

Leading the World

Social Studies – Grade 7

Leading the World

A cross-curricular inquiry into can we, as citizens, create the world - why or why not?



Enduring Understanding

Citizens shape the identity of a nation and the global landscape.

Guiding Questions

*How do leaders influence a nation? Given the BIG IDEAS of **Open Borders Corsroads Vancouver**, in what ways, if any, does a nation influence the global landscape? Can we, as citizens, create the world - why or why not?*

Mind Opening

Choose or devise classroom practices to encourage and foster open and focussed mindfulness in the inquiry process. For example, Mind-Up or other mindfulness exercise that will guide students to a more open and focused view of the topic. For more information on mindfulness in classroom, visit [The Hawn Foundation Website](#).

Discovery & Inspiration

Biennale Exhibition '09 – '11 - **Freezing water #7** (Ren Jun) at Vanier Park, Vancouver

Soulpancake Kid President Video: **A Pep Talk from Kid President to You**

<http://www.youtube.com/watch?v=l-gQLqv9f4o>

Book: **Our Earth: How Kids are Saving the Planet** by Janet Wilson

Book: **One Peace: True Stories of Young Activists** by Janet Wilson

Book: **If the World Were a Village: A Book about the World's People** by David J Smith

Shared Insights

Have students discuss leadership qualities: What do we already know about being a leader?

Connecting Leadership Qualities with Abstract Art Form Challenge:

Students work in groups of 3 - set up Carousel activity with Venn diagram at each station:

1. Image of **Freezing Water #7** next to a picture of the Canadian flag
2. Image of **Freezing Water #7** next to a picture of Barack Obama
3. Image of **Freezing Water #7** next to a picture of 12 year old child
4. Image of **Freezing Water #7** next to a picture of a globe

Ask students to share words from the middle of their Venn Diagram that describe leadership and **Freezing**

Water #7.

Sample Inquiry Challenges

How do leaders influence a nation?

Ask students to identify influential individuals, research their roles: Who are these people? Where are they from? What is their message? Does their message influence the world, if so in what ways? Is this person a good leader? How are they, or how are they not? Students will present their findings to the class in a medium of their choice.

Show students a few current Cabinet Ministers and what they are responsible for. Ask the students: How do these leaders influence our daily life? What do they think are the pressing issues? Who would be the leader to resolve these pressing issues?

Can we, as citizens, create the world - why or why not?

Students are given information on various influential youth and adult leaders. They will be asked to investigate what has made these individuals influential and look at the factors which indicate a person's scope of influence. Students will be asked to create a scale of influence and place the various leaders they have researched on their scale. Students can discuss: What does it mean to be influential? In what ways does age affect influence? What additional factors play a role in an individual's degree of influence?

Given the BIG IDEAS of Open Borders Crossroads Vancouver, can a nation influence the global landscape?

Ask the students to work in groups and pick one global topic that they are passionate about and research that topic. Students will create an action plan that shows how Canada can play a leadership role in this global topic.

Create a mock parliament where groups of students are assigned to the role of a Minister i.e. Minister of the Status of Women, Minister of Finance. The class will receive an issue with global ramifications. Each group of Ministers will discuss their position on this issue. The class will be brought back together to engage in a mock parliamentary debate. After the debate, the class can take a vote on the issue. After the class has voted, ask students to look at the ripple effect of their decision - including the impacts on individual Canadians, Canada as a nation, and the world.

Cross-Curricular Access

Science: Particle Attributes and Interaction: Relating leadership attributes to particle attributes. Mix vinegar and baking soda as well as cornstarch and water in two separate dishes. Observe the results. Ask students to select from a list of attributes of vinegar, baking soda, cornstarch and water that they think make the particles good/bad mixer. Relate those attributes to leadership attributes that bring people/nations together. Have different type of particles available for the students to mix them up and observe.

Mathematics: Statistics, Probability, Data Analysis: Looking at how global statistics related to students in the class. Ask students to make a tally of the different languages that individuals in the class can speak. Turn this data into a bar graph and compare the class data to global language data (for easy statistic source consider using *If the World were a Village* book). Ask students to discuss, given the data, how do we fit into the global landscape?

During the scale of influence challenge students may be encouraged to assign numerical values on their scale, turning it into a number line.

Sample Creation

Students and teachers decide on medium and methods to communicate their BIG IDEAS on how citizens shape the identity of a nation and the global landscape. Consider use of posters, website with social media integration, montages, written essays/poems, film and audio, dance, visual arts or theatre.

Taking Actions

Can we, as citizens, create the world?

Students brainstorm what are the specific needs of their school and how these needs can be addressed by them. Students pick a project as a class and are given time to initiate this project together.

Students create personal action plans that can be carried out over a given period of time. Students will be asked to document their journey through their personal action plan and share their experience after the given period of time has come to an end. Possible ways of sharing include: blogs, learning fair with other classes, artistic representations displayed in public venues.

Authors/Contributors

Danielle Bourgon and Mina Rohani, 2013 UBC Elementary School Teacher Candidates

Related Material

2013 Kerrisdale Learning Case