

**Trading Fairly In Our World****A Social Studies Unit for Grade 6**

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**Unit Context**

In this era of global economic, cultural, and environmental integration, 'good citizenship' can no longer be defined by national borders. It is essential that every young Canadian student develop a deep understanding of Canada's links to the broader international community. Students must become more familiar with their global neighbours, appreciate different cultural, social and religious world views, and understand the global impact of their daily choices and actions.

In this unit students will explore Canada's links to other countries, with a particular focus on our country's international trading and economic relationships. Through the exploration of Canada's connectedness to other countries and their citizens, students will begin to develop a better understanding of Canada's role in the international community. Students will also begin to develop attitudes and values rooted in Catholic social teachings and aimed at promoting social responsibility, human solidarity, and the common good.

**Unit Summary**

This unit will help engage students to actively explore international trade, development and co-operation issues as they pertain to Canada, its trading partners, and the fair trade system. The unit will first provide students with some basic background knowledge of the living and working conditions faced by those living in developing countries. By comparing their own living conditions here in Canada to those in developing countries, students will begin to understand the stark contrasts that exist within our world economy. This will be an important starting point in the development of an informed and action oriented attitude towards global citizenship.

Students will then learn about 'fair trade' values and practices and how this alternative approach to trade can make a significant difference in the lives of those farming families and communities in developing countries. In turn they will explore the global impact of the fair trade efforts made by Canadian organizations and individuals to improve the quality of life for all the worlds' citizens.

Lastly this unit will help engage students in making connections between their community and the farming communities of the developing world. Through an understanding of this interconnectedness, students will come to see how making fair trade choices here in Canada can directly impact the well being of those in developing countries. In doing this students should come to feel they have an important role to play in international issues as not only a Canadian citizen but also a good 'global citizen'.

**Culminating Task Assessment**

In the culminating assignment, students will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed in this unit, in order to develop a presentation on the benefits of fair trade. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

By focusing their presentation on the benefits of a more equitable and fair system of trade students will be giving witness to key Catholic social teachings such as promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

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**Catholic Graduate Expectations**

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**Links to Prior Knowledge**

Before beginning this unit, students should:

1. Have some understanding that the Canadian standard of living is much higher than many countries with whom we trade.
2. Have some understanding of the difference between 'needs' and 'wants' whether they be personal or collective. For example all humans *need* food and water to survive, but may *want* to eat at the newest restaurant in town as opposed to eating dinner at home.
3. Have some understanding that there are a wide variety of social, cultural, political, geographic and environmental factors that influence and effect how human needs are met throughout the world community.
4. Have the ability to locate scripture passages in the bible using the book name, chapter and verse.
5. Have some understanding of why child labour may be a necessity for family survival in some parts of the world as opposed to abuse or exploitation (see 'Child Labour' section under 'Notes to Teacher').
6. Have the ability to find relevant research material on the internet and elsewhere.

**Notes to Teacher****Knowledge of Fair Trade**

Teachers should take time prior to beginning the unit to become familiar with the concept, key principles, and working structure of the fair trade system. An excellent resource to assist teachers is Transfair Canada's '**Fair Trade: A Teachers Guide**' which has been included in the appendix of this unit (see Appendix A). This resource can also be found on line at [www.transfair.ca](http://www.transfair.ca) along with a wide variety of relevant information on the topic of fair trade. Transfair Canada's website will provide a valuable starting point for any educator unfamiliar with fair trade.

**Catholic Social Teachings**

A sound background knowledge of relevant Catholic social teachings is essential to the effective delivery of this unit. Prior to beginning this unit teachers should review some of the key areas of Catholic social teachings that are most closely connected to the topic matter and content of this unit. In particular a review of the concepts of: *Dignity of the Human Person, Community and the Common Good, and Preferential Option for the Poor*, would be highly beneficial.

'**Curriculum Support for Catholic Schools - Enhancing the Religious Dimension of Catholic Education (2005)**' is an excellent resource for reviewing these key areas of Catholic social teachings. This curriculum support, web-based CD, published by The Eastern Ontario Catholic Curriculum Cooperative (EOCCC), was recently updated and provides a wealth of valuable resources, information,

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and additional resource links. A selection of relevant material from this CD has been included in the appendix of this unit under the title **'Relevant Catholic Church Teachings'** (see Appendix B). Most subtasks also include passages of interest from relevant Church documents and Catholic social teachings. These excerpts are located under the *'Teacher Background Notes'* section of each subtask and should be of great benefit to a teachers' understanding of the underlining justice issue being addressed in the subtask.

**Scripture References**

In most of the subtasks a section on relevant scripture passages has been included under *'Teacher Background Notes'*. Teachers may find the suggested scriptures passages useful for student journal reflections, guiding class faith discussions, or for making connections to the faith dimension of the subtask. Teachers are encouraged to have students make use of classroom copies of the bible to locate specific passages. For convenience the full texts of these passages have also been included in this unit. They can be found in the appendix under the title **'Relevant Scripture Passages'** (see Appendix C).

**Child Labour**

The topic of child labour may arise many times throughout this unit. It is important that the teacher has a sound grounding in the key issues surrounding child labour, so as to be able to guide students carefully through this sensitive matter. A clear understanding of the difference between child labour in the family context and the more exploitive forms of child labour including child slavery is essential for those teaching this unit. Teachers wishing to learn more about child labour will find additional information at the following websites:

- CDIA's Youth Zone (The Candian Intenational Development Agency's Youth Zone)  
[http://www.acdi-ida.gc.ca/cida\\_ind.nsf/AllDocIds/B24B7238F83BCF7985256E2300501723?OpenDocument](http://www.acdi-ida.gc.ca/cida_ind.nsf/AllDocIds/B24B7238F83BCF7985256E2300501723?OpenDocument)
- U.N's Cyberschoolbus website
  - [Toshi Module](http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/toshiModule.html)
  - [Isabelle Module](http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/isabelleModule.html) under the 'Rights at Work' section).

The U.N. *Universal Declaration of Human Rights* and/or the U.N. *Declaration of the Rights of the Child* can also be valuable resources and can be found at the Cyberschoolbus 'Human Rights in Action' page (<http://www.un.org/cyberschoolbus/humanrights/index.asp>).

The basic underlying reality to remember when educating young Canadian students about child labour is that it is often a matter of family survival in many parts of the world to have young children work instead of attending school. Child labourers are generally trapped in a cycle of poverty. Their families are so poor they rely heavily on the income provided by working children just to meet their basic human needs.

Child slavery on the other hand is very different from this form of child labour. Child slavery involves parents selling their children for money. This is most often done under the false belief that this will provide a better life for themselves and their children. In many cases the family may never see their children again and they will be forced to work in abusive and exploitive situations (see the International Labour Organization's [Worst Forms of Child Labour Convention](#) for more details).

**Technical Notes**

1. Access to information over the internet offers great opportunities for enhancing the Social Studies Curriculum. Many sites have been suggested for further study in some of the subtasks in this unit and as places to find relevant resources and materials. While every effort has been taken to ensure

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the reliability of these sites, teachers must ensure that students are well supervised when making use of the internet.

2. In the web-based CD version of this unit all BLM's are provided in 2 different formats (PDF and Word). Although the PDF versions are 'read only' the Word versions will be completely adaptable by the individual teacher to better allow for adaptation to specific student or class needs.
3. This unit has also been adapted for use in the French as a Second Language environment. All BLM's have been translated, adapted, or removed if not appropriate, to suit the requirements of French immersion or extended French classroom. Adapted French BLM's have also been provided in both PDF and Word formats to allow for the divergent abilities and needs of student.

**Generic Adaptations**

The activities in this unit are designed to be as open-ended as possible to allow for many learning styles and abilities. Teachers will want to choose small group members carefully to ensure that all student needs will be met. Individual accommodations to the unit should be considered by the classroom teacher based on student needs and through careful consideration of recommendations in individual IEP's.

Some suggested adaptations are:

- Recognize effort as well as full task completion
- Clarify expectations at the beginning of each lesson and perhaps provide sample responses for some students
- Repeat important information (concepts and ideas) or allow students to repeat and rephrase
- Conference with students, both formally and informally, regularly
- Present instructions orally and in writing
- Use pictures and diagrams whenever possible
- Encourage students to question for clarification and additional information before beginning work
- Vary resources with regard to reading level, amount of visual information, use of oral, written and visual data
- Modify the assignment in terms of time, quantity of work assigned, and nature of the assignment
- Stress quality rather than quantity
- Provide opportunities for strengths to be used
- Group students with varying abilities
- Help students keep lesson notes consistent and organized
- Adjust reading level of student material or tape record text
- Teach note taking and organizational skills
- Provide research material at their reading level, or with relevant information highlighted
- Use reading partners
- Assign enrichment tasks

Please refer to the *“Teacher Companions: Special Education Companions”* in the Ontario Curriculum Planner for more specific learning adaptations. The teacher's manuals for EQAO Testing for grade 3 and 6 also offer strategies for accommodating students.

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**Cross-Curricular Integration**

Although this unit's primary focus is in the area of social studies, there are various opportunities for cross-curricular integration. In several subtasks expectations from other areas of the curriculum have been included to show where integration may occur (e.g., language, religion/family life, math, etc.). The level of cross-curricular integration will vary based on individual teacher preference.