roles in the global community.

**Vocabulary:** environmental stewardship, sustainability, international development, national sovereignty, multilateralism (See Appendix E for Vocabulary Strategies.)

**9.4.4 Taking Our Place in the Global Village**

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KL-028	<p><b>Activate</b></p> <p>Using Think-Pair-Share, students develop, in their own words, a working definition of the term <i>national sovereignty</i>, consulting dictionaries and other resources as needed. Students present their definitions to the class. In a guided plenary discussion, the class considers the potential erosion of national sovereignty in the context of a global village that has increased interdependence, economic globalization, concerns for international security, and instant electronic communications.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-041	
	KG-042	
	KP-047	
	VG-013	
	VE-018	

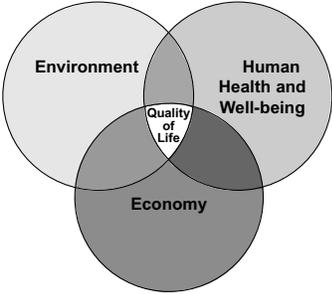
9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Students brainstorm a list of the qualities and characteristics Canada is known for on the international stage, including Canadians who have made remarkable contributions to the global community. Ideas are recorded on a graffiti wall that summarizes the Canadian role in the global community. Students may include headline clippings, photographs, symbols, or other images that pertain to the topic. The graffiti wall may be used throughout this final learning experience, and added to and refined as appropriate.</p> <p>TIP: This activity may be prepared by covering a wall with paper and assigning different sections to collaborative groups. Encourage students to consult their course notes in order to access all their learning about contemporary Canada. Provide them with prompt words as needed in order to consider a wide variety of fields of endeavour, such as the following:</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Arts</li> <li>• Military engagement</li> <li>• Communication</li> <li>• Culture</li> <li>• International relations</li> <li>• Diplomacy</li> <li>• Human rights</li> <li>• Humanitarian support</li> <li>• Science</li> <li>• Democratic values</li> </ul>
or		
	KL-028 KG-042 KP-047	<p>Students are given an outline map of Canada without any political borders. They are asked to draw on the map the international borders that define the sovereign Canadian territory, indicating:</p> <ul style="list-style-type: none"> <li>• How much of the ocean space is part of Canadian territory?</li> <li>• To whom does the Northwest Passage belong?</li> <li>• Where does Canadian airspace begin and end?</li> <li>• Who controls the border areas between Canada and the United States?</li> <li>• To whom do the waterways and resources of the Great Lakes belong?</li> <li>• How does Canada regulate cross-border environmental issues regarding resources, such as air, water, fisheries, minerals, energy, et cetera?</li> </ul> <p>Students draw in their borders, using a legend to explain any symbols used. Students defend their borders in collaborative groups, discussing why they placed them as they did and what means should be used to control and regulate transnational border issues.</p> <p>Following the discussion, groups of students consult print and Internet resources to verify and correct their predictions.</p> <p style="text-align: center;">                      BLM: Outline Map of Canada                 </p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**9.4.4 Taking Our Place in the Global Village**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KG-041 KG-042 KP-047 VG-013	<p>Pairs of students are given the following list of acronyms of international organizations to which Canada belongs, and are asked to generate the title of the organization and the logo, flag, or symbol representing the organization. Students then consult the websites of the organizations to verify and, if necessary, correct their hypotheses.</p> <p>TIP: Students will find the Google Images search function very useful in their search for names and symbols.</p> <p> BLM: Acronyms of International Organizations (4 pages)</p> <p> BLM: Acronyms of International Organizations—KEY (4 pages)</p>
	— or —	
 	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students read and interpret a series of quotes about Canada’s role in the global community. After ensuring that all members of the group understand the intended message of the quotes, the group transforms each quote into a headline and sub-heading or lead sentence for the world news page of a national newspaper. Groups use desktop publishing software to create their news pages, and post them so the class may circulate to view and respond to the various choices that were made, as well as the placement of headlines.</p> <p>TIP: Help students observe and analyze examples of headlines and lead sentences. Remind them that the headline should be short, attention-getting, and usually include a verb. It should answer “Who?” or “What?” and the subheading line or lead sentence should briefly clarify the title by adding other essential details (Who-What-When-Where-Why-How?). Remind students to make decisions about placement, order, heading size, and wording based on the message they wish to convey.</p> <p> BLM: Canada in the Global Village (3 pages)</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
 	KL-028 KG-042 KP-047 VL-007 VG-013	<p>Pairs or triads of students create a diagram to represent their understanding of the terms <i>stewardship</i> and <i>sustainability</i>. Students share and explain their diagrams in collaborative groups, noting similarities and reviewing what they already know about sustainability and stewardship. In a general classroom discussion, student misconceptions are clarified and the meaning of sustainability is reviewed. Students suggest examples of current issues they know of related to sustainability, and suggest how they can support sustainability and environmental stewardship in their schools and their daily lives.</p> <p>TIP: Students may begin by brainstorming words they associate with sustainability (e.g., climate change, environment, society, quality of life, economy, industry, interdependence, future generations, natural resources, reduce, reuse, recycle...). They may then create their diagram by generating concrete symbols or analogies to represent the ideas suggested in the brainstorm.</p> <p>Note that Manitoba Conservation (1999) has the following definition of sustainable development:</p> <p>“Sustainable Development is an approach to daily decisions that integrates probable consequence to the environment, the economy, and human health and well-being. It is a way of making decisions that balances the needs of today without sacrificing the ability of future generations to meet their own needs.”</p> <p>(Manitoba Education and Training, <i>Education for a Sustainable Future 1</i>)</p>
	 <p style="text-align: center;">Sustainable Development</p>	
 	KL-028 KG-041 KG-042 KP-047 VG-013	<p><b>Acquire</b></p> <p>Students select an outstanding Canadian contributor to the world community from any field of endeavour, and use print and electronic resources to research that individual and his or her global contributions. Students may use BLM 9.4.4c to organize and record their notes on the selected individual.</p> <p>TIP: Remind students that the chosen individual must have made a contribution of a global nature. Advise them that their research may later be used as the basis for a role-play. Students may refer to lists of prominent Canadians in previous learning experiences, consult websites, or consult Canadian news magazines such as <i>Maclean's</i> and <i>Time Canada</i>.</p> <p style="text-align: center;">  BLM: A Remarkable Canadian                 </p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KL-028 KG-042 VL-007 VG-013 VE-018	<p>Students are divided into five groups, each representing an element of nature (air, water, earth, flora, and fauna). Each group finds a news article about a current issue regarding stewardship and environmental responsibility that affects their assigned natural element. The groups analyze the issue as described in the article, and gather information about Canada’s role in addressing the issue. Based on the information gathered, each group prepares and presents a report card in which they assess and grade Canada’s effort and involvement regarding sustainability, environmental stewardship, and global responsibility.</p> <p>TIP: Guide students in developing descriptive criteria for the sustainability “report card,” and to assess their own ecological responsibility using the report card they created.</p>
— or —		
	KL-028 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Students conduct a web search of federal government websites to find two examples of Canadian initiatives that support sustainability and global environmental stewardship. For each of the two initiatives, students analyze the benefits or protection provided to the environment, the economy, and social health and well-being in Canada and in the world. Students may use BLM 9.4.4e to guide their analysis. Students share their ideas in cooperative groups, discussing how they can support these initiatives in their daily lives and local communities.</p> <p>TIP: Students may also choose to include an example of a Canada-based international environmental organization such as the David Suzuki Foundation or Greenpeace.</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: Environmental Initiatives</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Using print and electronic resources, students research a global organization in which Canada or Canadians play an important role (i.e., humanitarian, environmental, political, justice, economic, sports, or cultural). Students prepare a poster illustrating the work of the organization, the countries involved, and Canada’s role and possible future contributions. Posters may be displayed for viewing in a “Canada in the Global Community” gallery.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
or		
	KG-042 KP-047 VG-013 VE-018	Students are provided with an in-depth news report dealing with a current issue of global significance. Students read the report aloud in collaborative groups, and complete the provided analysis form. Students then discuss how Canada is involved or affected by the issue, whether Canada should be directly involved, and why we should or should not intervene. Each group presents their summary and recommendations to the class for feedback and discussion.  TIP: Select articles that deal with immediate humanitarian crises, critical or ongoing environmental concerns, or political crises involving armed conflict. Help students access current information on Canadian involvement through federal government and United Nations websites. Encourage students to keep in mind the concept of national sovereignty and the need to respect sovereignty in international interventions.   BLM: Global Issue Analysis
or		
 	KG-041 KG-042 VG-013	Students visit the website of Pier 21, a national historic site in Halifax, to gather information about Canada’s role in providing a place of refuge or a fresh start to immigrants coming to this country. Using the information they gather, students write an illustrated narrative telling a first-person story of an immigrant or refugee, including authentic historical details, the hopes and aspirations of people arriving in Canada, and first impressions of the country and its people. Students share their stories in collaborative groups, and the class discusses the role of Canadian immigration and refugee policies in the development of the country and in the global community.  TIP: Visit Pier 21 at < <a href="http://www.pier21.ca">www.pier21.ca</a> >.
		<i>(continued)</i>
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KG-041 KG-042 KP-047 VG-013 VE-018	Students assemble a media scrapbook of articles that mention Canada and its role in the global village, referring to news sources outside of Canada and from several other countries of the world, including the U.S. and Britain. For each of the articles included, students record the source and date, and underline key words that portray international perceptions of Canada and Canadians. Under each item, students include a caption (possibly humorous) that relates to Canada’s global image and reputation. In a general class discussion, students discuss whether and how media sources reflect Canada’s place in the global community.
— or —		
	KG-041 KG-042 KP-047 VG-013 VE-018	Pairs of students create a Concept Overview that explains the meaning of national sovereignty and includes examples of economic, cultural, and environmental issues that are related to Canada’s sovereignty and its place in a world of increased globalization and international interdependence.
	— or —	
	KL-028 KG-041 KG-042 KP-047 VG-013	Students gather information about Canadian-American international relations and create a two-column illustrated Mind Map that represents both the <ul style="list-style-type: none"> <li>• challenges presented by being a neighbour and ally of the richest and most powerful country in the world</li> <li>• opportunities presented by this relationship</li> </ul> The Mind Map should include one concrete example of a challenge and an opportunity in each of these areas: national sovereignty, culture and identity, trade, defence, and the environment. Students circulate in a Carousel activity to view and respond to the Mind Maps.
		
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
 	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p><b>Apply</b></p> <p>Collaborative groups of students plan a talk show involving outstanding Canadian contributors to the global community discussing current issues in which Canada is involved. Students take on the roles and points of view of the Canadian figures they have researched. The moderator should be an individual who is well-known in the global community (e.g., a United Nations figure past or present), and students should remain in character throughout the interviews and discussions. Students do not need to use a prepared script, but they should plan a list of possible topics and some ideas of positions on these topics before the presentation. The groups may use costumes and props, and each student should include a direct quote from his or her chosen individual in the course of the program. The talk show is presented to invited guests or to another class in the school.</p>
		<p style="text-align: center;">or</p> <p>Students plan and create a collective wall mural entitled “Taking Our Place in the Global Village,” to be unveiled and displayed in a prominent place in the school. Before beginning the design of the mural, students should write a personal reflection about what being a Canadian in the global village means to them. They may then use this reflection to generate ideas for a sketch or outline for the types of images to be included in the mural. Collaborative groups may be assigned portions of the mural, and they each provide an outline of the key ideas and motifs they wish to represent. Work begins once the class has agreed on the overall design. Students carry out the work on a schedule that includes class time and extracurricular time in order to complete it on a schedule they determine. The wall mural is unveiled in a small student-planned ceremony involving invited community guests.</p> <p>TIP: Students may contact local community representatives to request other possible public spaces where they can display their mural, or to seek support for materials and design. Alternatively, students may display their mural as a three-dimensional school float in a community parade or celebration. If this activity is selected as a culminating activity, emphasize advance planning, coordination, and the inclusion of concepts from the entire Grade 9 social studies course.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students prepare a persuasive speech in which they urge the Canadian government to take on an increased leadership role in a specific global issue, such as</p> <ul style="list-style-type: none"> <li>• a humanitarian initiative in Africa</li> <li>• an ecological initiative in support of climate change awareness/action</li> <li>• support for a rebuilding or international development project in a war-affected region</li> <li>• a fair trade initiative with a Central American country</li> <li>• military support in an area of armed conflict</li> <li>• assistance in establishing a democratic electoral process in a developing nation</li> <li>• support for innovative agricultural practices in a developing nation</li> <li>• mediation and the provision of models for intercultural communication and understanding in a multi-ethnic nation</li> <li>• a disarmament proposal</li> <li>• a free trade agreement with a less-industrialized country</li> <li>• support for international health and nutrition programs</li> <li>• sharing expertise or technology for environmentally safe sanitation, waste disposal, or water purification systems</li> <li>• assistance in supporting indigenous peoples and cultures</li> </ul> <p>Students should begin this process by making a list of Canada’s areas of strength, and then selecting a particular issue in which there is a need for support and in which Canada could take on a leadership role. Student should keep in mind the principle of respecting the sovereignty of nations in any proposed international interventions or programs.</p>
or		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	<p>Collaborative groups of students develop a board game in which their ship leaves Canada and travels to various countries of the world to pick up and deliver physical and human resources, including elements of material and non-material culture (e.g., trade goods, arts and crafts, food items, clothing, ideas, philosophies, technologies, people...). The goods, services, and ideas traded must be realistic and the overall goal of the game should be to maximize humanitarian, artistic, scientific, and environmental contributions to the global community. Students invite another class to test and evaluate their board games.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KL-028	<p>Collaborative groups of students seek consensus on five Canadians to nominate to receive the Order of Canada or an international award (e.g., Nobel Peace Prize) in recognition of their contribution to the global community. Students select one individual in each of the following areas:</p> <ul style="list-style-type: none"> <li>• Humanitarian work</li> <li>• The arts</li> <li>• Science and technology</li> <li>• The environment</li> </ul> <p>Groups present a nomination speech for each of their candidates, providing a summary of their global achievements and reasons why their nominee should receive the award.</p>
	KG-041	
	KG-042	
	KP-047	
	VL-007	
	VE-018	
or		
	KL-028	<p>Students participate in a debate or team deliberation regarding a topic related to international trade. Examples include:</p> <ul style="list-style-type: none"> <li>• The benefits of foreign trade outweigh its costs in jobs lost by Canadians.</li> <li>• Free trade with the United States gives Canadians access to a larger and potentially more profitable market.</li> <li>• Canada should increase and not restrict the percentage of trade it has with the United States and Mexico.</li> <li>• Canada should put in place stronger measures to protect itself from cultural and economic domination by the United States.</li> <li>• The industrialized nations with stable economies should forgive the debts of the less-developed nations.</li> </ul> <p>Following the speeches, each student writes an Exit Slip explaining how the debate influenced his or her point of the view on the topic.</p>
	KG-041	
	KG-042	
	KP-047	
	VL-007	
	VE-018	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Collaborative groups of students are assigned to be members of a lobby group with a particular global interest they wish to promote to the federal government, such as <ul style="list-style-type: none"> <li>• protection and admission of refugees</li> <li>• international development</li> <li>• the environment</li> <li>• decreased or increased military involvement in an area of international conflict</li> <li>• scientific research</li> <li>• international cultural or sports events</li> </ul> The remaining class members take on roles as members of the federal Cabinet, and listen to the submissions of each lobby group. Each lobby group plans and prepares a submission requesting federal funding and support for their cause. Following the submissions, the “Cabinet” deliberates and decides which group or groups they will fund, preparing a statement from the Prime Minister and the appropriate Cabinet minister to announce their decision.
	— or —	
	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Collaborative groups of students select an event of international importance they would like to see hosted in Canada (e.g., an international conference, an environmental summit, a World’s Fair, a world sporting event, a United Nations special forum, an international artistic exchange, an international literary convention...). Acting as an executive planning committee for the event, students plan and prepare a proposal in the form of an audiovisual presentation that could be presented to an international decision-making body (e.g., the IOC). The presentation should propose a venue for the event, promote reasons why Canada is the best place in the world to host the event, and provide a general outline of an agenda and special events. Each group presents their proposal to the class and other invited guests for their consideration and response.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	<p>KL-028                      KG-041                      KG-042                      KP-047                      VL-007                      VG-013                      VE-018</p>	<p>Collaborative groups of students prepare a special “future” issue of a Canadian newsmagazine. Set 10 years in the future, the main focus of the magazine is Canada’s enhanced role in international affairs. The magazine should include photographs, interviews, and news articles related to Canada’s contributions to the world community. Article topics should cover the arts, science and technology, diplomatic and trade relations with the United States and other key players in the world community, as well as international development support to less-developed nations. The student newsmagazines should be creative and future-oriented while remaining realistic.</p>
<b>Teacher Reflections</b>		

**Cluster 1—Connecting and Reflecting****Student:**

Using your “Opportunities and Challenges” portfolio, reflect on your learning over this cluster. Describe ways in which you can personally live a more sustainable lifestyle, and explain how your choices will make a difference and contribute to a more sustainable future (socially, economically, and environmentally) for our country and for our planet.



9.4.4 BLM: Canada: Opportunities and Challenges: Connecting and Reflecting

**Teacher Reflections**