

# BROCCOLI SHORTAGE

## OVERALL EXPECTATIONS

- Describe the jurisdiction of different levels of government in Canada.
- Describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues.
- Describe key actions taken by different levels of government to solve some significant national, provincial/territorial, and/or local issues.
- Describe some different ways in which citizens can take action to address social and environmental issues.

## LEARNING GOALS

- Interpret and analyze information and data relevant to their investigations, using a variety of tools.
- Communicate the results of their inquiries, using appropriate vocabulary.
- Describe the jurisdiction of different levels of government in Canada.
- Describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues.

## RESOURCES

- Computer/tablet with internet access
- World map

## INTRODUCTORY ACTIVITY

- Using the internet, have students look up where broccoli tends to grow with an understanding of the ideal conditions it needs.

## MAIN ACTIVITY

*"Attention Government! As you know our main food source is delicious, green, leafy broccoli! Due to a rise in pollution and severe climate change there is a shortage across the globe. It is your job to devise a plan as to how to distribute the remaining broccoli we have. Work as a team to save the planet!!"*

- The class as a whole will act as The Government in different countries and each student will take on a role within it (President, Prime Minister, Head of State, Senate, Civilian, Foreign Affairs, Ministers of Trade, Security, Finance etc.)
- Students will act as members of already existing countries or they may create their own made up country
  - As a class and within their own country groups, students may decide why broccoli has become so vital over the other food options.
- The country's governments will meet in a Food Shortage Conference to discuss different visions for what to do with the existing supply of broccoli

## CONSOLIDATION

- Following this activity, the class will discuss how they felt in their role and with their responsibility. The class can also discuss times in history where similar meetings/discussions have been held worldwide.



# PEPPERS WHERE DO I COME FROM?

## OVERALL EXPECTATIONS

- Analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues.
- Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.
- Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.
- Identify conventions and techniques appropriate to the form chosen for a media text they plan to create and explain how they will use the conventions and techniques to help communicate their message.
- Produce a variety of media texts for specific purposes.

## LEARNING GOALS

- Analyse a map of where different food comes from (be able to comment on how the climate in that country affects the growing climate of a specific food in this country)
- Create a map that shows a trade relationship between Canada and one other country
- Explain (with images and maps as supports) how food links countries together through social interactions and trades
- Create a product that reflects their research information with the purpose of informing

## INTRODUCTIONS

- Have students look at a world climate map like the one attached.
- Then have students look at the interactive map which shows where food products come from:  
[www.dailymail.co.uk/sciencetech/article-3643363/How-far-food-travelled-Interactive-map-shows-world-s-food-comes-from.html](http://www.dailymail.co.uk/sciencetech/article-3643363/How-far-food-travelled-Interactive-map-shows-world-s-food-comes-from.html)
- Discuss with students on how climate affects what type of food grows there naturally (for example although some products don't grow outside, in Canada we have greenhouses that simulate tropical climates). Ask questions such as:
  - how does a country's climate affect what they can grow there?
  - what else does a country's climate zone affect (weather, natural disasters, economy)

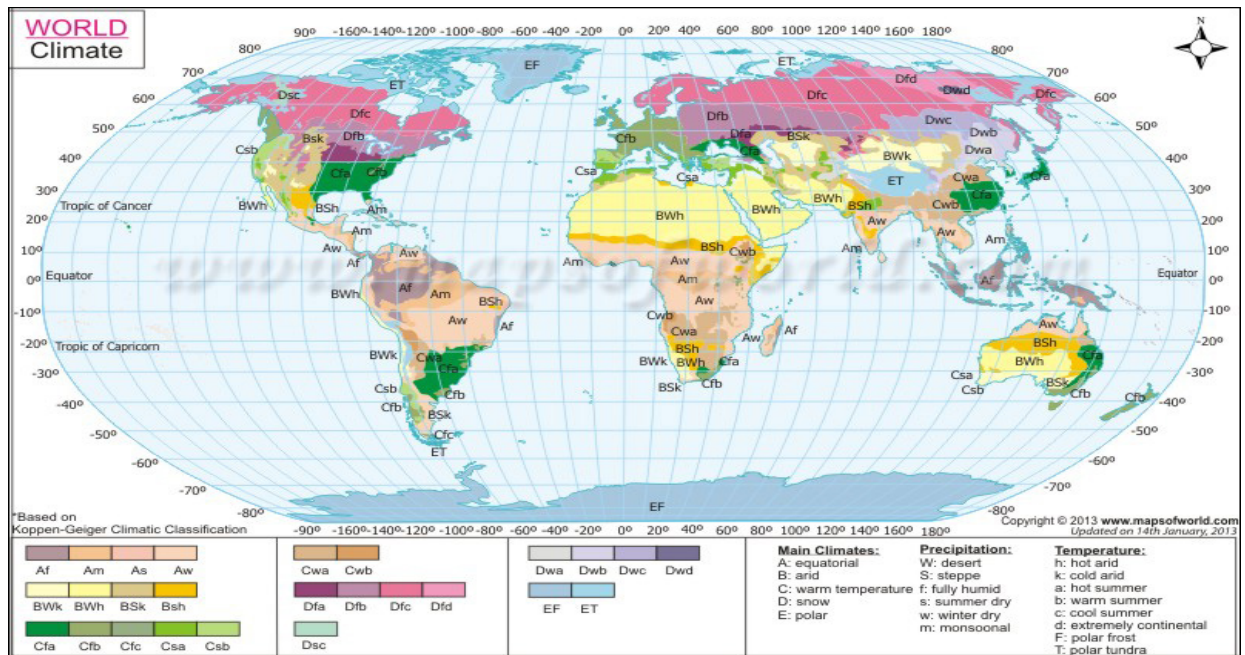
## MAIN ACTIVITY

- Have students choose a product that they eat from another country. Students may use the interactive map from the introduction to pick their product.
- Have students create a map that shows this product's home country. To create a map to show Canada and the other country use: <https://mapchart.net/>
- Have students create a poster/slideshow/video/medium of their choice, about that country, the climate zone (and how this affects the weather and natural disasters), the product, and journey it must take to Canada
- Students will conduct research over a period of time, and this activity can be done in partners

## CONSOLIDATION

- Have students present their research
- Discuss different parts of interactions between Canada and countries of choice





All presentations must include:

1. What your product is and where it is from. You must include a map or diagram in your presentation. Use <https://mapchart.net/> to show your country of choice and its distance from Canada. Both countries must be highlighted on the map.

*Example:*



*I have chosen mangoes which grow in Jamaica. Since my country of choice is Jamaica, I have highlighted Jamaica and Canada on my map*

2. Describe the journey your product takes to get from its original condition to when it gets to the grocery store (include if it is picked by a person, harvested by a machine etc). Use <https://www.foodmiles.com/results.cfm> to calculate the

distance your food travels!

*Example:*

*Mangoes are harvested by people on mango farms. It mostly flies by plane and travels approximately 3050km.*

## Food Miles Calculator Results

### Your Results!

Assuming your food has come from the capital, Kingston travelling to the capital Ottawa, it has travelled approximately

**1895 miles (3050km)**

as the crow flies.

3. Describe the country of origin's climate, and how this climate affects how this product grows. Be sure to include how this climate affects natural disasters in this country and any other environmental information

*Example:*

*Jamaica is part of the tropical climate zone. This means their weather is hot all year round. The precipitation in Jamaica can reach monsoonal levels. Jamaica is also in a climate where hurricanes can form. Mangoes can grow naturally in Jamaica because of Jamaica's warm temperatures and heavy rainfalls. Most mangoes grow during the rainy season, where rain falls almost every day.*



# PLUMS FIRST NATIONS, MÉTIS, AND INUIT CONNECTIONS

## OVERALL EXPECTATIONS

- Inquiry: use the social studies inquiry process to investigate aspects of the interactions between First Nations and Europeans in Canada prior to 1713 from various perspectives.
- Application: analyze some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713.
- Analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited.
- Formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved.

## LEARNING GOALS

- Understand that FNMI people were living on the same land as Canadians, before Canada existed.
- Understand that there were 6 main geographical groups of FNMI.

## RESOURCES

- 6 poster boards (with groups and instructions attached) and chart paper
- Markers
- FNMI Geographical Groups Worksheet (see attached) and Info Sheets
- Tape
- Plum Stone game (1 basket with 5 plastic bags-each bag contains 3 stones, 25 sticks, and points legend)
- Plum stones/pits (if you have)

## INTRODUCTORY ACTIVITY

- Students should be aware that the teacher will be acting different for the sake of the lesson and that the students need to remember that their teacher still cares for them in the same as before, during, and after the lesson.
- In groups of 6 students, use the resources to create 6 poster boards (title and instructions). Tell students they have 10 minutes to complete.
- Once students have been working for about 5 minutes, the teacher will interrupt the class to explain that the following instructions should now be followed (in a very cold, harsh manner):
  - You may no longer use markers, only pen and pencils are allowed. You are NOT allowed to talk during your group work. Everyone MUST sit facing the front of the classroom. All drawings must be no bigger than 5 cm. All writing must be perfect.
  - Teacher will continue for about 5 minutes to ensure these rules are being followed.

- Teacher will come out of role, and act as the teacher normally would with their class. Teacher will explain that the activity is done, and they can clean up and sit together for a debrief of the activity.
- The teacher will explain how Christopher Columbus discovered the New World and the European Settlers came in and violently forced the FNMI people to live their way of living.
- The teacher can then help link the above information with the "Take Over" Demonstration" with the following questions:
  - How was the demonstration similar to what happened to the FNMI people? Who was the FNMI people in the demonstration and who was the European Settlers? (Answer: FNMI was the students & European Settler was the teacher), How do you think the FNMI people felt when this was happening? Why do you think the European Settlers did this? Do you think both groups of people could have made a compromise?

## MAIN ACTIVITY

- Students get back onto their groups and are given one piece of chart paper.
- Each group gets 2-3 copies of their group's information sheet (same group as their poster board).
- Students will now transfer the information they find important from the information sheet to the piece of chart paper. They can draw or use words to do so.
- Students will need to hang both posters and chart paper near their station. Both papers should be taped next each other.
- Give each student a copy of the FNMI Geographical Groups Worksheet (as attached) and have students walk around the room and look at the information their peers have posted. Each student will use their worksheet to write notes about each group.

## CONSOLIDATION

- Students will experience a game from the FNMI culture called the Plum Stone Game. See resources for full instructions and resources needed.
- Teacher will explain that this game was played mostly by woman, using 5 plum stones and 100 stalks of blue joint grass. You will be playing a variation of this game. Women would take the stone (i.e., the pit) of a plum, clean, dry, burn and carve symbols into them in order to play this game. If you have some peach pits/stones, pass around for students to look at but you will not all be playing with the plum stones.
- The Plum Stone Game can be used as an introduction to probability in mathematics.
- View the poster boards and handouts to see in students made connects and understanding from the lesson.

(HERITAGE & IDENTITY: FIRST NATIONS & EUROPEANS IN NEW FRANCE AND EARLY CANADA)

**GRADE 5 | SOCIAL STUDIES FNMI | 45 MINUTES**

### Introductory activity

Instructions on each piece of poster board are:

- Iroquoian FN = draw corn, beans, and squash
- Plains FM = draw grass, trees, and shrubs
- FN of the Mackenzie and Yukon river Basins = draw a swamp
- Woodland FN = Draw a forest
- Plateau FN = draw a desert with mountains
- Pacific Coast FN = draw salmon/fish, hunting, and building huge houses out of trees

#### Plum Stone Game

This game requires: 25 sticks and 3 marked marbles.

1. This is a 2 player game.
2. Players put marbles in the middle of them and sticks on the side so both players can reach.
3. The first player will roll the marbles. Using the points system stated below, the player will take the amount of sticks from the pile they win from their marble roll.

Black + Black + Moon = 1 stick

Star + Star + Black = 1 stick

Moon + Silver + \_\_\_\_\_ = 2 sticks

Moon + Star + Black = 3 sticks

4. Once the sticks from the general pile run out, players will take the sticks they win from the opponents pile.
5. The player who gets all of the sticks is the winner and the game is over.

When showing students a demonstration of the game, use the white basket. Instead of rolling, put all stones/marbles into the basket and gently lift the basket up so that the marbles/stones jump to change places and stay in the basket. Explain the following to students:

- When FNMI woman would play this game instead of rolling the plum stones, they would use the basket to roll the stones.

#### Accommodation:

- One of the First Nations information has less information and is formatted with extra spacing and bigger font. This can be used for students who would benefit from this.

## FNMI Geographical Groups Worksheet

| First Nations                    | Information |
|----------------------------------|-------------|
| Woodland                         |             |
| Iroquoian                        |             |
| Plains                           |             |
| Plateau                          |             |
| Pacific Coast                    |             |
| Mackenzie and Yukon River Basins |             |

## **Woodland First Nations**

### Where did they live?

The Woodland group lived in dense boreal forest in the eastern part of the country. They migrated (moved) to search for their food and hunted with spears and bows and arrows.

This group was made up of many smaller groups. Each group had fewer than 400 people.

### How did they make homes?

Woodland First Nations built their homes out of materials they found around where they were living such as bark or caribou skin.

### How did they travel?

They travelled by canoes made out of stitched bark sheets.

### Did they wear clothes?

Skin of moose, deer and caribou was used. It was coloured by using the dye from flowers, fruits, roots and berries. The colours they would use were red, yellow, blue and green.

### Spirituality?

The Woodland First Nations group was very spiritual and they would talk to the animals before they were killed to thank them for providing their family with clothing or food.



## **Iroquoian First Nations**

This group is now known as the Haudenosaunee or People of the Longhouse.

### Where did they live?

Iroquoian First Nations inhabited the south area. This area had really good soil, which was good for growing food for them to eat. The land grew lots of corn, beans and squash. These three crops were called "The Three Sisters".

They did not need to migrate (find a new place to live) often to find food. They found a new place to live about every 10 years.

### How did they travel?

Iroquoian First Nations used bark to build canoes but mostly travelled by land and were exceptional runners.

### Did they wear clothes?

To make clothing, the Iroquoian First Nations used the skin of moose, deer and caribou. They coloured their clothing by using the dye from flowers, fruits, roots and berries. The colours they would use were red, yellow, blue and green.

### Parties/Celebrations?

Iroquoian First Nations had 6-8 festivals a year to celebrate ripening of fruits and berries.

## **Plains First Nations**

### Where did they live?

Plains First Nations lived on the grasslands of the Prairies. They were neighbours and trading partners with the First Nations of the Pacific Coast.

### What did they hunt?

This group mainly hunted buffalo. Hunting was really important to them and as a community they would hunt in June, July and August when the buffalo were fat because their hides were easily dressed.

Plains First Nations built homes with items they found in their environment such as bark and caribou skin.

### How did they travel?

In 1700, European Explorers introduced horses to the Plains First Nations. They became very skilled riders.

### Did they wear clothes?

They made their clothing out of animal skins such as buffalo and deer. The men of this group regularly wore face paint they made from a red dye from clay.

### Police Enforcement?

Plains First Nations had military societies that carried out functions such as policing and organizing defences.

## **Plateau First Nations**

### Where did they live?

Plateau First Nations group lived in the south and the north. The south had desert conditions and the north had mountains and forest conditions.

### What did they eat?

This group mostly ate the fish called salmon and caught them with a net. They also ate wild vegetables such as roots and berries. The salmon was dried and put into smoke houses so that they could be stored and eaten later.

## **Pacific Coast First Nations**

### Where did they live?

Pacific Coast First Nations lived on the ocean, which meant that they did not have to move because they got all of their food from the sea. They would eat food like salmon, shellfish, octopus, herring, crabs, whale and seaweed.

Just like we use ketchup and mustard as a condiment for the food we eat, this group used fish oil as a condiment.

Pacific Coast First Nations used gigantic red cedar trees for building huge houses. They were excellent carpenters.

### Did they move a lot?

They build permanent villages because of all of the food they got from the ocean for as long as 4000 years.

This group travelled mainly by water, since they lived so close to it. They created canoes made of red cedar trees.

### Did they wear clothes?

When it was not too cold, the Pacific Coast First Nations did not wear clothes and the woman wore skirts made of cedar bark or buckskin. Neither men nor women wore shoes.

## **First Nations of the Mackenzie and Yukon River Basins**

### Where did they live?

First Nations of the Mackenzie of Yukon River Basin lived in dark forests, barren lands and the swampy terrain (land) known as muskeg. They lived in harsh conditions because there were not many animals to eat and they had very long and cold winters.

This group built homes with items they found in their environment such as bark and caribou skin.

### What did they eat?

When they did get food they had to make sure it was safe from being eaten by other animals. They stored their food in high in the trees.

### How did they travel?

They travelled by water with canoes that were made by sticking small pieces of bark together with gum found in spruce trees.

### What did they use to make clothing?

First Nations of the Mackenzie and Yukon River Basins used caribou skin because the hair of caribou kept them very, very warm (the hair was an excellent insulator).

# STRAWBERRIES FRUIT INDUSTRY IN CANADA

## OVERALL EXPECTATIONS

- Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues.
- Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada.
- Oral communication: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Writing: generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Media Literacy: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

## LEARNING GOALS

- Explore maps and develop their spatial awareness
- Gather ideas as to how climate and landforms impact development of an area
- Create a persuasive advertisement promoting their product
- Understand the importance of trading of products

## RESOURCES

- Map of Canada
- World map
- Paper for brainstorming process
- Chromebooks or iPads for potential research
- Coloured Pencils

## INTRODUCTORY ACTIVITY

*There will be an introduction to strawberries and their native history*

- Teacher: "Where do strawberries come from?" Let students guess and put forth their own ideas with the class or with their elbow partner.
- Teacher: "There was a native species of strawberries in North America, but the strawberry we know today is a mix between two species that was bred in France. There are different species of strawberry native to temperate regions all around the world."
- Teacher: "How did strawberries get to Canada?" Again, have students discuss shortly or give forth ideas.
- Teacher: "Strawberries and other fruit and vegetables were brought to Canada through trading over the years."

*Teacher will then ask students in the class who likes strawberries. Generate a small survey that will be used later in the lesson. Record students answers on the board.*

## MAIN ACTIVITY

*Have the students imagine a time where individuals were unsure of what strawberries were or their nutritional value.*

- Teacher: "Why would an individual want strawberries? What is appealing about a strawberry?" Look for answers like: eating healthy, cheap to get and grow, nutrients to live, and taste good.
- Teacher: "With all this knowledge, why wouldn't more countries simply grow their own fruit and vegetables all the time?" Convert topic towards suitable climates that are needed for strawberries and other fruit/vegetables to grow. "Some climates and landforms don't allow for proper plant growth and, therefore, it would be hard to sustain development. Plus, it would become too expensive to maintain."

*Have students discuss with their elbow partner potential ways to grow these plants without the effect of the land or climate.*

*After this have students think of a product that is associated or includes strawberries. Then have them develop a written commercial that would show the appeal or purpose of this product. Including, but not limited to:*

- Benefits (Health and nutrition), medicine, taste, look, smell, price, etc.

*Students must be sure to include the following steps:*

- Brainstorm, rough draft, revision, final draft, presentation

*If students are struggling with ideas, here are a few examples they could use: Strawberry jam. Strawberry soap. Face, body, and hair products. Dessert products. Energy Bars. Car/air fresheners. Cough drops.*

## CONSOLIDATION

- Have the students present these ideas to the class in order to culminate their understanding of strawberries, their importance in the economy and their role in society.
- There will be a small reflection on the end to determine what the students know and how their perceptions might have changed. Refer back to the small survey that was done earlier in class and have the students answer: if they found the assignment difficult/ easy to complete based on their interests, if they found the assignment difficult based on lack of knowledge or if they enjoyed learning about the importance of fruits.





## Strawberry Resources

Give students maps of the world and of Canada. Have the students locate the areas where fruit are primarily exported from and where they are imported to (Top 5). At this time, you can allow the students to research these topics and then bring their findings to the class before filling out the maps OR You can decide to fill out the maps together right away by colouring the locations of import and export.

- After filling out the maps discuss with the students what they see
  - Canada primary import locations (Province)
    - Teacher: “Strawberries are #3 on the list when it comes to Canadian imports. Fruits are a big import for most countries. The provinces that import the most fruits in Canada are: Ontario, British Columbia, and Quebec.”
  - Primary export locations
    - Teacher: “A lot of countries export goods and services, but when it comes to fruit there are a specific few that Canada receives from. These countries include, but are not limited to: United States, Mexico, Chile, Guatemala and Costa Rica.”
    - See for more details: <http://www5.agr.gc.ca/eng/industry-markets-and-trade/market-information-by-sector/horticulture/horticulture-sector-reports/statistical-overview-of-the-canadian-fruit-industry-2016/?id=1499785006783>