

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

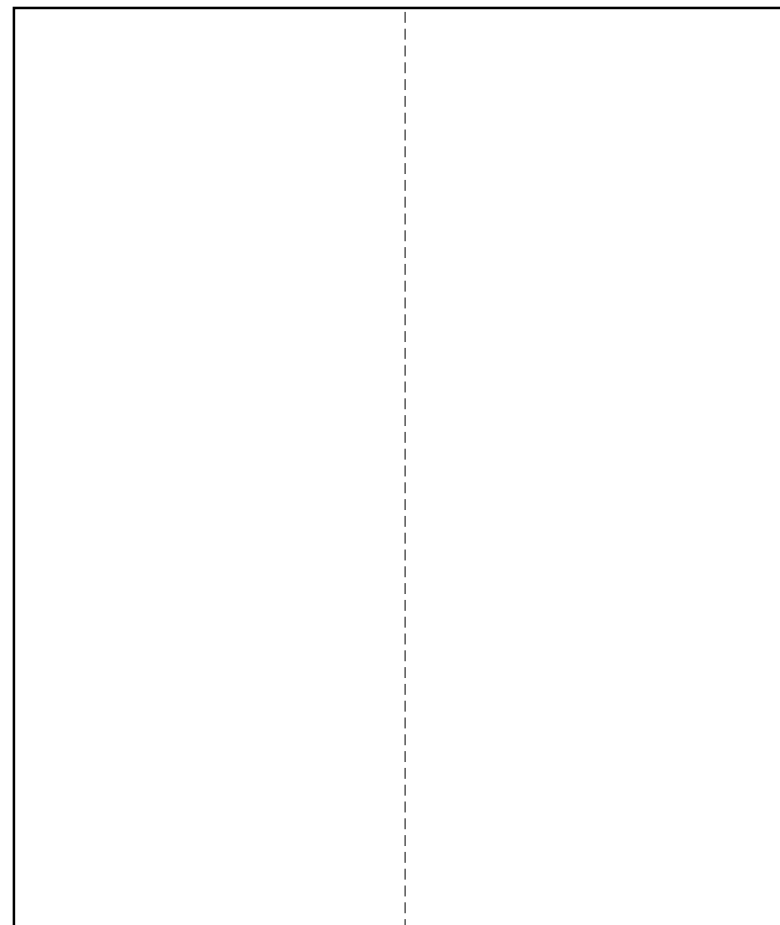
Brochure Checklist

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

