



English Language Arts Grade 4 and 5
Math Grade 4 and 5
Social Studies Grade 5
Grade 4 or 5 (high achievers)
Can also be adapted for grades 6, 7, 8.

Respecting
Diversity

Preventing
Prejudice

Living
Respectfully

Unit 7 North versus South—Different Villages

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Unit Plan Objective

This unit will encourage students to examine the role of the Millennium Development Goals (MDGs), through statistical and country analyses, for various countries around the world. Through the study of literature and statistical data, students will develop an awareness of how Canada differs from/is similar to one of the Southern/developing nations on the Canadian International Development Agency's (CIDA) list. Through their study, students will understand how countries differ in terms of education, poverty, hunger, gender, health, population, and access to water.

Note: Lessons that must be taught first would include rounding, writing numbers into words, rate and proportion and percent for the more advanced.

Time

This unit is comprised of 5 lessons and it will take approximately 10 -15 hours, depending upon the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for 5 weeks) as each lesson is intended to cover a two to three hour block of time.

Lesson 5 In the Village Objective

In this culminating activity, students create a book, using a similar format to *If the World were a Village*, to celebrate and demonstrate their understanding of statistical data, the Millennium Development Goals, and the condition of various countries around the world, including Canada. Students will then present and expand their learning's to other division II students in a mini-conference.

Time

This lesson will cover approximately 2-3 hours of class time; it is recommended that the lesson be completed over an afternoon or back-to-back classes if possible.

✂ Materials

- Statistical data collected from Lessons 3 and 4
- Materials to create a book: paper, binding, art materials
- Large paper to create a visual display as well as art materials
- UNICEF Voices of Youth Take Action real life stories (www.unicef.org/voy/explore/mdg/explore_2226.html)
- UNICEF Voices of Youth Take Action spread the word flyers (www.unicef.org/voy/media/LetterAlt3.pdf); (www.unicef.org/voy/media/Letter2.pdf)
- Student Handout 1 Oral Presentation Rubric
- Student Handout 2 In the Village

Getting Started

Knowledge Now

- Take a few moments reacquainting students with what has had the most impact for them in terms of the Millennium Development Goals and the statistical information gained from lessons 3 and 4 (Canadian statistics and other country statistics). Have them think-pair-share and then compile a list as a class.

Engaging Interest

- Read the real life stories from the UNICEF *Voices of Youth Take Action* page. Ask students to journal responses to the following questions: Why do you think those children chose to take action for the Millennium Development Goals? What kinds of barriers do you think they faced or continue to face in their own communities? Which story inspired you the most? Why? Students may share their responses.

Learning Activities

- Students create books titled *In the Village*, symbolizing Canada as well as countries they have profiled in Lesson 4. Divide students into groups, enough for each country to be represented including Canada. Provide students with Handout 2: *In the Village*. Read through instructions as a large group and encourage students to ask questions to ensure clarity.
- Students present their work by reading their books to the class and asking questions.

Assessment/Analysis

- Teachers use the Oral Presentation Rubric to evaluate students' presentations in their story readings (as well as for the mini-conference).
- Have students select the MDG that has made the most impact on them and think of an image/visual they would use to depict this. Students should first sketch their ideas and then do a good copy on good quality large paper using a variety of art materials such as fabric, mosaic pieces, watercolors, felt pens. Following the unit, visuals should go into students' portfolios.

Application

- Students prepare a mini-conference for other division II students. Students present on the Millennium Development Goals and the state of development for countries around the world

(that they have studied). Display items would include all poster presentations as well as their *In the Village* books. Students can utilize the flyers prepared by UNICEF's Voices of Youth Take Action campaign, and/or create flyers of their own.

Activities for Extension and/or Integration

- Students can find out what other children are doing around the world to promote the MDGs, and create other "Take Action" projects for their school and/or community.
- Students can contact various levels of government (letters) to ask them what they know about the MDGs and what they are doing to attain them.
- Students can connect with organizations in their community, such as UNICEF, and can ask them to form a panel discussion for the class/school to examine how various agencies are working to meet the MDGs. They can also find out how children in the community can get involved with the organization.

Subject and Level Learner Outcomes for Subject and Level

Go to www.learning.gov.ab.ca/k_12/curriculum/bySubject/

Grade 5 Social Studies

5.S.1: Students will develop skills of critical thinking and creative thinking

- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas or strategies in situations of individual and group activities

Grade 4 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- compare new ideas, information and experience to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts

1.2 Clarify and Extend

Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

Grade 5 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding

1.2 Clarify and Extend

Consider the ideas of others

- Seek the viewpoints of others to build on personal responses and understanding

Grade 4 Math

Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population

General Outcome: collect first- and second-hand data, assess, and validate the collection process, and graph the data

Specific Outcomes

1. Select a sample or population, and organize the collection of data.
2. Manipulate data to create an interval graph/table for display purposes.
4. Discuss the process by which the data was collected.

Grade 5 Math

Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population

General Outcome: develop and implement a plan for the collection, display and interpretation of data to answer a question

Specific Outcomes

1. Identify a question to generate appropriate data, and predict results
2. Distinguish between a total population and a sample of that population
3. Use a variety of methods to collect and record data
4. Evaluate the graphic presentation of the data to ensure clear representation of the results
7. Discuss the reasonableness of data and results
8. Make inferences to generate a conclusion about the data

Safe and Caring Topics and Concepts

Go to <www.sacsc.ca/lessons/lessonplans/> Click on **Topics and Concepts** and select those that apply to this lesson or unit plan. List these here.

- **Living Respectfully**
 - Examining ways that injustice affects people
 - Respecting and appreciating others' ideas, insights, solutions and contributions
- **Respecting Diversity and Preventing Prejudice**
 - Respecting different points of view builds community and helps to prevent or resolve conflict
 - Studying different cultures, religions and lifestyles in society and in the school

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca/Resources _Strategies.htm	<ul style="list-style-type: none"> • Think-pair-share • Mini-conference 		

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Literature • Writing a book 	<ul style="list-style-type: none"> • Cross Grade Peer Teaching 	<ul style="list-style-type: none"> • Journaling 	<ul style="list-style-type: none"> • Creating Posters • Visual display • Creating flyers

Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or unit plan.

- Oxfam's *Change the World in Eight Steps: A Set of Posters and Activities for 7-14 Year Olds Investigating the UN Millennium Development Goals*. This thought-provoking poster pack is specially designed to help students easily understand the issues surrounding the UN Millennium Development Goals. Full color posters for download as well as teaching materials (www.oxfam.org.uk/coolplanet/teachers/mdg/index.htm#more).
- Book: *A Life Like Mine*. Presented in conjunction with UNICEF, DK's *A Life Like Mine: How Children Live Around the World* profiles 18 children and explores what life is like for them and other young people, spanning 180 countries. Organized into four sections -- Survival, Development, Protection and Participation -- transports readers to exotic lands. Charts, maps and children's quotes add to the thoughtful and informative presentation.
- Oxfam's Cool Planet website: the World (www.oxfam.org.uk/coolplanet/kidsweb/world/index.htm). Provides children's guides to some of the countries that Oxfam works with.
- National Geographic Kids: *Endangered Cultures and the Animals in their Lives* (www.nationalgeographic.com/ngkids/0409/). People all over the world struggle to preserve their traditions, which are often connected to animals. Students can find out more on this interactive website.

Oral Presentation Rubric

5

Students demonstrate outstanding knowledge of their subject area. They share this knowledge with enthusiasm and confidence. Students make eye contact with their audience and speak in a clear, loud voice. They connect to their audience by engaging interest. Their presentation is focused with a clear introduction, body and conclusion.

4

Students demonstrate a strong knowledge of their subject area. They present their knowledge confidence, ensuring they make eye contact and speak in a clear tone of voice. They may engage their audience. Their presentation may lack some focus in terms of introduction, body and/or conclusion.

3

Students demonstrate acceptable knowledge of their subject area and present their knowledge with some degree of order in terms of introduction, body and conclusion. They understand the importance of making eye contact and speaking in a clear, loud voice, and demonstrate that in some instances.

2

Students' knowledge of their subject level lacks depth and is presented without a lot of focus/order. They may demonstrate difficulty in maintaining eye contact and sustaining a clear, loud speaking voice.

1

Students do not demonstrate an understanding of their subject matter. They appear unfocused in their presentation of information making it difficult to follow. They do not maintain eye contact and/or sustain a clear speaking voice.

In the Village

Use the assumption that if there are 32 million people in Canada, then in your village of 100, each person represents 320 000 people. Any fractional parts of people should be rounded to the nearest whole person, I mean, number!

For your chosen country, round off the total population to the nearest million and then calculate the number each person represents (like above).

Using the following categories, create a book for your country that resembles the book from Lesson 1, *If the World were a Village*.

Your book should cover the following statistics:

- 1. Education**
- 2. Child mortality**
- 3. Poverty and hunger**
- 4. Gender equality**
- 5. Health**
- 6. Population**
- 7. Access to water**
- 8. Rural population versus urban**

To access more data about your country, please visit the websites we used for Lesson 4.

Create a book using various art materials and as much creativity as you can find!

As an appendix to the book, show how you arrived at the numbers for your village. Create questions for your audience that addresses some interesting findings in your book.