|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject: | Social Studies | Grade: | 6/7 | Duration: | 3 months |

|  |  |
| --- | --- |
| Big Ideas: | Summative Assessment: |
| * Increasingly complex societies required new systems of law and government * Systems of government vary in their respect for human rights and freedoms * Economic self-interest can be a significant cause of conflict among peoples and governments | * Alien encounter cartoon * Primary source analysis (political cartoon, propaganda) * Gratitude Book * Debate: Do individuals have a responsibility to help people living in poverty? * Agencies Project Extensions: · Mock ‘speech’ to the UN |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit Understandings: | | | |  | Content: |
| * Students will understand that humans have rights that need to be protected. Students will understand that media influences our perceptions. * Students will understand that there is a relationship between rights and responsibilities. * The infringement on human rights shapes the identity and narrative of a certain places. | | | |  | * Global poverty and inequality issues, including class structure and gender * Roles of individuals and organizations including groups representing indigenous peoples * Different systems of government * International cooperation and responses to global issues * Globalization and economic interdependence (clothing market) |
| Transfer: | | | |  | Essential Questions: |
| * Identify when rights are being infringed upon * Advocate when they see injustice * Use critical thinking strategies to deconstruct media | | | |  | In what ways do (systems) governments protect or infringe upon human rights?  What is the relationship between authority and personal freedom?  How are human rights protected?  How do events shape a narrative? |
|  | Concepts: |  |  | | Curricular Competencies: |
|  | Respect, influence, cause and consequence, rights and responsibilities |  |  | | * Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions * Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) * Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) * Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) * Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) |
| First People’s Principles of Learning: | | | |  |
| Learning involves recognizing the consequences of one’s actions. | | | |  |
| Core Competencies: | | | | |
| Communication:   * I present information clearly & in an organized way * I recognize that there are different points-of-view and I can disagree respectfully   Thinking:   * I can tell the difference between facts and interpretations, opinions or judgements * I can evaluate the credibility of sources of information   Personal and Social:   * I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups) * I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. | | | | |
|  | | | | |  |
| Lesson Planning | | | | |  |
| Suggested Lessons: | | | | | Resources: |
| * What are the Principles of Good? Governance * Symbols handout * How do Systems of Governance vary? * Lesson on note-taking | | | | | Pearson – Inquiring Minds – pg. 4-7, pg. 8-9 |
| Types of Government   * Anticipation Guide * Jigsaw * PowerPoint with note taking chart Who Rules Activities * Identify that Government (maps) * True or False w/ justification * Crossword * Informal Assessment * Comic (alien encounter) | | | | |  |
| Review Types of Government w/ matching page   * Rights and freedoms * How Governments Deal with Conflict * Introduce Lit Circles and Roles * How governance plays into characters’ lives and situations? | | | | | Nelson pg. 52-54 |
| * How do groups and individuals influence global issues? * Generate a list or brainstorm of global issues * Who ensures global equality? * Is global equality possible? * Wants Vs. Needs Sorting | | | | | United Nations Newsela Reading Pg. 68 Nelson – UN |
| Focus: Poverty   * Perspectives about poverty * Roles of individuals and organizations * Attitudes and Beliefs About Poverty | | | | |  |
| Talk About Poverty BLM What is Poverty BLM Powerful Questions à Wonder Wall Richard and Paula Cartoon Analyzing Generational Poverty BLM Analyzing an Editorial Cartoon Watch True Cost Documentary Quality of Life – Being Mindful Gratitude Journal Project \*Sources | | | | | Pearson – pg. 64-67, Pearson pg. 68-69, Pearson pg. 70-71 |
| * Causes and Consequences of Poverty * Causes and Consequences side 2 * Analyzing Photographs * Analyzing Perspectives * Education, Indigenous Children and * Poverty   \*Project on Individuals and Organizations | | | | | Pearson pg. 74\*\* online web  Pearson pg. 75-77, pg. 78-79, 82-83, 80-81 |
| I used to think… now I think… | | | | |  |
| Resources / Related Books | | | | | |
|  | | | | | |