

Middle Level English Language Arts (ELA)

Grade 6

A Model Thematic Unit

Peace and Conflict

Unit Overview

Context: Social, Cultural, and Historical; Communicative [Identity, Social Responsibility, and Efficacy]

Timeline: Approximately six weeks

People around the world yearn for peace. Each of us has a role and responsibility in maintaining peace on a personal, local, and global level – peace begins with us. Developing our communication and group skills can help us maintain respectful relationships, make peace, and resolve conflict. If we are to make the world a better place, we have to do our part. We have to be the peacemakers. “I see the world gradually being turned into a wilderness, I hear the ever approaching thunder, which will destroy us too, I can feel the suffering of millions, and yet, if I look up into the heavens, I think that it will all come right, that this cruelty, too, will end” (Anne Frank).

The unit is organized around five focus questions (which teachers should post and have visible for the duration of the unit) with sample lessons and suggested resources included. Approximately one week could be spent on each focus question topic, with the remainder of the time devoted to end-of-unit activities.

Throughout this model unit, the suggested activities show how teachers can help students achieve the aim, goals, and outcomes for ELA 6 in the social, cultural, and historical context. The Learning Activities in this model unit may be adapted based on the interests and needs of the students. For example, on page 6 of this model unit, the learning activity suggested is as follows:

“Have students think about a time when they encountered a conflict. “What was the conflict about? Who was involved? Where did it take place? How was it resolved? Have you ever wondered about the role peace plays in your life?” (*Nelson Language Arts 6: Choosing Peace*, p. 6).

Discuss conflicts that students have heard about, experienced personally, or read about in the news. Encourage them to identify the people in their school, family, and community who “keep the peace.” What are some strategies these people use to keep the peace? What would students’ lives be like without these people? Do students think the role of a peacemaker is a difficult one? If so, how/why?”

Although CC 6.5 (use oral language to ...) is one of the outcomes explored in this learning activity and teachers are directed to have students “discuss the conflicts that student have heard about ...,” teachers may select a different outcome such as CC 6.7 (write to ...) and invite students to write a journal entry about conflicts. As teachers explore this unit with students, teachers have the opportunity to create their own learning activities that help students achieve the curricular outcomes. In addition, for students to successfully achieve the curricular outcomes, teachers must plan for and address the outcomes many times throughout the year.

Understanding: Everyone has a role and responsibilities in maintaining peace on a personal, local, and global level.

Possible Questions for Deeper Understanding

- What role does peace play in your life? What brings peace and happiness in our lives?
- What skills are needed to resolve conflicts and disputes peacefully?
- What is the role of the peacemaker?
- What are our rights and our responsibilities in supporting peace?
- What can people learn by resolving conflicts?
- Questions students would like to explore:

English Language Arts Goals and Outcomes Overview [Grade 6]

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Growing Up*), social responsibility (e.g., *Going the Distance*), and efficacy (e.g., *Making Our Community More Peaceful*).

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonetic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g.,) the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CR6.8 Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 wpm silently) and expression.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., *Your Choices*), social responsibility (e.g., *Looking for Answers*), and efficacy (e.g., *Systems for Living*).

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative

words), graphophonic (e.g., spelling strategies) and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.

CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

CC6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.

AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.

AR6.3 Appraise own and others' work for clarity.

Each outcome is supported by indicators which provide the breadth and depth of the expectations for the outcomes. The outcomes and their indicators are listed on pages 33-46 of the English Language Arts 6 Curriculum. Teachers are encouraged to build upon outcomes in the previous grades and provide scaffolding to support student achievement of the Grade 6 outcomes.

Suggested Resources for the Unit

Collections 6 (Looking for Answers) (Pearson Education Canada).

Cornerstones 6a (Gage Educational Publishing/Nelson Thomson Learning).

Elders' Wisdom, Children's song: A Community Celebration (Regina Public Schools, Circle of Courage, 2006).

Fight for the Right (Austin, Texas: Stech-Vaughn Fluency Theatre, Harcourt Achieve Inc., 2007).

Heritage: Saskatchewan's First Peoples: Residential Schools (North Battleford: Battlefords Friendship Centres, 2001).

Nelson Language Arts 6: Choosing Peace (Nelson Thomson Learning).

On the Wings of Peace: Writers and illustrators Speak Out for Peace in Memory of Hiroshima and Nagasaki (New York: Clarion Books/Houghton Mifflin, 1995).

Supplementary Readings 6, Nelson Language Arts 6 (Nelson Thomson Learning).

The Good Path (Afton, Minnesota: Afton Historical Society Press, 2002).

Treaty Essential Learnings: We Are All Treaty People (Office of the Treaty Commissioner, March 2007).

Outcomes	Learning Activities	Assessment and Evaluation
<p>CR 6.2 CR 6.1</p> <p>CC 6.5</p> <p>CR 6.6</p> <p>CR 6.2</p>	<p>Lesson 1: Introduction</p> <p>Have students think about a time when they encountered a conflict. “What was the conflict about? Who was involved? Where did it take place? How was it resolved? Have you ever wondered about the role peace plays in your life?” (<i>Nelson Language Arts 6: Choosing Peace</i>, p. 6).</p> <p>Discuss conflicts that students have heard about, experienced personally, or read about in the news. Encourage them to identify the people in their school, family, and community who “keep the peace.” What are some strategies these people use to keep the peace? What would students’ lives be like without these people? Do students think the role of a peacemaker is a difficult one? If so, how/why?</p> <p>What statement is each of the following individuals making about peace? “To work for better understanding among people, one does not have to be a former president sitting at a fancy conference room table. Peace can be made in the neighbourhoods, the living rooms, the playing fields, and the classrooms of our country.” (Jimmy Carter, former U.S. president)</p> <p>“Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures.” (John F. Kennedy, former U.S. president).</p> <p>“Blessed are the peacemakers; for they shall be called the children of God.” (<i>Bible, Matthew 5:9</i>)</p> <p>Have students consider the following questions:</p> <ul style="list-style-type: none"> • What role does peace play in your life? What brings peace and happiness in our lives? • What skills are needed to resolve conflicts and disputes peacefully? • What is the role of the peacemaker? • What are our rights and our responsibilities? • What can people learn by resolving conflicts? • What other questions would you like to explore during this unit? <p>Reading a Poem</p> <p>Suggested Resources: “Peace Begins with You” (narrative essay/poem) (Katherine Scholes) (<i>Choosing Peace, Nelson Language Arts 6</i>) or similar poem about peace and the individual.</p>	<p>Assessment and Evaluation rubrics are in the curriculum that is found on-line for the Comprehend and Respond, Compose and Create, and Assess and Reflect goals.</p> <p>The Comprehend and Respond rubrics focus on students’ understanding of the ideas in a text, the text structures and features, the response and interpretation of the text, and the strategies employed before, during, and after. The Compose and Create rubrics focus on the content, the organization and coherence, and the use of language conventions. The Assess and Reflect rubrics focus on the strategies used and their effectiveness.</p> <p>Whether the teacher uses holistic or analytic rubrics, the rubrics should be shared with the students and explained and discussed before the rubrics are used.</p>

<p>CR 6.6 CR 6.2 CR 6.3</p> <p>CC 6.7</p>	<p>Before: Brainstorm a list of all the things that bring you peace and happiness in your life. Think about why these things bring peace to you.</p> <p>During: Read to find out about the different things that peace brings and how others have achieved peace.</p> <p>After: Write your “peace is ... ” statements describing and explaining why something is peaceful in your life.</p> <p>Lesson 2: Choosing Peace, Friendship, and Resolving Conflict</p> <p>Reading Proverbs</p>	<p>Are students comfortable contributing to a group brainstorm?</p> <p>What strategies did students use to understand the text? Are students writing in complete sentences?</p>
<p>CR 6.1 CR 6.2 CR 6.3 CR 6.6</p>	<p>A proverb, according to Miquel de Cervantes, is “a short sentence based on long experience.” It is a traditional adage or saying that contains an important statement or a truth about life. What messages do the following proverbs contain?</p> <p>“One thousand friends are too little; one enemy is too many” (A Turkish Proverb). “When there is no one against you, you cannot quarrel” (A Japanese Proverb). “Respect for the rights of another; that is peace” (A Mexican Proverb). “Convert great quarrels into small ones, and small ones into nothing” (A Chinese Proverb). “It is well to be united in thought, that all have peace” (A Hawaiian Proverb).</p> <p>Conflict is often found in narratives (stories). A conflict is a struggle between two people or things in a literary work. An internal conflict is a struggle that takes place inside the mind of a character. What are the conflicts found in the following stories?</p> <p>Reading a Short Story</p> <p>Suggested Resources: “The Fight” (Sigmund Brouwer) (<i>Cornerstones 6a</i>) or another short story about bullying.</p>	<p>Can students understand, reflect on, and consider the “life lesson” of each proverb?</p>
<p>CR 6.1 CR 6.2 CR 6.3 CR 6.6</p>	<p>Before: How do we stop people from fighting? Bullying?</p> <p>During: Conflict is often at the centre of many stories. Although conflict can be in the form of physical conflict, it can take other forms including conflict with the forces of nature, conflict with the views or ideas of others, or conflict within a person who has an issue to deal with or a difficult decision to make. What conflicts are found in this story?</p>	<p>What prior knowledge did students draw upon?</p> <p>Were students able to recognize each type of conflict?</p>

<p>CC 6.5</p>	<p>After: What do you think of the advice Ricky gets from his dad? How do the boys end up resolving their conflict? What would you tell someone facing a problem like Ricky's? Why would you give this advice? Is this a good model for solving conflicts?</p>	<p>Did students consider carefully and respectfully their individual roles in giving advice?</p>
<p>CR 6.5 CR 6.2 CR 6.3</p>	<p>Listening to Traditional Narratives</p> <p>Suggested Resources: "The Argument Sticks" (Iroquois Tale) (<i>Cornerstones 6a</i>) and "Two Goats on the Bridge" (Eastern European Tale) (<i>Cornerstones 6a</i>) or similar traditional tales for peace.</p> <p>Before: Conflict is not a modern problem. People in other times and places experienced some of the same problems with conflict that we face today. Listen to these two folk tales to find out how two conflicts were resolved.</p> <p>During: What is the conflict in each? How is it resolved?</p> <p>After: What lessons can be learned from these tales?</p>	<p>How did the students prepare to listen?</p> <p>What strategies did students use to find and retain the key information?</p>
<p>CC 6.6 CC 6.2 CC 6.3</p>	<p>Oral Activity:</p> <p>Retell one of the peace tales. Work with a partner, practising reading one of the tales out loud so that you bring out both the humour and the lesson the tale is teaching. When you know the tale well, retell it to a small group without reading it. You can use your own words (<i>Cornerstones 6a, Teacher's Guide, p. 88</i>).</p>	<p>Were students able to work effectively with a partner? Did they understand how to bring the tale to life and to deliver it in an interesting (but appropriate) manner?</p>
<p>CR 6.6 CR 6.7</p>	<p>Treaties (mini-lecture)</p> <p>As Canadians, we are all treaty people. A treaty is a solemn agreement between two or more nations that creates mutually binding obligations. A treaty is the building block in the creation of the country of Canada and provides for peace and good order for all the people of Canada.</p>	<p>What prior knowledge do students bring about treaties? Are students able to connect treaties to good relationships?</p>
<p>CR 6.5</p>	<p>At Confederation in 1867, the Government of Canada assumed responsibility for First Nations and lands reserved for First Nations and launched two waves of treaty making. The first opened the Prairies for farming and the railway; the second opened the North for mining and logging. After negotiations, both the Crown and First Nations had agreed to obligations in the Treaties. The First Nations agreed to share their land and its resources with the Euro-Canadian settlers; the government agreed to deal with the changes that First Nations encountered as a result of the influx of settlers and the occupation of First Nation lands and agreed to protect their existence as distinct societies. The most common provision of the Treaties for First Nation people included health care, water rights, fishing, hunting, trapping, treaty annuities, establishment of reserves,</p>	<p>Do students understand the most common provisions of treaties?</p>

<p>CR 6.2 CR 6.3</p> <p>CR 6.7</p>	<p>Before: How important is it for us to respect ourselves so that we can respect Mother Earth and all its peoples? During: Note the reference to the “seven sacred rites”; then read the words of The Lakota Pipe Ceremony (p. 163). What does each rite represent?</p> <p>After: How does respecting the Earth and all its peoples make the world a better place?</p>	
<p>CR 6.2 CR 6.3</p>	<p>Reading an Explanation</p> <p>Suggested Resources: “How to Solve a Conflict” (Stephen Cadieux, Age 12) (<i>Looking for Answers, Collections 6</i>, p. 62) or similar explanation of steps to solve conflict.</p>	
<p>CR 6.2 CR 6.3</p>	<p>Before: Read this narrative to understand how one student used a series of steps to help him solve a particular conflict.</p> <p>During: As you read, summarize the five steps in a list in your notebook.</p> <p>After: How might Stephen’s five steps have helped you work through a particular conflict that you have encountered in your life?</p>	<p>What strategies do students use when reading and responding to informational texts?</p> <p>Do students connect text to personal lives?</p>
<p>CR 6.6 CR 6.2 CR 6.3 CR 6.3</p>	<p>Reading a Poem</p> <p>Suggested Resources: “What Friendship Is” (Deidre Berry, Age 10) (<i>Looking for Answers, Collections 6</i>) or similar poem about friendship.</p>	
<p>CR 6.6 CR 6.2 CR 6.3 CR 6.3</p>	<p>Before: What are the key words (e.g., trust, support) that come to mind when you think of “friendship”?</p> <p>During: As you read this poem, list the key words that are important to Deidre.</p>	<p>Do students recognize that many words can have a variety of interpretations?</p>
<p>CC 6.8</p>	<p>After: What words in Deidre’s poem would you add to your list? Write a poem modelled after Deidre’s, using your words.</p>	<p>Develop, with students, a rubric that includes criteria for the message, form, and craft.</p>
<p>CR 6.5</p>	<p>Language Study: Choosing Language to Respect Others</p> <p>Language, in particular word choices and tone, plays an important role in friendship and avoiding conflict. How do you use language to show respect for others? Experts recommend that we do the following:</p> <ul style="list-style-type: none"> • use respectful language when speaking to others • use people’s names when we speak to them • avoid using “put-downs” • use “I” statements to talk about what you feel and want • use a friendly (rather than sarcastic) tone of voice 	

<p>CC 6.5 CC 6.3</p>	<ul style="list-style-type: none"> ask questions that show others we are interested in them and their ideas. 	
	<p>How many of these bullets are reflected in your language? What could you do to improve upon your language usage? Review the list of bullets and try to model positive language usage as you have a conversation about friendship with one of your classmates.</p>	<p>Do students connect these ideas to their personal lives? Are they able to use the appropriate register and tone in their poems?</p>
	<p>Prejudice and Discrimination</p>	
<p>CR 6.1</p>	<p>We have to work at building peace. No matter what colour or nationality or religion people are, we must respect and work together to create peace and harmony in the world. Sometimes peace and harmony break down because people have biases and, in extreme cases, are prejudiced and discriminate against others.</p>	<p>Can students identify the key understandings associated with prejudice and discrimination? Can they associate these understandings with examples from life and their communities?</p>
<p>CR 6.2</p>	<p>What is prejudice? Have you ever been a victim of prejudice? What is discrimination? What are the negative consequences of discrimination? Discuss.</p>	
<p>CR 6.5</p>	<p>Over the years, “prejudice” and “separateness” have discriminated against and “put down” people. In the 1940s, the Nazis sent Jews, gays, gypsies, Jehovah’s Witnesses, political opponents, and others to concentration camps.</p>	<p>Note: Discussions that involve particular groups of people require sensitivity and students must be cautioned against over-generalizing.</p>
<p>CR 6.1 CC 6.5</p>	<p>Although Canada has a good record of honouring human rights, in Canada, many Canadians during the 1900s thought that some people, such as those Canadians of Japanese and Ukrainian ancestry, should be sent to prison camps or “relocation” centres. Why did so many Canadians think sending people of Japanese and Ukrainian ancestry to internment camps was the right thing to do? What logic and what emotions could have led Canadians to do so? Why might the people have gone without a fight? Why must we not take basic rights and freedoms for granted? Discuss.</p>	
<p>CR 6.5 CR 6.6</p>	<p>Another tarnished mark in Canada’s history is the Indian Residential Schools legacy.</p>	
	<p><i>Traditionally, First Nations people learned from their Elders. Grandparents and parents taught children the skills they would need to survive. There were no schools, no buildings, no books. Traditions and culture were kept alive by older people telling young people the stories of the past.</i></p>	
	<p><i>In Saskatchewan, this way of life changed for many (First) Nation people at the end of the 19th century. The federal government wanted to assimilate the (First) Nation people of Canada. This meant they wanted (the) people to forget their (traditional) ways and become like white people. The government believed the best</i></p>	

<p>CR 6.7 CR 6.2 CR 6.3</p> <p>CC 6.1 CC 6.7 CC 6.8</p> <p>CR 6.1 CR 6.2</p>	<p><i>way to do that was through education. Under the treaties, the government promised to provide education to (First Nation) people The government felt that by separating children from their parents, Indian children would assimilate faster. Residential schools were built by the federal government and operated by different churches. (First Nation) children were taken away from their parents, often by force, to live at the schools.</i></p> <p><i>...When children returned to the reserves for holidays, many had lost their language as they were only allowed to speak English at school. Trips home depended on transportation and how far the children had to travel. They also knew little of the traditions and cultures of their people. They did not learn traditional skills. Many (First Nation) people found that they did not fit either on the reserve or in the towns nearby (as a result of attending residential school for ten months of the year).</i></p> <p><i>Unfortunately, residential schools lasted for a long time (1885-1985). Some families had five generations of children going away. That meant that great-great grandfather, great-grandfather, grandfather, father, and son all left the reserve to go to residential school (Heritage: Saskatchewan's First Peoples: Residential Schools, Battlefords Friendship Centres, 2001, pp. 1-3).</i></p> <p>Suggested Resources: "John Tootoosis Recounts Some of his Experiences," <i>Heritage: Saskatchewan's First Peoples: Residential Schools</i>, Battlefords Friendship Centres, 2001, p. 7; "Audrey Cochrane (Saulteaux)," <i>Elders' Wisdom, Children's Song: A Community Celebration</i>, Regina Public Schools, Circle of Courage, 2006; p.16; or a similar recounting by a former residential school student.</p> <p>Before: Why did the Canadian government create residential schools? What were the expectations of the church for the students in its care? How would you have felt if you were taken at the age of six to a boarding school far from your home?</p> <p>During: As you read the accounts by these former students, think about how you would have felt if you had been in their situation.</p> <p>After: Imagine that you are either Audrey or John. Describe your first week at a residential school. You might like to consider the routine of the day, the expectations of the teachers and staff, the emphasis of the schooling, the expectation that you speak a foreign language, the clothes, the food, the dormitory, the chores that you must do.</p> <p>Suggested Resources: "Sojourner Truth" (Carol M. Elliott) (<i>Fight for the Right</i>) or similar script for Reader's Theatre.</p> <p>Before: In the 1800s, people in the United States still allowed</p>	<p>Do students understand the connections between language and culture?</p> <p>Review the Compose and Create rubric in the curriculum before students begin this task.</p>
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CR 6.3 CR 6.8	<p>slavery and mistreated slaves. The social reformers who worked to end slavery were called abolitionists. They tried to bring an end to slavery through peaceful means. Read this play to learn about the work of the abolitionists and to increase your reading fluency. Begin by doing the fluency warm-up with the key words that you need to know.</p>	
CC 6.5	<p>During: Form a group of six. Individually, read the script silently. When everyone has finished, discuss the main points in the script and why they are important. Once you have agreed on and feel comfortable that everyone understands the script, assign roles and have each character reread several times aloud their assigned part. Read each word correctly and smoothly and make the sentences sound natural and flowing.</p>	
CC 6.6	<p>After: As a group, practise reading the script together. When the group is ready and well-rehearsed, make an audio recording of your reading.</p>	<p>Do the students use an audible, clear, and relaxed voice with expression congruent with subject matter and purpose?</p>
	<p>Viewing a Photo Essay</p>	
	<p>Suggested Resources: "Rights of the Child" (Sheree Fitch) (<i>Choosing Peace, Nelson Language Arts 6</i>) or similar photo essay.</p>	
CR 6.1 CR 6.4	<p>Before: What are the nine fundamental rights the United Nations established for all children in 1959?</p>	
	<p>During: Find specific examples from your life that demonstrate each of the Rights of the Child.</p>	<p>Can students connect the text to specific examples in their community and in the world at large?</p>
	<p>After: What are the responsibilities that go with the rights? Who protects our rights as Canadians? Do you think children in countries all over the world have rights? Explain.</p>	
	<p>Reading Newspaper Articles</p>	
	<p>Suggested Resources: "Free the Children!" (<i>Looking for Answers, Collections 6</i>) or similar articles about efforts in campaigning against a wrong.</p>	
CR 6.7	<p>Before: Consider jobs or work that students of your age could do to earn money. What would you expect would be fair working conditions and pay?</p>	
	<p>Listen to the two short "child labour stories" (<i>Looking for Answers, Collections 6</i>, p. 91). What do you think about child labour after having listened to these stories?</p>	<p>Can students support their responses with examples from the texts?</p>
	<p>Craig Kielburger was twelve years old when he decided to found Free the Children and fight child labour. Read the news articles about what he did to make the world more aware of this issue.</p>	
CR 6.5 CR 6.2		<p>Do the students use effective note-making</p>

<p>CR 6.3</p>	<p>During: As you read each article, make a list of what Craig has done.</p> <p>After: How would you describe Craig? What information in the articles had the greatest impact on you? What do you think Craig has accomplished? What could you and your classmates do to address an issue such as child labour?</p> <p>War</p> <p>“One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one!” (Agatha Christie).</p> <p>What are the following authors trying to say about war?</p> <p>Reading a Story Told through Letters</p> <p>Suggested Resources: “Letters from Baghdad” (Barbara Bedway) (<i>Cornerstones 6a</i>) or similar letters about war.</p>	<p>strategies?</p> <p>Encourage students to note the different text formats and encourage them to think about which text form works best for the message that the author wants to convey.</p>
<p>CR 6.1 CR 6.6 CR 6.2 CR 6.3</p>	<p>Before: This story is told in a series of letters from Zada, a young Iraqi girl from Baghdad, to a friend, Margaret, in the United States. Because of the Gulf War, it takes months for the letters to arrive. As you read each letter, consider how Zada feels about the war.</p>	<p>Are the students able to identify the character’s thoughts and feelings?</p> <p>Do the students support what they are learning with specific details from the text?</p>
<p>CC 6.8</p>	<p>During: What do we learn about the war, daily life, and the feelings Zada has towards war?</p> <p>After: How do you think Zada and Margaret became friends? Write a letter from Margaret that she might have sent back to Zada. In your letter, indicate that you have finally received her letter and that you have many questions and news. Complete the letter.</p>	<p>Do students know and use the appropriate conventions of a letter?</p>
<p>CC 6.1 CC 6.7 CC 6.2 CC 6.3</p>	<p>Writing</p> <p>Prompt: You are a traveller in a war-torn country. Write a letter to your parents expressing your thanks for life in a peaceful country. Summarize, with examples, how you live peacefully in Canada.</p> <p>Reading a True Story</p>	<p>Use the Compose and Create rubric in the curriculum. Have students employed the conventions of a letter?</p>
<p>CR 6.1 CR 6.2 CR 6.3</p>	<p>Suggested Resources: “Sadako” (Eleanore Coerr) (<i>Cornerstones 6a</i>, p. 106) or similar story about the effect of war on young people.</p> <p>Before: Sadako Sasaki was a Japanese girl living in Hiroshima when the atom bomb dropped on that city in 1945. This story</p>	<p>Do students know the conventions of narrative (i.e., place, time, people in the narrative, conflict, main</p>

<p>CR 6.5</p>	<p>tells about her life and the powerful effect she has had on young people everywhere.</p> <p>During: Use the following reading guide from <i>Cornerstones 6a, Teacher's Guide</i>, p. 106.</p> <p>Section 1 (pp. 122 to section break on page 124):</p> <ul style="list-style-type: none"> • How might Sadako's life be affected by the bomb? • Why might Sadako's life have an effect on young people everywhere? <p>Section 2 (pp. 124 to end of page 127):</p> <ul style="list-style-type: none"> • How would you describe Sadako? Why? • How would you compare Peace Day to Remembrance Day? <p>Section 3 (beginning of page 128 to end):</p> <ul style="list-style-type: none"> • What caused Sadako's dizzy spells? • Do you think Sadako's wish will come true? 	<p>character's goals, sequence of events, and resolution)?</p> <p>Do students support response with evidence from text?</p>
<p>CR 6.1 CR 6.4 CR 6.2 CR 6.3</p>	<p>After: What impact did this story have on you? What might be the impact on others? What do the cranes symbolize to today's children? Look again at the illustrations by Ed Young. How has he captured the spirit and enthusiasm of Sadako?</p>	<p>Do students understand what a symbol is and how symbols are used to communicate important ideas?</p>
<p>Viewing and Reading About Peace</p>		
<p>Suggested Resources: <i>On the Wings of Peace: Writers and Illustrators Speak Out for Peace in Memory of Hiroshima and Nagasaki</i> (ed. by Sheila Hamanaka) or a similar illustrated book that addresses peace versus conflict and war.</p>		
<p>CR 6.2</p>	<p>Before: "Something else comes out of war: the desire for peace" (p. 11). This book was dedicated to the memory of the people who died at Hiroshima and Nagasaki when the United States dropped the atomic bomb. Since that time, more powerful weapons have been developed. Hiroshima and Nagasaki remind us why we must work for peace. Various illustrators have attempted to "show" elements of peace and the horrors of war. View the following illustrations:</p>	<p>Do students notice the elements of visual texts (e.g., form, line, colour)?</p>
<p>CR 6.1 CR 6.6 CR 6.2</p>	<ul style="list-style-type: none"> • "Nature provides the gift of inner peace" (Wendell Minor) (p. 103) • "Illustration" (George Littlechild) (p. 10) • "Nuclear Dawn" (Marshall Arisman) (p. 14) • "Illustration" (Rafal Olbinski) (p. 29) • "Illustration" (James E. Ransome) (pp. 40-41) • "Illustration" (Rafal Olbinski) (p. 91). <p>During: Preview each of the illustrations. What is your personal response to each of these visual texts? What effect does each of them have on you? How do they make you feel? How have they accomplished this effect?</p> <p>After: How has each text represented peace or war? What</p>	<p>Can students identify the similarities and differences in the illustrations? How would students explain each illustrator's style?</p> <p>Do students support their responses with evidence</p>

<p>CR 6.7 CR 6.2 CR 6.3</p>	<p>techniques did each illustrator use? Which illustrator was most effective in your mind? What was the impact of the illustration on you?</p> <p>Suggested Resources: “In Flanders Fields” (<i>Cornerstones 6a; Choosing Peace, Nelson Language Arts 6</i>) or similar poem about war.</p> <p>Before: This poem was first published in 1915 and is considered one of Canada’s best-known poems. Consider why these three short stanzas in the poem have become so well known.</p>	<p>from the text?</p>
<p>CC 6.5</p>	<p>During: Who is speaking and who is listening in this poem?</p> <p>After: What is the message sent by the dead in this poem? Is this poem a poem of peace or of war?</p> <p>Reading A Historical Account</p>	<p>Can students recognize point of view and discuss the different possibilities that a poet might use to most effectively communicate a message?</p>
<p>CR 6.6</p>	<p>Suggested Resources: “The Story of In Flanders Fields” (Linda Granfield) (<i>Cornerstones 6a</i>) or similar historical account about war.</p> <p>Before: This article tells us about John McCrae, the war that he fought in, and the poem he wrote.</p>	
<p>CC6.5</p>	<p>During: Consider what event inspired McCrae to write the poem and why the poem was so popular when it was published in 1915.</p> <p>After: McCrae believes that, if the cause is “great and just,” it is right to go forward and fight for what you believe. On the other hand, pacifists believe that war is always wrong and refuse to fight for any reason. What do you think about these two positions? Discuss.</p> <p>Group Discussion</p>	<p>Can students identify the key messages in the poem and discuss the narrator’s voice (and, therefore, view of war)? Can they take a stand and justify it?</p>
<p>CC 6.5 CC 6.1 CC 6.6 CC 6.2 CC 6.3</p>	<p>What wars are in the news? Who are the two sides fighting? Are other countries doing anything to try to stop the fighting? How do you think your life would change if you had to go to war?</p> <p>Choose one of the following ideas to discuss with a group. Decide whether you agree or disagree and be sure to support your opinions with reasons.</p> <ul style="list-style-type: none"> • There will always be war somewhere in the world. People will never stop fighting. • People who campaign for peace make a difference. • If children had the power to decide whether there would be war, there would be no more wars. 	<p>Does everyone participate and share ideas in the discussion process? Is each member supported? Do group members ask questions for clarification and elaboration? Does the group stay on topic and give reasons for individual opinions? Do group members disagree</p>

<p>CR 6.5</p>	<p>Some people are against war toys and games. Why might this be? Would you think twice about giving these to a child of your own?</p> <p>Suggested Resources: "Peace Is ..." (poems) (<i>Choosing Peace, Nelson Language Arts 6</i>, pp 38-43).</p> <p>What were some dreams for peace that these students shared? Were they the same or different from your dreams? How might some of these dreams for world peace be realized? What could you do to help achieve one of these dreams? Reflect on the selections. Choose the passage that delivered the most powerful message to you. Why was this passage effective?</p>	<p>courteously and sensitively?</p>
<p>CC 6.1 CC 6.8 CC 6.2 CC 6.3</p>	<p>Writing a Peace Poem</p> <p>RAFTS is a strategy that involves:</p> <ul style="list-style-type: none"> • Writing from a viewpoint (role) (Who are you?) • Communicating to an audience (To whom are you writing?) • Creating a format for the purpose (What form will your writing take?) • Addressing the topic (What are you writing about?) • Using a strong verb to guide what you want to say. <p>You are a young Canadian who believes in peace. Write a free verse poem for next year's grade six students to persuade them how important peace is to you.</p> <p>Note: Review criteria for writing in role:</p> <ul style="list-style-type: none"> • Use the words, feelings, and point of view of the person (Role) • Choose words and images that appeal and are appropriate to your audience (Audience) • Recognize and use the features of the given form (Form) • Stay on topic (Topic) • Use the strong verb to focus and guide the writing (Strong Verb). 	<p>Do students keep the focus on the intended audience and purpose? Do they employ a writing process (e.g., pre-writing, drafting, revising)? Do they analyze their writing for content, organization, sentences, word choices, usage, and conventions such as spelling, punctuation, capitalization, and paragraphing?</p>
<p>CC 6.5</p>	<p>Solving Conflicts</p> <p>Think about the ideas for solving conflicts you had viewed, heard about, or read about in this unit. Which one(s) do you think you might use the next time you have a conflict with someone? Why? Discuss.</p>	
<p>CR 6.5</p>	<p>Language Study: Resolving Conflicts</p> <p>When a conflict arises between you and another person, do the following:</p> <ul style="list-style-type: none"> • Encourage the other person to explain his or her point of view • Listen, without interrupting, while he or she speaks 	<p>Do students have a sense of purpose (intent) and audience as well as register and tone?</p>

	<ul style="list-style-type: none"> • Repeat the essence of what you have heard • Ask the speaker if your understanding of his or her point of view is correct. <p>Ask the other person to listen to your point of view. As you speak, do the following:</p> <ul style="list-style-type: none"> • Use “I” statements • Avoid making judgemental statements and name-calling. <p>Encourage the other person to share his or her needs and concerns. Listen actively and restate what you have heard. Express your needs and concerns. Suggest possible solutions, keeping in mind that you want to meet both your needs and the needs of the other person.</p> <p>If a solution is not forthcoming, you may need more information, trust, time, and patience. You could do as follows:</p> <ul style="list-style-type: none"> • agree to take a break and discuss the matter at a later date • agree to have a third party mediate the conflict • agree to disagree • agree that a solution cannot be obtained. <p>If a solution is forthcoming, proceed as follows:</p> <ul style="list-style-type: none"> • make a plan for following the solution • shake hands and apologize if necessary <p>(from <i>Choosing Peace, teacher’s guide, Nelson Language Arts 6</i>, p. 35).</p>	<p>Do students demonstrate that they have listened carefully and understood what others are trying to communicate? What strategies do students need to work on?</p>
AR 6.1 AR 6.2	<p>Have students reflect on the listening strategies that were helpful in their discussions. Have each student set one personal goal to improve his or her listening abilities and to note this goal in their journal for future reference and reflection.</p>	
CC 6.6	<p>Role Play</p> <p>Create a “situational” role play that involves a conflict and a peaceful resolution (“Choosing Peace”, pp. 68-71) (<i>Nelson Language Arts 6</i>).</p> <p>Note: Review criteria for working as a team (e.g., share task and responsibilities; establish a process for assigning roles and/or tasks; assign roles/task to team members; establish a process for reaching consensus; use language to support and encourage each other; listen to others’ opinions and suggestions; complete tasks on time; use positive body language.)</p>	<p>Do students employ the important techniques that they have been discussing and considering in this unit?</p>
CR 6.1 CC 6.1 CC6.8	<p>Facilitate a class discussion:</p> <ul style="list-style-type: none"> • What message does each selection that you viewed, listened to, and read in this unit give about conflict and peace? • Write a formal business letter to the Community of Peace People, requesting any brochures, pamphlets, or other 	<p>Review with students the elements of a letter.</p>

<p>CR 6.8 CC 6.8</p>	<p>written information that the organization provides to the public.</p> <ul style="list-style-type: none"> • Make a classroom Charter of Rights. The United Nations Children’s Fund [UNICEF] reports that during most conflicts, children are the greatest victims. There are things we can all do to achieve peace and protect children. With your classmates, write your own Bill of Rights (<i>Cornerstones 6a</i>, p. 111) on a topic related to the theme of peace and conflict. <p>OR</p> <p>Review the Declaration of the Peace People by Ciaran McKeown (www.peacepeople.com/PPDeclaration.htm). “Think about what your own declaration might include. Write a couple of pledges or commitments you would be willing to make to promote non-violence in your school or community. After you have come up with some ideas of your own, form small groups of several students. Share your ideas with one another, and make a list of five pledges you all agree on. Finally, come together as a class. Give each small group a chance to share their lists. As a class, compile a list of ten pledges from those developed in small groups” (<i>Literature and the Language Arts</i>, Oak Level, Saint Paul, Minnesota: EMC Paradigm Publishing, 2001, p. 232).</p>	<p>Review features of an effective Bill of Rights.</p> <p>Does everyone participate and share ideas in the discussion process and in the final product? Is each member supported? Do group members ask questions for clarification and elaboration? Does the group stay on topic and give reasons for individual opinions?</p>
<p>CC 6.8 CC 6.4</p>	<ul style="list-style-type: none"> • Write a children’s story (aimed at preschool children) that promotes peace and non-violence. • Design and create a peace poster (use a peace proverb or another one you know or write one of your own) by writing down your proverb and creating an illustration for it. 	<p>Do students consider elements of effective visual representations?</p>
<p>AR 6.2 AR 6.1</p>	<p>Ask Yourself ... What did you achieve in this unit?</p> <p>Rate the texts that you have studied in this unit. Using the following criteria, identify the texts that do the following:</p> <ul style="list-style-type: none"> ○ make a strong point ○ speak effectively to young people ○ hold the viewer’s, listener’s, reader’s interest ○ use language effectively ○ express ideas clearly. <p>Support your opinions with examples.</p> <p>How have the texts, your peers, and you modelled communication for clarity? What is your best example of clear communication in your work in this unit?</p> <p>Goal 1: What strategies did you apply while you viewed, listened, and read in this unit? Did you apply strategies that helped you become a better viewer, listener, and reader? What questions did you raise in this unit? How did you seek out the answers?</p> <p>Goal 2: Have you represented, talked about, written about, and shared your ideas in a variety of ways in this unit? How? What strategies did you apply that helped you become a better</p>	<p>Are the assessments honest, and do they reflect the key learnings of the unit?</p>

<p>CC 6.1</p>	<p>representer, speaker, and writer? Goal 3: What have you learned in this unit, and how can you use what you have learned in the future? What could you add to this unit that students in the future would find interesting?</p> <p>When I worked with a partner or in a group, I was proud of the way I One thing I need to work on when I work with a partner or with a group is What are some of the life lessons that I have learned in this unit? What else can I learn?</p> <p>Starting Points for Efficacy:</p> <ul style="list-style-type: none"> • Hold a Peace Festival: Set up booths with different focuses (e.g., solving playground disputes, banning land mines, reducing violence in sports). Invite experts such as the following to participate: referee, umpire, counsellor, peace activist, playground supervisor, anger management counsellor, • Take Action! The United Nations Children’s Fund (UNICEF) reports that during most conflicts children are often the victims. There are things we all can do to achieve peace and protect children. For example, twenty-two students from Ancaster Public School in Toronto, Ontario, presented their Bill of Rights to an international conference on land mines. The Bill of Rights listed how children around the world should be protected from land mines. With your classmates, plan an anti-violence activity day for your school (<i>Cornerstones 6a</i>). • “It isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it” (Eleanor Roosevelt). When it comes to fostering peace and an understanding of human rights, it is often young people in society who can lead us in the right direction. What could you do to make your school, community, country, or the world a better place? Develop a plan of action. 	<p>Establish with the students the expectations for the selected starting point(s). How does the project allow students to apply what they have learned through this unit of study?</p>
<p>CC 6.8 CC 6.9</p>	<p>Starting points for Inquiry:</p> <ul style="list-style-type: none"> • The Canadian Museum for Human Rights (located in Winnipeg, Manitoba) is being designed to provide Canada with a venue to celebrate our human rights success stories including the advancement of women’s rights, the creation of legislation to protect Canadians from discrimination, and Canada’s role in the creation of the United Nations’ Universal Declaration of Human Rights. Research the plans for the museum and explain what you think should be included in the Canadian Museum. • Research people or organizations in the local or global community who work for world peace. What does this work involve? 	

	<ul style="list-style-type: none"> • Research a winner of the Nobel Peace Prize in the last decade and present a report to the class. • Research a battle and create an exhibit. • Using the Internet and library resources, see firsthand accounts of Japanese Canadians who spent World War II in internment camps. Find at least three different accounts. Compare the people’s descriptions of their experiences. Which person presented the most upbeat account of camp life? What did this person do to make camp life bearable? How did people share their grief, worries, and anger? How did they voice their hopes for the future? Present your findings to your class. • Research a conflict, decide how best to present your findings, and present them. • Using the Internet, find the Community of the Peace People website (http://www.peacepeople.com/home.htm). What does this organization do? How can it be contacted? What specific resources does the organization have for young people? What types of programs does it offer? What links does the site provide? What kinds of information can you find from those links? • Nelson Mandela considers the following individuals “great antiracist freedom fighters”: W. E. B. Du Bois, Sojourner Truth, Paul Robeson, Rosa Parks, Martin Luther King, Marcus Garvey, Fannie Lou Hamer, Adam Clayton Powell, Malcolm X, Harriet Tubman. Choose one of these individuals (or others such as Mahatma Gandhi, Song Nan Zhang, etc.) and find books, articles, or Internet sites that contain information about the person you have chosen. Read about the person’s life and achievements. Where did this person grow up? What was the person’s life like as a young person? For what specific causes did he or she fight? What goals did the person reach? Who were his or her friends or allies? Who were his or her enemies? What recognition did the individual receive as a result of his or her achievements? • Research nuclear medicine or nuclear energy. Explain some of the inventions that have been developed in one of these areas, how the inventions are used, and their benefits and limitations. • Visit the United Nations Web Site (http://www.un.org/) to explore peace projects in which students are involved. What other sites deal with student actions for peace? 	
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