

Canada's Involvement in Fair Trade Practices

Social Studies (Revised 2013) Grade 6, Patterns in Canada's Interactions with the World

Overview

Students begin to understand financial concepts related to fair trade. Students read and analyse maps in order to gather information about regions where Canada has economic relationships through fair trade. They use this knowledge to develop an understanding of issues, significance, and effects relating to fair trade.

Connections to Financial Literacy

These lessons show students the trade relationship involved in fair trade practices. They make links to financial decisions with social implications including how fair trade practices impact families in local, national, and global ways.

Connections to Curriculum

Students increase their understanding around trade goods and analyse positive and negative consequence around trade to better understand economic relationships and processes.

These lessons show students the trade relationship involved in fair trade practices. They make connections to:

- social implications: how fair trade practices impact families in local, national and global ways
Concept of Social Studies Thinking (Perspective) – How do people's attitudes, beliefs and values influence their perspective?
Concept of Social Studies Thinking (Significance) – Why might an issue, action or a situation be important to some but not to others?
- ethical implications: decisions around what to decide and how to acquire trade goods
Concept Social Studies Thinking (Significance) – What does the significance that a community places on trade items and/or process indicate about what this community values?
- environmental implications of financial decisions
Concept of Social Studies Thinking (Patterns and Trends) – Consider attitudes or perspectives on obtaining fair trade goods. What has stayed the same and what has changed?

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

The inquiry process enables students to engage in their learning through self-directed explorations of significant problems, topics, or issues. The goal of inquiry is for students to investigate various information sources and integrate that information with their own ideas in order to improve their understanding. The inquiry process referred to in these lessons relate to these four phases of inquiry: explore, investigate, process, and create. Specific links to the social studies inquiry process are also included.

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<h3>What Is Fair Trade? <small>Lesson 1</small></h3> <p>Students share what they know and want to learn about fair trade products. They examine labels and websites to gain knowledge that they use to develop an understanding of issues, significance, and effects relating to fair trade.</p>	
<h4>Connections to Financial Literacy</h4> <p>Students examine factors around fair trade in order to better understand economic relationships and processes.</p>	
<h4>Curriculum Expectations</h4> <p>Click here to access expectations in full, with examples.</p> <p>B1. Application: Canada and International Cooperation: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of actions by Canada and Canadian citizens in the international arena (<i>FOCUS ON: Interrelationships; Perspective</i>)</p> <p>B1.2 analyse the responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance</p>	<h4>Learning Goals</h4> <p>Students will be able to explain the significance of the labelling system used on fair trade products.</p> <p>Sample Success Criterion I can identify fair trade products by looking for symbols on the labels and explain why the symbols are important.</p>
<h4>Considerations for Planning</h4>	
<p>Readiness</p> <p>Inquiry skills – students should be able to articulate connections.</p> <p>Terminology</p> <ul style="list-style-type: none"> Fair trade 	<p>Materials</p> <ul style="list-style-type: none"> Packages or pictures of fair trade products for students to investigate KWL chart <p>Print:</p> <ul style="list-style-type: none"> Bowden, Rob (2008). <i>Trade</i>. Evans Publishing Group: Minnesota. Hess, Ingrid (2009). <i>Think Fair Trade First</i>. Fair Trade Resource Network. Johanson, Paula (2010). <i>Making Good Choices About Fair Trade</i>. Rosen Central: New York.

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What Is Fair Trade? Lesson 1	
Minds On	Connections
<p>Individual → What is in the Package? (KWL Chart)</p> <p>Read a brief description of fair trade to the class.</p> <p>Students consider the question: How do you think fair trade products are identified?</p> <p>They record their thinking in the “Know” column of a KWL chart. Ask them to note 1 or 2 questions in the “Want to Know” column.</p>	<p>A for L Observe that students have recorded ideas under K column. Take note of any ideas for follow-up discussions/activities.</p> <p>Tip Concept of Social Studies Thinking: What are different components of the fair trade system? How do different components interact with each other? (<i>Focus On: interrelationships</i>)</p>
Action!	Connections
<p>Whole Class → What is in the Package?</p> <p>Show the students a variety of empty packages or pictures of packages from fair-trade products. Circulate them among the students so that they can examine what is on the packaging.</p> <p>Once students have had enough time to examine all of the packages and/or pictures of packages, have them share their observations. Revisit the initial question from Minds On, focusing the discussion on the various free trade symbols.</p>	<p>A for L Continue observations of students who recognize the various symbols representing fair trade goods and those experiencing difficulty.</p>
Consolidation	Connections
<p>Individual → What is in the Package? (KWL Chart)</p> <p>Complete the Learned column in the KWL chart, confirming any of students’ original ideas, clarifying any misconceptions, and adding relevant new learning. Students include, in the L column, why this label system might be significant. Ensure that students know that these symbols, although varied, represent a system used world-wide in the identification of fair-trade goods.</p>	<p>A for L Assess KWL charts to make sure students have understanding of the variety of fair trade symbols.</p>

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<p>Where Do Fair Trade Products Originate? Lesson 2</p> <p>Students read maps in order to gather information about the various countries and regions of the world from which Canada receives fair trade products.</p>		
<p>Connections to Financial Literacy</p> <p>Students will increase their understanding about trade goods and trade relationships.</p>		
<p>Curriculum Expectations</p> <p>Click here to access expectations in full, with examples.</p> <p>B3. Understanding Context: Canada's Global Interactions: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (<i>FOCUS ON: Significance; Patterns and Trends</i>)</p> <p>B3.8 describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world</p> <p>B3.7 identify countries/regions with which Canada has a significant economic relationship and some of the reasons why close relationships developed with these countries/regions and not others</p>		<p>Learning Goals</p> <p>Students will understand and be able to use maps to begin to understand where fair trade products that come into Canada originate and tell why they are important to these countries.</p> <p>Sample Success Criterion</p> <p>I can use a graphic organizer to show what I learned about fair trade products.</p>
<p>Considerations for Planning</p>		
<p>Readiness</p> <p>Students should know how to read maps.</p>	<p>Terminology</p> <ul style="list-style-type: none"> Fair trade 	<p>Materials</p> <ul style="list-style-type: none"> Fair Trade Canada Products (map)

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Where Do Fair Trade Products Originate? Lesson 2	
Minds On	Connections
<p>Whole Class → Where in the World? Interactive Map Exploration (Think/Pair/Share) Review skills involved in reading maps, if necessary. Think/Pair/Share: Pose the question: From where in the world do fair trade items come? Students examine an interactive map showing where some fair trade items that Canada imports originate.</p>	<p>A for L Observe for students having difficulty with map reading skills. Possibly pair with a stronger student.</p>
Action!	Connections
<p>Whole Class → Where in the World? Interactive Map Exploration (PMI Organizer) <i>Interactive Map Exploration</i> –Examine patterns and trends on an interactive map showing where some fair trade products originate. (Suggested map from Fair Trade Canada) Ensure that Satellite and Deselect All are selected to begin. Lead a discussion about what the map tells; consider these questions as ways to facilitate that discussion. Begin by discussing the type of map (<i>satellite image</i>). a) What types of fair trade items are shown? b) Where did you think fair trade items came from? Click on one of the products listed. (<i>Red push pins show the locations on the map and a list of the countries appears below.</i>) Click on Map and discuss the type of map (<i>political</i>) and how it differs from the satellite image. Students note some of the countries where the product is produced. Repeat with other products. Click on Select All (<i>to show all the products</i>). c) Make a hypothesis about why you think many fair trade items come from certain areas in the world? d) Why might producing fair trade good in these areas be important compared to the other areas?</p>	<p>A for L Continue observations of students' map reading skills. If there are students having difficulty reading maps, consider working with a guided/remedial group at a later point. Possible options for students who would benefit from them:</p> <ul style="list-style-type: none"> • have students view map individually or in pairs • as an extension, have students find other maps and make comparisons <p>Tip Concept of Social Studies Thinking: Why might an issue, action or a situation be important to some but not to others? (<i>Focus On: significance</i>) What are some intended and unintended consequences of fair trade? (<i>Focus On: cause and consequence</i>)</p>
Consolidation	Connections
<p>Group → Where in the World? Interactive Map Exploration (PMI Organizer) Reflect on the map discussion by noting ideas from group on a PMI chart.</p>	<p>Assessment PMI (Plus-Minus-Interesting) Chart about patterns and trends. Observe PMI Chart for misconceptions or other issues (e.g., bias), with particular focus on the last two questions. Tip Students might choose to share verbal reflections instead of writing ideas.</p>

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<p>Canada's Connections to Fair Trade Lesson 3</p> <p>Students use information about the regions of the world where Canada has economic relationships through fair trade to develop an understanding of issues, significance, and effects relating to fair trade.</p>		
<p>Connections to Financial Literacy</p> <p>Students examine factors, processes, and interactions around trade in order to better understand economic relationships and processes.</p>		
<p>Curriculum Expectations</p> <p>Click here to access expectations in full, with examples.</p> <p>B2. Inquiry: Responses to Global Issues: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (<i>FOCUS ON: Cause and Consequence</i>)</p> <p>B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (<i>e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters</i>), their impact on the global community, and responses to the issues</p>		<p>Learning Goals</p> <p>Students will understand and be able to explain Canada's economic relationships to the industry of fair trade.</p> <p>Sample Success Criterion</p> <p>I can investigate Canada's role in fair trade markets.</p>
<p>Considerations for Planning</p>		
<p>Readiness</p> <p>Inquiry skills – students should be able to talk about their observations, thinking, and learning</p> <p>Students examine textbooks to develop an understanding of Canada's role in fair trade markets. Where possible, draw connections to the social studies thinking questions to guide discussions.</p>	<p>Terminology</p> <ul style="list-style-type: none"> Fair trade 	<p>Materials</p> <ul style="list-style-type: none"> Fair Trade Canada

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Canada's Connections to Fair Trade Lesson 3	
Minds On	Connections
<p>Individual/Whole Class → Canada's Connections to Fair Trade (Concept Attainment)</p> <p>Post this question: What other fair trade products do you think Canada sells or buys from other countries?</p> <p>Sticky Note Pile-up and Sort: Students independently brainstorm goods that they think are fair trade items. They write separate items on separate sticky notes.</p> <p>As a class, sort the students' ideas into a "Yes" pile and a "No" pile using a resource such as Fair Trade Canada or another resource that provides listings of fair trade goods.</p>	<p>A for L Have students self-assess for how well they have sorted their piles.</p>
Action!	Connections
<p>Groups → Canada's Connections to Fair Trade (Online Investigation)</p> <p>Students navigate the Fair Trade Canada website to learn more about that organization. They visit the various pages, examine photos of the products, and read some of the text to begin identifying links between fair trade products and Canada.</p> <p>Students use this information to generate questions about Canada's link to fair trade through the Fair Trade Canada organization.</p> <p><i>Sample questions:</i></p> <p>What is the purpose of the website?</p> <p>What are the 13 categories of fair trade goods available in Canada?</p> <p>Why do you think some businesses sell fair trade goods while others do not?</p>	<p>A for L Peers assess each other's questions and make suggestions for improvement.</p> <p>Tip Concept of Social Studies Thinking: What are some intended and unintended consequences of fair trade? (<i>Focus On: Cause and Consequence</i>)</p> <p>How do people's attitudes, beliefs and values influences their perspective? (<i>Focus On: Perspective</i>)</p>
Consolidation	Connections
<p>Whole Class → Canada's Connections to Fair Trade (Inside Circle, Outside Circle)</p> <p>Put up a chart with questions generated by the students. Organize the class into a formation for the Inside Circle/Outside Circle strategy. Provide several rotations and opportunities to respond to one question on the chart.</p> <p>Conclude by summarizing the key points in a written summary as a class.</p>	<p>A for L Inside Circle, Outside Circle – circulate and observes discussion content among students as they participate. Note any students requiring remediation.</p> <p>Tip Options for the class note could be:</p> <ul style="list-style-type: none"> • students recording a note in their learning logs, duotangs, etc. • conference with students who would do better by orally summarizing the key points

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Digging Deeper into Canada's Connections <small>Lesson 4</small>		
Students delve further to understand economic relationships through fair trade.		
Connections to Financial Literacy		
Students analyse positive and negative consequence around trade.		
Curriculum Expectations	Learning Goals	
<p>Click here to access expectations in full, with examples.</p> <p>B3. Understanding Context: Roles and Responsibilities of Government and Citizens: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (<i>FOCUS ON: Significance; Patterns and Trends</i>)</p> <p>B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe their impact on these regions</p>	<p>Students will demonstrate their understanding about Canada's economic relationships to the industry of fair trade in a Grand Conversation.</p> <p>Sample Success Criterion I can participate in and contribute relevant and accurate information about consequences of fair trade to a Grand Conversation.</p>	
Considerations for Planning		
<p>Readiness Students have participated in a Grand Conversation and understand the expectations and conduct of it.</p>	<p>Terminology • Fair trade</p>	<p>Materials • RAFTS organizer (Sample for teacher)</p>

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Digging Deeper into Canada's Connections Lesson 4	
Minds On	Connections
<p>Whole Class → Digging Deeper into Canada's Connections (Grand Conversation)</p> <p>Review the expectations for a Grand Conversation.</p> <p>Note: Grand Conversations are discussions held by the entire class. Teacher does not direct grand conversations. The dialogue among students is student-directed and they have the opportunity to critique, debate, and/or extend upon each other's ideas.</p> <p>A Grand Conversation around concepts of social studies thinking questions:</p> <p>Perspective – How do peoples' attitudes, beliefs, and values influence their perspective?</p> <p>Significance – Why might an issue, action or a situation be important to some but not to others?</p> <p>Significance – What does the significance that a community places on trade items and/or process indicate about what this community values?</p> <p>Patterns and Trends – Consider attitudes or perspectives on obtaining fair trade goods. What has stayed the same and what has changed?</p> <p>Cause and Consequence – What are some intended and unintended consequences of fair trade?</p> <p>Interrelationships – What are different components of the fair trade system? How do different components interact with each other?</p>	<p>Tip</p> <p>Concept(s) of Social Studies</p> <p>Thinking: Why might an issue, action, or a situation be important to some but not to others? (<i>Focus On: Significance</i>)</p> <p>What are some intended and unintended consequences of fair trade? (<i>Focus On: Cause and Consequence</i>)</p>
Action!	Connections
<p>Whole Class → Digging Deeper into Canada's Connections (Grand Conversation)</p> <p>Begin the Grand Conversation by posing one of the social studies thinking questions developed as a class. Pose further probing questions as needed to help students share more of their insights. The Grand Conversation continues until the discussion topics have covered responses to all the questions.</p>	<p>A or L Review the learning goal and success criteria generated as a class.</p>
Consolidation	Connections
<p>Groups → Digging Deeper into Canada's Connections (RAFTS)</p> <p>Working independently, in pair or triads, students use the RAFTS model to best communicate their understanding of Canada's link to the fair trade industry. See RAFTS Organizer (Sample for teachers).</p> <p>Students and teacher co-create the assessment criteria that students will use to self and peer assess before creating the final response.</p>	<p>A or L Students self and peer assess their RAFTS responses.</p> <p>A or L Assess students' responses and/or connections to social studies questions.</p>

RAFTS Organizer (sample for teacher)

The purpose of **RAFTS** is to provide a framework to create rich performance tasks that engage students while at the same time meet curriculum expectations, address the Achievement Chart categories, and provide an opportunity for differentiation. The teacher assigns (or students select) a **Role**, **Audience**, **Format**, **Topic** and **Strong Verb** from a range of possibilities. (Limit choices to no more than six options in each column.) The chart provides a sampling of ideas.

Role	Audience	Format	Topic	Strong Verb
<ul style="list-style-type: none"> • writer • artist • character • scientist • adventurer • inventor • juror • judge • historian • reporter • journalist • researcher • accountant • student • informed citizen • politician 	<ul style="list-style-type: none"> • self • peer group • government • parents • fictional character(s) • committee • jury • judge • activists • animals or objects • political group • teachers 	<ul style="list-style-type: none"> • journal • editorial • brochure/ booklet • interview • video • song lyric • cartoon • game • primary document • biographical sketch • newspaper article • advertising campaign • report • experiment 	<ul style="list-style-type: none"> • issue relevant to curriculum expectations • topic of personal interest or concern for the role or audience • topic related to an essential question • problem of relevance to society or a local community 	<ul style="list-style-type: none"> • persuade • conclude • investigate • encourage • define • restate • survey • contrast • predict • recommend • inquire • question • plead • apologize • entertain • announce • advertise • evaluate

What Is Fair Trade? Lesson 1

Curriculum Expectations

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Overall Expectations	Specific Expectations
<p>B1. Application: Canada and International Cooperation: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of actions by Canada and Canadian citizens in the international arena (<i>FOCUS ON: Interrelationships; Perspective</i>)</p>	<p>B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance (<i>e.g., how the federal government, different NGOs, business people, and individual consumers have responded to economic globalization; how different levels of government, health care workers, and individual citizens responded to the spread of H1N1 or SARS; how governments, development and human rights NGOs, and individuals, including students in their school, have responded to an issue such as a natural disaster in another region, child labour, child soldiers, climate change, or civil war and refugees</i>)</p> <p>Sample questions: "How have different groups and individuals in Canada responded to the plight of refugees?" "What has been the response of Canadian governments, NGOs, and individual citizens to recent large-scale natural disasters?" "What are some of the ways in which NGOs and school groups have worked together to improve the life of children living in poverty?"</p>

Where Do Fair Trade Products Originate? Lesson 2

Curriculum Expectations

Social Studies (Revised 2013), Grade 6	
Patterns in Canada's Interactions with the World	
Overall Expectations	Specific Expectations
<p>B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in other regions around the world, including the impact of this involvement <i>(Focus on: Significance; Patterns and Trends)</i></p>	<p>B3.7 identify countries/regions with which Canada has a significant economic relationship <i>(e.g., the relationship with the United States and Mexico through NAFTA; trade relations with China; sources of tourists to Canada and/or destinations of Canadians travelling internationally; Canadian investments overseas; recipients of Canadian aid)</i> and some of the reasons why close relationships developed with these countries/regions and not others <i>(e.g., geographic proximity, stable governments, production of products needed by Canada, markets for Canadian goods and services, types of labour/environmental regulations)</i> Sample questions: "Who are Canada's largest trading partners? Why?" "Which countries receive the most aid from Canada? What region or regions do they tend to come from?"</p> <p>B3.8 describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world <i>(e.g., loss of manufacturing jobs to countries with cheaper labour costs; the impact of trade agreements and/or disputes; the impact of changing immigration policies; the economic impact of the dominance of American cultural industries)</i> Sample questions: "How have cheaper labour costs in other countries affected local manufacturing companies?" "In what ways does American trade policy affect Canada?"</p>

Canada's Connections to Fair Trade Lesson 3
Curriculum Expectations

Social Studies (Revised 2013), Grade 6	
Patterns in Canada's Interactions with the World	
Overall Expectations	Specific Expectations
<p>B2. Inquiry: Responses to Global Issues: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (<i>focus on: Cause and Consequence</i>)</p>	<p>B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (<i>e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters</i>), their impact on the global community, and responses to the issues</p> <p>Sample questions: "What was Canada's role in a recent relief effort in another part of the world? Was this effort sufficient to meet the needs of the distressed population?" "What impact does Canada's consumption of coffee or chocolate have on the people and environment of the producer countries?" "How have the Canadian government and the Canadian people reacted to the melting of Arctic ice fields?"</p>

Digging Deeper into Canada's Connections Lesson 4
Curriculum Expectations

Social Studies (Revised 2013), Grade 6	
Patterns in Canada's Interactions with the World	
Overall Expectations	Specific Expectations
<p>B3. Understanding Context: Canada's Global Interactions describe significant aspects of the involvement of Canada and Canadians in other regions around the world, including the impact of this involvement <i>(FOCUS ON: Significance; Patterns and Trends)</i></p>	<p>B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions <i>(e.g., the stabilization of regions resulting from Canada's peacekeeping efforts; the development of maquiladoras as a result of trade agreements; change in the status of women as a result of education projects in a developing region)</i></p> <p>Sample questions: "What are some of the international social issues in which Canada is active? How does Canada work to address these issues?"</p>