

Connecting with the World

Aligned to Alberta Curriculum

Grade 3 Social Studies

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This teacher resource has been designed to give students an understanding and appreciation of the topics in the Grade 3 Social Studies Alberta Curriculum. Those topics include ***Communities in the World*** as well as ***Global Citizenship***. The lessons are designed to involve tactile participation and knowledge application while providing opportunities to connect ideas between topics and school subjects. Extensions and notes in the lessons may be used as opportunities to engage in current affairs or local concerns.

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At Glance

OVERVIEW

The Alberta Curriculum for Grade 3 Social Studies is arranged into two general outcomes. This publication uses the general outcomes as general units of study.

Each general outcome explores more specific outcomes organized under two categories – (1) *Values and Attitudes* and (2) *Knowledge and Understanding*. Each lesson of this publication will address specific outcomes with suggested success criteria and inquiry questions as outlined by Alberta’s program of studies documents.

UNIT 1: GENERAL OUTCOME

Canada’s Dynamic Communities

3.1 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.

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

3.1.1 appreciate similarities and differences among people and communities.

Knowledge and Understanding:

Students will:

3.1.2 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 questions for inquiry.

3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon questions for inquiry.

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

UNIT 2: GENERAL OUTCOME

A Community in the Past

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

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

3.2.1 appreciate elements of global citizenship.

Knowledge and Understanding:

Students will:

3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry.

SKILLS AND PROCESSES

The Alberta Curriculum for Grade 3 Social Studies addresses four areas of skill and process development. The lessons in this publication highlight specific outcomes from the four areas and suggested success criteria for each as outlined in the program of studies documents related to the lesson material. The four areas of skill and process development are as follows:

Dimensions of Thinking

Students will:

3.S.1 develop skills of critical thinking and creative thinking.

3.S.2 develop skills of historical thinking.

3.S.3 develop skills of geographic thinking.

3.S.4 demonstrate skills of decision making and problem solving.

Social Participation as a Democratic Practice

Students will:

- 3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building.*
- 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.*

Research for Deliberative Inquiry

Students will:

- 3.S.7 apply the research process.*

Communication

Students will:

- 3.S.8 demonstrate skills of oral, written and visual literacy.*
- 3.S.9 develop skills of media literacy.*

Taken from the Alberta Education Grade 3 Social Studies Curriculum.

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UNIT 1: COMMUNITIES IN THE WORLD

QUALITY OF LIFE - PEOPLE AND COMMUNITIES

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will appreciate similarities and differences among people and communities.

Skills and Processes

- Students will develop skills of critical thinking and creative thinking.
- Students will demonstrate skills of cooperation, conflict resolution and consensus building.

SUCCESS CRITERIA:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own
- evaluate ideas and information from different points of view
- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment

QUESTIONS FOR INQUIRY:

- What is meant by quality of life?
- What determines quality of life?
- What is identity?
- How is identity reflected in traditions, celebrations, stories and customs in the communities?

MATERIALS NEEDED:

- a copy of *Quality of Life* Worksheets 1 and 2 for each student
- a copy of *Identity and Community* Worksheets 3 and 4 for each student
- pencils, crayons, paper
- video or visual display equipment
- map of local community and photographs of local geographical features
- map of world or globe of world

PROCEDURE

1. Lead the class in a discussion about geography, food selection, utilities, services, community, neighbours, relationships and quality of life. As an option, build a world web or word wall from student responses. Here is a starter script of questions and prompts:

When you hear the word Geography, what comes to mind? (Accept reasonable responses - country, province hill, valley, lake, river, stream, plains, pond, field, forest, urban, rural, farm, street, etc.)

If you had to guess, how many different vegetables have you tried? How many different types of grains? How many different kinds of meats and dairy products? Try naming all that you can remember.

Who knows what we mean when we talk about utilities and services? (Accept reasonable responses - electricity, natural gas, internet, water, etc.) Are these things always on or do they turn off sometimes? What would you and your family do if suddenly these services weren't working? What do you think the community would look like if there weren't any firefighters in the community, or paved roadways or traffic lights?

Identity and Community

Did you know that almost 4 out of 10 people will never move out of their home towns? And almost 6 out of 10 people will live their whole lives close to the place where they were born!

Many people like to stay in one place and make a home there. But a lot of people move as well. Canada is a country with a high quality of life compared to other places in the world. Many people from around the world move here because they want a better life for their children and families.

When people move, they face a lot of opportunities and choices. A new home or community might have a different geography, different food available, different utilities and services or different community events. A family has to make choices in order to adjust to these differences. The family members put together the important things from their past and the opportunities from their new community.

Imagine a family from outside the province moved into your neighbourhood. The next day the mother and her 7-year-old child say hello and ask you the following questions. Answer the questions with what you know about your neighbourhood:

1. What is a good place around here to buy food and groceries?

2. Where is the closest public library? Where is the closest hospital?

3. Is the community doing anything special this month, like hosting a parade or a concert?

4. Is there a good park for sports or bike-riding in the area?



Identity and Community

What is identity?

1. Can you think of 10 words to describe yourself? Write them down on the lines below with a regular pencil.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Take a red colour pencil and circle the words in your list that described you when you were only 1 year old. Write down two new words that described you at that age.

_____	_____
-------	-------

3. Take a green colour pencil and circle the words in your list that you think will describe you when you are 18 years old. Write down two new words that you think will describe you at that age.

_____	_____
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4. How will your identity change from when you were 1 year old to when you will be 18 years old?

A person's identity can change a lot over time. As you get older, different responsibilities and different rights become important.

COMMUNITIES AROUND THE WORLD

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will appreciate similarities and differences among people and communities.
- Students will examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon questions for inquiry.

Skills and Processes

- Students will develop skills of critical thinking and creative thinking.
- Students will develop skills of geographic thinking.
- Students will demonstrate skills of decision making and problem solving.
- Students will demonstrate skills of oral, written and visual literacy.

SUCCESS CRITERIA:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own
- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes
- collaborate with others to devise strategies for dealing with problems and issues
- interact with others in a socially appropriate manner

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)?

MATERIALS NEEDED:

- a copy of **Communities Around the World** Worksheets 1, 2, 3 and 4 for each student
- map of Canada, or a globe or an atlas
- map of the world, or a globe or an atlas
- pencils, crayons, paper
- chart paper or large art paper for drawing display maps of countries studied.
- video or visual display equipment

PROCEDURE

1. Activate prior knowledge by using vocabulary words and displays from the last lesson. Here is a sample starter:

Last time, we talked about things that affect quality of life. We also talked about identity. One thing that affects quality of life and identity is geography. What are some features of local geography? (Accept reasonable answers.) And what are some features of the world's geography? (Accept reasonable answers.)

We are going to look at how geography can shape communities in other parts of the world.

2. Direct students in a map activity. Ask them to locate Alberta on a map of Canada. Then ask students to locate Canada on a map of the world. Write the following Canadian statistics on a board or on a display so that students can use the information as reference:

Here are some interesting facts about Canada. Canada is one of the world's largest countries, with almost 10 million square kilometres of land. But Canada's population isn't big. There are about 35 million Canadians in the world. Canada is in the northern hemisphere of the world. The Province of Alberta is made of about 660 thousand square kilometres of land. (Option - highlight difference between million and thousand for students.)

India

India is a country with about 3.28 million square kilometres of land.

Is this bigger or smaller than Canada?

India has a population of about 1.25 billion people.

Is this a bigger or smaller population than Canada? _____

Imagine you wanted to go from Alberta to India. You would have to travel 11 500 km. That's quite the distance!

What direction would you have to travel if you went to India? _____

If you took a trip to India, would you travel by car, plane or boat? Why?

Each year, India has a rainy season. This is also called a monsoon season and it lasts from July to September. Things get very humid and a lot of rain falls through the season. Winds sweep across the country from the west and south to the north. The south tends to get a lot more rain than the north of the country. Parts of India can receive as much as 3000 mm (or 3 m) of rain.

If the monsoon rains are too heavy, they can cause flooding and damage to homes and communities. But if the rains are very light, farmers in India won't have enough water to grow their crops. As a result, the monsoon season is very important to people in India, though the monsoon weather can be dangerous at the same time. People in India pay a lot of attention to the weather in the monsoon season.



UNIT 2: GLOBAL CITIZENSHIP

CITIZENSHIP - IN CANADA, IN OTHER COUNTRIES, AND GLOBAL CITIZENSHIP

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will appreciate elements of global citizenship.
- Students will explore the concept of global citizenship by reflecting upon questions for inquiry.

Skills and Processes

- Students will demonstrate skills of cooperation, conflict resolution and consensus building.
- Students will develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
- Students will develop skills of oral, written and visual literacy.

SUCCESS CRITERIA:

- 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
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment
- participate in projects that improve or meet the particular needs of their school or community
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes

QUESTIONS FOR INQUIRY:

- What determines quality of life and do we improve quality of life for ourselves and others?
- How are the rights, responsibilities and roles of citizens in communities around the world the same or different from 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?

MATERIALS NEEDED:

- a copy of *Citizenship in Canada: Rights and Responsibilities* Worksheets 1 and 2 for each student
- a copy of *Citizenship in Other Countries* Worksheets 3 and 4 for each student
- a copy of *What is Global Citizenship?* Worksheets 5 and 6 for each student
- an exemplar of the worksheet assignments completed by the teacher
- map of the world, or a globe or an atlas
- map of Canada and Alberta
- pencils, crayons, paper, chart paper
- video or visual display equipment
- Examples of foods exported into Canada – bananas, citrus fruits, rice, nuts, etc.
- Examples of electronic devices exported into Canada – tablets, laptops, cell phones, etc.

PROCEDURE:

Note: This lesson can be delivered in one long session or divided into shorter segments.

What is Global Citizenship?

Technology has changed how we communicate with other people and visit other places in the world.

300 years ago, it took 2 to 3 months to go from Europe to North America by ship. By plane today, that same trip takes about 8 hours.

100 years ago, people would mail a paper letter and that letter would take several days or weeks to reach the destination. Today, an email can be sent in less than a second across any country.

People from many different countries can now play video games together all at the same time.

As a result of these changes, some people see themselves as part of a world community more than just a citizen of their home country. For example, people that think of themselves as global citizens might be concerned with helping immigrants coming into Canada.

But just as many people in the world believe it is more important to protect the values of their home country. People that think of themselves only as national citizens might be concerned with making Canada's military strong so that the country is protected.

Environmental problems have helped us become more aware of how the whole world is connected. The energy use, pollution and garbage from one place in the world affects the quality of life in another part of the world. National citizens might worry about land and water quality in the country first. Global citizens might worry about land and water quality all over the world.

Advances in technology have given people better health, greater comfort and more chances at happiness. But people have smaller families and feel more stress in life.

The challenge of global citizenship will be to find ways for people who may want very different things to work together in healthy ways. It is possible to be both a global citizen and a national citizen at the same time.





What is Global Citizenship?

1. Beside each statement in the chart below, write Global Citizen or National Citizen.

I want to help more immigrants to move to Canada.	
I want Canada to have strong borders so that our country is protected.	
I want to travel around the world and learn from all kinds of different people.	
I want Canada's government to make more national parks so that we conserve our natural environment.	
I want to help make Canada the best country in the world!	
The most important thing we can do right now is end child labour in the world.	
The most important thing we can do right now is help Canadian businesses create jobs here at home.	
I want to make the world a more sustainable place by starting recycling programs in every country in the world.	

2. Pick one of the statements from above that you feel is important. Explain with reasons why you feel it is important.
