

## Curriculum Connections - Grade 3

### Introduction

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, Ukraine and Peru. Students will inquire into how geographic, social, cultural and linguistic factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places. Their understanding of global citizenship will be further developed and they will recognize Canada's involvement in other parts of the world.

### Communities in the World

#### GENERAL OUTCOME

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

#### VALUES AND ATTITUDES

**Students will:**

**Appreciate similarities and differences among people and communities:**

- Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own.

#### KNOWLEDGE AND UNDERSTANDING

**Students will:**

**Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- What determines quality of life?

- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)?
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)?
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)?
- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)?
- How are decisions made in the communities? Who is responsible for making the decisions?
- How do the individuals and groups in the communities maintain peace?
- How do the individuals and groups in the communities cooperate and share with other group members?
- How is cultural diversity expressed within each community?

**Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- Where, on a globe and/or map, are the communities in relation to Canada?
- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work?
- In what ways do the communities show concern for their natural environment?
- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)?

Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)?
- What goods and services do the communities import from and export to other parts of the world?
- What are the main forms of technologies, transportation and communication in the communities?

## Global Citizenship

### GENERAL OUTCOME

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

### VALUES AND ATTITUDES

**Students will:**

**Appreciate elements of global citizenship:**

- Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them.
- Respect the equality of all human beings.

### KNOWLEDGE AND UNDERSTANDING

**Students will:**

**Explore the concept of global citizenship by reflecting upon the following questions for inquiry:**

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens?

- What are some environmental concerns that Canada and communities around the world share?
- In what ways can individuals and groups contribute to positive change in the world?
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)?
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))?
- What are examples of international organizations formed by nations (e.g., UN)?

## Lessons and Activities - Tunisia

### Activity: Create Your Own Halal Menu

#### Curriculum Connections: Grade Three Social Studies

You have learned a lot about Islamic foods and in connection with your study of Tunisia, you are going to create your own halal menu. Imagine that your father immigrated to Canada from Tunisia and he met your mother in Calgary. Your father is a fantastic cook and dreams of opening a restaurant one day. You decide to help him follow his dreams.

Remember, in order to be successful you need to attract clientele from a large population. For example, many restaurants serve fusion foods, which are a mix of different cultures. You were born in Calgary so you know a lot about Canadian culture and typical cuisine. However, you grew up in a house full of rich and delicious traditional Tunisian dishes. How could you combine those? You could go one step further and include vegetarian, health conscious, and/or gluten free on your menu.

## Activity: Design a Restaurant

### Curriculum Connections: Grade Three Social Studies

Observe some of your favourite restaurants near where you live and jot down 10 architectural similarities between them. Include in your list the things you like. Then research Tunisian Islamic architecture and make a list of 10 of your favourite things. Now it's up to you to design the interior and exterior your restaurant using a blend of both Canadian and Tunisian architecture.

## Activity: Brochure Design

### Curriculum Connections: Grade Three Social Studies

You have already learned that many early Muslims were nomads. Now you will design a brochure advertising for a festival in celebration of Tunisian nomads. You will need to include:

- The name for your festival
- A date
- Location
- The different aspects of culture you wish to represent,
  - Traditional dance
  - Traditional music
    - Traditional musical instruments - bendir, mandolin, and mizwad
  - Traditional food
    - Couscous
  - Textiles
    - Clothing, blankets, baskets, weaving, colours, etc.
- Sponsors

### Examples:

- <http://www.fiaf.org/worldnomads/tunisia/> - 2014
- <http://www.fiaf.org/worldnomads/tunisia-weekend/> - 2015

## Activity: Podcast Commercial on Tunisian Nomads

### Curriculum Connections: Grade Three Social Studies

Taking what you have learned about Tunisian Nomads, you are going to create a 1 - 3 minute podcast in the form of a commercial. You will need to provide your listeners with the 5W's in an uplifting and engaging dialog. You will need to preplan by creating a script. It is important to practice reading aloud so that you have the right accentuation, tone and clarity when you are being recorded.

Once you have completed your recording, save it as an MP3 file which can then be exported to your classroom blog or website for your parents, teacher and classmates to listen to. Don't forget to listen and leave comments for your classmates' podcasts.

### What is podcasting?

Interactive123. (2013, August 20). *What is a podcast?* [Video file]. Retrieved from [https://www.youtube.com/watch?v=oerm5Q\\_9u2A](https://www.youtube.com/watch?v=oerm5Q_9u2A)

If your school uses MacBooks you will use GarageBand, which already come on all Mac computers. If your school uses PC computers will need to download Audacity, which is similar to GarageBand and easy to learn to use.

### **GarageBand Tutorial Video:**

Timmer, E. (2015, February 7). *GarageBand tutorial 2015 - How to record a podcast with GarageBand.* [Video file]. Retrieved from <https://www.youtube.com/watch?v=BiNjUNNKvzE>

### **Step-by-step Guide to Podcasting:**

Corbeil, M. E. & Corbeil, J. R. (2015). Getting Started: Academic Podcasting Made Simple. In Facer, B. R. & Abdous, M. (Eds.) *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes.* (p. 54 - 69). Hershey, PA, USA: IGI Global

## Lessons and Activities - India

### Class Discussion: Quality Education

Curriculum Connections: Grade Three Social Studies

#### CLASS DISCUSSION:

As students have learned, India is predominately Hindu, but a large percentage of the world's Muslim population also lives in India.

In grade three we talk a lot about quality of life and what that means for different people in different places. A child's right to education is protected by the United Nations. How is India providing for the basic rights of their children and how does this effect their quality of life?

#### RESOURCES

Department of School Education and Literacy, Ministry of Human Resources Development, Government of India - <http://mhrd.gov.in/school-education>

“The Right to Free & Compulsory Education Act 2009 provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.” - MHRD. (2015, July 15). Elementary education: overview. [Webpage]. Retrieved from <http://mhrd.gov.in/overview-ee>

#### Video:

Unesco. (2011, July 5). Education is a human right - make it right. [Video file]. Retrieved from <https://www.youtube.com/watch?v=0nQz3cycNAw>

#### Webpage:

Unesco. (2015). *Education*. [Webpage]. Retrieved from <http://www.unesco.org/new/en/right2education>

## Class Discussion: What is a Madrasa?

Curriculum Connections: Grade Three Social Studies

### CLASS DISCUSSION:

What is a Madrasa?

What has the Indian government done in order to support quality education in Madrasas?

*Webpage:*

MHRD. (2015, June 30). *Elementary education: scheme to provide quality education in madrasas (SPQEM)*. [Webpage]. Retrieved from

[http://mhrd.gov.in/edu\\_madrasas](http://mhrd.gov.in/edu_madrasas)

## Activity: Podcast About Education and Madrasas

Curriculum Connections: Grade Three Social Studies

Taking what you have learned about education and madrasas in India you are going to create a 1 - 3 minute podcast about what you have learned. You will need to preplan by creating a script. It is important to practice reading aloud so that you have the right accentuation, tone and clarity when you are being recorded.

Once you have completed your recording, save it as an MP3 file which can then be exported to your classroom blog or website for your parents, teacher and classmates to listen to. Don't forget to listen and leave comments for your classmates' podcasts.

### What is podcasting?

Interactive123. (2013, August 20). *What is a podcast?* [Video file]. Retrieved from [https://www.youtube.com/watch?v=oerm5Q\\_9u2A](https://www.youtube.com/watch?v=oerm5Q_9u2A)

If your school uses MacBooks you will use GarageBand, which already come on all Mac computers. If your school uses PC computers will need to

download Audacity, which is similar to GarageBand and easy to learn to use.

***GarageBand Tutorial Video:***

Timmer, E. (2015, February 7). *GarageBand tutorial 2015 - How to record a podcast with GarageBand*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=BiNjUNNKvzE>

***Step-by-step Guide to Podcasting:***

Corbeil, M. E. & Corbeil, J. R. (2015). Getting Started: Academic Podcasting Made Simple. In Facer, B. R. & Abdous, M. (Eds.) *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes*. (p. 54 - 69). Hershey, PA, USA: IGI Global