

Ministry of Education

The Ontario Curriculum – Exemplars
Grades 5 and 6

Social Studies

*Samples of Student Work:
A Resource for Teachers*



2002

Contents

Introduction	3
Purpose of This Document	4
Features of This Document	4
The Tasks	4
The Rubrics	5
Development of the Tasks	7
Assessment and Selection of the Samples	7
Use of the Student Samples	8
Teachers and Administrators	8
Parents	9
Students	9
Heritage and Citizenship	11
Grade 5: Early Civilizations	12
The Task	12
Expectations	12
Prior Knowledge and Skills	12
Task Rubric	13
<i>Student Samples</i>	14
Teacher Package	30
Grade 6: Aboriginal Peoples and European Explorers	40
The Task	40
Expectations	40
Prior Knowledge and Skills	40
Task Rubric	41
<i>Student Samples</i>	42
Teacher Package	58
Canada and World Connections	63
Grade 5: Aspects of Government in Canada	64
The Task	64
Expectations	64
Prior Knowledge and Skills	65
Task Rubric	66
<i>Student Samples</i>	67
Teacher Package	83

Grade 6: Canada and Its Trading Partners	90
The Task	90
Expectations	90
Prior Knowledge and Skills	90
Task Rubric	91
<i>Student Samples</i>	92
Teacher Package	116

Introduction

In 1998, the Ministry of Education and Training published a new curriculum policy document for social studies, history, and geography for Ontario elementary students entitled *The Ontario Curriculum: Social Studies, Grades 1–6; History and Geography, Grades 7 and 8, 1998*. The new curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. The document contains the curriculum expectations for each grade and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The present document contains samples (“exemplars”) of student work at each level of achievement for Grades 5 and 6. It is part of a set of four documents, each covering two grades (Grades 1 and 2, Grades 3 and 4, Grades 5 and 6, and Grades 7 and 8). These exemplar documents are intended to provide assistance to teachers in their assessment of student achievement of the curriculum expectations. The samples included in the documents represent work produced at the end of the school year in each grade.

Ontario school boards were invited by the Ministry of Education to participate in the development of the exemplars. Teams of teachers and administrators from across the province were involved in developing the assessment materials. They designed the performance tasks and scoring scales (“rubrics”) on the basis of selected Ontario curriculum expectations, field-tested them in classrooms, suggested changes, administered the final tasks, marked the student work, and selected the exemplars used in this document. During each stage of the process, external validation teams and Ministry of Education staff reviewed the tasks and rubrics to ensure that they reflected the expectations in the curriculum policy documents and that they were appropriate for all students. External validation teams and ministry staff also reviewed the samples of student work.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the project. No students, teachers, or schools have been identified.

The procedures followed during the development and implementation of this project will serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students’ learning.

The samples in this document will provide parents¹ with examples of student work to help them monitor their children’s progress. They also provide a basis for communication with teachers.

Use of the exemplar materials will be supported initially through provincial in-service training.

1. In this document, *parent(s)* refers to parent(s) and guardian(s).

Purpose of This Document

This document was developed to:

- show the characteristics of student work at each of the four levels of achievement for each grade;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to clearly defined assessment tasks;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

Teachers, parents, and students should examine the student samples in this document and consider them along with the information in the Teacher’s Notes and Comments/Next Steps sections. They are encouraged to examine the samples in order to develop an understanding of the characteristics of work at each level of achievement and the ways in which the levels of achievement reflect progression in the quality of knowledge and skills demonstrated by the student.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment methods and strategies in evaluating student achievement over a school year.

Features of This Document

This document contains the following:

- a description of each performance task, as well as the curriculum expectations related to the task
- a task-specific assessment chart (“rubric”) for each task in each grade
- two samples of student work for each of the four levels of achievement
- Teacher’s Notes, which provide some details on the level of achievement for each sample
- Comments/Next Steps, which offer suggestions for improving achievement
- the Teacher Package that was used by teachers in administering the task

It should be noted that each sample for a *specific level* of achievement represents the characteristics of work at that level of achievement.

The Tasks

The performance tasks were based directly on curriculum expectations selected from *The Ontario Curriculum: Social Studies, Grades 1–6; History and Geography, Grades 7 and 8, 1998*. The tasks encompassed the four categories of knowledge and skills (i.e., understanding of concepts; inquiry/research skills and map and globe skills; communication of required knowledge; application of concepts and skills), requiring students to integrate their knowledge and skills in meaningful learning experiences.

The tasks gave students an opportunity to demonstrate how well they could use their knowledge and skills in a specific context.

Teachers were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubric) to the students before they began the assignment.

The Rubrics

In this document, the term *rubric* refers to a scoring scale that consists of a set of achievement criteria and descriptions of the levels of achievement for a particular task. The scale is used to assess students' work; this assessment is intended to help students improve their performance level. The rubric identifies key criteria by which students' work is to be assessed, and it provides descriptions that indicate the degree to which the key criteria have been met. The teacher uses the descriptions of the different levels of achievement given in the rubric to assess student achievement on a particular task.

The rubric for a specific performance task is intended to provide teachers and students with an overview of the expected product with regard to the knowledge and skills being assessed as a whole.

The achievement chart in the curriculum policy document for social studies, history, and geography provides a standard province-wide tool for teachers to use in assessing and evaluating their students' achievement over a period of time. While the chart is broad in scope and general in nature, it provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The descriptions associated with each level of achievement serve as a guide for gathering and tracking assessment information, enabling teachers to make consistent judgments about the quality of student work while providing clear and specific feedback to students and parents.

For the purposes of the exemplar project, a single rubric was developed for each performance task. This task-specific rubric was developed in relation to the achievement chart in the curriculum policy document.

The differences between the achievement chart and the task-specific rubric may be summarized as follows:

- The achievement chart contains broad descriptions of achievement. Teachers use it to assess student achievement over time, making a summative evaluation that is based on the total body of evidence gathered through using a variety of assessment methods and strategies.
- The rubric contains criteria and descriptions of achievement that relate to a specific task. The rubric uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task. Teachers use the rubric to assess student achievement on a single task.

The rubric contains the following components:

- an identification (by number) of the expectations on which student achievement in the task was assessed
- the four categories of knowledge and skills
- the relevant criteria for evaluating performance of the task
- descriptions of student performance at the four levels of achievement (level 3 on the achievement chart is considered to be the provincial standard)

As stated earlier, the focus of performance assessment using a rubric is to improve students' learning. In order to improve their work, students need to be provided with useful feedback. Students find that feedback on the strengths of their achievement and on areas in need of improvement is more helpful when the specific category of knowledge or skills is identified and specific suggestions are provided than when they receive only an overall mark or general comments. Student achievement should be considered in relation to the criteria for assessment stated in the rubric for each category, and feedback should be provided for each category. Through the use of a rubric, students' strengths and weaknesses are identified and this information can then be used as a basis for planning the next steps for learning. In this document, the Teacher's Notes section indicates the reasons for assessing a student's performance at a specific level of achievement, and the Comments/Next Steps section indicates suggestions for improvement.

In the exemplar project, a single rubric encompassing the four categories of knowledge and skills was used to provide an effective means of assessing the particular level of student performance in the performance task, to allow for consistent scoring of student performance, and to provide information to students on how to improve their work. However, in the classroom, teachers may find it helpful to make use of additional rubrics if they need to assess student achievement on a specific task in greater detail for one or more of the four categories. For example, it may be desirable in evaluating a written report on an issue to use one rubric for assessing the content (understanding of concepts), one for the research (inquiry/research skills and map and globe skills), one for the written descriptions of the results of the research (communication of required knowledge), and one for the understanding of the effect of the issue on Canadian society (application of concepts and skills).

The rubrics for the tasks in the exemplar project are similar to the scales used by the Education Quality and Accountability Office (EQAO) for the Grade 3, Grade 6, and Grade 9 provincial assessments in that both the rubrics and the EQAO scales are based on the Ontario curriculum expectations and the achievement charts. The rubrics differ from the EQAO scales in that they were developed to be used only in the context of classroom instruction to assess achievement in a particular assignment.

Although rubrics were used effectively in this exemplar project to assess responses related to the performance tasks, they are only one way of assessing student achievement. Other means of assessing achievement include observational checklists, tests, marking schemes, or portfolios. Teachers may make use of rubrics to assess students' achievement on, for example, essays, reports, exhibitions, debates, conferences, interviews, oral presentations, recitals, two- and three-dimensional representations, journals or logs, and research projects.

Development of the Tasks

The performance tasks for the exemplar project were developed by teams of educators in the following way:

- The teams selected a cluster of curriculum expectations that focused on the knowledge and skills that are considered to be of central importance in the subject area. Teams were encouraged to select a manageable number of expectations. The particular selection of expectations ensured that all students would have the opportunity to demonstrate their knowledge and skills in each category of the achievement chart in the curriculum policy document for the subject.
- The teams drafted two tasks for each grade that would encompass all of the selected expectations and that could be used to assess the work of all students.
- The teams established clear, appropriate, and concrete criteria for assessment, and wrote the descriptions for each level of achievement in the task-specific rubric, using the achievement chart for the subject as a guide.
- The teams prepared detailed instructions for both teachers and students participating in the assessment project.
- The tasks were field-tested in classrooms across the province by teachers who had volunteered to participate in the field test. Student work was scored by teams of educators. In addition, classroom teachers, students, and board contacts provided feedback on the task itself and on the instructions that accompanied the task. Suggestions for improvement were taken into consideration in the revision of the tasks, and the feedback helped to finalize the tasks, which were then administered in the spring of 2001.

In developing the tasks, the teams ensured that the resources needed for completing the tasks – that is, all the worksheets and support materials – were available.

Prior to both the field tests and the final administration of the tasks, a team of validators – including research specialists, gender and equity specialists, and subject experts – reviewed the instructions in the teacher and student packages, making further suggestions for improvement.

Assessment and Selection of the Samples

After the final administration of the tasks, student work was scored at the district school board level by teachers of the subject who had been provided with training in the scoring. These teachers evaluated and discussed the student work until they were able to reach a consensus regarding the level to be assigned for achievement in each category. This evaluation was done to ensure that the student work being selected clearly illustrated that level of performance. All of the student samples were then forwarded to the ministry. A team of teachers from across the province, who had been trained by the ministry to assess achievement on the tasks, rescored the student samples. They chose samples of work that demonstrated the same level of achievement in all four categories and then, through consensus, selected the samples that best represented the characteristics of work at each level of achievement. The rubrics were the primary tools used to evaluate student work at both the school board level and the provincial level.

The following points should be noted:

- Two samples of student work are included for each of the four achievement levels. The use of two samples is intended to show that the characteristics of an achievement level can be exemplified in different ways.
- Although the samples of student work in this document were selected to show a level of achievement that was largely consistent in the four categories (i.e., understanding of concepts; inquiry/research skills and map and globe skills; communication of required knowledge; application of concepts and skills), teachers using rubrics to assess student work will notice that students' achievement frequently varies across the categories (e.g., a student may be achieving at level 3 in understanding of concepts but at level 4 in communication of required knowledge).
- Although the student samples show responses to most questions, students achieving at level 1 and level 2 will often omit answers or will provide incomplete responses or incomplete demonstrations.
- Students' effort was not evaluated. Effort is evaluated separately by teachers as part of the "learning skills" component of the Provincial Report Card.
- The document does not provide any student samples that were assessed using the rubrics and judged to be below level 1. Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will help teachers and administrators by:

- providing student samples and criteria for assessment that will enable them to help students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating communication with parents regarding the curriculum expectations and levels of achievement for each subject;
- promoting fair and consistent assessment within and across grade levels.

Teachers may choose to:

- use the teaching/learning activities outlined in the performance tasks;
- use the performance tasks and rubrics in the document in designing comparable performance tasks;
- use the samples of student work at each level as reference points when assessing student work;
- use the rubrics to clarify what is expected of the students and to discuss the criteria and standards for high-quality performance;

- review the samples of work with students and discuss how the performances reflect the levels of achievement;
- adapt the language of the rubrics to make it more “student friendly”;
- develop other assessment rubrics with colleagues and students;
- help students describe their own strengths and weaknesses and plan their next steps for learning;
- share student work with colleagues for consensus marking;
- partner with another school to design tasks and rubrics, and to select samples for other performance tasks.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement;
- facilitate sessions for parents and school councils using this document as a basis for discussion of curriculum expectations, levels of achievement, and standards.

Parents

The performance tasks in this document exemplify a range of meaningful and relevant learning activities related to the curriculum expectations. In addition, this document invites the involvement and support of parents as they work with their children to improve their achievement. Parents may use the samples of student work and the rubrics as:

- resources to help them understand the levels of achievement;
- models to help monitor their children’s progress from level to level;
- a basis for communication with teachers about their children’s achievement;
- a source of information to help their children monitor achievement and improve their performance;
- models to illustrate the application of the levels of achievement.

Students

Students are asked to participate in performance assessments in all curriculum areas. When students are given clear expectations for learning, clear criteria for assessment, and immediate and helpful feedback, their performance improves. Students’ performance improves as they are encouraged to take responsibility for their own achievement and to reflect on their own progress and “next steps”.

It is anticipated that the contents of this document will help students in the following ways:

- Students will be introduced to a model of one type of task that will be used to assess their learning, and will discover how rubrics can be used to improve their product or performance on an assessment task.
- The performance tasks and the exemplars will help clarify the curriculum expectations for learning.
- The rubrics and the information given in the Teacher's Notes section will help clarify the assessment criteria.
- The information given under Comments/Next Steps will support the improvement of achievement by focusing attention on two or three suggestions for improvement.
- With an increased awareness of the performance tasks and rubrics, students will be more likely to communicate effectively about their achievement with their teachers and parents, and to ask relevant questions about their own progress.
- Students can use the criteria and the range of student samples to help them see the differences in the levels of achievement. By analysing and discussing these differences, students will gain an understanding of ways in which they can assess their own responses and performances in related assignments and identify the qualities needed to improve their achievement.

Heritage and Citizenship Grade 5

Early Civilizations

The Task

This task required each student to assume the role of an amateur archaeologist and to research artifacts from various early civilizations and identify connections among the environment, technology, and society, past and present. Each student created a fictitious time capsule that included both an ancient artifact and a present-day article that performed much the same function.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Early Civilizations. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify ways in which the natural environment shaped the cultures of various early civilizations (5z1);
2. demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices) (5z6);
3. locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs) (5z16);
4. communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (5z18);
5. examine how environment, society, and technology were related in early civilizations (5z19);
6. compare design and technology in early civilizations with those in modern Canada (e.g., with respect to roads, irrigation systems, tools, buildings) (5z25).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- early civilizations
- researching, generating questions, and using various media (e.g., the Internet, print resources, electronic resources) to locate information
- citing resources

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 30–38 of this document.

Task Rubric – Early Civilizations

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2	– explains with limited detail the interrelationships between the environment and early civilizations	– explains with some detail the interrelationships between the environment and early civilizations	– explains with considerable detail the interrelationships between the environment and early civilizations	– explains with extensive detail the interrelationships between the environment and early civilizations
Inquiry/research skills and map and globe skills				
The student:				
1, 3	– locates and records limited relevant information, from a few sources, about the connections among the environment, society, and technology within early civilizations	– locates and records some relevant information, from some sources, about the connections among the environment, society, and technology within early civilizations	– locates and records considerable relevant information, from a variety of sources, about the connections among the environment, society, and technology within early civilizations	– locates and records extensive relevant information, from a wide range of sources, about the connections among the environment, society, and technology within early civilizations
Communication of required knowledge				
The student:				
4	– communicates limited information about early civilizations with limited clarity	– communicates some information about early civilizations with some clarity	– communicates considerable information about early civilizations, generally with clarity	– communicates comprehensive information about early civilizations with a high degree of clarity
Application of concepts and skills				
The student:				
1, 5, 6	<ul style="list-style-type: none"> – explains with limited detail only a few relationships among the environment, society, and technology in early civilizations – makes limited comparisons between design and technology in an early civilization and in modern Canada 	<ul style="list-style-type: none"> – explains with some detail some relationships among the environment, society, and technology in early civilizations – makes some comparisons between design and technology in an early civilization and in modern Canada 	<ul style="list-style-type: none"> – explains with considerable detail many relationships among the environment, society, and technology in early civilizations – makes detailed comparisons between design and technology in an early civilization and in modern Canada 	<ul style="list-style-type: none"> – explains with comprehensive detail many relationships among the environment, society, and technology in early civilizations – makes detailed, insightful comparisons between design and technology in an early civilization and in modern Canada




*The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.

Early Civilizations Level 1, Sample 1

A



Research Organizer

Name of Artifact: ear plug	Purpose: it is like a decoration	What the artifact tells us about the civilization: Made by clay. Hot wet and dry some boys made it round by rock. Wore jewelry who were in higher classes.
Civilization: aztec	Description: it looks different and is made by clay	
Picture/Sketch: 	Source(s) of information: What do we know about aztecs. Jonna Defrates	
Name of Artifact: nose plug	Purpose: it plugs your nose so nothing can get out	What the artifact tells us about the civilization: Made by clay. Hot and dry. They make it round by rock. Wore jewelry. People who wore jewelry were in higher classes.
Civilization: aztec	Description: it looks long and like with hooks at the bottom. Made by clay like a donut!	
Picture/Sketch: 	Source(s) of information: What do we know about aztecs. Jonna Defrates	
Name of Artifact: lip plug	Purpose: it holds your lips close.	What the artifact tells us about the civilization: Made by clay. Hot wet and dry. They made it round by rock. Wore jewelry. The people who got pierced lips.
Civilization: aztec	Description: its long with a hook on the left side. Made by clay.	
Picture/Sketch: 	Source(s) of information: What do we know about aztecs. Jonna Defrates	

2

B

Time Capsule Choices

Artifact From The Past Time Capsule Artifact: ear plug	Drawing of Artifact: 	Artifact From The Present Time Capsule Artifact: ear plug	Drawing of Artifact: 
Civilization: Aztec The article reveals the following information about the civilization: The ear plug tells us that there was some some but different shape. And was different meaning. They make it out of clay. They make it round by rock. It tells us that there were some trees. hot some days and rain which would be terrible. Some similarities between these civilizations are: The same name but different meaning. Wore jewelry but different meanings. Some differences between these civilizations are: Made by clay. Cars are made by plastic. They used rock! We have a sleeves plugs than the Aztecs.		Civilization: Canada The article reveals the following information about the civilization: It tells us that our civilization made a different shape and different meaning. They made the head made by plastic, not clay. Different making by the Aztecs.	

3

Teacher's Notes

Understanding of Concepts

- The student explains with limited detail the interrelationships between the environment and only one early civilization, the Aztec civilization (e.g., by repeating in each of the three boxes under the heading “What the artifact tells us about the civilization” on the research organizer almost exactly the same description for each of the three artifacts: “Made by clay. Hot wet and dry”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records limited relevant information, from only one source, about the connections among the environment, society, and technology within only one early civilization, the Aztec civilization (e.g., by recording limited information and repeating almost the same text in each of the three boxes under the heading “What the artifact tells us about the civilization”: “Wore jewelry. People who wore jewelry were in higher classes”).

Communication of Required Knowledge

- The student communicates limited information about only one early civilization, the Aztec civilization, with limited clarity (e.g., to imply that there is a hierarchy within Aztec society, a similar statement is repeated in the explanations for three different artifacts: “Wore jewelry. Who ever did were in higher classes”).

Application of Concepts and Skills

- The student explains with limited detail only a few relationships among the environment, society, and technology in the Aztec civilization (e.g., when describing the Aztec earplug as a time capsule artifact, limited connections are made: “They make it out of clay. They make it round by rock. It tells us that there were some trees hot some days and rain which would turn to clay after it dries”).
- The student makes limited comparisons between design and technology in the Aztec civilization and in modern Canada (e.g., when comparing Aztec earplugs and modern Canadian earplugs, the limited description includes the materials used: “Wore jewelry but different makings. Made by clay. Ours are made by plastic”).




Comments/Next Steps

- The student should gather information about more than one early civilization to increase his or her understanding.
- The student should avoid repetition by providing a greater variety of supporting facts.
- The student needs to make better use of classroom materials and resources.
- The student should edit his or her work, ensuring that complete sentences are used to present ideas in the final product.

Early Civilizations Level 1, Sample 2



A

Research Organizer

Name of Artifact: <i>Candles</i>	Purpose: <i>To make light</i>	What the artifact tells us about the civilization: <i>It is an invention that made life easier because it makes light. It tells us that there were a lot of animals.</i>
Civilization: <i>Rome</i>		
Picture/Sketch: 	Description: <i>Peachy, made out of an animal's fat called tallow. It is small at one end and big at the other end.</i>	
Source(s) of information: <i>http://www.smith.edu/hsc/museum/ancient-inventions/candles2.html</i>		
Name of Artifact: <i>Glass</i>	Purpose: <i>For a vase or perfume bottle.</i>	What the artifact tells us about the civilization: <i>That it is from the east and it was not there so there was a lot of sand. There were many ancient people. It made life easier since we have glass.</i>
Civilization: <i>Egypt</i>		
Picture/Sketch: 	Description: <i>Clear, and narrow at the top and round at the bottom.</i>	
Source(s) of information: <i>http://www.smith.edu/hsc/museum/ancient_inventions/glass2.html</i>		
Name of Artifact: <i>Surgical Forceps</i>	Purpose: <i>For surgeons to use on their patients.</i>	What the artifact tells us about the civilization: <i>There were mountains and mines to get the silver and the metal from. It makes life easier for doctors.</i>
Civilization: <i>Rome</i>		
Picture/Sketch: 	Description: <i>Long and silver and has a screw in between the two bars.</i>	
Source(s) of information: <i>http://www.smith.edu/hsc/museum/ancient-inventions/hsc17b.htm</i>		

B

Time Capsule Choices

Artifact From The Past	Time Capsule Artifact: <i>Glass</i>	Drawing of Artifact 
Civilization: <i>Egypt</i>		
Artifact From The Present	Time Capsule Artifact: <i>Glass</i>	Drawing of Artifact 
Civilization: <i>Canada</i>		

The article reveals the following information about the civilization: *That it is from the east and that there are a lot of animals that must have been used up of some form then to have made the glass. There were many ancient people. It made life easier since we have glass. There were many ancient people. It made life easier since we have glass. There were many ancient people. It made life easier since we have glass.*

Some similarities between these civilizations are: *Both were ancient and had to have made their glass using iron. They would have made to keep protected etc.*

Some differences between these civilizations are: *Some differences between these civilizations are: Both were ancient and had to have made their glass using iron. They would have made to keep protected etc.*

3

Teacher's Notes

Understanding of Concepts

- The student explains with limited detail the interrelationships between the environment and early civilizations (e.g., in the first artifact on the research organizer, the student identifies the usefulness to Roman civilization of animals, whose fat was rendered into tallow, which was used to make candles: “Peach, made out of an animals fat called tallow”; “It tells us that there were alot of animals”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records limited relevant information, from only one Internet site, about the connections among the environment, society, and technology within early civilizations (e.g., the student states: “There were mountains and mines to get the silver and the metal from [for Roman surgical pincers]. It makes life easier for doctors”, presumably implying that silver surgical tools were superior to others).

Communication of Required Knowledge

- The student communicates limited information about early civilizations with limited clarity (e.g., when discussing the shape and design of an Egyptian vase or perfume bottle in the “Description” portion of the research organizer: “clear, and narrow at the top and rownd at the bottom”).

Application of Concepts and Skills

- The student explains with limited detail only a few relationships among the environment, society, and technology in early civilizations (e.g., the student uses limited detail in describing the existence of glass in early Egypt in the time capsule description: “there must have been plenty of sand for them to have made the glass from”).
- The student makes limited comparisons between design and technology in early Egypt and in modern Canada by focusing on manufacturing and selling (e.g., “glass was probably made by one person in his home back then. and now they are made in factories by many people”).




Comments/Next Steps

- The student should use more than one source and should refer to more than two civilizations.
- The student could communicate ideas about glass production more clearly by being more specific and by providing more detailed information.
- The student needs to compare similarities and differences of past and present civilizations in a more in-depth way by drawing conclusions based on the previously researched information.
- The student needs to record website addresses accurately.
- The student should edit the final product to ensure correct sentence structure.

Early Civilizations Level 2, Sample 1

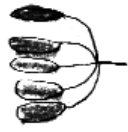

A

Research Organizer

Name of Artifact: <u>Dagger</u>	Purpose: <u>To fight with in war.</u>	What the artifact tells us about the civilization: <u>Due to the mountains they made the daggers out of Iron and gold.</u>
Civilization: <u>Egypt</u>		
Picture/Sketch: 	Description: <u>-short -gold -iron -strong</u>	When they fought they wore no clothing protection and only took spears, daggers, shields, arrows and helmets. They had people that could design strong and good daggers made out of metal.
Source(s) of information: <u>Steele, Philip Step into ancient Egypt, Joanne Lorenz, London, 1998</u>		
Name of Artifact: <u>candle</u>	Purpose: <u>so if it is dark you can light a candle and you can see.</u>	What the artifact tells us about the civilization: <u>The climate is so hot they can cook animals which they could get the tallow from the fat.</u>
Civilization: <u>Rome</u>		
Picture/Sketch: 	Description: † <u>-tallow -string -white -big</u>	Instead of the lady's working in the dark they light a candle and work in the light. In order to make work easier they made candles so they can work in the light.
Source(s) of information: <u>http://www.smithsonian/hsc/museum/ancient_inventions/candles2.html</u>		
Name of Artifact: <u>Light house</u>	Purpose: <u>Protect ships from harbor</u>	What the artifact tells us about the civilization: <u>Due to the many seas they have a harbor which they have to keep safe so people the ships in a light house.</u>
Civilization: <u>Greece</u>		
Picture/Sketch: 	Description: <u>-big -blue -white -red -blown</u>	The Pharaoh's Probable took turns and had to go to school to learn how to watch it to make the harbor safer they made a light house.
Source(s) of information: <u>http://www.smithsonian/hsc/museum/ancient_inventions/lighthouse2.html</u>		

B

Time Capsule Choices

Artifact From The Past Time Capsule Artifact: <u>Candle</u>	Drawing of Artifact 
Civilization: <u>Rome</u>	
Artifact From The Present Time Capsule Artifact: <u>Light Lamp</u>	Drawing of Artifact 
Civilization: <u>Canada</u>	

The article reveals the following information about the civilization: The Romans also might have used the candle to cook or keep the bugs away. They cooked animals and got the tallow from it to make more candles. They didn't want to do house work in the dark so they would just light a candle and they could see. They made a good invention.

The article reveals the following information about the civilization: People use the lamp today so they can see in the dark. The lamp is powered by electricity. If you keep a light on to long it can start to get hot and burn. If you look straight at a light it can hurt your eyes. We made a awesome invention.

Some differences between these civilizations are: candles were made of tallow and light bulbs were made of glass. Alice's electricity. candle, light. Tom's Edison invented the light and a clock's man invented the candle.

Some similarities between these civilizations are: Both societies needed light to work in dark spots.

Teacher's Notes

Understanding of Concepts

- The student explains with some detail the interrelationships between the environment and early civilizations (e.g., when discussing the Greek lighthouse in the research organizer, the student identifies the presence of the surrounding seas to describe the connections of early Greece to the environment: “Due to the many Seas they have a harbor which they have to keep safe so people the shiPs in a light house”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information, from some sources, about the connections among the environment, society, and technology within early civilizations (e.g., the student links the use of tallow with candles in early Roman civilization: “The climate is so hot they can cook animal’s which they could get the tallow from the fat. Instead of the lady’s working in the dark they light a candle and workin the light”).

Communication of Required Knowledge

- The student communicates some information about early civilizations with some clarity (e.g., “They had people that could desing strong and good dagger’s made out of metal”, “In order to make work easier the made candles so they can workin the light”, “To make the harbor safer they made a light house”).

Application of Concepts and Skills




- The student explains with some detail some relationships among the environment, society, and technology in early civilizations (e.g., on the “Time Capsule Choices” page, the student states that the Romans used candles for light: “They cooked animals and got the tallow from it to make more candles”).
- The student makes some comparisons between design and technology in ancient Rome and in modern Canada (e.g., by noting the similarities and differences between the inventions of the candle and the lamp: “Both societies needed light to work in dark spot’s”, “Tomis Edison invented the Light and a craftsman invented the candle”).

Comments/Next Steps


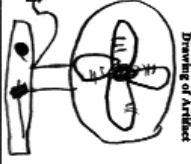
- Although the student included inaccurate information when describing the use of the candle (e.g., “The Romans also might have used the candle to cook or keeP the bug’s away”), he or she did include some connections among the environment, science and technology, and society in the “Time Capsule Choices” explanation sheet.
- The student should use a greater variety of sources of information.
- The student should include greater detail in the descriptions of the artifacts and their purposes.
- The student could demonstrate more connections in the similarities section between ancient Rome and modern Canada.
- References to societal issues (e.g., cultures, traditions) could be emphasized throughout his or her responses.
- The student should proofread the final product.

Early Civilizations Level 2, Sample 2

A

Research Organizer		
Name of Artifact: seismograph	Purpose: it records earth quaks	What the artifact tells us about the civilization: They were safe. They liked dragons and frogs or some sort of a tridition. They were creative and liked colours and
Civilization: china	Description: stick in middle falls on dragon. Bell falls in frogs mouth. this tells if there is an earthquake	they had a lot of earthquakes.
Picture/Sketch: 	Source(s) of information: Invented by Chang Heng A.D 132. 8 dragons & frogs. Each dragon with a bell and the cylinder with a stick in the middle.	
Name of Artifact: sphere	Purpose: throwing of things	What the artifact tells us about the civilization: They had to hunt their food. They used a lot of wood to make things. They lived poor. They made things out of animals.
Civilization: china	Description: used for hunting and the holes are finger holes. They give you better grip	
Picture/Sketch: 	Source(s) of information: made by antlers and wood. They were very creative.	
Name of Artifact: sword	Purpose: used for fighting	What the artifact tells us about the civilization: They had a lot of fights and they had a lot of money. They liked to have pretty things and they liked to be decriptive.
Civilization: Japan	Description: used in a war made by talented people and very decriptive and expensive	
Picture/Sketch: 	Source(s) of information: most made of metal with jewels and colours and it was strong and sharp	

B

Time Capsule Choices	
Artifact From The Past Time Capsule Artifact: ploom	Developed Artifact 
Civilization: Ancient Egypt	Artifact From The Present Time Capsule Artifact: electric fans
Civilization: Modern Canada	Developing of Artifact 

The article reveals the following information about the civilization: they did not have lots of shade. They lived in a hot climate and had to cool them selves etc. They had no technological objects or in this case fans. Only special people could use them because of all the decorations and colours on it. They must have been poor but killed animals because there are peacock.

Some similarities between these civilizations are: They both have hot climates. One is made by man power and one is made from electricity. The ploom can give you shade and cool you etc. but the fan gives you more shade and cooler.

Some differences between these civilizations are: We both don't have technological ways to get hot at some points we both need a way to cool ourselves. Both objects cool us off and makes feel good.

The article reveals the following information about the civilization: We have lots of money. Sometimes we get a hot climate. We have educational and lots of technological experience and can build other high tech things. We also might have other ways to cool of that are used like this. Maybe we could put this into a different use. This would be a modern thing and everybody could use it.

Teacher's Notes

Understanding of Concepts

- The student explains with some detail the interrelationships between the environment and early civilizations (e.g., by identifying, in the research organizer, the Chinese seismograph as a device that recorded the evidence of earthquakes and then suggesting what the artifact tells us about the Chinese: “They were safe... They were creative and liked colours and maybe they had a lot of earthquakes”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information, from some sources, about the connections among the environment, society, and technology within early civilizations (e.g., in reference to a Chinese sphere, the student refers to some relevant information to make connections: “They had to hunt their food. They used a lot of wood to make things. They lived poor. They made things out of animals”). Note that although no sources are cited, the details presented imply that sources were used (e.g., “invented by Chang Heng A.D. 132”).

Communication of Required Knowledge

- The student communicates some information about early civilizations with some clarity (e.g., in reference to the Japanese sword: “They had a lot of fights and they had a lot of money. They liked to have pretty things and they liked to be decorative [decorative]”).

Application of Concepts and Skills

- The student explains with some detail some relationships among the environment, society, and technology in early civilizations (e.g., by drawing this conclusion from the Egyptian “ploom” [plume]: “They must have been poor but killed animals because there are peacock feathers on it”).
- The student makes some comparisons between design and technology in ancient Egypt and in modern Canada (e.g., comparisons are made between the “plooms” and electric fans: “One is made by man power and one is made from electricity. ... but the fan gives you more air and faster to cool you off”).




Comments/Next Steps

- The student should cite his or her sources of information.
- More detail would strengthen the student’s explanations about the relationships among the environment, society, and technology.
- The student could communicate the information more effectively and clearly with improved organization.
- The student should proofread and correct the “Time Capsule Choices” sheet.

Early Civilizations Level 3, Sample 1


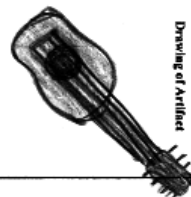
A

Research Organizer

Name of Artifact: Chelys-Lyra	Purpose: -entertainment for ^{get money} entertainment -education for learning music	What the artifact tells us about the civilization: (1) Because there was wood for the bars and water where turtles live, for the shell it was easier to make this instrument. (2) People in Greece loved being entertained by music. (3) This instrument had a cheerful sound which made everyone happy and shows how the people of Greece have a talent for carving wood.
Civilization: Greece, 400 BC	Description: -light -made out of wood and tortoise shell -small -brown -sharp end -hard	
Picture/Sketch: 		
Source(s) of information: Internet: www.smith.edu/hsc/museum/ancient_instrument_hsc_12_b.htm		
Name of Artifact: Wedding Ring	Purpose: -looking good for marrying another person -for showing that you have lots of money	What the artifact tells us about the civilization: (1) This ring tells us that the Romans had mines to get the gold from. (2) The people of Rome liked looking good. (3) This ring also shows the talent of the Romans.
Civilization: Rome	Description: -smooth -small -round -yellow -picture of hands	
Picture/Sketch: 		
Source(s) of information: Andrew Langley, The Roman News Candlewick Press, Cambridge, Massachusetts 1997		
Name of Artifact: Reed Flute	Purpose: -entertainment -when sad the sound cheers you up	What the artifact tells us about the civilization: (1) The Egyptians had wood to make the body of the flute and cattle to make the skin on the end of the flute. (2) The Egyptians liked carving and playing instruments. (3) This shows that Egyptians were very good wood carvers.
Civilization: Egypt	Description: -brown -long -heavy -hard -wood -skin at the end of flute	
Picture/Sketch: 		
Source(s) of information: Pierre Hiquel, Ancient Egyptians, Silver Burdett Ginn, Boston, 1982 George Hart, Ancient Egypt, Dorling Kindersley, London 1990		

B

Time Capsule Choices

Artifact From The Past Time Capsule Artifact: Chelys-Lyra Civilization: Greece, 400 BC	Drawing of Artifact 	Artifact From The Present Time Capsule Artifact: Guitar Civilization: Canada	Drawing of Artifact 
The article reveals the following information about the civilization: (1) Because of the Mediterranean climate there were turtles that provided the shell for the base of this instrument and wood for the bars. (2) This instrument shows that the people of Greece loved listening to music. (3) This instrument also shows the talent of the Greece.		The article reveals the following information about the civilization: (1) This instrument shows that Canada has lots of wood on instruments. (2) People of Canada like knowing how to play on instruments. (3) The guitar shows that lots of people are good at carving.	
Some similarities between these civilizations are: The people of Greece and Canada are good carvers. Both civilizations love music.			
Some differences between these civilizations are: Greece used parts of animals to make this instrument while Canada only used wood. Canada used a couple of machines to help aid some parts, but Greece only used knives.			

Teacher's Notes

Understanding of Concepts

- The student explains with considerable detail the interrelationships between the environment and early civilizations (e.g., by stating under the heading “What the artifact tells us about the civilization” in the research organizer the resources available to make a Greek “Chelys-Lyra” (stringed instrument): “Because there was wood for the bars and water where turtles live, for the shell it was easier to make this instrument”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records considerable relevant information, from a variety of sources, about the connections among the environment, society, and technology within early civilizations (e.g., when writing about the Egyptian reed flute under the heading “What the artifact tells us about the civilization”: “(1.) The Egyptians had wood to make the body of the flute and cattle to make the skin on the end of the flute. (2.) The Egyptians liked carving and playing instruments”).

Communication of Required Knowledge

- The student communicates considerable information about early civilizations, generally with clarity (e.g., by including many descriptive details about the Greek “Chelys-Lyra”: “Because of the Mediterranean climate there were turtles that provided the shell for the base of this instrument and wood for the bars”).

Application of Concepts and Skills

- The student explains with considerable detail many relationships among the environment, society, and technology in early civilizations (e.g., by providing specific information about the Roman wedding ring: “(1.) This ring tells us that the Romans had mines to get the gold from (2.) The people of Rome liked looking good. (3.) This ring also shows the talent of the Romans”).
- The student makes detailed comparisons between design and technology in ancient Greece and in modern Canada (e.g., when comparing a musical instrument: “Greece used parts of animals to make this instrument while Canada only used wood. Canada used a couple of machines to help at some parts, but Greece only used knives”).




Comments/Next Steps

- The student could extend his or her research to include videos and interviews.
- In the comparisons section of the “Time Capsule Choices” sheet, the student should include more detailed and insightful similarities among the environment, society, and technology of both civilizations.

Early Civilizations Level 3, Sample 2



A

Research Organizer

Name of Artifact: Sieve	Purpose: To give wheat its flat sitting before its ground into flour.	What the artifact tells us about the civilization: The artifact tells us that the civilization had many farmers who grew wheat. They could've been skilled at making tools. They could've been very smart.
Civilization: Egypt	Description: A sieve is black and is like a bowl. It's very light and has a broad flat bottom.	
Picture/Sketch:		
Source(s) of information: The webs. I used to get this information is: www.umich.edu/~exhibets/food/food.html		
Name of Artifact: helmet	Purpose: To protect the head of a Gladiator.	What the artifact tells us about the civilization: The artifact tells us the civilization's people enjoyed fighting. They could've been a violent civilization. They could've been skilled with weapons.
Civilization: Rome	Description: A golden helmet with holes at the front. It's decorated with statues and feathers.	
Picture/Sketch:		
Source(s) of information: I got this information from the book The Roman Colosseum.		
Name of Artifact: Digging Stick	Purpose: To dig holes in the ground for seeds.	What the artifact tells us about the civilization: The artifact tells us that the civilization loved to farm and they were good at it. They could've been a peaceful civilization. They could've been skilled with tools.
Civilization: Aztecs	Description: A very long stick with a point on the end. It was the basic tool for the farmers.	
Picture/Sketch:		
Source(s) of information: The book that I used to get the information is what do we know about the Aztecs?		

B

Time Capsule Choices

Artifact From The Past	Time Capsule Artifact: helmet	Civilization: Rome	Drawing of Artifact
			
Artifact From The Present	Time Capsule Artifact: helmet	Civilization: Canada	Drawing of Artifact
			

The article reveals the following information about the civilization: they were smart because they pounded gold to make it fit a person, they also managed to use a sharp object to pierce holes through the front so a person can see. They were also competitive because this century helmet was to protect the head of a gladiator, a warrior to fight to the death.

Some similarities between these civilizations are: they were both smart because they used the earth to make things. They were both thoughtful because they used to protect the head.

Some differences between these civilizations are: the past helmet was used by special warriors called gladiators and the present helmet was used by anyone.

The article reveals the following information about the civilization: they were thoughtful because the helmet was used to protect the head of someone riding on a bicycle. They were smart because they use oil to create a hard material that is hard to break on.

Some similarities between these civilizations are: they were both smart because they used the earth to make things. They were both thoughtful because they used to protect the head.

Some differences between these civilizations are: the past helmet was used by special warriors called gladiators and the present helmet was used by anyone.

Teacher's Notes

Understanding of Concepts

- The student explains with considerable detail the interrelationships between the environment and early civilizations (e.g., by including some detail in the research organizer about the land and Egyptian labour: “The artifact [a grain sieve] tells us that the civilization had many farmers who grew wheat”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records considerable relevant information, from a variety of sources, about the connections among the environment, society, and technology within early civilizations (e.g., when writing about the Aztec “Digging Stick”: “The artifact tells us that the civilization loved to farm and they were good at it. They could’ve been a peaceful civilization. they could’ve been skilled with tools”).

Communication of Required Knowledge

- The student communicates considerable information about early civilizations, generally with clarity (e.g., by including many details when describing a Roman helmet: “The artifact tells us the civilization’s people enjoyed fighting. They could’ve been a violent civilization. They could’ve been skilled with weapons”).

Application of Concepts and Skills

- The student explains with considerable detail many relationships among the environment, society, and technology in early civilizations (e.g., by drawing conclusions to describe the manufacturing and purpose of the Roman helmet: “they [the Romans] were smart because they pounded gold to make it fit a person, they also managed to use a sharp object to pierce holes through the front so a person can see. They were also competitive because this certain helmet was to protect the head of a Gladiator”).
- The student makes detailed comparisons between design and technology in ancient Rome and in modern Canada when comparing the qualities of the people (e.g., “they were both smart because they used the earth to make things”).




Comments/Next Steps

- The student should provide more examples when comparing an early civilization with the modern one.
- The student should extend his or her research to provide additional details on societies and the environment.
- The student could increase accuracy of descriptions by researching specific technologies (e.g., manufacturing process used to make bicycle helmets).
- The student should proofread and correct his or her work.

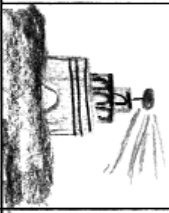
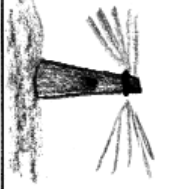
Early Civilizations Level 4, Sample 1

A

Research Organizer

Name of Artifact: lighthouse called Pharos.	Purpose: -to guide you through the water -to protect ships from the dangers of the harbor	What the artifact tells us about the civilization: The pharos tells us that bronze of the rocky rugged land of Greece you would mine bronze and metals for the tools and weapons. Since the rock was available it was probably used to make the lighthouse. The land was very dangerous in Greece so of lighthouses such as Pharos was convenient. Greece had to be very smart thinking the Greeks could grow for the strength structure must be strong to withstand the weather and climate of Greece. The lighthouse could have been made because to honor a god.
Civilization: Greece	Description: -well made -100m high -fire turn at night -bronze polished well reflected sun on top -decoration -probably made of rock	
Picture/Sketch: 	Source(s) of information: Internet http://www.smith.edu/hsc/museum/ancient_inventions/lighthouse.html	
Name of Artifact: Candle	Purpose: -light home -to see where going at night -to decorate -to show wealth (it made of wax)	What the artifact tells us about the civilization: The candle tells us that once you had to travel for it. The climate had to be warm other wise the other cheap things for a candle would be hard to get. The wax was made of cotton or fiber such could be from different regions. The wax would have been spun by a woman or a candle maker. There could be occupations for anyone. Candles could also be used in religious beliefs. To celebrate a marriage birth or god. Candles are also convenient for lighting and decorations.
Civilization: Rome	Description: -made of wax -burned but low fuel -longer and with their later made less smoke. -at night -bees wax hard to get only for rich -wax made from cotton or fiber -not too big - creative	
Picture/Sketch: 	Source(s) of information: Internet http://www.smith.edu/hsc/museum/ancient_inventions/candles.html	
Name of Artifact: Necklace	Purpose: -to show wealth -to look nice -to pass on to people -for good fortune	What the artifact tells us about the civilization: The necklace tells us that the Egyptians probably had to trade for gold and precious metals because of the desert climate. They had they decorated the necklace carefully so people wearing wanted to show wealth. The Egyptians probably got things to make the necklace from plants or animal skins. Some jobs could be making these necklaces. The necklace could also be used for religious beliefs. such as passing on to the after life. Because of the Egyptians saw if the people of Egypt did not have what was needed they could trade with the help of the sea.
Civilization: Egypt	Description: -creative -decoration -covered with jewels -colorful -beaded -well made -made of gold or bronze -made carefully and slow	
Picture/Sketch: 	Source(s) of information: Shuler, Jane. <u>ancient Egypt</u> Published by Pantheon Books - New York, 2000	

B

Time Capsule Choices		
Artifact From The Past	Time Capsule Artifact: lighthouse	Drawing of Artifact 
Civilization: Greece	Civilization: Greece	
The article reveals the following information about the civilization: The article reveals that the lighthouse was built in the 3rd century BC. It was built on a rocky island in Greece. The lighthouse was built to help ships navigate the dangerous waters of the harbor. The lighthouse was built by the Greek engineer, Philon of Byzantium. The lighthouse was built with a spiral tower and a lantern room at the top. The lighthouse was built with a spiral tower and a lantern room at the top. The lighthouse was built with a spiral tower and a lantern room at the top.	The article reveals the following information about the civilization: The article reveals that the lighthouse was built in the 3rd century BC. It was built on a rocky island in Greece. The lighthouse was built to help ships navigate the dangerous waters of the harbor. The lighthouse was built by the Greek engineer, Philon of Byzantium. The lighthouse was built with a spiral tower and a lantern room at the top. The lighthouse was built with a spiral tower and a lantern room at the top. The lighthouse was built with a spiral tower and a lantern room at the top.	
Artifact From The Present	Time Capsule Artifact: necklace	Drawing of Artifact 
Civilization: Greece	Civilization: Greece	
The article reveals the following information about the civilization: The article reveals that the necklace was built in the 3rd century BC. It was built in Greece. The necklace was built to show wealth and status. The necklace was built with a spiral tower and a lantern room at the top. The necklace was built with a spiral tower and a lantern room at the top. The necklace was built with a spiral tower and a lantern room at the top.	The article reveals the following information about the civilization: The article reveals that the necklace was built in the 3rd century BC. It was built in Greece. The necklace was built to show wealth and status. The necklace was built with a spiral tower and a lantern room at the top. The necklace was built with a spiral tower and a lantern room at the top. The necklace was built with a spiral tower and a lantern room at the top.	

Teacher's Notes

Understanding of Concepts

- The student explains with extensive detail the interrelationships between the environment and early civilizations (e.g., by providing a detailed example in the research organizer: “The necklace tells us that the Egyphons probably had to trade for gold and precious metals because of the desert climate they had”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records extensive relevant information, from a wide range of sources, about the connections among the environment, society, and technology within early civilizations, supporting the connections with many examples (e.g., in reference to a Greek lighthouse: “ you could mine bronze and metals for the inside and reflecters of the building”, and in reference to a Roman candle: “The wick was made of cotten or fiber wich could be from different resources. The wick would have been spun by a woman or a candle maker”).

Communication of Required Knowledge

- The student communicates comprehensive information about early civilizations with a high degree of clarity (e.g., by making many references to various social practices on the “Time Capsule Choices” page, such as “The building could be decorated well because of religious beliefs as well. working in the light house could also be a job...The lighthouse made a sailors life easier, safer, and feel good to know they could see the light to get back from a trade or sail”).

Application of Concepts and Skills

- The student explains with comprehensive detail most relationships among the environment, society, and technology in early civilizations (e.g., with reference to the Greek lighthouse: “The outside of the lighthouse could probably be painted be natural resourses such as plants and rocks. Slave workers probably built the lighthouses. The sailors which helped to trade through the mediterranean sea. The lighthouse is made of bronze mirrors wich line the inside to reflect the fire in the center”).

- The student makes detailed, insightful comparisons between design and technology in ancient Greece and in modern Canada (e.g., by differentiating between the technologies of the two civilizations: “The Greek lighthouse reflects light but a modern light house uses a beam of light”).




Comments/Next Steps

- The student should refer to a wider range of sources.
- The comparisons between civilizations could be extended beyond the light-house, considering the amount of information the research contains.
- The student could explore the role of women in early civilizations (e.g., could women be candle makers?).
- The student should check for spelling errors and use a dictionary when necessary.

Early Civilizations Level 4, Sample 2



A

Research Organizer

<p>Name of Artifact: Pharos <i>Light house, Alexandria</i></p>	<p>Purpose: - was to lead the ships in from the harbor - to protect the ships from the pirates of the harbor.</p>	<p>What the artifact tells us about the civilization: The people of Greece built this lighthouse was built so ships would not run into shore and they also had transportation for importing things. The Greeks used Coroco-Roman architecture to build this and that you could see the object from 3/4 to 300 miles away. The people had jobs and used the transportation to go to other places for selling things.</p>
<p>Civilization: <i>Greece</i></p>	<p>Description: - red - blue - built in 299 BC - octagon at the top of the light house mirrors were visible from miles - sixty meters (building) octagon thirty to fifteen meters the top would be placed at the bottom of the lighthouse</p>	
<p>Picture/Sketch: </p>		
<p>Source(s) of information: http://www.smith.edu/hsc/museum/ancient_inventions/lighthouse2.html</p>		
<p>Name of Artifact: <i>Shaduf</i></p>	<p>Purpose: - to lift fresh water out of the river to get water for crops in the dry season, drinking water</p>	<p>What the artifact tells us about the civilization: The people of Egypt are very smart to build this machine to lift water out of the oasis. They lift very close to the Nile River. The Nile River would flood and they would grow crops, they grew wheat, garlic, peas, leek and onions.</p>
<p>Civilization: <i>Egypt</i></p>	<p>Description: - made out of wood - heavy stone to keep balance of the machine - rope attached to heavy rock has a bucket at the end to hold water</p>	
<p>Picture/Sketch: </p>		
<p>Source(s) of information: Egyptian News</p>		
<p>Name of Artifact: <i>Arches, Roman 500 BC</i></p>	<p>Purpose: - carry water down to the city from the mountains</p>	<p>What the artifact tells us about the civilization: The people of Rome have lots of hills and mountains to get water from. They were very smart to build this instead of someone going up to get water they believe that if you build this building up high they would be closer to the God Christ ianity and would be being to impress her. These are used as large aqueducts to carry the water</p>
<p>Civilization: <i>Rome</i></p>	<p>Description: - Model is light blue - has a trough - they divided the weight 1/2 half for each leg</p>	
<p>Picture/Sketch: </p>		
<p>Source(s) of information: http://www.smith.edu/hsc/museum/ancient_inventions2.html</p>		

B

Time Capsule Choices

<p>Artifact From The Past Time Capsule Artifact: <i>Ancient Roman</i></p>	<p>Civilization: <i>Rome</i></p>	<p>The article reveals the following information about the civilization: The people of Rome have lots of hills and mountains to get water from. Some had a big problem they had to find a way to import water, so they built the Arch. They could not use the roads very strong because they divided the weight in water. The Romans instead of building a roadway through the mountains they built huge aqueducts to carry the water.</p>
<p>Drawing of Artifact </p>	<p>Artifact From The Present Time Capsule Artifact: <i>Water Tower</i></p>	<p>Civilization: <i>Canada</i></p>
<p>The article reveals the following information about the civilization: This object tells me that the water tower and the Arch are both made out of steel. A steel underground pipes to transport water to the town. We use the water tower to store water. Both cities needed to conserve the water.</p>		
<p>Drawing of Artifact </p>		

Teacher's Notes

Understanding of Concepts

- The student explains with extensive detail the interrelationships between the environment and early civilizations (e.g., by referencing the geography of the land in the research organizer when writing about the Egyptian shadoof: “They lift very close to the Nile River. The Nile River would flood and they would grow crops, they grew lettuce, garlic, peas, leek and onions”; and when writing about Roman aqueducts, which the student calls “arches”: “The people of Rome have lots of hills and mountains to get water from”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records extensive relevant information, from a wide range of sources, about the connections among the environment, society, and technology within early civilizations (e.g., to explain and support the environmental and technological connections when discussing a Greek lighthouse: “The Greeks used Greco-Roman architecture to build this and that you could see the object from 34 1/2 to 300 miles away”).

Communication of Required Knowledge

- The student communicates comprehensive information about early civilizations with a high degree of clarity (e.g., by identifying why the Pharos lighthouse of Alexandria was built: “to lead the ships in from the harbor – to protect the ships from the nature of the harbor”; and by describing the lighthouse: “mirrors were bronze plate from mines” and “the fire would be placed at the bottom of the lighthouse”).

Application of Concepts and Skills

- The student explains with comprehensive detail most relationships among the environment, society, and technology in early civilizations (e.g., by identifying, on the “Time Capsule Choices” page, the reason why the Romans used the arch structure for the aqueduct: “The people of Rome have lots of hills and mountains to get water from. Rome had a big problem they had to find away to import water, so they built the Arch.... The arch was very strong because they divided the weight in half so each leg of the arch could hold all of the water”).

- The student makes detailed, insightful comparisons between design and technology in ancient Rome and in modern Canada (e.g., by recognizing the importance of large reserves of water to both civilizations: “They needed to conserve the water and find a way to store it in one place”).

Comments/Next Steps

- The student should provide more examples regarding the social aspects of the civilizations to which he or she refers.
- The student should use a wider range of sources for his or her research.
- The student should proofread completed work and correct any errors or omissions.

Teacher Package

Social Studies Exemplar Task Grade 5 – Heritage and Citizenship Teacher Package

Title: Early Civilizations

Time requirement: 170–200 minutes (four to five class periods)

- 40 minutes to activate prior knowledge about artifacts and archaeologists
- 40 minutes to examine present-day objects (artifacts)
- 60–90 minutes to create a fictitious time capsule containing an artifact from an early civilization and one from the present
- 30 minutes to select individual artifacts from the past and the present that represent their civilizations

Description of the Task

This task requires each student to assume the role of an amateur archaeologist and to research artifacts from various early civilizations and identify connections among the environment, technology, and society, past and present. Each student is to create a fictitious time capsule that includes both an ancient artifact and a present-day article that performs much the same function.

Student Scenario

The following scenario should be presented to students:

You are an amateur archaeologist who has been researching early civilizations. You have been asked by the Canadian Space Agency to select two objects, one from a past and one from a present civilization, that have similar purposes. These objects will show the connections among the environment, technology, and society. They are to be included in a time capsule that will be opened by future generations and that will be launched into space by space shuttle and placed into orbit on a satellite.

Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify ways in which the natural environment shaped the cultures of various early civilizations (5z1);
2. demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices) (5z6);
3. locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs) (5z16);
4. communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (5z18);
5. examine how environment, society, and technology were related in early civilizations (5z19);
6. compare design and technology in early civilizations with those in modern Canada (e.g., with respect to roads, irrigation systems, tools, buildings) (5z25).

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should have some knowledge or skills related to the following:

- early civilizations
- researching, generating questions, and using various media (e.g., the Internet, print resources, electronic resources) to locate information
- citing resources

The Rubric

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Introduce the task-specific rubric to students at least one day before administering the task. Copy the rubric for students or create a transparency to use when discussing the rubric with them. You may find it useful to rephrase the rubric for students to help them in their work.

Review the elements of the rubric with students and ensure that they understand the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (the worksheets in the appendices to this booklet) for each student
- chart paper
- markers/crayons
- overhead transparencies (in colour if possible) of artifacts from Internet sources (see Appendix 1 for a list of sites)
- artifact cards (Teachers will need to photocopy the sheets of artifact cards reproduced in Appendix 2. Make as many copies of the set of twelve cards as there are groups of students. Cut the individual cards apart.)
- present-day objects, such as a book, statue, picture, item of jewellery, game, and an eating or cooking utensil (Bring articles from your own home, ask students to bring objects from home, or use objects that are available in the classroom. As they will be handled, objects should not be fragile.)
- non-fiction books, encyclopaedias, and/or electronic materials (e.g., CD-ROMs, addresses of Internet sites) on various early civilizations

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

Pre-task 1: Ancient Civilizations – Activating Prior Knowledge (40 minutes)

1. Remind students that objects left by past cultures and civilizations can be used to tell us many things about the people who used those objects and how they lived. By examining and interpreting artifacts we can learn much about a civilization, for example, about that civilization's environment (e.g., location, climate, resources), society (e.g., occupations, traditions, customs, lifestyle), and technology/design (e.g., tools).
2. Explain to students that it is the job of archaeologists to find and interpret artifacts from past civilizations. Archaeologists make knowledgeable guesses or "hypotheses" about early people and how they lived based, to some degree, on objects that have been found from those civilizations. Through time and the finding of more evidence, these guesses are sometimes proved right and other times proved wrong.
3. Divide the class into groups. Give each group a set of the artifact cards that you have prepared so that each group has pictures of all the artifacts being discussed. Give one copy of the worksheet "Learning From Artifacts" (see Appendix 3A) to each group.
4. Assign each group one artifact card on which to focus and appoint one student in each group to be the recorder for that group. Ask students to describe the artifact assigned to their group in detail, using the information on the card; to record this information in Appendix 3A; to answer the rest of the questions on the "Learning From Artifacts" worksheet (see Appendix 3A); and to develop some hypotheses about the civilizations based on their observations. (*Note:* Students' hypotheses should reflect an understanding of the impact of the environment on the civilization.)
5. Working with the class, ask the recorder from each group to share his or her group's descriptions and answers to the questions. Discuss the hypotheses made about the civilizations, allowing students from other groups to suggest additional hypotheses that could be made about the civilizations based on their observations of the artifact.

Pre-task 2: Interpreting Our Culture From Artifacts (40 minutes)

1. As a class, examine a variety of present-day objects, discussing each.
2. Discuss how present-day artifacts will help people in the future learn about our culture.
3. Ask students to share what they think is most important for people in the future to know about us.
4. Have students work in small groups to examine one present-day artifact and complete the "Learning From Artifacts" worksheet (see Appendix 3B) with their individual groups.
5. Finally, discuss and record on the chalkboard or on chart paper one or two examples of present-day objects that would give people in the future information about our culture and would allow them to make correct guesses, or hypotheses, about how we lived and what we were like.

*The rubric is reproduced on page 13 of this document.

Exemplar Task

Both the “Research Organizer” (Appendix 4) and the “Time Capsule Choices” (Appendix 5) are to be submitted for marking.

Part 1: Research (60–90 minutes)

Have students complete this activity independently.

1. Read the Student Scenario to the class and post it for future reference. Emphasize that the students are going to be creating a fictitious time capsule for which they will now begin to do the research.
2. Tell them that their research should focus on artifacts from three early civilizations and that they will be asked to select one of these artifacts to place in the time capsule along with an artifact from the present that performs much the same function. Remind students that they cannot use any of the artifacts discussed as part of the pre-task activities for the exemplar task.
3. Allow students time to record information about the three artifacts on the “Research Organizer” worksheet (see Appendix 4).

Part 2: Choice of Artifacts (30 minutes)

1. Ask each student to select the artifact from an early civilization recorded on the “Research Organizer” worksheet in Part 1 that, based on his or her research, the student believes represents the civilization and its connections to the environment, how the society was organized, and its use of technology. Have students summarize their ideas and draw the artifact in the left-hand side of the worksheet “Time Capsule Choices” (see Appendix 5).
2. Have each student select an object from the present that has a similar purpose to the object selected for an early civilization, one that the student believes well represents our civilization and its connections to the environment, how our society is organized, and how it uses technology. Have students summarize their ideas and draw the artifact in the right-hand side of the worksheet “Time Capsule Choices”.
3. Have students then complete the “Comparisons” at the bottom of Appendix 5.

Appendix 1

Teacher Resource: Sample Sources for Artifacts Pictures

Chinese lotus leaf cup	http://www.asianart.com/splendors/index.html
Grecian dagger	http://www.7cs.com/greece/grkwpsn.htm
Roman grinding mill	http://www.umich.edu/~kelseydb/Exhibits/Food/text/industry.html
Incan nose ring	http://www.7cs.com/newworld/pre.htm
Egyptian winnowing fork	http://www.umich.edu/~kelseydb/Exhibits/Food/text/farm.html
Egyptian comb	http://www2.sptimes.com/Egypt/Artifacts/Artifacts.2.html
Chinese tea bowl	http://www.asianart.com/splendors/index.html
Grecian theatre mask	http://www.howardnowes.com/Gr.html
Roman beaded necklace	http://www.howardnowes.com/Ro.html
Egyptian grain scoop	http://www.umich.edu/~kelseydb/Exhibits/Food/text/farm.html
Australian Aboriginal art and collections from Asia and Southeast Asia (pearl shell pendant)	http://www.uwa.edu.au
Artifact collections in BC	http://www.artifacts.gov.bc.ca
Islamic artifacts	http://www.shjmuseum.gov.ae/museums/islamic/default.htm
Aztec stone dog	http://www.beloit.edu/~museum/logan/catalog/camerica/cmexico/aztec
Scrimshaw	http://www.beloit.edu/~museum/logan/catalog/namerica/arctic/alaska

Appendix 2

Artifact Cards

1	Civilization: Egypt	
Name of article: Canopic jars		
Purpose/function: storage of internal organs after death for mummification		
Who used: Egyptian embalmers		
Material: stone		
How made: carved by hand		

2	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

3	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

7

4	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

5	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

6	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

8

7	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

8	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

9	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

10	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

11	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

12	Civilization:	
Name of article:		
Purpose/function:		
Who used:		
Material:		
How made:		

**Appendix 3A
Learning From Artifacts**

Name of artifact:	Early civilization:
Description:	
Purpose:	
What does the object tell us about the person who created it?	
What does the object suggest about the civilization's - environment (e.g., location, climate, resources)? - society (e.g., occupations, traditions, lifestyles)? - technology (e.g., design, tools, weapons)?	
Is the object still in use today? Why or why not?	

Hypotheses about the civilization (make connections between the environment and the civilization)

1.
2.
3.

**Appendix 3B
Learning From Artifacts**

Name of artifact:	Present civilization:
Description:	
Purpose:	
What does the object tell us about the person who created it?	
<p>What does the object suggest about the civilization's</p> <ul style="list-style-type: none"> - environment (e.g., location, climate, resources)? - society (e.g., occupations, traditions, lifestyles)? - technology (e.g., design, tools, weapons)? 	

Hypotheses future archaeologists might make about the present civilization (Make connections between the environment and the civilization.)

1.
2.
3.

Appendix 4

Research Organizer

Name of artifact:	Purpose:	What the artifact tells us about the civilization:
Civilization:		
Picture/sketch:	Description:	
Source(s) of information:		

Name of artifact:	Purpose:	What the artifact tells us about the civilization:
Civilization:		
Picture/sketch:	Description:	
Source(s) of information:		

15

Name of artifact:	Purpose:	What the artifact tells us about the civilization:
Civilization:		
Picture/sketch:	Description:	
Source(s) of information:		

16

**Appendix 5
Time Capsule Choices**

<p>Artifact From the Past Time Capsule Artifact: _____</p> <p>Civilization: _____</p>	<p>Drawing of Artifact</p>	<p>Artifact From the Present Time Capsule Artifact: _____</p> <p>Civilization: _____</p>	<p>Drawing of Artifact</p>
<p>The article reveals the following information about the civilization:</p>		<p>The article reveals the following information about the civilization:</p>	
<p>Some similarities between these civilizations are:</p> <p>Some differences between these civilizations are:</p>			

Heritage and Citizenship Grade 6

Aboriginal Peoples and European Explorers

The Task

This task required each student to identify one present-day concern of an Aboriginal community related to how changes resulting from European contact affected the community's lifestyle. Each student wrote an article suitable for publishing on the history page of a school or community newsletter or on a school website that described the concern, the historical background, and the effects on the Aboriginal community.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Aboriginal Peoples and European Explorers. Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify ways in which the environment molded Canadian Aboriginal cultures (6z1);
2. describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices) (6z5);
3. identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples) (6z9);
4. use appropriate vocabulary (e.g., *social, political, economic, explorers, contributions*) to describe their inquiries and observations (6z10);
5. analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada) (6z13);
6. communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (6z15);
7. identify current concerns of Aboriginal peoples (e.g., self-government, land claims) (6z17).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- a variety of Aboriginal communities in Canada
- the consequences of Aboriginal and European interactions
- recent Aboriginal concerns or those currently in the news
- completing tasks in small groups
- writing for various audiences

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 58–61 of this document.

Task Rubric – Aboriginal Peoples and European Explorers

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	<ul style="list-style-type: none"> – demonstrates a limited understanding of the connections between one Aboriginal community and the environment – provides a limited description of how early contact with Europeans affected the lifestyle of one Aboriginal community 	<ul style="list-style-type: none"> – demonstrates some understanding of the connections between one Aboriginal community and the environment – provides some description of how early contact with Europeans affected the lifestyle of one Aboriginal community 	<ul style="list-style-type: none"> – demonstrates considerable understanding of the connections between one Aboriginal community and the environment – provides a detailed description of how early contact with Europeans affected the lifestyle of one Aboriginal community 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of the connections between one Aboriginal community and the environment – provides an insightful, detailed description of how early contact with Europeans affected the lifestyle of one Aboriginal community
Inquiry/research skills and map and globe skills				
The student:				
5	<ul style="list-style-type: none"> – provides a limited analysis of how historical events contributed to a current Aboriginal concern 	<ul style="list-style-type: none"> – provides some analysis of how historical events contributed to a current Aboriginal concern 	<ul style="list-style-type: none"> – provides a detailed analysis of how historical events contributed to a current Aboriginal concern 	<ul style="list-style-type: none"> – provides an insightful, detailed analysis of how historical events contributed to a current Aboriginal concern
Communication of required knowledge				
The student:				
4, 6	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary – expresses information and ideas with limited accuracy and clarity 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary – expresses information and ideas with some accuracy and clarity 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary – expresses information and ideas with considerable accuracy and clarity 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary – expresses information and ideas with a high degree of accuracy and clarity
Application of concepts and skills				
The student:				
7	<ul style="list-style-type: none"> – identifies and explains with limited clarity and effectiveness a current Aboriginal concern resulting from European contact 	<ul style="list-style-type: none"> – identifies and explains with some clarity and effectiveness a current Aboriginal concern resulting from European contact 	<ul style="list-style-type: none"> – identifies and explains with considerable clarity and effectiveness a current Aboriginal concern resulting from European contact 	<ul style="list-style-type: none"> – identifies and explains with insight, clarity, and effectiveness a current Aboriginal concern resulting from European contact

*The expectations that correspond to the numbers given in this chart are listed on page 40.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.

Aboriginal Peoples and European Explorers Level 1, Sample 1

A

Dear Editor,

On behalf of the Inuit people I believe that the Inuit people should be aloud to be able to fish and hunt when they want, without paying because way back then they could do whatever they wanted but then other people came along saying that they couldn't.

I feel that the Inuit people should be able to hunt when they want but hunt in a specific spot. The Inuit people would have to restore the animals if they all died and if they couldn't restore them they would have to find something else to eat.

Also I think that the Inuit people can live were they want without people saying that they are going to build a factory where they live or tell them that they are going to log out the forest were they hunt for food.

I think that the inuit people should have a right to where they hunt or live and that if someone id going to build a factory where they live, they should give the Inuit people a better place to live or build their factory somewhere

B

else. Also if they are going to log out the forest were they hunt, they should give the Inuit people a better place to hunt with lots and lots of animals or go log an other forest where no one hunts.

Teacher's Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the connections between the Inuit and the environment (e.g., by giving one simple example: “The Inuit people would have to restore the animals if they all died and if they couldn’t restore them they would have to find something else to eat”).
- The student provides a limited description of how early contact with Europeans affected the lifestyle of the Inuit (e.g., by using non-specific terminology and inaccurate information, such as “without people saying that they are going to build a factory where they live” and “they are going to log out the forest were they hunt for food”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides a limited analysis of how historical events contributed to the issue of Aboriginal hunting and fishing rights (e.g., “but then other people came along saying that they couldn’t”).

Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary throughout the article (e.g., by using non-specific language, such as “other people” rather than “Europeans”, “way back then” rather than a specific time).
- The student expresses information and ideas with limited accuracy and clarity (e.g., by using simplistic explanations, such as “and hunt when they want, without paying”, “would have to restore the animals”, “go log an other forests where no one hunts”).

Application of Concepts and Skills

- The student identifies and explains with limited clarity and effectiveness an Inuit concern resulting from European contact (e.g., “because way back then they could do whatever they wanted but then other people came along saying that they couldn’t”).

Comments/Next Steps

- Additional research would enhance the student’s understanding of the nature, timing, and impact of contact with Europeans.
- The student should ensure that all his or her information on the Inuit is accurate (i.e., forests do not grow north of the treeline; there are no factories in Inuit communities).
- The student should incorporate vocabulary appropriate for this grade level (e.g., *Europeans*, *environment*).
- The final product would be more readable if the student edited the sentence structure and proofread to correct spelling.

Aboriginal Peoples and European Explorers Level 1, Sample 2

The Iroquois Tribe

The Iroquois Indians were brave skilful warriors. Their lives revolved around the forest. The forest provided food like deer, moose, beavers and rabbits. Using bow and arrows the Indians had allot of food. They also gathered food like berries, wild rice, plants and corn.

The First Nations lived in permanent house called long houses. The framework of the house was made of poles and saplings bound together with tough bark. Animal skin or hide covered the doorway of the house. Also a passageway down the centre of the house contained fireplaces or pits used for cooking.

The villages that they lived in were very different then most are now. The villages might consist of several hundred dwellings or cabins. They were usually located near a stream or a large spring. In prehistoric times and even after Europeans arrived to North America, some tribes made walls as a protection against enemy attacks.

Indians had made a great big deal about they're religious beliefs. The first nations didn't really know much about the Catholic teachings. But by the time of the American Revolution the Indians had some knowledge of the protestant and the Catholic teachings. Some Indians believed that there was a woman with magical powers was far in the past. She was responsible for creating the continent.

I think that the current concern for the First Nations people is that people are taking down to many forests. If there were people taking down forests, then where would the Iroquois people live? As I said there lives revolve around the forest. It's not only that their homes are being destroyed, also they can not survive with out food. So when people ruin the environment, sometimes there helping someone, but other times they would be affecting someone's life.

Teacher's Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the connections between the Iroquois and the environment (e.g., by supporting his or her ideas with factual information, such as “The forest provided food like deer, moose, beavers, and rabbits”, “Using bow and arrows the Indians had allot of food. They also gathered food like berries, wild rice, plants and corn”).
- The student provides a limited description of how early contact with Europeans affected the lifestyle of the Iroquois (e.g., by using broad generalizations, such as “after Europeans arrived to North America, some tribes made walls as a protection against enemy attacks”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides a limited analysis of how historical events contributed to the Iroquois' loss of religious beliefs (e.g., when referring to how contact exposed the Iroquois to Christianity: “The first nations didn't really know much about the Catholic teachings. But by the time of the American Revolution the Indians had some knowledge of the protestant and the Catholic teachings”).

Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary (e.g., when expressing ideas related to the task: “First Nations people”, “environment”, “ruin”, “affecting”).
- The student expresses information and ideas with limited accuracy and clarity (e.g., by mixing information on the Iroquois with information on Aboriginal peoples in general as in paragraphs 4 and 5, “Some Indians believed that there was a woman with magical powers was far in the past. She was responsible for creating the continent”).

Application of Concepts and Skills

- The student identifies and explains with limited clarity and effectiveness a current Iroquois concern for the loss of forests (e.g., by using a simplistic cause-and-effect explanation: “If there were people taking down forests, then where would the Iroquois people live? As I said their lives revolve around the forest”).

Comments/Next Steps

- The student should focus on one current concern of the Iroquois community.
- More in-depth research would enable the student to understand and appreciate the Iroquois way of life, both in the past and the present.
- The student should ensure that all information and terminology are accurate (e.g., wild rice grows in Northern Ontario; the Iroquois were and are a confederacy, not a tribe).
- The student should proofread to correct spelling errors.

Aboriginal Peoples and European Explorers Level 2, Sample 1

"We Want Our Land Back!"

Today, the aboriginals are fighting for their land back. They claim that generations ago, the government moved them off their land and into reserves. These land claim issues have been going on for years and are still going to this day.

In around the 1600's, the French fur traders arrived. They liked the land where the natives lived. About 280 years, the government successfully moved the aboriginals away to reserves so the French settlers could live where they wanted and raise their families. That is how this all started.

When the settlers arrived, they changed the indian's ways. The aboriginals traded their fur for guns, steel pots and different necessities. The Europeans though, brought diseases to the land such as small pox. Some aboriginals died because they didn't know how to treat the disease. There is a present land claim issue that strikes my attention. It is a protest against low-level flying in Labrador. In 1964, the Canadian Military allowed aircrafts to fly only 30 metres above ground and at speeds over 1000 km on hour. This is disturbing the noise-sensitive animals such as birds, caribou, mouse and birds and lots more. In 1980, the natives started to inform the Canadian Ministry of the Environment but their concerns were ignored by them. A few years later, the natives began civil disobedience but unsuccessfully failed. Unfortunately, the low-level flights are continuing.

Over all, I think that this tells that some people think they are more powerful than natives and ignore their rights. I also think it is horrible how some people treat them. I think they deserve their land.

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the connections between an Aboriginal community in Labrador and the environment (e.g., by describing how the Aboriginal peoples hunted in order to trade their fur for "necessities").
- The student provides some description of how early contact with Europeans affected the lifestyle of Aboriginal communities, using simple ideas (e.g., "When the settlers arrived, they changed the indian's ways", "The Europeans though, brought diseases to the land such as small pox").

Inquiry/Research Skills and Map and Globe Skills

- The student provides some analysis of how historical events contributed to a current Aboriginal land claim (e.g., by referring to several key events and their impact: "About 280 years, the government successfully moved the aboriginals away to reserves so the french settlers could live where they wanted and raise their families. That is how this all started").

Communication of Required Knowledge

- The student makes some use of appropriate vocabulary (e.g., "land claim", "settlers", "necessities", "diseases to the land such as small pox", "noise-sensitive", "civil- disobedience").
- The student expresses information and ideas about a land claim with some accuracy and clarity (e.g., "There is a present land claim issue that strikes my attention", "A few years later, the natives began civil- disobedience but unsuccessfully failed").

Application of Concepts and Skills

- The student identifies and explains with some clarity and effectiveness a land claim concern resulting from European contact (e.g., by giving reasons to support the claimants: "This is disturbing the noise-sensitive animals such as birds, caribou, mouse and birds and lots more").

Comments/Next Steps

- The student should identify a specific Aboriginal community to provide a context for the identified issue.
- The student should include a greater variety of factual information about the connection between the Aboriginal community and the environment.
- The student should include more current information about the land claim to explain the issue.
- Editing the paragraph structure would enhance the student's description and analysis of the issue.

Aboriginal Peoples and European Explorers Level 2, Sample 2**The Mi'kmaq's Fishing Concern**

The eastern Indians the Mi'kmaq's were fishing out of season and got caught, but were not found Gillette. This is because the Mi'kmaq s years ago had a tretiee made by a non native person saying that the Mi'kmaqs can hunt or fish as much as they want just as long as this hunting would supply them with food and the warmth they need.

Hundreds of years ago the white man interfered with the Mi'kmaq Indians and made a tretiee giving the Mi'kmaq Indians the right to fish out of season as long as that fishing and hunting gets used.

These fishing rights of the Mi'kmaq Indians have been annoying the non native fishers and there rights. Some of the natives have stopped fishing to prevent fights and other violent akes from there families, but others fight for there rights ,and turns into disaster, the non native people have been destroying Lobster traps, and burning any trucks left by the natives.

The non native people have been trying desperately trying to shut down the P.E.I fisheries to drive the natives out of business with there fishing.

Lobster fishers have been fishing out of season and being allowed. The fights going around about the natives rights have been ignored by some fishers, but have stopped others. This issue was brought up to the supreme court and according to the tritee written by non native people years ago the natives are allowed to fish out of season and are allowed to fish without a license. But that still does not stop the fights going around.

Teacher's Notes**Understanding of Concepts**

- The student demonstrates some understanding of the connections between the Mi'kmaq and the environment (e.g., by describing how the Mi'kmaq hunted and fished only as needed: “the Mi'kmaqs can hunt or fish as much as they want just as long as this hunting would supply them with food”).
- The student provides some description of how early contact with Europeans affected the lifestyle of the Mi'kmaq (e.g., when describing the Mi'kmaq's treaty rights: “Hundreds of years ago the white man interfered with the Mi'kmaq Indians and made a tretiee giving the Mi'kmaq Indians the right to fish out of season as long as that fishing and hunting gets used”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides some analysis of how historical events contributed to the Mi'kmaq's concern about fishing rights (e.g., by referring to the conflict between the two groups of lobster fishers: “Lobster fishers have been fishing out of season and being allowed. The fights going around about the natives rights have been ignored by some fishers, but have stopped others. This issue was brought up to the supreme court and according to the tritee written by non native people years ago the natives are allowed to fish out of season and are allowed to fish without a license. But that still does not stop the fights going around”).

Communication of Required Knowledge

- The student makes some use of appropriate vocabulary to discuss the issue (e.g., “fisheries”, “supreme court”, “violent akes [acts]”, “license”).
- The student expresses information and ideas with some accuracy and clarity (e.g., when describing the issue: “Some of the natives have stopped fishing to prevent fights and other violent akes [acts] from there families, but others fight for there rights ,and turns into disaster”).

Application of Concepts and Skills

- The student identifies and explains with some clarity and effectiveness the issue of Aboriginal fishing rights (e.g., when describing efforts to resolve the conflict: “This issue was brought up to the supreme court”).

Comments/Next Steps

- The student should conduct additional research to further support the statements he or she has made.
- The student needs to provide a wider variety of facts and details to demonstrate his or her understanding of the fishing rights conflict.
- The student should focus on developing the argument logically.
- The student should gather accurate factual information through extended research (e.g., the Mi’kmaq dispute took place in New Brunswick not Prince Edward Island).
- Editing to correct sentence structure, spelling, and punctuation would improve the final product.

Aboriginal Peoples and European Explorers **Level 3, Sample 1****A**

The Oka Crisis

May 15, 2001

It's been almost 12 years since Canada watched as the Canadian Arm Forces took charge of the small town of Oka Quebec. Where the non-native municipality was trying to build a golf course on holy native Mohawk burial grounds.

It all dates back to before the Europeans came when the people of the Mohawk tribe started burying there chiefs and other important elders in the land. Year after year after year the land was fulfilled with more and more and more died bodies making the land more and more holy. Unfortunately the burial land was not made part of their reserve.

When the people of the reserve were notified they were shocked that the white or non-native community would do something to the land that they knew very well was holy to us. So they protected it by standing around the land disallowing anyone to get in a do any form of construction. This resulted in a violent stand-off which lasted almost 78 days. In

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this time there was only one death but many native and non-native injuries. The crisis was so violent that the mayor of Oka was forced to call in the Canadian Arm Forces. After the stand-off the affair was taken to court and in the end the Mohawk people were given the right to the land.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the connections between the Mohawk community and the environment (e.g., by describing the importance of the burial land: “Year after year after year the land was filled with more and more and more died bodies making the land more and more holy”).
- The student provides a detailed description of how early contact with Europeans affected the lifestyle of the Mohawk (e.g., with the coming of Europeans, the Mohawk were placed on reserves: “Unfortunately the burial land was not made part of their reserve”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides a detailed analysis of how historical events contributed to the Oka crisis (e.g., by describing the root of the conflict: “Year after year after year the land was filled with more and more and more died bodies making the land more and more holy. Unfortunately the burial land was not made part of their reserve”).

Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary to describe the issue (e.g., “crisis”, “holy native Mohawk burial grounds”, “municipality”, “reserve”, “notified”, “disallowing”).
- The student expresses information and ideas with considerable accuracy and clarity (e.g., when describing the conflict: “It’s been almost 12 years since Canada watched as the Canadian Arm Forces took charge of the small town of Oka Quebec”, “This resulted in a violent stand-off which lasted almost 78 days”).

Application of Concepts and Skills

- The student identifies and explains the Oka crisis with considerable clarity and effectiveness (e.g., when describing its events and repercussions: “Unfortunately the burial land was not made part of their reserve”; “So they protected it by standing around the land disallowing anyone to get in a [and] do any form of construction”).

Comments/Next Steps

- The student could include his or her own insights and personal reactions to the events surrounding the Oka crisis.
- The student should update the information based on the current situation at Oka.
- The student should edit his or her work to enhance readability.

Aboriginal Peoples and European Explorers Level 3, Sample 2

A

Unhappy People

There is a concern of the Aboriginals and how they still try to make a living hunting, fishing, and trapping. This is important for them to do. Unfortunately, they are having difficulty doing this. Aboriginals would like to continue their traditions, but there have been problems in their way.

The Aboriginals used to have no problems fishing, hunting, and trapping. They caught their fish, and knew there were plenty more to catch the next day. They hunted their food with no one to stop them, and they set out traps. The Aboriginals had soil to grow trees and plants, plants they used for medicine, and they found a lot more use from their natural resources. There were no problems at the time. The environment was clean and healthy then because the Aboriginals kept it this way.

The Europeans sailed across the ocean exploring new lands. They found the Aboriginals and didn't like the way they lived. They decided that the Aboriginals had to live the way the Europeans did. The Aboriginals then had to go to different schools, and do things the way the Europeans did. The Aboriginals still wanted to do their hunting, fishing, and trapping, but the Europeans wouldn't let them. The government has put limits on the number of fish to be caught because the fish stocks are low. This way, the Aboriginals can't fish. A lot of forests have been logged, so the Aboriginals can't hunt, or trap, either. The Aboriginals are very unhappy right now.

The Aboriginals were the ones doing the right things and the Europeans have changed that. The Aboriginals appreciated nature, and worship it. The Europeans are destroying the environment, so the Aboriginals can't hunt,

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fish, or trap. This is a major concern that everyone needs to understand.

People need to realize that the Aboriginals are humans just like everyone else, they have feelings just like everyone else, so they should be treated the same as everyone else. Everybody needs to understand their culture, and how they want to live.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the connections between Aboriginal peoples (no specific group) and the environment (e.g., by describing how Aboriginal peoples relied on natural resources to live: “The Aboriginals used to have no problems fishing, hunting, and trapping”, “The Aboriginals had soil to grow trees and plants, plants they used for medicine, and they found a lot more use from their natural resources”).
- The student provides a detailed description of how early contact with Europeans affected the Aboriginal peoples' lifestyle (e.g., by giving specific examples of the how Aboriginal life changed: “The Aboriginals then had to go to different schools, and do things the way the Europeans did”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides a detailed analysis of how historical events contributed to the Aboriginal peoples' difficulty maintaining their traditions (e.g., by describing how they had to change: “The Aboriginals still wanted to do their hunting, fishing, and trapping, but the Europeans wouldn't let them”).

Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary (e.g., when describing the issue: “continue their traditions”, “natural resources”, “environment”, “fish stocks”, “understand their culture”, “major concern”).
- The student expresses information and ideas with considerable accuracy and clarity (e.g., by providing specific examples to support statements, such as: “The Aboriginals had soil to grow trees and plants, plants they used for medicine, and they found a lot more use from their natural resources”).

Application of Concepts and Skills

- The student identifies and explains with considerable clarity and effectiveness the Aboriginal peoples' difficulty maintaining their traditions (e.g., “The government has put limits on the number of fish to be caught because the fish stocks are low. This way the Aboriginals can not fish. A lot of forests have been logged, so the Aboriginals can't hunt or trap either.”

Comments/Next Steps

- The student should focus on one specific Aboriginal community in the article.
- The student should use additional resources to enhance his or her understanding of and insight into how historical events have affected the Aboriginal peoples' lifestyle.
- Careful proofreading would enhance the final product.

Aboriginal Peoples and European Explorers Level 4, Sample 1**A****Losing Faith. Will Things Ever Be the Same?**

Every morning, I get up, get dressed, eat and go to school. Before bed, I read my bible. It's my routine. I can't imagine doing anything else. No one has ever forced me out of my beliefs. I'm lucky, my life and heritage haven't been changed. The loss of heritage is a present day concern for the natives. This issue effects how they live, eat, act, sleep and pray.

Long before the European's arrived, the Oneida were very spiritual people. They centred on living in harmony with nature. They believed that everything, including what could not be seen, was interconnected. In other words, all living things were respected. Many spiritual practices had to do with meeting the communities needs. For instance, while hunting they called to the animals to allow themselves to be caught.

The Oneida relied on nature for most things. Food was a necessity and the Oneida were great farmers. The land was cleared by the men and the women planted. They only planted what they needed. During the summer, the women would gather: berries, nuts, mushrooms, roots, onions, sunflower seeds, and pumpkins, which were added to the winter supply. In fall crops were harvested and the game was hunted and smoked for winter. They only hunted and harvested what they needed. The Oneida were very organized and even had a form of government.

In the early 1600's, the European's began making their way to Asia. While doing so, they stumbled upon North America, a new and unusual land. Liking what they saw, they settled there, the natives no clue of what the future would hold.

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As the years went on, the natives and European's became more involved in the fur trade. The Oneida became the middlepersons, being they lived in the centre. Although hunting and trading were not a necessity, the want for "more" was growing. The European's began pressuring the natives to dress like them, act like them, believe what they believed and even speak their language. Eventually forcing the native's to convert to Christianity and their traditions. Hunting for the Oneida, wasn't as sacred anymore. They began hunting more than needed. The European's, their influence. The Oneida, slowly, began to fade away from tradition. They had lost their "connectedness" with nature.

Aboriginal's today have been greatly affected by their past. Many who turned against their beliefs, never did return, and niether did their families after. The pressures of the "outside" world were finally beginning to affect them. Many live in houses, dress like us, and have abandoned their communities. Teenagers are rebelling and problems like substance use and abuse have affected different Native communities in Canada. Many are starting to questions their beliefs and history. As this issue is coming up more often, the aboriginal's are beginning to do something. Many famous people are supporting reserves and fellow natives.

The issue still remains, but things are getting better. Today the Oneida are trying to heal the scars left from their past. Renewing the faith in their Creator, respect for the enviroment and themselves. The journey will be hard, but it'll be worth it. There's still hope.

Teacher's Notes

Understanding of Concepts

- The student demonstrates a thorough understanding of the connections between the Oneida and the environment (e.g., by describing how the Oneida lived in harmony with nature: “They centred on living in harmony with nature”, “For instance, while hunting they called to the animals to allow themselves to be caught”, “The Oneida relied on nature for most things”).
- The student provides an insightful, detailed description of how early contact with Europeans affected the lifestyle of the Oneida community (e.g., “The European’s began pressuring the natives to dress like them, act like them, believe what they believed and even speak their language.... The Oneida, slowly, began to fade away from tradition. They had lost their ‘connectedness’ with nature”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides an insightful, detailed analysis of how historical events contributed to the Oneida’s concern for the loss of their heritage (e.g., by explaining how profoundly the changes affected the Oneida’s culture: “The European’s began pressuring ... Eventually forcing the native’s to convert to Christianity and their traditions”, “The pressures of the ‘outside’ world were finally beginning to affect them”).

Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary throughout the article (e.g., to describe the situation and persuade the reader of its implications, he or she uses the words “interconnected”, “heritage”, “spiritual people”, “living in harmony”, “harvested”, and “heal the scars”).
- The student expresses information and ideas with a high degree of accuracy and clarity, (e.g., by demonstrating an understanding of Oneida culture and traditions: “They believed that everything, including what could not be seen, was interconnected”, “The Oneida were very organized and even had a form of government”, “Although hunting and trading were not a necessity, the want for ‘more’ was growing”).

Application of Concepts and Skills

- The student identifies and explains with insight, clarity, and effectiveness the Oneida’s concern for the loss of their heritage resulting from European contact (e.g., by providing examples of how the issue continues to affect the present: “Teenagers are rebelling and problems like substance use and abuse have affected different Native communities in Canada. Many are starting to question their beliefs and history”).

Comments/Next Steps

- The student demonstrates a thorough and insightful understanding of the concern by capturing the essence of the Oneida’s loss of their heritage.
- The student could substantiate his or her ideas with cited references.
- The student could provide background information about the Oneida to enhance the reader’s understanding of the Oneida’s concern.
- The student should ensure that all interpretations are accurate (i.e., the Oneida did not call to the animals to allow themselves to be caught).
- Proofreading for correct punctuation would enhance the final article.

Aboriginal Peoples and European Explorers Level 4, Sample 2**A****The Aboriginal Peoples and their Environment, Past and Present**

The first people to live in Canada are called Aboriginal people. Before the arrival of the Europeans in Canada these Aboriginals owned the land. They were hunters, farmers and fishermen who did not live at one place for very long. They travelled by foot and moved to a new location when the land was no longer good for planting crops. After the Europeans arrived the aboriginals lost their way of life and their land.

There were many different Aboriginal peoples. Two of them, the Blackfoot and the Cree lived in what is now Alberta. Before the arrival of the Europeans in Canada, the Blackfoot depended on the buffalo for food and clothing. They also hunted fish, deer and moose and ate berries, corn and nuts. Their main hunting weapon was the bow and arrow and they also used traps to catch some of the animals. Their weapons and tools were made from bone, wood and stone. The women dried the meat and rubbed berries on it to make it last long.

While the men hunted animals for food, the women used the skins to make clothing. Their basic clothing was made from animal skins. They also used fur during the winter season. They painted their faces and pierced their ears.

The Blackfoot lived in tipis made of poles tied together and covered with animal skins. They had fun by telling stories, singing and dancing.

European fur traders began looking for animals with fur in the Alberta area. The Blackfoot began to trade the animals for guns, blankets and tools made of metal. They began to change their way of life. They now had metal tools bought at a store instead of tools made of bone, wood and stone. They used guns for hunting instead of bow and arrow. They changed their clothes from animal skins to European shirts and pants. Instead of their singing and dancing they had board games like checkers. The Europeans gave them new ideas. They stopped moving around from place to place and just lived at one location. The Europeans made them stop hunting and send their children away to school.

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The Europeans also brought diseases and many of the Aboriginals died. Also, because of the fur trade they lost a lot of animals and did not have enough food. Their new chiefs had to sign treaties giving away most of their land in exchange for medicine and education. The Aboriginals were left with small plots of land and lost their way of life.

Their current concerns are to get back their land so that they can have their own schools and hospitals, Government and culture and get back some of what their life was before the Europeans came.

Teacher's Notes

Understanding of Concepts

- The student demonstrates a thorough understanding of the connections between the Blackfoot and the environment (e.g., by describing how they relied on the land for survival in paragraphs 2 and 3).
- The student provides an insightful, detailed description of how early contact with Europeans affected the lifestyle of the Blackfoot community (e.g., when describing specific changes that took place: “The Europeans gave them new ideas. They stopped moving around from place to place and just lived at one location. The Europeans made them stop hunting and send their children away to school”).

Inquiry/Research Skills and Map and Globe Skills

- The student provides an insightful, detailed analysis of how historical events contributed to the Blackfoot's concern for the loss of their way of life (e.g., by comparing their life before and after the treaty was signed: “Their new chiefs had to sign treaties giving away most of their land in exchange for medicine and education”).

Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary throughout the article (e.g., “basic clothing”, “depended on the Buffalo”, “sign treaties”, “small plots of land”).
- The student expresses information and ideas with a high degree of accuracy and clarity (e.g., in the descriptions of the life of the Blackfoot: “The Blackfoot lived in tipis made of poles tied together and covered with animal skins”, “The Aboriginals were left with small plots of land and lost their way of life”).

Application of Concepts and Skills

- The student identifies and explains with insight, clarity, and effectiveness the Blackfoot's concern for the loss of their heritage resulting from European contact (e.g., by clearly defining the cause-and-effect relationship in the contact of Europeans and Aboriginal people: “After the Europeans arrived the aboriginals lost their way of life and their land. Their current

concerns are to get back their land so that they can have their own schools and hospitals, Government and culture”, “The Aboriginals were left with small plots of land and lost their way of life”).

Comments/Next Steps

- The student demonstrates a thorough and insightful understanding of the issue by capturing the essence of the Blackfoot's land concerns.
- The student could substantiate his or her ideas with cited references.
- The student could relate the historical loss of heritage to today's Blackfoot community.
- The student should do a final proofreading of the article.

Teacher Package

Social Studies Exemplar Task Grade 6 – Heritage and Citizenship Teacher Package

Title: Aboriginal Peoples and European Explorers

Time requirement: 240 minutes (four class periods)

- 60 minutes to explore the relationship of an Aboriginal community with the environment prior to contact with European explorers
- 60 minutes to explore the influence of European contact on an Aboriginal community
- 120 minutes to write an article about a current concern of an Aboriginal community

Description of the Task

Each student will identify one present-day concern of an Aboriginal community related to how changes resulting from European contact affected the community's lifestyle. Each student will then write an article suitable for publishing on the history page of a school or community newsletter or on a school website that describes the concern, the historical background, and the effects on the Aboriginal community.

Student Scenario

The following scenario should be presented to students:

Your class has been studying the experiences of Canadian Aboriginal communities. Through this work, you and your classmates have identified a number of serious concerns related to how European contact impacted on Aboriginal lifestyles. Every student in your class has decided to write an article about one concern. Each article will be submitted for publication in your school newspaper, a community newspaper, or the school website.

Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify ways in which the environment molded Canadian Aboriginal cultures (6z1);
2. describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices) (6z5);
3. identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples) (6z9);
4. use appropriate vocabulary (e.g., *social, political, economic, explorers, contributions*) to describe their inquiries and observations (6z10);
5. analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada) (6z13);
6. communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (6z15);
7. identify current concerns of Aboriginal peoples (e.g., self-government, land claims) (6z17).

Teacher Instructions

Prior Knowledge and Skills Required

To complete the task, students should have some knowledge or skills related to the following:

- a variety of Aboriginal communities in Canada
- the consequences of Aboriginal and European interactions
- recent Aboriginal concerns or those currently in the news
- completing tasks in small groups
- writing for various audiences

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (see the Appendix) for each student
- chart paper and markers
- paper and writing implements
- classroom resources related to this unit (e.g., books, newspaper articles, student notebooks)

The Rubric

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You could reproduce the rubric for students or create an overhead transparency to use with the whole class.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

Pre-task 1: Activating Prior Knowledge (60 minutes)

The focus of this activity is on the relationship of Aboriginal communities with the environment prior to contact with European explorers.

1. List on chart paper or on the chalkboard the Aboriginal communities with which the class is familiar. Post the list for reference.
2. Choose one of the Aboriginal communities to use as the basis of a whole-class discussion.

3. Present the "The _____ and Their Environment" chart that follows to the class on the chalkboard, on chart paper, or on an overhead transparency. Discuss the meanings of each of the following terms:

- *climate*: weather over a period of time (includes seasons, temperature, precipitation)
- *wildlife*: vegetation and animals
- *natural resources*: things found in the natural environment that can be useful (e.g., trees, minerals, rocks, water sources)
- *physical geography*: mountains, rivers, freshwater lakes, oceans, beaches

The _____ and Their Environment (Aboriginal community)

	Climate	Wildlife	Natural Resources	Physical Geography
Food				
Shelter/ Clothing				
Family and Community Life				
Religious/ Cultural Practices				

4. Complete the chart with the class, describing how each environmental feature influenced the lifestyle of the identified Aboriginal community prior to contact with European explorers.
5. Divide the class into small groups. Assign each student group one of the Aboriginal communities listed earlier. Ask each of the groups to create and complete a chart similar to the one above for the assigned Aboriginal community.
6. Post all the completed charts around the classroom and invite students to make additions to them.
7. Guide students in making generalizations about the relationship between lifestyle and the environment. As a class, discuss the following:
 - What similarities were there among the communities in the ways they interacted with the environment?
 - What differences were there among the communities in the ways they interacted with the environment?

*The rubric is reproduced on page 41 of this document.

Pre-task 2: Examining Changes Over Time (60 minutes)

1. Provide students with copies of the chart “The _____ and Their Environment, Past and Present” (see the Appendix).
2. Ask students why they think physical geography and climate are not included on the chart. Ensure that they understand that climate and physical geography were not affected by the arrival of the first European explorers.
3.
 - a) In small groups, have students complete the two columns of the chart related to “When European Explorers Arrived” for the same Aboriginal communities considered in Pre-task 1. Students can refer to their notebooks and other reference and resource material as needed.
 - b) Once the first two columns are completed, debrief with the class to ensure that students understand the impact of contact with early European explorers on Aboriginal communities.
4.
 - a) In their groups, have students complete the two columns of the chart related to “Today”. Once again, students should refer to their notebooks and other reference and resource material as needed.
 - b) Debrief with the class again to ensure that students understand the long-term effects of historical events on the selected Aboriginal community and its environment. Ensure that the class discussion dispels any stereotypes.
5. Have students identify and record any environmentally related concerns of today’s Aboriginal communities under “Current Concerns” at the bottom of the chart.

Exemplar Task

Only the final copy of each student's article is to be submitted for marking.

1. Post the Student Scenario on chart paper or on the chalkboard. Review it with students.
2. Ask each student to select a present-day concern of an Aboriginal community related to how changes resulting from European contact affected the group’s lifestyle. Suggest that students refer to the charts they completed in the pre-tasks.
3. Have each student write an article suitable for publishing on the history page of a school or community newsletter or on a school website. The article is to include the following:
 - a description of the concern selected
 - the historical background for this present-day concern
 - how the lives of the members of the Aboriginal community have been affected
4. Have students edit and revise their articles independently.
5. Instruct students to submit only the final copy of their articles for assessment. Students can write their final copies of their articles on lined paper or on computer, if computer use is part of students’ regular writing routine.

Appendix
The _____ and Their Environment, Past and Present

	When European Explorers Arrived		Today	
	Wildlife	Natural Resources	Wildlife	Natural Resources
Food				
Shelter/ Clothing				
Family and Community Life				
Religious/ Cultural Practices				

7

Current Concerns

1. _____
2. _____
3. _____

Canada and World Connections Grade 5

Aspects of Government in Canada

The Task

This task required each student to review a scenario describing a natural disaster within a fictitious Ontario community and then develop suggestions for ways in which the three levels of government might respond. Students were also asked to explain how they, alone or with an adult's help, might assist the community.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Canada and World Connections: Aspects of Government in Canada. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. describe the functions and interactions of different levels of government in Canada (5z26);
2. identify the connections among the three levels of government (i.e., local, provincial, federal) (5z31);
3. identify services provided by the federal government (e.g., national defence) (5z34);
4. demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote) (5z36);
5. use appropriate vocabulary (e.g., *government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility*) to describe their inquiries and observations (5z41);
6. sort and classify relevant information to test hypotheses and make comparisons (5z44);
7. communicate information (e.g., comparing Canada's form of government to forms of government found in other countries), using media works, oral presentations, written notes and descriptions, drawings, and tables (5z46);
8. research ways in which the three levels of government work together (e.g., in responding to natural disasters) (5z48).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- understanding what the three levels of government are and how they work together
- using terminology related to government (e.g., *municipal/local, provincial, federal, mayor, premier, prime minister, Ontario Provincial Police, Canadian Armed Forces, Ministry*)
- applying a problem-solving model to a real-life or simulated problem

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 83–87 of this document.

Task Rubric – Aspects of Government in Canada

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3, 4	<ul style="list-style-type: none"> – demonstrates a limited understanding of the services of and connections among the three levels of government – provides descriptions that have limited accuracy – demonstrates a limited understanding of a citizen's responsibility 	<ul style="list-style-type: none"> – demonstrates some understanding of the services of and connections among the three levels of government – provides descriptions that are somewhat accurate – demonstrates some understanding of a citizen's responsibility 	<ul style="list-style-type: none"> – demonstrates considerable understanding of the services of and connections among the three levels of government – provides descriptions that are mostly accurate – demonstrates considerable understanding of a citizen's responsibility 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of the services of and connections among the three levels of government – provides descriptions that are thorough and accurate – demonstrates a thorough understanding of a citizen's responsibility
Inquiry/research skills and map and globe skills				
The student:				
6	<ul style="list-style-type: none"> – demonstrates a limited ability to organize information for problem solving 	<ul style="list-style-type: none"> – demonstrates some ability to organize information for problem solving 	<ul style="list-style-type: none"> – demonstrates considerable ability to organize information for problem solving 	<ul style="list-style-type: none"> – demonstrates extensive ability to organize information for problem solving
Communication of required knowledge				
The student:				
5, 7	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary to communicate few ideas and limited information 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary to communicate some ideas and information 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary to communicate many ideas and much information 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary to communicate many ideas and much information
Application of concepts and skills				
The student:				
1, 8	<ul style="list-style-type: none"> – demonstrates a limited understanding of how the three levels of government work together 	<ul style="list-style-type: none"> – demonstrates some understanding of how the three levels of government work together 	<ul style="list-style-type: none"> – demonstrates considerable understanding of how the three levels of government work together 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of how the three levels of government work together

*The expectations that correspond to the numbers given in this chart are listed on page 64.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.

A

Appendix 4

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or two boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
There is garbage- all over the place	✓	✓	Municipal needs to pick up garbage	✓		
Roads are blocked making it hard for emergencies	✓		Provincial would need to clear roads then Municipal would take care of them	✓	✓	
Police can't keep people calm	✓		Police would call in more police	✓	✓	
People can't be rescued if a fire happens	✓		Municipal needs to send in as many firemen as possible ✓			
No communication	✓		Federal needs to get communication back			✓
No clean water	✓		Municipal and provincial need to get clean water back	✓	✓	
Need to shovel driveway	✓		Municipal needs to make sure you shovel your driveway	✓		
<p>What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress. I would shovel my driveway and pick up the some garbage and stay calm.</p>						

Teacher’s Notes**Understanding of Concepts**

- The student demonstrates a limited understanding of the services of and connections among the three levels of government in response to the ice storm emergency (e.g., “Municipal and provincial need to get clean water back”).
- The student provides descriptions of governmental services that have limited accuracy (e.g., “federal needs to get communication back”).
- The student demonstrates a limited understanding of a citizen’s responsibility to assist the community in distress (e.g., “I would shovel my driveway and pickup some garbage and stay calm”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to organize information for problem solving (e.g., *problem*: “Need to Shovel driveway”; *solution*: “Municipal needs to make sure you shovel your driveway”).

Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary to communicate few ideas and limited information for a proposed government action plan (e.g., “Municipal needs to pick up garbage”).

Application of Concepts and Skills

- The student demonstrates a limited understanding of how the three levels of government would work together during an ice storm emergency (e.g., “Provincial would need to clear roads then Municipal would take care of emergency”).

Comments/Next Steps

- The student needs to focus more on facts and details relevant to the possible solutions to the problems created by the ice storm.
- The student needs to make clearer connections among the different agencies and services provided by the various levels of government.
- The student should use a consistent style (full sentences or point form) and should proofread his or her work to eliminate errors.

A

Appendix 4

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or two boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
NO Power (no light, electricity, heat...) expected to be out for days.	✓		the hydro need to build more power lines.	✓	✓	
motor vehicle accidents due to icy road conditions and fallen trees	✓		the insurance will have to get them a new car.		✓	
fires due to fallen and broken power lines.	✓		the fire department needs to take out the fire.	✓		
fallen trees on power lines.		✓	hydro needs to take the trees off.	✓		
batteries, generators, etc. are Needed.	✓		Flash lights radios so you can see or listen.		✓	
sick and elderly (especially those living alone need to be cared for)	✓		they need lots of care at the hospital		✓	
generators run on gasoline... gas may be in shortage soon.	✓		the hydro needs to get more gasoline.	✓	✓	
<p>What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress. I would bring the home less and elderly to a hospital for care till the storm ends.</p>						

Teacher’s Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the services of the three levels of government (e.g., municipal: “Hydro needs to take the trees off”) and the connections among the levels (e.g., municipal and provincial: “the hydro need to build more power lines”) in response to the ice storm emergency.
- The student provides descriptions that have limited accuracy to explain government responsibilities (e.g., as an immediate need to be met by the provincial government, the student states, “the inherince will have to get them a new car” when necessitated by “moter vehicle accidents due to icy road conditions and fallen trees”).
- The student demonstrates a limited understanding of a citizen’s responsibility to assist the community in distress (e.g., “I would bring the home less and elderly to a hospital for care till the storm ends”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates a limited ability to organize information for problem solving (e.g., *problem*: “sick and elderly (especially those living alone need to be cared for)”); *solution*: “they need lots of care at the hospital”).

Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary to communicate few ideas and limited information, incorporating simple terminology related to government (e.g., “hospital”, “fire department”, “hydro”) in his or her responses.

Application of Concepts and Skills

- The student demonstrates a limited understanding of how the three levels of government would work together during an ice storm (e.g., the student suggests that the municipal and provincial levels can work together “to build more power lines”).

Comments/Next Steps

- The student should make sure that government action matches the problems to be solved.
- The student should research the shared responsibilities of the levels of government to work together during an emergency situation.
- The student should use more terminology related to government.
- The student should proofread his or her work for spelling and use of capitals.

A

Appendix 4

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or two boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
fallen trees on power lines and other places like forests	✓	✓	The fire Dept would send fire fighters to clear the trees of the power lines so that the hydro workers can put the power back on.	✓	✓	
no power so there is no lights, heat or electricity expected to be out for days	✓		The municipal government would get the Hydro workers to fix the Hydro lines so they can fix the electricity, heat and lights	✓	✓	
fires have begun due to fallen hydro lines & trees.	✓		The local fire Dept would send fire fighters to manage fires and clear trees so the hydro workers can fix the hydro lines.	✓		
below freezing temperatures	✓	✓	The hydro workers would have to put the power on to keep the people warm.	✓		
fresh water and food could be in short supply within a few days.	✓		The municipal government would get the store owner to get more food so that the people can have food.	✓		
sick and elderly.	✓	✓	The communities centers would provide places for sick and elderly to live and get care for so they aren't lonely.	✓		
farmers worry that their cows cannot be milked.	✓		The municipal government would provide generators and if they farmers did not get one they would have to send them to a city	✓		

What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.

I might tell the citizens in the disaster area that if we pitch in the problem may not seem as big and it would not last as long. if u believe in your self then that some thing that u were thinking and i would tell them about might come true

Teacher’s Notes

Understanding of Concepts

- The student demonstrates some understanding of the services of the three levels of government (e.g., “The municipal Government would provide generators”) and connections among the three levels (e.g., “The municipal Government would get the Hydro workers to fix the Hydro lines, so The Prov can fix the electricity, heat and lights”) during an emergency situation.
- The student provides descriptions that are somewhat accurate in the suggested government action during the ice storm (e.g., “The hydro workers would have to try to put the power on to keep the people warm”).
- The student demonstrates some understanding of a citizen’s responsibility to assist the community in distress (e.g., by comforting other citizens: “I might tell the citizens in the disaster area that if we all pitch in the problem may not seem as big and it would not last as long”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to organize information for problem solving (e.g., *problem*: “fresh water and food could be in short supply within a few days”; *solution*: “The Municipal Government would get the store owner to get more food so that the people can have food”).

Communication of Required Knowledge

- The student makes some use of appropriate vocabulary to communicate some ideas and information, using basic governmental terms (e.g., “municipal Government”, “communities centers”, “local fire Dept”, “hydro workers”).

Application of Concepts and Skills

- The student demonstrates some understanding of how the three levels of government would work together during “The Icy Grip” (e.g., “The fire Dept would send fire fighters to clear the trees of the power lines so that the hydro workers can put the power back on”).

Comments/Next Steps

- The student demonstrates some understanding of immediate versus long-term needs in terms of the level(s) of government involved (e.g., the student identified “fallen trees on power lines” as both an immediate and a long-term need and “fires have begun due to fallen hydro lines & trees” as an immediate need).
- The student should refer more often to specific agencies of the provincial government.
- The student needs to provide more information pertaining to the services provided by the three levels of government, especially those provided at the federal level.
- The student should edit his or her work with a focus on correcting grammar and spelling.

A

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or more boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
Many people injured	✓		Municipal should open up more clinics	✓		
Power Down	✓		Municipal should check power system. Provincial should replace wires.	✓	✓	
People leaving homes	✓		Municipal should make shelters and supply food to people leaving their homes.	✓		
Car accidents blocking road	✓		Municipal should help fix cars. Provincial should clear roads.	✓	✓	
Fires starting	✓		Municipal should send out fire crews to stop fires.	✓		
Fallen Trees		✓	Municipal should identify which trees to replace. The Ministry of Resources should help plan this.	✓	✓	
Fallen Power Poles	✓		Municipal should clean up poles. Provincial should replace poles.	✓	✓	

What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.

If I have power, I can invite people with no power in their home to come into my home to stay temporarily.
 I can volunteer to help plant more trees.
 If I know someone who is a doctor, I can get that person to help people who are injured.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates some understanding of the services of and connections among the three levels of government when suggesting appropriate action to be taken during an emergency situation (e.g., *problem*: “Power Down”; *solution*: “Municipal should check power system. Provincial should replace wires”).
- The student provides descriptions that are somewhat accurate regarding governmental services (e.g., “Municipal should send out fire crews to stop fires”).
- The student demonstrates some understanding of a citizen’s responsibility to assist the community in distress (e.g., “If I have power, I can invite people with no power in their home to come into my home to stay temporarily”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates some ability to organize information for problem solving (e.g., *problem*: “Many people injured”; *solution*: “Municipal should open up more clinics”).

Communication of Required Knowledge

- The student makes some use of appropriate vocabulary to communicate some ideas and information, using terminology related to government (e.g., “Municipal”, “Provincial”, “Ministry of Resources”, “fire crews”, “clinics”).

Application of Concepts and Skills

- The student demonstrates some understanding of how the three levels of government work together when providing explanations to accompany the checkmarks under the heading “Level(s) of Government Involved” (e.g., “Municipal should identify which trees to replace. The Ministry of Resources should help plant new trees”).

Comments/Next Steps

- The student subdivides the section “What the Levels of Government Need to Do” for better organization (e.g., “Municipal”, “Provincial”).
- The student should research the levels of government in more depth to develop a greater awareness of governmental agencies and services, especially those provided by the federal government.
- The student should be more accurate when identifying the different agencies and the levels of government responsible for particular services.
- The student should make better use of information from the pre-tasks and from the resources available in the classroom.

A

Appendix 4

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or two boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
Trees have fallen on Hydro lines knocking down utility poles and power transmission poles from the heavy ice.	✓		The firemen and Hydro workers would need to work together to move the heavy trees and branches.	✓		
The power is out: there is no electricity, no lights, no heat, no water (maybe), no phone. It's expected to be out for days.	✓		The Hydro workers and Ontario Hydro workers work on the poles and wires after the firefighters move the trees.	✓	✓	
Fires have started due to fallen hydro poles and broken wires.	✓		The firefighters had put out the electrical fires, so the Hydro workers could work.	✓		
There is motor vehicle accidents on the slippery icy roads blocking emergency vehicles.	✓		The Provincial motor vehicle company would clear the roads. If there was a fire, firefighters would put it out. Ambulances would bring injured people to safety.	✓	✓	
If evacuated people would need shelter and someone to guard their homes and businesses.	✓	✓	Community Centres would be a good spot to stay if it had a generator. The armed forces would protect homes and businesses.	✓		✓
Farmers' cows could get mastitis if the don't get milked at the same times as the milking machine did it.	✓		The community would help by sharing generators or milk with the farmers. The provincial government would fund money to get generators.	✓	✓	
Food, gas, fresh water and batteries could be in need because generators run on gas.	✓		The other stores in the surrounding areas would bring needs. Gas trucks would come to the community first before other cities.	✓		

What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.

I, as a responsible person I would make muffins and food for people who need food. I might assist in talking to little kids telling them it's not scary.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the services of the three levels of government (e.g., *municipal*: “firefighters”, *provincial*: “Ontario Hydro”, *federal*: “armed forces”) and connections among the three levels (e.g., “Community Centres would be a good spot to stay if it had a generator. The armed forces would protect homes and businesses”) in response to an emergency situation.
- The student provides descriptions of governmental services that are mostly accurate (e.g., “The Provincial motor vehicle companies would clear the roads”).
- The student demonstrates considerable understanding of a citizen’s responsibility to assist the community in distress (e.g., “I, as a responsible person I would make muffins and food for people who need food”), although how the muffins would be made during a power outage is not explained.

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to organize information for problem solving (e.g., *problem*: “The power is out: there is no electricity, no lights, no heat, no water (maybe), no phone. It’s expected to be out for days”; *solution*: “The Hydro workers and Ontario Hydro workers work on the poles and wires after the firefighters move the trees”).

Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary to communicate many ideas and much information, incorporating governmental terms (e.g., “provincial”, “Ontario Hydro”, “community centres”, “armed forces”).

Application of Concepts and Skills

- The student demonstrates considerable understanding of how the three levels of government work together during an emergency situation by providing several examples (e.g., *problem*: “Farmers’ cows could get mastitis if the don’t get milked at the same times as the milking machine did it”; *solution*: “The community would help by sharing generators or milk with the farmers. The provincial government would fund money to get generators”).

Comments/Next Steps

- The student checks the appropriate level(s) of government involved in each solution (e.g., “evacuated people” would be both a municipal and a federal responsibility).
- The student should do further research to learn more about the responsibilities of the provincial and federal levels of government.
- To communicate ideas more clearly, the student could incorporate more specific vocabulary related to government (e.g., *municipal*, *local*, *federal*) when explaining what the levels of government need to do.
- The student should proofread his or her chart to find and correct minor errors.

A

Appendix 4

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or two boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
Power outage (no heat, no water, no light)	✓		Municipal - would fix the public utilities Provincial - would help to fix the power transmissions.	✓	✓	
Poles have started due to fallen trees on power lines	✓	✓	Municipal - would fix the warden power poles and the fire department would call the fire department Provincial - would try to fix the transmission poles	✓	✓	
The temperature has dropped and people without heat are beginning to freeze	✓		Municipal - would move people into community centres Provincial - would get hospital beds to sleep on Federal - would collect money	✓	✓	✓
Farmers can't milk cows because there is no electricity unless they have a generator	✓		Municipal - would call other provinces to get generators Provincial - would help find generators to give to them	✓	✓	
There are automobile accidents due to ice on the road and emergency vehicles can't get passed	✓		Municipal - would set up first aid centres to help the injured people then the Regional police would call tow trucks to clean up the cars.	✓		
You would be worried about people who can't take care of themselves. (eg. elderly, children, sick, disabled.)	✓		Municipal - would move them into the shelters Provincial - would take care of the hospital beds.	✓	✓	
Water and food will be out of stores in a few days	✓		Municipal - would call the provincial government to get more food shipped Provincial - would ship more food to the town/city.	✓	✓	

What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.
 I can help by moving people such as elderly or sick into shelters and help pack up their belongings.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the services of and connections among the three levels of government by suggesting appropriate action in response to an emergency situation (e.g., *problem*: “Fires have started due to fallen trees on power lines”; *solution*: “Municipal – would fix the wooden power lines and the fire chief would call the other Fire departments.”; “Provincial – would try to fix the transmission poles”).
- The student provides descriptions that are mostly accurate regarding governmental services (e.g., “Municipal – would set up First Aid centres to help the injured people then the Regional police would call tow trucks to clean up the cars”).
- The student demonstrates considerable understanding of a citizen’s responsibility to assist the community in distress (e.g., “I can help by moving people such as elderly or sick into shelters and help pack up their belongings”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates considerable ability to organize information for problem solving by directly correlating the problems to the action that the various levels of government need to take (e.g., *problem*: “Power outage (no heat, no water, no light)”; *solution*: “Municipal – would fix the public utilities”; “Provincial – would help to fix the power transmissions”).

Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary to communicate many ideas and much information using terminology related to government (e.g., “Municipal”, “Provincial”, “Federal”, “public utilities”, “fire chief”, “Fire departments”, “community centres”).

Application of Concepts and Skills

- The student demonstrates considerable understanding of how the three levels of government work together during an emergency situation by providing an accurate explanation to accompany the “Level(s) of Government Involved” choices (e.g., *problem*: “The temperature has dropped and people without heat are beginning to freeze”; *solution*: “Municipal – would move people into community centres”; “Provincial – would get hospital beds to sleep on”; “Federal – would collect money”).

Comments/Next Steps

- The student’s chart entries reflect a recognition that a need can be both immediate and long-term (e.g., the student checks off both “Immediate Need” and “By Next Winter” for the problem of fallen trees).
- The student further subdivides the section “What the Levels of Government Need to Do” for greater organization (e.g., “Municipal”, “Provincial”, “Federal”).
- The student should develop greater awareness of the roles of all three levels of governmental services in emergency situations.
- The student should use more vocabulary related to government to describe problem-solving strategies.
- The student should proofread his or her work to identify and correct errors in spelling.

Appendix 4

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or two boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
It is getting cold with thousands of people with out hydro, meaning no heat! And some people in need of shelter! And most trapped in there own homes.	<input checked="" type="checkbox"/> because the people would freeze and die of hypothermia!		All all tree levels of government must free and bring the trapped and freezing people to shelters! And the provincial government will need to work fast and fix the city's hydro!	<input checked="" type="checkbox"/> to organize where the shelter would open. Also to	<input checked="" type="checkbox"/> because the provincial police do bring people to shelter. And help to fix it.	<input checked="" type="checkbox"/> armed forces, to get food to the people and go door to door.
Power transmission poles and wooden utility poles have fallen, causing blackouts and no heat also leaving live and dangrous wires just lying there which if touched you can die!	<input checked="" type="checkbox"/> no to no lights and live wires scattered every where, which is a big threat to people's lives on the streets.		The provincial government must cover, then fix all there and the live wires trawout the city. They also must find some way to fix the power transmission poles back up!		<input checked="" type="checkbox"/> it's provincial because it deals with electricity of the city.	
People bring BBQ's in there homes, which is causing a serious spread of carbon monoxide poisoning in the air, which already harmed many people and can perhaps kill many people!	<input checked="" type="checkbox"/> because it's a huge threat to mankind! which is terrible, we must stop it and fast.		All of the levels can help by going door to door and warn and make sure no body is make carbon monoxide! I think that was a bad move by those who did that.	<input checked="" type="checkbox"/> To go door to door to warn warning and stopping these people.	<input checked="" type="checkbox"/> Also to go door to door warning and stopping these people.	<input checked="" type="checkbox"/> Federal can also do the same with the armed forces.
When the ice melts it may cause floods in the Quebec area, which will strand people and also breaking trees and some homes. Stranding people and leaving thousands homeless.		<input checked="" type="checkbox"/> because the ice is still frozen and it takes time to melt!	I think the federal government may help by getting the army to put sand bags around homes, it will be almost like a dam!			<input checked="" type="checkbox"/> because they are in charge of the armed forces.
The ice caused many trees to freeze and break down which fell over the local roads, hight ways, onto cars and some peoples homes smashed.	<input checked="" type="checkbox"/> We must clear the trees immediatly do to blocked hight ways and roads which is hard for help to come!	<input checked="" type="checkbox"/> It is also not a immediate need if it is in peoples yards, that can wait.	The municipal and provincial government also the towns, city's people must help by clearing the roads, hight ways and side walks.	<input checked="" type="checkbox"/> (If covered the local roads)	<input checked="" type="checkbox"/> if power provin- cial high-way is not local!	
The ice covered roads, side walks and pretty much every thing, which people may slip and be seriously injured which already happend and is preventable!	<input checked="" type="checkbox"/> It is an immediate need, because it is extremely dangerous. You could slip and break your neck!		Atlan we can all help by placing salt or sand on, sidewalk, but the level of government should be federal do to sand the army has sand bags!			<input checked="" type="checkbox"/> (Orner with the salt and sand bags.
The ice caused the blackouts and electricity to go down forcing people to stay at the nearest community centers, but they were running down on food, beds and room!	<input checked="" type="checkbox"/> the government must find a back up shelter, because no shelter and freezing cold weather could cause!		The municipal government must open a mall of something to make more shelter, rooms and heat for the homeless and heat less.	<input checked="" type="checkbox"/> to greated extra community and local shelter.		
<p>What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.</p> <p>I would try to help fix most of the problems, for example the fallen trees I could help pick that up! I would also help by spreading the sand to prevent people from injuries. I would not help with electrical stuff, because it's dangrous and I am not good with electrical stuff, a thought I would do it with my dad because he has experience.</p>						

Teacher’s Notes

Understanding of Concepts

- The student demonstrates a thorough understanding of the services of and connections among the three levels of government by suggesting appropriate action to be taken during an emergency situation (e.g., “The municipal and provincial government also the town’s/city’s people must help by clearing the roads, hight ways and side walks”).
- The student provides descriptions of the governmental services in the “Level(s) of Government Involved” section that are thorough and accurate (e.g., *problem*: “The ice caused many trees to freeze and break down which fell over the local roads, ... cars and some poples homes smached”; *levels of government involved*: municipal – “if [fallen trees] covered the local roads”; provincial – “if [fallen trees are] over provincial highway’s not local!”).
- The student demonstrates a thorough understanding of a citizen’s responsibility to assist the community in distress (e.g., “the fallen trees I could help pick that up! I would also help by spearding the sand to provent people from injury”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates extensive ability to organize information for problem solving, by outlining several problems and providing detailed solutions (e.g., “it [the fallen tree] is also not a immediate need if it is in peoples yards, that can wait”; “... cover [fallen utility poles], then Fix all there and the live wires trowout the city”).

Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary to communicate many ideas and much information, incorporating vocabulary related to gov-

ernment on the “The Icy Grip” chart (e.g., “provincial government”, “federal government”, “armed forces”, “municipal government”, “local roads”, “local shelters”, “power transmission poles”, “police”).

Application of Concepts and Skills

- The student demonstrates a thorough understanding of how the three levels of government work together by accurately checking the correct boxes in the “Level(s) of Government Involved” section and by providing detailed explanations for each choice on the chart (e.g., when addressing the problem of lack of shelter and heat, the student specifies the following roles for each level of government: municipal – “to organize were the selter would open”; provincial – “because the provincial police also bring people to shelter And heat, also to fix it”; federal – “armed forces, toget food to the people and go door to door”).

Comments/Next Steps

- The student’s chart demonstrates a thorough understanding of the kinds of action and services provided by the three levels of government to deal with the needs of the community during an ice storm.
- The student should conduct a further analysis of the variety of governmental agencies that provide the required services.
- The student should proofread completed work to check for correctness of language.

Aspects of Government in Canada Level 4, Sample 2

Proposed Government Action for "The Icy Grip"

Problem to be Solved	Check one or more boxes		What the Levels of Government Need To Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal
POWER IS OUT - NO HEAT - NO HOT WATER COLD HOUSES - SHOCK HAZARD	X LIVES IN DANGER		EVACUATE HOMES - CLEAR POWER LINES OFF ROADS - RESTORE POWER	X HYDRO FIRE	X HYDRO POLICE	X ARMY
TREES FALLING - WRECKED CARS - DOWNED POWER LINES	X CLEAR ROADS		REMOVE TREES - WAIT TO REPLANT THEM	X ROADS	X HIGHWAY	
FOOD AND WATER IS NEEDED SHELTER IS NEEDED	X HOME HUNGER		CITIES COLLECTIONATIONS OF FOOD/WATER	X COLLECT SHELTER	X DISTR	X ROUTE
POWER OUT - WATER FROZEN TREATMENT PLANTS FAIL	X WATER CONTAMINATED		RESTORE POWER = WAIT FOR ICE TO MELT	X WATER POWER	X WATER POWER	
PROPERTY DAMAGE - ICE AND FIRE		X UNSAFE BUILDINGS	GET DUCTIBLES - REPLACE DAMAGED PROPERTY		X INSURANCE LAWS	
FARMERS LOSE ANIMALS AND STOCK IN BLACKOUTS	X FARMERS LOSE MONEY		RESTORE POWER FOR HEAT AND REFRIGGERATION	X POWER	X POWER	
ICY ROADS - CAR CRASHES HARD TRAVEL	X LIVES IN DANGER		ROADS NEED SALT AND SAND.	X SALT ROADS		

What can I do? - Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.

I WOULD HAVE EVERY ONE GROUP IN 2 OR 3 HOUSES IN THE NEIGHBORHOOD.
THAT WOULD HAVE EXTRA HEAT AND FASTER EVACUATIONS,
I WOULD NOT BE OUTSIDE TOO LONG DUE TO THE HAIL AND THE
COLD.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates a thorough understanding of the services of and connections among the three levels of government during an ice storm emergency (e.g., *problem*: “TREES FALLING – WRECKED CARS – DOWNED POWER LINES”; *solution*: “REMOVE TREES – WAIT TO REPLANT THEM”; *responsibility*: municipal – “ROADS”; provincial – “HIGHWAY”).
- The student provides descriptions that are thorough and accurate regarding governmental services (e.g., *municipal*: “HYDRO/FIRE; *provincial*: HYDRO POLICE; *federal*: ARMY).
- The student demonstrates a thorough understanding of a citizen’s responsibility to assist the community in distress (e.g., “I WOULD HAVE EVERY ONE GROUP IN 2 OR 3 HOUSES IN THE NEIGHBORHOOD. THAT WOULD HAVE EXTRA HEAT AND FASTER EVACUATIONS”).

Inquiry/Research Skills and Map and Globe Skills

- The student demonstrates extensive ability to organize information for problem solving (e.g., *problem*: “FOOD AND WATER IS NEEDED”, “SHELTER IS NEEDED”, which is identified as an “Immediate Need”; *solution*: “CITIES COLLECT DONATIONS OF FOOD\WATER”; the individual governments’ involvements are identified as follows: municipal – “COLLECT SHELTER”; provincial and federal – “DISTRIBUTE”).

Communication of Required Knowledge

- The student makes extensive use of appropriate vocabulary related to government to communicate many ideas and much information (e.g., “hydro”, “police”, “fire”, “treatment plants”, “insurance”, “army”).

Application of Concepts and Skills

- The student demonstrates a thorough understanding of how the three levels of government work together in an emergency situation (e.g., *in the “What the Levels of Government Need to Do” column*: “EVACUATE HOMES – CLEAR POWE LINES OFF ROADS – RESTORE POWER”; *in the “Level(s) of Government Involved” column*: municipal government – “HYDRO FIRE”; provincial government – “HYDRO POLICE”; federal government – “ARMY”).

Comments/Next Steps

- The student organizes extensive information on the chart and enhances the reader’s understanding by synthesizing the identified problems in the “Immediate Need” and “By Next Winter” columns (e.g., *problem*: “POWER IS OUT – NO HEAT – NO HOT WATER”, “COLD HOUSES – SHOCK HAZARD”; *synopsis in the “Immediate Need” column*: “LIVES IN DANGER”).
- The student thoroughly and succinctly summarizes the functions and interactions of the three levels of government during an ice storm emergency.
- The student provides detailed and accurate suggestions for government action.
- The student should differentiate those service responsibility areas that are shared by more than one level of government (e.g., hydro).
- Attention to legibility would enhance the final product.

Teacher Package

Social Studies Exemplar Task Grade 5 – Canada and World Connections Teacher Package

Title: Aspects of Government in Canada

Time requirement: 140 minutes (three class periods)

- 40 minutes to review the Blue Pages in the phone book to learn about government services
- 40 minutes to explore the role of government in a natural disaster
- 60 minutes to explore personal and government responsibilities during a natural disaster

Description of the Task

This task requires each student to review a scenario describing a natural disaster within a fictitious Ontario community and then develop suggestions for ways in which the three levels of government might respond. Students were also asked to explain how they, alone or with an adult's help, might assist the community.

Student Scenario

The following scenario should be presented to students:

A massive ice storm has been raging all night. You wake in the morning to find out that roads and schools have been closed. Prepare a report to help the authorities plan some action that your community might take. Your report should be presented in chart form and should outline suggested action for all three levels of government, as well as things you, alone or with the help of an adult, could do to assist the community.

Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. describe the functions and interactions of different levels of government in Canada (5z26);
2. identify the connections among the three levels of government (i.e., local, provincial, federal) (5z31);
3. identify services provided by the federal government (e.g., national defence) (5z34);
4. demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote) (5z36);
5. use appropriate vocabulary (e.g., *government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility*) to describe their inquiries and observations (5z41);
6. sort and classify relevant information to test hypotheses and make comparisons (5z44);
7. communicate information (e.g., comparing Canada's form of government to forms of government found in other countries), using media works, oral presentations, written notes and descriptions, drawings, and tables (5z46);
8. research ways in which the three levels of government work together (e.g., in responding to natural disasters) (5z48).

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should have some knowledge or skills related to the following:

- understanding what the three levels of government are and how they work together
- using terminology related to government (e.g., *municipal/local, provincial, federal, mayor, premier, prime minister, Ontario Provincial Police, Canadian Armed Forces, Ministry*)
- applying a problem-solving model to a real-life or simulated problem

The Rubric

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Introduce the task-specific rubric to students at least one day before administering the task. Copy the rubric for students or create a transparency to use with the class. You may find it useful to rephrase the rubric for students to help them in their work.

Review the elements of the rubric with students to ensure that they understand the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the tasks, students should be provided with the following materials:

- a copy of the Student Package (the worksheets in the appendices) for each student
- phone books (the Blue Pages could be photocopied if phone books are not available)
- writing instruments
- a variety of resource materials related to government (e.g., brochures, books, websites)
- access to the Internet, if possible

Task Instructions**Introductory Activities**

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

Pre-task 1: Blue Pages Scavenger Hunt (40 minutes)

1. With your students, recall their previous study of government in Canada. Have them identify the three levels of government and the particular responsibilities of each level.
2. Distribute phone books (or copies of the Blue Pages). Depending on the number of phone books available, have students work in pairs or small groups.
3. Walk students through the Blue Pages, paying special attention to the codes indicating the different levels of government.
4. Introduce the worksheet "The Blue Pages Scavenger Hunt" (see Appendix 1). Since sections of the Blue Pages vary from area to area, you may wish to suggest a couple of additional examples for students to identify from the local Blue Pages that are not already listed on the scavenger hunt chart.
5. Allow students time to complete the student worksheet. After they have finished, ask them to find and record some additional services.
6. As a class, review the answers together.

Pre-task 2: "The Icy Grip" (40 minutes)

1. Brainstorm and develop a list of natural disasters with students sharing relevant personal stories or events particular to your area.
2. Distribute copies of "The Icy Grip" (see Appendix 2). Read the scenario as a group.
3. Through discussion, begin a list on the chalkboard or on chart paper of possible problems created by this storm (e.g., elderly people trapped in their homes). Students should be aware that the storm has caused both immediate problems and less-immediate problems that need to be addressed by next winter. Add this information beside each of the possible problems on the list.
4. In small groups or pairs, have students record the list of the problems to be solved and identify whether each is a personal or governmental responsibility. Have them complete the chart "Who Is Responsible?" (See Appendix 3).

*The rubric is reproduced on page 66 of this document.

Exemplar Task

Only the "Proposed Government Action" chart (see Appendix 4) is to be submitted for marking.

Government Action (60 minutes)

1. Present the Student Scenario to the class (on the chalkboard or on a chart).
2. Distribute and review the "Proposed Government Action" chart (see Appendix 4).
3. Tell your students that they are to consider the scenario and identify examples of action to be taken by one or more of the three levels of government to help deal with the problems. Remind students that in emergency situations the three levels of government need to work together and that certain steps must be taken immediately, while others will take more time to organize and to address.
4. Suggest to your students that individuals have certain responsibilities within a democratic society and that there is a great deal that one person can accomplish. Have students complete the "Personal Reflection" portion of Appendix 4, explaining how each of them, as a responsible citizen, or with the help of an adult, might assist the community in distress.
5. Have students complete the worksheets independently. They may wish to refer to resources such as the Blue Pages in the phone book and the Internet to help them complete this task.

Appendix 1

The Blue Pages Scavenger Hunt

Using the blue pages from your phone directory, complete this chart by locating the appropriate level of government and correct phone number for each of the services listed.

Service	Level of Government	Phone Number
Motor Vehicle Accidents		
Ontario Provincial Police		
Environmental Agencies		
Armed Forces		
Fire Department		
Sewers and Septic Systems		
Community Centres		
National Energy Board		
Senior Citizen Centre		
Marine Services - Search and Rescue		
Garbage Collection		
Environment Canada - Weather		
Ministry of Natural Resources		
Road Information		
Animal Control		
Ambulance Services		
Ministry of Education		

Appendix 2

Scenario: “The Icy Grip”

It is a grey, blustery morning. You awaken to ice pellets hitting your window. Listening to the news on your battery-powered radio, you learn of a massive ice storm that has swept through the region, creating havoc in its path. School is closed for the day and you use your time to consider the following information about the storm:

- The storm has affected thousands in your area, not just your community.
- Numerous power transmission poles and wooden utility poles in the area have fallen, causing immediate safety problems and power outages.
- The temperature is dropping. Many people are without electricity and heat in their homes and are being forced to leave their homes in search of warm shelter. Power may not be restored for up to a week. Local farmers worry that their cows cannot be milked.
- Countless automobile accidents have left the roads strewn with vehicles, making it difficult for emergency vehicles to get through and for anyone to get to work.
- Fires are starting due to downed hydro wires.
- Thousands of trees are down, with many more damaged.

Appendix 3

“Who’s Responsible?”

Record the problems from “The Icy Grip” and check off the level(s) of government responsible for taking action. Also, check off any problems with which you, with an adult, might help.

Problem to Be Solved	Government Responsibility			Would I Take Action?
	Municipal	Provincial	Federal	

What can I do? – Explain how you, as a responsible citizen, individually or with an adult, might assist the community in distress.

Appendix 4

Proposed Government Action for “The Icy Grip”

Problem to Be Solved	Check one or two boxes		What the Levels of Government Need to Do	Level(s) of Government Involved		
	Immediate Need	By Next Winter		Municipal	Provincial	Federal

Canada and World
Connections
Grade 6

Canada and Its Trading Partners

The Task

This task required each student to choose a country in one of the following regions of the world: Europe, the Pacific Rim, Central America, South America. Students independently researched the countries they chose, analysed the data they collected, and each created a four-page brochure to send to the federal Minister of International Trade to convince him or her either to begin or to continue a trading relationship with the country chosen.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Canada and World Connections: Canada and Its Trading Partners. Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. describe the ways in which Canada is connected to the rest of the world through trade (6z21);
2. demonstrate an understanding of the different connections Canada shares with its trading partners (6z25);
3. demonstrate an understanding of the distinguishing features of a country in another region (e.g., Pacific Rim) (6z32);
4. use appropriate vocabulary (e.g., *technology, culture, immigration, tourism, physical features, export, import, parallels,*

meridians, Pacific Rim, economics, media) to describe their inquiries and observations (6z33);

5. analyse, classify, and interpret information about the various regions of the United States and at least one other trading partner from another region of the world (6z36);
6. describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians (6z43).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- reading and creating brochures (or other pictorial information pieces)
- reading maps and charts
- locating and using various research tools (e.g., atlases, reference books, the Internet)
- the concepts of trade, market value, export, import, monetary value, balance of trade, agriculture, natural resources, manufacturing, and supply and demand

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 116–21 of this document.

Task Rubric – Canada and Its Trading Partners

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	<ul style="list-style-type: none"> – demonstrates a limited understanding of the connections Canada has with its trading partners – demonstrates a limited understanding of the distinguishing features of the country researched 	<ul style="list-style-type: none"> – demonstrates some understanding of the connections Canada has with its trading partners – demonstrates some understanding of the distinguishing features of the country researched 	<ul style="list-style-type: none"> – demonstrates considerable understanding of the connections Canada has with its trading partners – demonstrates considerable understanding of the distinguishing features of the country researched 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of the connections Canada has with its trading partners – demonstrates a thorough understanding of the distinguishing features of the country researched
Inquiry/research skills and map and globe skills				
The student:				
1, 3, 5	<ul style="list-style-type: none"> – presents information about one trading partner with evidence of limited analysis 	<ul style="list-style-type: none"> – presents information about one trading partner with evidence of some analysis 	<ul style="list-style-type: none"> – presents information about one trading partner with evidence of considerable analysis 	<ul style="list-style-type: none"> – presents information about one trading partner with evidence of extensive analysis
Communication of required knowledge				
The student:				
4	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary to describe inquiries and make observations 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary to describe inquiries and make observations 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary to describe inquiries and make observations 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary to describe inquiries and make observations
Application of concepts and skills				
The student:				
6	<ul style="list-style-type: none"> – describes with limited effectiveness how the sharing of goods and culture influences the lifestyles of Canadians 	<ul style="list-style-type: none"> – describes with some effectiveness how the sharing of goods and culture influences the lifestyles of Canadians 	<ul style="list-style-type: none"> – describes with considerable effectiveness how the sharing of goods and culture influences the lifestyles of Canadians 	<ul style="list-style-type: none"> – describes with a high degree of effectiveness how the sharing of goods and culture influences the lifestyles of Canadians

*The expectations that correspond to the numbers given in this chart are listed on page 90.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.

Canada and Its Trading Partners Level 1, Sample 1

A

“Canada and Japan As Trading Partners”

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Japan

1. **Natural resources:** ^{forest} 70% of Japan are considered most valuable resources

2. **Agriculture:** Japan doesn't have enough fruit or vegetables so they have to trade with Canada to get it.

3. **Manufactured goods:**
 - Japan buys raw materials like wood, lumber, pulp, coal and food from Canada.
 - lumber, pulp and paper, coal and mineral oils, fish and sea food, canola seed and canola oil, meat and meat products
 - Japan exports Toys and Sport's Equipment, medical equipment,
 - Japan doesn't produce as much meat or wood

B

4. **Cultural resources:** Japan speaks a different language than Canadians. Japan's parliament is The National Diet.

5. **Type of government and political factors (e.g., political stability, war):**
Japan's parliament is The National Diet and a government like Canada and Great Britain.

6. **Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):**
In 1980 there were lots of jobs in Japan but now that companies shut down but it saves energy.

7. **Goods that Canada might be able to export to the country:** Canada can export more wood, meat to Japan

C

Brochure Template

Japan & Canada

Import items from Canada

- 1 motor vehicles and parts
- 2 power turbines
- 3 office machinery
- 4 medical equipment
- 5 toys and sports equipment
- 6 chemical and engineering equipment

1999 export to Canada 10.5 Billion Canadian

into Canada (Tokyo)

Japan is a big city but Tokyo is the biggest.

Canada is _____

Japan's highest trading partner _____

Agriculture

Japan does not have enough fruit and vegetables so they have to get it from Canada and the USA. But Canada is Japan's major producer.

- Mills
- Lands
- Mountains

Front Cover

Back Cover

Brochure Outside

D

Exports

Japan exports lot's of products like (power turbines, office machinery, toys, sport equipment, medical equipment, motor vehicles and parts, chemical and engineering equipment.

Japan's Major Trading Partners

- 1 USA
- 2 China
- 3 North and South Korea
- 4 Taiwan
- 5 Hong Kong
- 6 Singapore
- 7 Germany
- 8 Canada
- 9 Australia

These are some of Japan's major trading partners.

Imports

Japan imports lot's of products like (lumber, pulp and paper, coal and mineral oils, fish and seafood, minerals and metals, canola seed and canola oil, meat and meat products. The fish and seafood from the western.

That is why I want Canada to trade with Japan because we need luxury items like C.T.V, playstation, toys, etc. I think Japan is a good place to trade with so please keep trading with Japan.

Page 1

Page 2

Brochure Inside

Teacher’s Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the connections Canada has with Japan (e.g., “Japan imports lot’s of products like (lumber, pulp and paper coal and mineral oils, fish and seafood ... from the western”).
- The student demonstrates a limited understanding of the distinguishing features of Japan (e.g., under the heading “Cultural resources”: “Japan speaks a different language then Canadians. Japan’s partie’s The National Diet” [Japan’s bicameral legislature]).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Japan as a trading partner with evidence of limited analysis (e.g., making incorrect statements about the nature of the relationship: “Japan doe’s not have enough fruit and vegetables so they have to get it from Canada and the usa. But Canada is Japans mager producer”; using simple visuals such as a pie graph to indicate Japan’s geographical areas, showing that most of the island is made up of “hills”, “lands”, and “mountains”).

Communication of Required Concepts

- The student makes limited use of appropriate vocabulary to describe inquiries and make observations about Japan (e.g., “Import items”, “mager producer”, “trading partner”).

Application of Concepts and Skills

- The student describes with limited effectiveness how the sharing of goods and culture with Japan influences the lifestyles of Canadians (e.g., “That is why I what Canada to trade with Japan Because we need luxury items like CT.V, Playstation, toys, etc.”).

Comments/Next Steps

- The student should undertake additional research to enhance his or her understanding of what Japan and Canada have to offer each other in a trade relationship.
- The student should incorporate more of the information from the research notes into the brochure and include relevant visuals.
- The information in the brochure should be more specific and should include more relevant examples.
- The information would be communicated more effectively if spelling and punctuation were accurate and printing was neater.

A

“Canada and Greece As Trading Partners”

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Greece


1. **Natural resources:** Greeks have U.S.A money and they have a government. They have lots and lots of sea food. They have olimpia and they have lots of islands.
2. **Agriculture:** Greece has dry Summers and little fertile soil, and less then 10 per cent of the land is flat. Most Greek farms are small.
3. **Manufactured goods:** Greek industrial products include cement, cigarettes, clothing, and food and Beverage.

B

4. **Cultural resources:** The Greeks eat more lamb then other meat. They also serve a wide variety of fish and other Sea Food from the sea.
5. **Type of government and political factors (e.g., political stability, war):** The greek government is like you have to be 21 to vote 300 people are Elected to four-year terms.
6. **Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):** Canada's government is like trading, making laws, and bossing people around.
7. **Goods that Canada might be able to export to the country:** Clothes, fruits and vegetables.

C

Brochure Template



Front Cover

Government of Canada
Our government is sometimes kind and cool.

Government of Greece
The government in Greece is like you have to be 21 to vote.

import	export	trade
toys vegetables seafood	clothing vegetables fruit	vegetables fruit

That's the trading of Greece and Canada.

Back Cover

Brochure Outside

D

Greece

Natural resources:
Greece uses U.S.A money and they have a government, they have lots of seafood, they have Olympics and they have lots of islands.

Agriculture: Greece has dry, summer and little fertile soil, and less than 10 per cent of the land is flat. Most Greek farms are small.

Manufactured goods:
Greek industrial products include cement, cigarettes, clothing, food and beverage.

Cultural resources:
The Greeks eat more lamb than other meat. They also trade a wide variety of fish and other seafood.

Type of government:
The Greek government is like, you have to be 21 to vote. 300 people are elected to four-year terms.

Page 1

Canada

Government:
Canada's government is like his, there is trading, making laws, and even doing people around, they are also sometimes kind.

Canada trades: Canada export clothing, fruit, and even vegetables. They export more stuff probably, but I couldn't find anything else.

Trading with Greece:
Canada would want to trade because we have neat things and they have neat things.

Relationship: I think this relationship would be good because they're nice.

Page 2

Brochure Inside

Teacher's Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the connections Canada has with Greece (e.g., by providing only a vague description of a trade relationship: “Canda would want to trade because we have neat thing and they have neat things”).
- The student demonstrates a limited understanding of the distinguishing features of Greece (e.g., in the brochure and the research notes: “They have Olimpia and then have lots of island”).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Greece with evidence of limited analysis (e.g., by focusing only on factual information, such as “The Greeks government is like you have to be 21 to vote. 300 people are elected to four-year terms” and by providing a chart with simple headings: “inport”, “export”, and “trade”).

Communication of Required Concepts

- The student makes limited use of appropriate vocabulary to describe inquiries and make observations (e.g., in the research notes under the heading “Agriculture”: “Greece has dry summers and little fertile soil, and less then 10 per cent of the land is flat. Most Greek farms are small”; and in the brochure: “The Greeks government is like you have to be 21 to vote. 300 people are elected to four-year terms”).

Application of Concepts and Skills

- The student describes with limited effectiveness how the sharing of goods and culture with Greece influences the lifestyles of Canadians (e.g., with vague references to the mutual benefits of trade: “Canda would want to trade because we have neat thing and they have neat things” and irrelevant comments, such as “I thint this Relationship would be good because they're nice”).

Comments/Next Steps

- The student should select relevant data and provide some evidence to support statements to improve his or her research notes and brochure.
- The student should include some analysis of the trading partnership under the research headings to enhance the reader's understanding of the connections between Canada and Greece.
- The student would communicate more clearly if he or she edited sentence structure, corrected spelling, and printed more legibly.

Canada and Its Trading Partners Level 2, Sample 1

A

“Canada and Jamaica As Trading Partners”

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Jamaica

1. Natural resources:

- bauxite - ginger
- gypsum
- limestone
- bananas
- cocoa
- coconuts
- coffee

2. Agriculture:

- sugar cane
- bananas
- coffee
- citrus fruits
- potatoes
- vegetables
- poultry
- goats
- milk

Labour force agriculture 22% (1998)

3. Manufactured goods:

- tourism
- bauxite
- textiles
- food processing
- light manufactures
- rum
- cement
- metal
- paper
- chemical produces

Labour force industry 19% (1998)

B

4. Cultural resources:

Language: - English
- Jamaican English

Capital: Kingston

5. Type of government and political factors (e.g., political stability, war):

- constitutional parliamentary democracy

6. Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):

Labour force - by occupation services 60% (1998)

7. Goods that Canada might be able to export to the country:

- wood
- grains
- corn
- tomatoe produces
- diamonds

C

Brochure Template

Front Cover

Back Cover

Brochure Outside

D

Don't worry about what language we speak because we speak English, too!

We have a labour force rate of 1.13 million (in 1998)

We will trade you:

- bauxite -sugar
- gypsum -limestone
- citrus fruits-vegetables
- cocoa -coconuts
- coffee -ginger

and many more!

We will import this from you:

- wood -grains
- corn -tomatoe produces
- diamonds-maple syrup

and many more!

The capital of Jamaica is Kingston.

We also have a constitutional parliamentary democracy type of government.

If you will trade with us you will be expanding your list of places you will be able to trade with.

Page 1

Page 2

Brochure Inside

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the connections between Canada and Jamaica (e.g., by emphasizing similarities between the countries, such as “Don’t worry about what language we speak because we speak English, too!”).
- The student demonstrates some understanding of the distinguishing features of Jamaica (e.g., in the brochure, the student includes a map of Jamaica and a Jamaican flag and also states, “The capital of Jamaica is Kingston”).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Jamaica as a trading partner with evidence of some analysis (e.g., in the brochure, the student lists possible Jamaican exports under the heading “We will trade you” and possible imports under the heading “We will import this from you”).

Communication of Required Concepts

- The student makes some use of appropriate vocabulary (e.g., “import”, “trade”, “labour force”) in the brochure to describe inquiries and make observations related to trading relationships.

Application of Concepts and Skills

- The student describes with some effectiveness how the sharing of goods and culture with Jamaica influences the lifestyles of Canadians (e.g., the student says, “We will trade you: ... – sugar ... – citrus fruit – vegetables – cocoa – coconuts – coffee – ginger”, implying an impact of trade on what we eat.)

Comments/Next Steps

- The student should provide additional data in all areas of the research to improve the quality of the information in the brochure.
- The student should further analyse his or her research information and identify additional benefits of trading with Jamaica.
- The student needs to ensure that all information is accurate (e.g., Belize is not in Mexico).
- The student should proofread the final product, focusing on spelling.

A

"Canada and England As Trading Partners"

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: England

1. **Natural resources:** Coal, low grade iron ore, petroleum and natural gas.

2. **Agriculture:** English farmers do not make enough food for the country a lot of food must be imported to them. Their agricultural food includes Cattle, barley, Chickens and eggs, Fruits, milk, potatoes, Sheep, Sugar beets and wheat. Cod, haddock and mackerel.

3. **Manufactured goods:** Some manufactured goods include automobiles, chemicals, iron and steel, machinery, silverware, pottery and porcelain, and woolen and cotton cloth and yarn.

B

4. **Cultural resources:** Good trading partner because not really the type to argue with and they need some things we have and we need things they have.

5. **Type of government and political factors (e.g., political stability, war):** English people have almost always had their freedom and a democratic.

6. **Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):** Basic unit - pound, healthy working environment of parents. For a healthy living and they don't make kids work instead.

7. **Goods that Canada might be able to export to the country:** meat especially Cow Fruits Corn potatoes Farm Crops and toys.

C

Brochure Template

Canada And England As Trading Partners!

CANADA'S GOVERNMENT

Canada's government is very good about letting people have there freedom and democratic. We have a safe Country for your needs.

Englands Government

English people have almost Allways had there freedom and are democratic.

Chart

This chart Shows some things that Canada Can import From England and what Canada can export to England.

import	export
Coal lowgrade iron ore petroleum natural gas automobiles aeromobiles machinery Silverware Pottery Porcelain wool cotton Cloth yarn	Cow/meat Farm Crops Fruite Corn Potatoes Close Toys.

Brochure Outside

D

England

Natural resources:
From Englands natural resources we could get things like Coal, lowgrade iron ore, petroleum and natural gas.

Manufactured goods:
England has alot of manufactured goods like automobiles, chemicals, iron and steel, machinery, silverware, pottery and porcelain, wool and cotton, cloth and yarn.

Agriculture:
English Farmers do not make anuff food for the Country so a lot of food must be imported. Some agricultural food includes cattle, milk, potatoes, sheep, sugar beets and wheat. Cod, haddock and mackerel.

Cultural resources:
England would make a good trading partner because they are not really the tipe to argue with and they need some things we have and we need some things they have.

Social and economic Factors: The money is basic Unit pounds, heathy enviornment For healthy living. Another good thing is that they do not make kids work where parents should be.

Canada

Why Canada would make a good trading Partner: Canada would a good trading partner with England because we have things we could export to them that they need.

Export:
Some things we could export to England like meat, expecially Cow, Fruite, Farm Crops, Corn, potatoes, close and toys.

Things England Might want to know:
Some things England might want to know that we do not agree with Child labor laws and that we have very healthy working Conclishions. Also that when kids are in grade 3, 6 and 10 we do a test for the government so he can see what we have learned in school. We play a lot of sports in school and out side of school. We dont argue with other places that we trade with and we have good bargens.

Brochure Inside

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the connections Canada has with England (e.g., by describing strengths that would appeal to England, such as “we have a Safe Country For your needs” and “we have very healthy working Condishons”).
- The student demonstrates some understanding of the distinguishing features of England (e.g., as demonstrated in the research notes: “English people have almost allways had there freedom and are democratic”; in the brochure: “English Farmers do not make anuff Food For the Country So a lot of Food must be imported”).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about England with evidence of some analysis (e.g., reference to the country's positive features: “Anuther good thing is that they do not make kids work where parents should be”).
- The student presents some information in the brochure through the use of a chart with headings (i.e., “import”, “export”).

Communication of Required Concepts

- The student makes some use of appropriate vocabulary to describe inquiries and make observation (e.g., by transposing information from the research notes to the brochure: “Canada's government is very good about letting people have there Freedom and democratic”, “import From England”, “export to England”).

Application of Concepts and Skills

- The student describes with some effectiveness how the sharing of goods and culture with England influences the lifestyles of Canadians (e.g., by giving some of the mutual benefits of trade: “England would make a good trading partner because they are not realy the tipe to argue with and they need Some things we have and we need some things they have”).

Comments/Next Steps

- The student should refer to the task requirements and replace information on page two pertaining to research about Canada with research on England.
- The student should analyse the data more completely to improve the brochure and make a case to the minister about why this country is a good trading partner for Canada.
- The student would communicate more clearly if he or she corrected spelling and sentence structure and used capital letters correctly.

Canada and Its Trading Partners Level 3, Sample 1

A

“Canada and Australia As Trading Partners”

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Australia

- Natural resources:**
 coal, wheat, iron ore, copper, alumina, opal, nickel, zinc, uranium, gold, beef, lead, manganese, mineral sands, wool.
- FARMING**
Agriculture:
 Farmers use motorbikes (vs-horses) to cover large distances between their herds of livestock

Crops-
 Potatoes, sorghum, grapes, rice, cottonseed, cotton (lint), tomatoes, carrots, onions, apples, rape seed, pears, oranges, bannanas, corn, oats, barley, wheat, sugarcane

Livestock. (smallest to largest)
 horses, goats, ducks+turkeys, poultry, pigs, cattle, chickens, sheep
- Manufactured goods:**
 Shipbuilding, car construction, metals, textiles, clothing, food-processing, wine, tobacco, fish dep.

Business
 expanding rapidly since end of world war II

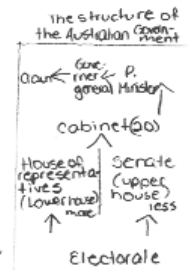
B

4. Cultural resources:

culture- food, clothes, religion
 Religion -
 84% belong to a religious denomination
 Majority Christian, Protestant or Roman Catholic.
 Reflecting early settlers who came from Europe in late 18th-19th centuries.
 School year runs from February - to mid December, free to university.
 5 or 6 start of primary school 12-leave
 war, peaceful, new governments
 Radio schools - outback children
 Secondary school - to 15

5. Type of government and political factors (e.g., political stability, war):

2 main political parties -
 Australian Labour Party
 Liberal
 Law - Australians over 18 must vote



6. Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):

Australian dollar, written as \$A (\$A 1 = 100 cents)
 60% of work force employed by government
 One police officer per 550 ppl

- Goods that Canada might be able to export to the country:**
 Road vehicles, machinery, electrical equipment, industrial equipment, oil

C

Brochure Template



Front Cover

Back Cover


Brochure Outside

For more information visit-

www.australiannavigation.com

Or, call toll-free-
1-800-TRADE-AUS

D

<p><u>What are we asking?</u> We, Australia, are asking you, Canada, to trade with us. We have many items to offer in the south.</p> <p><u>Why?</u> We believe that you, Canada, have many things to offer that we think we need or want. We believe that your salt, beef, and crops will help our towns as your coal, wheat, copper, gold and opal will help you. You probably wouldn't want to give your bride a plastic ring! A list of exports we have to offer you is as follows; coal, wheat, iron ore, copper, alumina, opal, nickel, zinc, uranium, gold, beef, lead, manganese, mineral sands and wool.</p> <p>We believe you could provide us with these imports; road vehicles, machinery, electrical equipment, industrial equipment, and oil.</p> <p><u>Australia, straight facts</u> - Farmers use motorcycles in the outback, to cover large distances between herds of livestock. - 84% of Australians belong to a religious denomination. - Their are 2 main political parties in the Australian government - Australian Labour Party and Liberal Party. - The Australian dollar is written as 100cents=1A\$</p>	<p><u>Who and Where?</u> We, Australia, offer you, Canada, many items from the freshest and quickest manufacturers.</p> <p><u>When?</u> We promise our freshest goods delivered as quickly as possible.</p>  <p><u>This will make...</u> If you decide to trade with us, Australia, we believe that we will benefit by learning from the goods you trade, the cultures or foods of Canada, and we believe you will benefit the same. We may also bond a friendship or business friendship.</p>
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Page 1

Page 2

Brochure Inside

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the connections between Canada and Australia (e.g., by clearly describing the reasons why the trading relationship should continue: “We believe that you, Canada, have many things to offer that we think we need or want”).
- The student demonstrates considerable understanding of the distinguishing features of Australia (e.g., in the research notes: the chart illustrating the structure of the Australian government and the list of Australian social and economic factors).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Australia with evidence of considerable analysis (e.g., in the research notes under “Cultural resources”, the description of Australia’s population: “Majority Christian, Protestant or Roman Catholic. Reflecting early settlers who came from Europe in late 18th–19th centuries”; and the explanation of the Australian flag: “After Europeans arrived 1788, Australia was governed from Britain”).

Communication of Required Concepts

- The student makes considerable use of appropriate vocabulary, both in the research notes and the brochure, to describe inquiries and make observations (e.g., “imports”, “exports”, “work force”, “industrial equipment”, “ship-building”, “religious denomination”).

Application of Concepts and Skills

- The student describes with considerable effectiveness how the sharing of goods and culture with Australia influences the lifestyles of Canadians (e.g., by describing the mutual benefits of trade: “If you decide to trade with US, Australia, we believe that we will benefit by learning from the goods you trade, the cultures or foods of Canada, and we believe you will benefit the same. We may also bond a friendship or business friendship”).

Comments/Next Steps

- The student demonstrates a considerable level of achievement throughout all components of the task, making strong use of visuals and graphics on the front and back covers of the brochure.
- The student should research more extensively to locate additional data to improve the brochure and to make a better case to the minister about why this country is a good trading partner for Canada.
- The student should focus on the exchange of goods that each country does not otherwise have access to.
- The student should proofread his or her work for spelling errors.

A

"Canada and Japan As Trading Partners"

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Japan

- ✓ 1. **Natural resources:**
 Most of the land (70 percent) in Japan is covered in forests. Japan doesn't have enough wood to meet its paper and building needs. Canada supplies some of Japan's lumber and pulp. Low on minerals such as coal, iron, petroleum and natural gas.
 ✓ Coal imported from Canada, U.S.A., and Australia
- ✓ 2. **Agriculture:**
 Only a little flat land so some hillsides are used for farming. Small fields (called terraces) are built in the hillsides like steps. They allow farmers to grow rice, grains, and vegetables on steep hills.
 Mountains: 74%
 Plains: 15%
 Hills: 11%
- ✓ 3. **Manufactured goods:**
 They have made automobiles, electrical appliances, example - VCR's that were exported to different places.
 Also: motor vehicles and parts
 - power turbines
 - chemical and engineering equipment
 - office machinery
 - medical equip.
 - toys and sports equipment

B

- ✓ 4. **Cultural resources:**
 - eat rice, grain, vegetables, noodles
 - not unusual for Japanese people to follow 2 religions (shinto and Buddhist)
 - In Japan, Education is very important (like Canada)
 - 98% of students in Japan complete high school
 - 99% of the population can read and write in Japanese
- ✓ 5. **Type of government and political factors (e.g., political stability, war):**
 Japan has a number of political parties for the previous 40 yrs. the Liberal Democratic Party has won a majority of the seats in the National Diet. The leader of this party has served as P.M. (prime minister)
- ✓ 6. **Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):**
 - working space is over-crowded of desks, very little privacy
 - one of Canada's most important trading partners because Canadian business could change severely if Japan stops doing well and making money - so will Canada because Japan exports many things from Canada
- ✓ 7. **Goods that Canada might be able to export to the country:**
 - fish, seafood (because of pollution and overfishing)
 - lumber, pulp, paper, plywood
 - coal and iron, petroleum and natural gas (because Japan lacks large amounts of both these things)

C

Brochure Template

Why Canada should continue to trade with:

JAPAN

Natural Resources

70 percent of Japan's land is covered in forest but they still don't have enough wood to meet their needs. Canada has to supply most of Japan's coal, lumber, and pulp. Canada also supplies many other products such as fish, seafood, paper, plywood, iron, petroleum products, and natural gas. Japan lacks all these products.

Agriculture


There is only a bit of flat land. Because of that, some hillsides are used for farming. Small fields called terraces are built in the hillsides kind of like steps. They are there to allow the farmers to grow rice, grains, and vegetables.

Manufactured Goods

One reason that Canada should continue to trade with Japan is because Japan has many products that Canada needs and uses in their every-day life. Some examples of products that we import from Japan are automobiles, electrical appliances, medical equipment, toys and sports equipment. Some of these items are for entertainment, but some are things that we need.

The Main Connection

Canada should continue to Trade with Japan. Japan imports many a lot of products from Canada. If Japan did not do this then Canada would not have a Trade Surplus. And if Canada did not have a Trade Surplus then we would probably not have very many jobs or as much money. This is why Canada should Continue to Trade with Japan.



Front Cover
Back Cover

Brochure Outside

D

Cultural Resources

In Japan, they grow rice, grain, and vegetables and eat it. It is not unusual for Japanese people to have two religions. (Shinto and Buddhist)

Just like in Canada, education is very important to the Japanese. Most all students in Japan complete high school. In fact, 99 percent of the population can write, and read (in Japanese).

It is good for Trading Partners to have the same opinion so that there is less chance of having an argument.

Social & Economic Factors



One of Canada's most important Trade Partners is Japan. Because right now Japan is doing well, selling many products, and making a lot of money. If Japan stopped doing well in business, then Canada would not have as much money or jobs.

Working Conditions

The working space is over-crowded of desks and has very little privacy there. There are only a couple private offices as group effort and communication are critical. In large companies or government offices, there are many position titles that spread out the responsibility.

Types of government and political Factors

Over the past 40 years, the Liberal Democratic Party has won a majority of seats in the National Diet. The person that has served as prime minister is the leader of the Liberal Democratic Party.

Page 1
Page 2

Brochure Inside

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the connections Canada has with Japan (e.g., by focusing on the similarities between the two countries: “It is good for Trading Partners to have the same opinion so that there is less chance of having an argument”).
- The student demonstrates considerable understanding of the distinguishing features of Japan (e.g., in the brochure: “70 percent of Japans land is covered in forest but they still doesn’t have enough wood to meet their needs”; “Small fields called terraces are built in the hillsides kind of like steps”; and on the diagram: “Mountains: 74%”, “hills: 11%”, and “flat land 15%”).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Japan with evidence of considerable analysis (e.g., by providing complete and accurate information: “Because right now Japan is doing well, selling many products, and making alot of money. If Japan stopped doing well in business, then Canada would not have as much money or jobs”).

Communication of Required Concepts

- The student makes considerable use of appropriate vocabulary to describe inquiries and make observations throughout both the research notes and the brochure (e.g., “terraces”, “pollution”, “overfishing”, “Trade Surplus”, “liberal Democratic Party”, “majority of the seats”).

Application of Concepts and Skills

- The student describes with considerable effectiveness how the sharing of goods and culture with Japan influences the lifestyles of Canadians (e.g., by pointing out in the brochure that trade has an impact on standard of living: “... then we would probably not have very many jobs or as much money”).

Comments/Next Steps

- The student demonstrates a considerable level of achievement throughout all components of the task and has incorporated his or her research data in a detailed brochure.
- The student could use more visuals such as graphs and charts to convey information.
- The student should analyse the data more extensively to promote Japan as a current trading partner to improve the brochure and to make a better case to the minister about why this country is a good trading partner for Canada.
- The presentation of information would benefit from a final proofreading.
- The student needs to review the concepts of trade surplus and trade deficit.

Canada and Its Trading Partners Level 4, Sample 1

A

“Canada and Scotland As Trading Partners”

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Scotland

1. Natural resources:

- oil
- salt
- limestone
- clay
- fish

2. Agriculture:

- crops (barley, oats, wheat, hay, & potatoes)
- animal husbandry (animal raising)
- fish ie crabs, lobsters (coastal areas) cod, haddock & white fish can be taken from areas as far as the White sea & Greenland

3. Manufactured goods:

- steelmaking
- ship-building
- electronics & computers
- tweed & textiles
- whisky

B

4. Cultural resources: Lang., Values (beliefs), Organization (gender issues, family) behavior (government, religion, economics) Artifacts (history items)

Language - english, gaelic
 Values - education, religion
 Organization - small families, 20% are usually headed by a single mother
 Behavior - constitutional monarchy, Protestant, Presbyterian, Roman Catholic
 Constitutional monarchy
 Artifacts - Stone of Scone, Family Castles?

5. Type of government and political factors (e.g., political stability, war):

- constitutional Monarchy
- politically stable

6. Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):

pound sterling (100 pence = 1 pound)
 good working conditions
 ?? child labour (kids aren't labored. Education is mandatory)

7. Goods that Canada might be able to export to the country:

meat Industrial Machinery, petroleum products
 foodstuffs, Newsprint,

C

1.

Brochure Template

2.

Scotland and Canada as Trading Partners



Natural Resources

- oil
- salt
- lime stone
- clay
- fish

Agriculture

- crops (barley, wheat etc)
- animal husbandry
- fish

Manufactured Goods

- steel making
- electronics and computers
- tweed and textiles
- whisky

ments of export and imports.

Scotland is a very politically stable country, like Canada.

That is also good for trade, because we are guaranteed to get our money's worth.

Scotland uses the Euro-Dollar for trade. The Euro Dollar and

the American dollar have nearly the same exchange, so

if Canada trades with Scotland for goods,

Canada will not lose any money trading.

Scotland and Canada should continue to trade with each other.

Scotland has goods that Canada needs, and

Canada has goods that Scotland needs.

Canada and Scotland are only approximately 1240

kilometers away from each other, which is beneficial

for trade, because of the short distance. Canada would not have to pay high expenses for the ship-

Scotland is a beautiful country located in the British Isles. Its population is 5 million in an area of 78,000 km. The capital of Scotland is Edinburgh.

The government in the politically stable country is a constitutional monarchy. People in Scotland speak English and Gaelic. Main religions in this country are Roman Catholic, Protestant, and Presbyterian. Families in Scotland are quite small. Most families have 1 or 2 children and approx.

20% of families in Scotland are headed by a single parent, whom is usually the mother. An interesting artifact in Scotland is the Stone of Scone, a large red sandstone used in Scottish coronations of Kings.

Unit of Currency is the Pound Sterling.

Front Cover

Page 2

Brochure Outside

D

3.

Exports

Goods Scotland could export to Canada are:

- oil
- salt
- tweed and textiles
- whisky
- electronics and for computers

Imports

Goods Scotland could import from Canada are:

- meats
- industrial machinery
- petroleum products
- foodstuffs
- news print

Benefit of Trade

Continuing trade with Scotland would benefit Canada because Canada needs Scotland's goods, and Scotland needs Canada's goods. By trading with Scotland, our country maintains positive relationships.

Canada would also have an almost trade balance with Scotland because both countries have about the same amount of goods needed by the other country.

Conclusion

In conclusion, Canada should continue its trade with Scotland. Both Canada and Scotland are politically stable, making them good trading partners.

Also, Scotland and Canada have similar religions, so there would not be any conflicts of beliefs through trade.

There are also many benefits of trading with Scotland. We build stronger relationships with foreign countries by trading with them.

Another good reason for trading with Scotland is that the cost of the shipping goods to and from each country won't be so high, because of the distance.

People in Scotland and Canada share the same values. Consequently, both countries have much in common.

(Scotland's Flag)



Page 3

Page 4

Brochure Inside

Teacher’s Notes**Understanding of Concepts**

- The student demonstrates a thorough understanding of connections that Canada has with Scotland (e.g., by outlining reasons why the trading partnership should continue: “Scotland and Canada should continue to trade with each other. Scotland has goods that Canada needs, and Canada has goods that Scotland needs”).
- The student demonstrates a thorough understanding of distinguishing features of Scotland (e.g., by stating in the brochure: “It’s population is 5 million in an area of 78,000 km”; “The government in the politically stable country is a constitutional monarchy”).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Scotland in the brochure with evidence of extensive analysis (e.g., by clearly reinforcing the value of trade: “Scotland is a very politically stable country, like Canada. That is also good for trade, because we are guaranteed to get our money’s worth”).

Communication of Required Concepts

- The student makes extensive use of appropriate vocabulary to describe inquiries and make observations (e.g., by using accurate subject-specific language: “Canada would also have an almost trade balance with Scotland because both countries have about the same amount of goods needed by the other country”).

Application of Concepts and Skills

- The student describes with a high degree of effectiveness how the sharing of goods and culture with Scotland influences the lifestyles of Canadians (e.g., by specifying the benefits of trade: “Also, Scotland and Canada have similar religions, so there would not be any conflict of beliefs through trade”).

Comments/Next Steps

- The brochure demonstrates the student’s insightful analysis and extensive understanding of this issue.
- The student could improve the brochure by incorporating more visuals such as graphs and charts to convey information.
- The student should ensure that all information is accurate and should proofread the final product.

A

"Canada and Barbados As Trading Partners"

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: Barbados

1. Natural resources:

- Petroleum
- Fish
- Natural Gas

2. Agriculture:

- malasses
- sugarcane & sugar products
- cotton lint
- vegetables:
 - carrots
 - corn
 - sweet potatoes
 - yams
 - tomatoes
 - Cabbage
- rum
- flowers:
 - anthuriums
 - ginger lillies
 - tuberose
 - orchids
 - birds of paradise
- pigs
- cows
- sheep
- goats
- roundwood

3. Manufactured goods:

- food
- beverages
- pharmaceuticals
- detergents
- plastic products
- electrical equipment
- paint
- beer

B

4. Cultural resources:

- speak English, Bajan dialect (fusion of English, African languages, local idioms & remnants of Amerindian languages.)
- believe that whole family should raise the children, sometimes the whole community
- Religions: Anglicanism
Roman Catholicism
Methodism
Pentecostalism

- value education
- no gender issues

5. Type of government and political factors (e.g., political stability, war):

- parliamentary democracy
- very stable

6. Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):


- Barbados dollar = .50¢
- trade with them
- no child labour
- good working conditions

7. Goods that Canada might be able to export to the country:

- industrial machinery
- natural gas
- vehicles
- foodstuffs

C

Brochure Template



The water, the sky and the sand, they are all represented in the country's flag. Add sunshine and a welcoming culture and you have described the ideal island...

BARBADOS
WAVAVAVA

This country, rich in culture and natural resources is located above South America in the Atlantic Ocean and supports the life of 255 thousand citizens. With an area of only 430 km² Barbados is one of the most densely populated countries in the world, which is quite reasonable, considering the island's natural resources which include petroleum, fish and natural gas.

The inhabitants of this island speak mainly English a Bajan dialect. Bajan dialect is a mix of English, African languages, local idioms and remnants of Amerindian languages.

A common belief between the citizens is that it is the whole family's and sometimes the community's responsibility to raise the children.

The majority of the people are Christian. The main religions include Anglicanism, Roman Catholicism, Methodism and pentecostalism.

Canada should continue trading with Barbados for several reasons. These include:

- The Barbados dollar is equal in value to 50¢ of the American dollar, giving our dollar more value.
- Barbados has a parliamentary democracy and their government is extremely stable, ensuring that we are paid for any goods or services exported to Barbados from Canada.
- Barbados is against child labour and working conditions are excellent.
- Barbados is not located far from Canada making it relatively easy to deliver the goods and services to Barbados at low costs.
- Because the people speak mostly English trading would be easy as there would be no trouble communicating.

As you can see, trading with Barbados would benefit Canada in many ways.

Front Cover Brochure Outside Page 1

D


When trading with Barbados we can export several different goods that Barbados can not produce. These may include but are not limited to:

- Machinery
- Vehicles
- Foodstuffs
- Fuel

When trading with Barbados we can import many things. Our major import would be chemicals.

Possible Imports from Barbados	Possible exports to Barbados
Chemicals	Machinery
	Vehicles
	Foodstuffs
	Beverages
	Fuels

As you can see, the chart indicates that we would have a trade surplus with Barbados.



As you can clearly see in the previous information, trading with Barbados is an incredible opportunity. Not only will we receive quality products that can not be produced in Canada, but a trading surplus will be to our advantage. The people of the island believe in many of the same things we do, such as preventing child labour and the importance of a decent education. There for, I see no reason why we should stop trading with them.

So in conclusion, when it comes to trading with Barbados, all signs point to

YES!

Page 2 Brochure Inside Back cover

Teacher's Notes

Understanding of Concepts

- The student demonstrates a thorough understanding of the connections Canada has with Barbados (e.g., by giving reasons why trade would be beneficial: “Not only will we receive quality products that can not be produced in Canada, but a trading surplus will be to our advantage”).
- The student demonstrates a thorough understanding of the distinguishing features of Barbados in the brochure through both his or her visuals and text (e.g., “Barbados is one of the most densely populated countries in the world”; “A common belief between the citizens is that it is the whole family’s and sometimes the community’s responsibility to raise the children”).

Inquiry/Research Skills and Map and Globe Skills

- The student presents information about Barbados with evidence of extensive analysis (e.g., by clearly describing the mutual benefits of trade: “When trading with Barbados we can export several different goods that Barbados can not produce. These may include but are not limited to: Machinery Vehicles Foodstuffs Fuel” and “When trading with Barbados we can import many things. One major import would be chemicals”).

Communication of Required Concepts

- The student makes extensive use of appropriate vocabulary to describe inquiries and make observations (e.g., when making his or her case for continuing the trade relationship, the student uses such words as “Imports”, “exports”, “Foodstuffs”, and “trade surplus”).

Application of Concepts and Skills

- The student describes with a high degree of effectiveness how the sharing of goods and culture with Barbados influences the lifestyles of Canadians (e.g., by reinforcing the benefits of the trading relationship: “Barbados has a parliamentary democracy and their government is extremely stable, ensuring that we are paid for any goods or services exported to Barbados from Canada”; “Not only will we receive quality products that can not be produced in Canada, but a trading surplus will be to our advantage”).

Comments/Next Steps

- The brochure reflects the student’s insight into and understanding of the topic.
- The student should use headings and graphics to better organize the information and improve the layout and design of the brochure.
- Proofreading to correct spelling and punctuation would enhance the final product.

Teacher Package

Social Studies Exemplar Task Grade 6 – Canada and World Connections Teacher Package

Title: Canada and Its Trading Partners

Time requirement: 340 minutes (four or five class periods)

- 60 minutes to explore the meaning of “imports” and “exports”
- 120 minutes to research a country and relate it to Canada in terms of potential trade
- two periods of 80 minutes each to create a brochure suggesting reasons why Canada would want to trade with the country researched

Description of the Task

This task requires each student to choose a country in one of the following regions of the world: Europe, the Pacific Rim, Central America, South America. Students will independently research the countries they choose, analyse the data they collect, and each create a four-page brochure to send to the federal Minister of International Trade to convince him or her either to begin or to continue a trading relationship with the country chosen.

Student Scenario

The following scenario should be presented to students:

The federal Ministry of International Trade is in the process of reviewing Canada’s trading relationships with various countries around the world. The minister has issued an invitation to all citizens to provide input on the countries with which Canada should start or continue to trade. Your task is to find and analyse relevant information about one country of your choice. You will use this information to create a four-page brochure that will convince the minister that that country is or could be a good trading partner for Canada.

Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

Students will:

1. describe the ways in which Canada is connected to the rest of the world through trade (6z21);
2. demonstrate an understanding of the different connections Canada shares with its trading partners (6z25);
3. demonstrate an understanding of the distinguishing features of a country in another region (e.g., Pacific Rim) (6z32);
4. use appropriate vocabulary (e.g., *technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations (6z33);
5. analyse, classify, and interpret information about the various regions of the United States and at least one other trading partner from another region of the world (6z36);
6. describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians (6z43).

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should have some knowledge or skills related to the following:

- reading and creating brochures (or other pictorial information pieces)
- reading maps and charts
- locating and using various research tools (e.g., atlases, reference books, the Internet)
- the concepts of trade, market value, export, import, monetary value, balance of trade, agriculture, natural resources, manufacturing, and supply and demand

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (see Appendices 1-3) for each student
- a large world map
- charts and markers
- print and/or electronic reference materials (e.g., atlases, the Internet, books, CD-ROMs) containing information about countries in the four regions

The Rubric

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

Pre-task: Reviewing Concepts (60 minutes)

1. Post a world map in the classroom.
2. Review with students examples of imports – items we bring to Canada from around the world because (a) we can't produce enough for our own needs, (b) we desire a greater variety of products, and/or (c) it is less expensive to buy them or manufacture them outside Canada.
3. Write the following names of products on small self-stick notes: *rice, leather, watches, bananas, citrus fruit, tropical flowers, coffee, radios*. Have students stick each product name on a country on the map that is a source for that product. Students may indicate on the map that some of these products are also produced in Canada.

4. Have students brainstorm a list of things that Canada imports and the country from which each is imported. List them on a chart like the following:

Imports	Country

5. Review the reasons why a country exports goods (i.e., either to sell items it has too many of for its own use or items or resources it is able to manufacture or produce in a large quantity). Then have students brainstorm a list of items that Canada exports, the primary source for each of them in Canada, possible countries to which they might be exported, and the significance of the export to Canada's economy. List students' responses in a chart like the following (note that wheat and motor vehicle parts are used as examples):

Export Item	Source in Canada	Possible Trading Partner	Significance to Canada's Economy
wheat	Canadian Prairies	China, Japan	food (cereal, bread)
motor vehicle parts	various locations across Canada	Mexico	parts are assembled into vehicles in Mexico

6. As an optional extension to the discussion of imports and exports, you may wish to ask each of your students to bring in a picture of one item from home (e.g., a food product, a label from a toy), along with proof of the country of origin of the product. Ask each student to place the picture of the chosen item near the world map with a string connecting it to its country of origin.
7. Post both the import and export charts (from activities #4 and #5 above). These charts will provide a resource for students as they complete the exemplar task.

*The rubric is reproduced on page 91 of this document.

Exemplar Task

Both the research notes “Canada and _____ As Trading Partners” (see Appendix 1) and the brochure are to be submitted for marking.

Note: The research part of the exemplar task may be completed over several days to accommodate student needs and the use of available resources.

Part 1: Researching a Trading Partner (120 minutes)

1. Write the Student Scenario on the chalkboard or on a chart and discuss it with the class.
2. Ask each student to choose a country to research. The countries students choose should be from one of the following regions: Europe, the Pacific Rim, Central America, South America. Before students begin their research, ensure that there are suitable reference materials available for each of the countries chosen.
3. Have each student use resource materials independently to research the chosen country and then complete the worksheet entitled “Canada and _____ As Trading Partners” (see Appendix 1). Ask them to find information about each of the subject areas listed on the worksheet: natural resources, agriculture, manufactured goods, cultural resources, type of government and political factors, social and economic factors, and goods that Canada might be able to export to the country chosen.
4. Tell students that their worksheets are to be handed in for assessment after they complete part 2 of the exemplar task.

Part 2: Creating a Brochure (two periods of 80 minutes each)

1. Briefly review the elements of an effective brochure with the class. You are encouraged to refer to the rubric again to highlight specific criteria.
2. Demonstrate for students, using a photocopy of the brochure template, how the pages would form a brochure. The “Brochure Outside” is folded to form the front and back covers. The “Brochure Inside” (the back side of the front and back covers) forms the two interior pages. Explain to students that they will be submitting the flat brochure template pages, rather than an assembled brochure.
3. Have each student refer to the charts posted around the room and to his or her own research, and then independently create a draft copy of a four-page brochure that provides reasons why the selected country should become or continue to be a trading partner with Canada. The brochure pages must include the following elements:
 - an explanation of the reasons why Canada would want to trade with this country (e.g., type of government, geographic location, costs of goods, labour costs)
 - a list of goods available for export to Canada
 - a list of goods that the country might want to import from Canada
 - an explanation of how this trade relationship will benefit Canadians
 - one visual (e.g., map, chart, graph) that supports the country’s promotion as a trading partner for Canada
 - appropriate vocabulary (e.g., *trade, export, import*)

4. Have students complete the “Brochure Checklist” (see Appendix 2) before they prepare their final copies.
5. Ask students to edit and revise their draft-copy brochure pages independently. The final forms of the brochure pages are to be completed on the brochure template (see Appendix 3).
6. Have students submit both their completed “Canada and _____ As Trading Partners” worksheets and their brochure pages for assessment.

Appendix 1

Canada and _____ As Trading Partners

Choose a country with which Canada might begin or continue to trade. Using atlases and other reference materials, find out what this country might have to offer Canada as a trading partner.

Research on: _____

1. Natural resources:

2. Agriculture:

3. Manufactured goods:

4. Cultural resources:

5. Type of government and political factors (e.g., political stability, war):

6. Social and economic factors (e.g., strength of currency, existing trade agreements, child labour laws, working conditions):

7. Goods that Canada might be able to export to the country:

Appendix 2

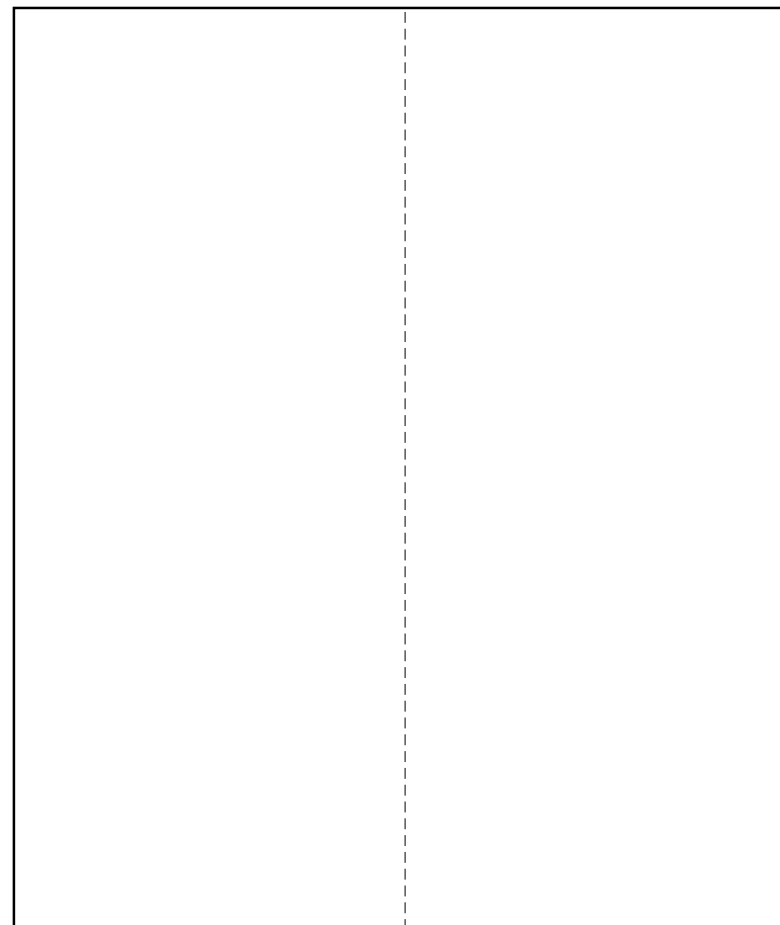
Brochure Checklist

In my brochure I have:

- explained the reasons why Canada would want to trade with this country.
- included a list of goods available for export to Canada from this country.
- listed goods that the country might wish to import from Canada.
- explained how this trade relationship will be good for Canada.
- used one visual (e.g., a map, a chart, a graph) that supports the promotion of this country as a trading partner for Canada.
- used appropriate vocabulary.

Appendix 3

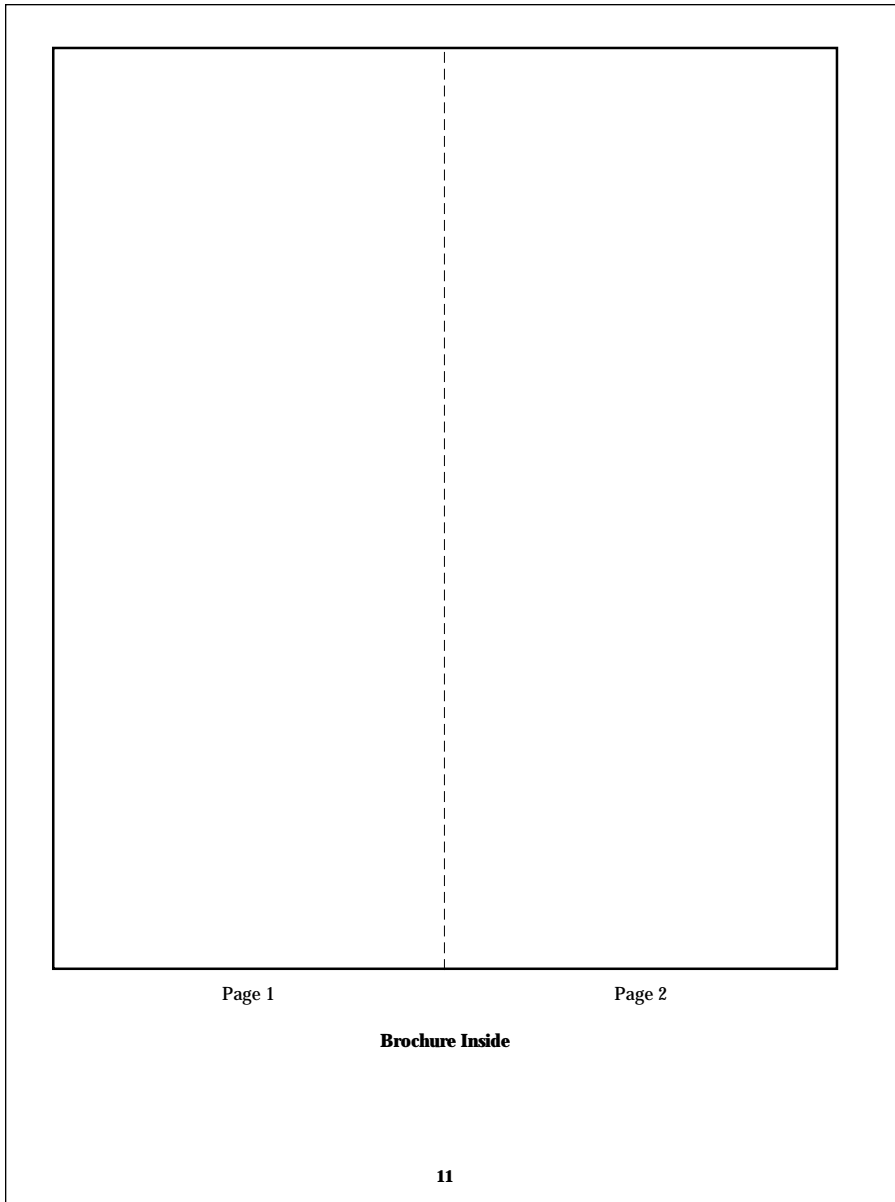
Brochure Template



Front Cover

Back Cover

Brochure Outside



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