



## GRADE 4-7 CROSS-CURRICULAR INQUIRY RESEARCH ASSIGNMENT



Students can choose from seven research topics. Topics touch on the major subject areas covered on KBI, including misinformation, how government works, health, critical thinking, infectious diseases, and more. Each research task asks students to explore various lessons on KBI. Students have an opportunity to consider differing perspectives, as well as possible environmental, social, political, and economic factors. The research tasks are action-oriented, using a variety of presentational techniques for students to share their reflective understanding.

### Research Topics

1. Create a virtual tour of municipal, provincial, and federal government services related to keeping you safe from infectious diseases.  
pages 43-45
2. Describe the actions you think we should take to eliminate (get rid of) global inequality in immunization.  
pages 46-48
3. If you were Prime Minister, how would you solve the issue of misinformation?  
pages 49-51
4. Create a poster of some of the things you can do to keep yourself healthy from diseases. *None.*
5. As an evil villain, you just got caught promoting a campaign trying to get everyone as sick as possible, and you have to write an apology letter to the world.  
pages 52
6. An Indigenous story writer worked with Elders to share stories about Turtle Island. Explore the themes in these stories.  
pages 53
7. Create a world map highlighting some of the impacts of infectious diseases.  
pages 54

## Research Topic 1 NOTES

**Create a virtual tour of municipal, provincial, and federal government services related to keeping you safe from infectious diseases.**

Grade 4/5 - Identify **four** or more services from at least two government levels (municipal, provincial, federal)

Grade 6/7 - Identify **six** or more services from three government levels (municipal, provincial, federal)

NAME

Type of Service	Level of Govt.	Service Provided	Importance?
Identify the type of health service. For Example: <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Mental wellness/support</li> <li>• Nutritional - food/drink</li> <li>• Substance abuse: alcohol &amp;/or drug use</li> <li>• Medical conditions: diabetes, heart health, cancer, others</li> </ul>	Identify the level of government that this service is offered. Some services may be offered at different levels and they will do different things: <ul style="list-style-type: none"> <li>• Municipal</li> <li>• Provincial</li> <li>• Federal</li> </ul>	Describe what is provided by the service. Consider: <ul style="list-style-type: none"> <li>• What ages of people get the service? Children, teens, adults, seniors?</li> <li>• How often do people have to get the service? Weekly, monthly, when needed?</li> <li>• Where do people go to get the service?</li> </ul>	How important do you think this service is? Choose from the following ratings: <ul style="list-style-type: none"> <li>• Very important</li> <li>• Important</li> <li>• Kind of important</li> <li>• Not important</li> </ul> Give clear reasons for your rating

MARKING RUBRIC Grade 4/5

<p>Research Topic 1          Identify <b>four</b> or more services from at least two government levels (municipal, provincial, federal) that help keep us safe from infectious diseases</p>					
Name			Date		
<b>Chart/Poster Project</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Title</b>	No title	Partial/ incomplete title	Title is present but spelling or capitalization are incorrect	Title is correctly and neatly written	Title is correct, neat, creative and colorful
<b>Name government service and level:</b> • <b>municipal</b> • <b>provincial</b> • <b>federal</b>	No government services are identified	1 government service and level is partially iden- tified	2 government ser- vices and levels are identified and are mostly correct	3 government services from two different levels are identified and are mostly correct	4 or more government services from two or more different levels are identi- fied correctly
<b>Describe services</b>	No government services are described	1 government service is partially described	2 government services are described in some detail (2-3 sentences for each)	3 government services are described in detail (3-4 sentences for each)	4 or more government services are described in detail (4 or more sen- tences for each)
<b>Give your opinion on importance of service:</b> • <b>very important</b> • <b>important</b> • <b>kind of important</b> • <b>not important</b>	No opinion on importance given for any services	Opinion and reason given for 1 service	Opinions and reasons given for each of 2 services	Opinions and reasons given for each of 3 services, mostly clear explanations	Opinions and reasons given for each of 4 or more services, all are clearly explained
<b>Appearance of content and use of space</b>	Chart/Poster lacks neatness and is poorly organized	Chart/Poster lacks neatness and is mostly disorganized	Chart/Poster is somewhat organized and neat	Chart/Poster is organized, neat and clear	Chart/Poster is very organized, has good flow, with neat, easy-to- read lettering
<b>Use of color and/or images</b>	No color or visuals	1 use of color and/or a visual re- lated to the topic	2 uses of color and/or visuals re- lated to the topic	3 uses of color and/or visuals related to the topic, presented in a mostly neat, creative way	4 or more uses of color and/or visuals related to the topic, present- ed in a neat, clear and creative way
<b>TOTAL</b>					

MARKING RUBRIC Grade 6/7

<p>Research Topic 1          Identify <b>six</b> or more services from at least two government levels (municipal, provincial, federal) that help keep us safe from infectious diseases</p>					
Name			Date		
<b>Chart/Poster Project</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Title</b>	No title	Partial/ incomplete title	Title is present but spelling or capitalization are incorrect	Title is correctly and neatly written	Title is correct, neat, creative and colorful
<b>Name government service and level:</b> <ul style="list-style-type: none"> <li>• <b>municipal</b></li> <li>• <b>provincial</b></li> <li>• <b>federal</b></li> </ul>	No government services are identified	1-2 government services and level are partially identified	3-4 government services from at least two different levels are identified and are mostly correct	5 government services from three different levels are identified and are mostly correct	6 or more government services from three different levels are identified correctly
<b>Describe services</b>	No government services are described	1-2 government services are partially described	3-4 government services are described in some detail (3-4 sentences for each)	5 government services are described in detail (5-sentence paragraph for each)	6 or more government services are described in detail (5-sentence paragraph for each)
<b>Give your opinion on importance of service:</b> <ul style="list-style-type: none"> <li>• <b>very important</b></li> <li>• <b>important</b></li> <li>• <b>kind of important</b></li> <li>• <b>not important</b></li> </ul>	No opinion on importance given for any services	Opinion and reasons given for 1-2 services	Opinions and reasons given for each of 3-4 services	Opinions and reasons given for each of 5 services, mostly clear explanations	Opinions and reasons given for each of 6 or more services, all are clearly explained
<b>Appearance of content and use of space</b>	Chart/Poster lacks neatness and is poorly organized	Chart/Poster lacks neatness and is mostly disorganized	Chart/Poster is somewhat organized and neat	Chart/Poster is organized, neat and clear	Chart/Poster is very organized, has good flow, with neat, easy-to- read lettering
<b>Use of color and/or images</b>	No color or visuals	1 use of color and/or a visual re- lated to the topic	2 uses of color and/or visuals re- lated to the topic	3 uses of color and/or visuals related to the topic, presented in a mostly neat, creative way	4 or more uses of color and/or visuals related to the topic, present- ed in a neat, clear and creative way
<b>TOTAL</b>					

## Research Topic 2 NOTES

**Describe the actions you think we should take to eliminate (get rid of) global inequality in immunization.**

Grade 4/5 - Identify at least **3 causes, impacts (ways children are affected) and suggest actions** that can help

Grade 6/7 - Identify at least **5 causes, impacts on children, and suggest actions** that can help

NAME \_\_\_\_\_

Causes of Global Inequality	Impact on Children	Organization that Help	Other Action Suggestions
Describe causes of global inequality in immunization . Some things to consider: <ul style="list-style-type: none"> <li>• geographical limitations</li> <li>• political problems</li> <li>• war and violence</li> <li>• lack of funding and poverty</li> </ul>	Explain how not being able to get certain vaccines affects children. Describe diseases that children who don't have access to health-care might catch. How might this affect a child's <ul style="list-style-type: none"> <li>• schooling?</li> <li>• activities?</li> <li>• future?</li> </ul>	Identify a few organizations that help. Describe what these organizations do. They might be: <ul style="list-style-type: none"> <li>• NGOs (non-governmet organizations)</li> <li>• international or global organizations</li> <li>• national organizations</li> </ul>	What other suggestions do you have that could help? Be creative. If you were a world leader, what would your wish list be?

MARKING RUBRIC Grade 4/5

<b>Research Topic 2</b> Identify at least <b>3 causes, impacts (ways children are affected) and suggest actions</b> that can help					
Name			Date		
<b>Blog Post/News Article</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Title</b>	No title	Partial/ incomplete title	Title is present but not clear, spelling or capitalization are incorrect	Title is correctly and neatly written	Title is written correctly and creatively captures topic
<b>Causes of global inequality in immunization</b>	No causes are identified	1 cause is partially identified and described	2 causes are identified and described some- what (1-2 sentences each)	3 causes are identified and described somewhat (1-2 sentences each)	3 or more causes are identified and described in detail
<b>Ways children are affected by not being immunized</b>	Nothing is described	1 way children are affected is partially described	2 ways children are affected are described in some detail (1-2 sentences for each)	3 ways children are affected are described in some detail (1-2 sen- tences for each)	4 ways children are affected are described in detail (3 or more sentences for each)
<b>Organizations that help</b>	No organization is identified	1 organization is identified and partially described	2 organizations are identified and partially described	3 organizations are identified and described	3 or more organi- zations are identified and described in detail
<b>Other action suggestions</b>	No suggestion given	1 suggestion is partially explained	2 suggestions are partially explained	2 suggestions are clearly explained	2 or more suggestions are clearly explained and show thought and creativity
<b>TOTAL</b>					

MARKING RUBRIC Grade 6/7

<p>Research Topic 2  Identify at least <b>5 causes, impacts on children, and suggest actions</b> that can help</p>					
Name			Date		
<b>Blog Post/News Article</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Title</b>	No title	Partial/ incomplete title	Title is present but not clear, spelling or capitalization are incorrect	Title is correctly and neatly written	Title is written correctly and creatively captures topic
<b>Causes of global inequality in immunization</b>	No causes are identified	1-2 causes are partially identified and described	3 causes are identified and described in some detail (1-2 sentences each)	4 causes are identified and de- scribed in detail ( 2-4 sentences each)	5 or more causes are identified and are creatively described in way that is engaging
<b>Ways children are affected by not being immunized</b>	Nothing is described	1-2 ways children are affected are partially described	3-4 ways children are affected are described in some detail (3 sentences for each)	3-4 ways children are affected are described in detail and meaning is clear	5 or more ways children are affected are described in detail and meaning is clear
<b>Organizations that help</b>	No organization is identified	1 organization is identified and partially described	2 organizations are identified and partially described	3 organizations are identified and described	3 or more organi- zations are identified and described in detail
<b>Other action suggestions</b>	No suggestion given	1-2 suggestions are partially explained	2 suggestions are explained so they are somewhat clear	3 suggestions are- clearly explained	4 or more suggestions are clearly explained, and show thought and creativity
<b>TOTAL</b>					

**Research Topic 3 NOTES**

**If you were Prime Minister, how would you solve the issue of misinformation?**

Grade 4/5 - Find at least **2 examples of misinformation** and **describe actions** you would take to fix this

Grade 6/7 - Find at least **4 examples of misinformation** and **create an action plan to solve the issue**

NAME

Examples of Misinformation	Ways to Check Information	Canada's Fight Against Misinformation	Other Action Suggestions
<p>Misinformation is defined as false or inaccurate information, especially that which is deliberately intended to cause people to believe something that is not true. Typically this is done in order to gain some personal advantage. Here are some ways misinformation might be used:</p> <ul style="list-style-type: none"> <li>• getting people to spend money on something</li> <li>• persuading others to like a product or group</li> <li>• causing others harm</li> </ul>	<p>One way to check for misinformation is to think critically. Also, use the TRAAP Test checklist. Describe these strategies..</p>	<p>Identify a few organizations that help fight misinformation. Describe what they do. They might be:</p> <ul style="list-style-type: none"> <li>• NGOs (non-government organizations)</li> <li>• international or global organizations</li> <li>• national organizations</li> </ul>	<p>What other suggestions do you have that could help? Be creative. If you were a world leader what would your wish list be?</p>



MARKING RUBRIC Grade 4/5

<p>Research Topic 3 Find at least <b>2 examples of misinformation</b> and <b>describe actions</b> you would take to fix this</p>					
Name			Date		
<b>Campaign Platform or Poster or Research Essay</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Title</b>	No title	Partial/ incomplete title	Title is present but not clear, spelling or capitalization are incorrect	Title is correctly and neatly written	Title is written correctly and creatively captures topic
<b>Causes of global inequality in immunization</b>	No causes are identified	1 cause is partially identified and described	2 causes are identified and de- scribed in some detail (1-2 sentences each)	3 causes are identified and described in some detail (1-2 sentences each)	3 or more causes are identified and described in detail
<b>Ways children are affected by not being immunized</b>	Nothing is described	1 way children are affected is partially described	2 ways children are affected are described in some detail (1-2 sentences for each)	3 ways children are affected are described in some detail (1-2 sen- tences for each)	4 ways children are affected are described in detail (3 or more sentences for each)
<b>Organizations that help</b>	No organization is identified	1 organization is identified and partially described	2 organizations are identified and partially described	3 organizations are identified and described	3 or more organi- zations are identified and described in detail
<b>Other action suggestions</b>	No suggestion given	1 suggestion is partially explained	2 suggestions partially explained	2 suggestions clearly explained	2 or more suggestions are clearly explained and show thought and creativity
<b>Quality of writing</b>	Nothing developed	Main parts are missing such as introduction, and actions, there are many writing errors, poorly organized	Some spelling and punctuation errors, and is somewhat developed but not clear, or easy to follow	Only a few spelling & punctuation errors. introduc- tion, sentences and order are quite well thought out, and some actions are described	No spelling or punctuation errors, introduction is strong, all sentenc- es are well-written, order is easy to follow, creative and thoughtful action suggestions
<b>TOTAL</b>					

MARKING RUBRIC Grade 6/7

<p>Research Topic 3 Find at least <b>4 examples of misinformation</b> and <b>create an action plan to solve the issue</b></p>					
Name			Date		
<b>Campaign Platform or Poster or Research Essay</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Title</b>	No title	Partial/ incomplete title	Title is present but not clear, spelling or capitalization are incorrect	Title is correctly and neatly written	Title is written correctly and creatively captures topic
<b>Causes of global inequality in immunization</b>	No causes are identified	1-2 causes are partially identified and described	3 causes are identified and described some- what well (1-2 sentences each)	4 causes are identified and described well ( 2-4 sentences each)	5 or more causes are identified and described in a way that is engaging for the reader
<b>Ways children are affected by not being immunized</b>	Nothing is described	1-2 ways children are affected are partially described	3-4 ways children are affected are described in some detail (3 sentences for each)	3-4 ways children are affected are described well and meaning is clear	5 or more ways children are affected are described in a way that is engaging for the reader
<b>Organizations that help</b>	No organization is identified	1 organization is identified and partially described	2 organizations are identified and partially described	3 organizations are identified and described	3 or more organi- zations are identified and described in a way that is engaging for the reader
<b>Other action suggestions</b>	No suggestion given	1-2 suggestions are partially explained	2 suggestions are explained so they are somewhat clear	3 suggestions are- clearly explained	4 or more suggestions are clearly explained and show thought and creativity
<b>Quality of writing</b>	Nothing developed	Partially developed but lacks an introduction, parts are missing, there are many writing errors, poorly organized	Some grammar & punctuation errors, organization and meaning are somewhat clear, actions is underdeveloped	Minor grammar & punctuation errors, overall it is well thought out, includes some actions	Minimal grammar or punctuation errors, organiza- tional flow and content are creatively developed and are engaging through- out, strong ending around action
<b>TOTAL</b>					

Research Topic 5 NOTES

**As an evil villain, you just got caught promoting a campaign trying to get everyone as sick as possible by spreading misinformation about infectious diseases. You've now been ordered to write an apology letter to the world. In your apology letter you must include what your plan was, what kind of wrong things you suggested to the people, and why that was wrong. Remember to apologize at the end!**

NAME

Use sections below to make planning notes for your letter

<b>Be creative</b>	Think of a creative way to fool people into believing misinformation that would get them sick. For example, maybe you created a super laser that could write messages in the sky, and you used it to write misinformation about vaccines. Or maybe you replaced famous youtube creators with clones that spread lies!	
<b>Greeting</b>	Your audience is everyone in the world. How will you address them?	
<b>Give details about how you came up with the plan</b>	How long have you been planning? What influenced or motivated you to develop this plan? Did you aim to start small in one or two countries, or was your plan global from the start? Explain the details of how you intended to make this happen on such a large scale. Consider levels of government and services you might have involved.	
<b>What wrong things did you suggest?</b>	What kind of misinformation did you plan to spread? Was it related to one specific infectious disease or a number of them? Provide details about the specific infectious disease(s) you created misinformation for. What would have happened to people if they had got sick. How long would it have taken them to start getting sick? What would their symptoms have been. Might some people have died from the infectious disease(s).	
<b>How can people stay healthy?</b>	Explain what people should do instead of what you suggested, to keep themselves healthy.	
<b>Apology</b>	Remember to apologize at the end!	

**Research Topic 6 NOTES**

**An Indigenous story writer worked with Elders to share stories about Turtle Island. Explore the themes in these stories. Write a research essay or create an illustration.**

NAME

Describe Turtle Island and Indigenous Peoples before the arrival of Europeans and colonization.

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What were some of the diseases that Europeans brought to Turtle Island? Why were these new diseases so deadly?

Describe one action you can take to keep you healthy for each of the following: mental, spiritual, emotional and physical health.

Why does the First Nations Health Authority include culture in their approach to healthcare?

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Other Ideas:

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Research Topic 7

**Create a world map highlighting some of the impacts of infectious diseases**

NAME \_\_\_\_\_

There are many stories from around the world about the impact of infectious diseases.

Grade 4/5 choose at least 3 to highlight. Grade 6/7 choose at least 5 to highlight.

1. Identify the name and location of each story on this world map, showing the longitude and latitude.
2. Write a short summary about each story on the map. Get a partner to edit, and hand-in computer printed or neatly written final copy.

Suggested for Grade 4/5 – write at least 5 sentences for each. Think about where and when it happened and when it ended, how it started, in what ways people got sick, and what kind of medical help was given, if any.

Suggested for Grade 6/7 – write half a page for each. Consider geographic, social, and economic conditions that might have been a factor. How many of the population were affected? What health measures were put in place? How effective were these?

