Social Studies
Grade Three
Connecting with the World
Required Resources

The Grade Three Lesson Plans are designed to be used with

Many Voices 3 (Pearson)

Many Voices 3: Student Text – Connecting with the World
Many Voices 3: Discovery Books – Myths and Legends
Many Voices 3: Discovery Books – Wish You Were Here: India
Many Voices 3: Discovery Books – Wish You Were Here: Peru
Many Voices 3: Discovery Books – Wish You Were Here: Tunisia
Many Voices 3: Discovery Books – Wish You Were Here: Ukraine
Many Voices 3: Photo Cards (set of 12)
Many Voices 3: Posters (set of 3)
Many Voices 3: Teacher’s Guide

NOTE: Line Masters are available from the Teacher’s Guide
General Outcome 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:

• 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:

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 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., languages 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?
3.1.3 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)?

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:

- 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 technology, transportation and communication in the communities?
General Outcome 3.2: Global Citizenship

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.

Specific Outcomes:

- **Values and Attitudes**
  
  *Students will:*

  3.2.1 **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:*

  3.2.2 **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 PeaceP)?
  - What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))?
  - What are the examples of international organizations formed by nations (e.g., UN)?
SKILLS AND PROCESSES FOR GRADE 3

Dimensions of Thinking

Students will:

3.S.1 develop skills of critical thinking and creative thinking:
- evaluate ideas and information from different points of view
- choose and justify a course of action
- generate original ideas and strategies in individual and group activities

3.S.2 develop skills of historical thinking:
- correctly apply terms related to tie, including past, present and future
- arrange events, facts and/or ideas in sequence

3.S.3 develop skills of geographic thinking:
- create and use a simple map to locate communities studied in the world
- use cardinal and intercardinal directions to locate place on maps and globes
- apply the concepts of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

3.S.4 demonstrate skills of decision making and problem solving:
- apply new ideas and strategies to contribute to decision making and problem solving
- support proposed ideas, strategies and options with facts and reasons
- collaborate with others to devise strategies for dealing with problems and issues
- use technology to organize and display data in a problem-solving context

Social Participation

Students will:

3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment

3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
- participate in projects that improve or meet the particular needs of their school or community
Research for Deliberate Inquiry

Students will:

3.S.7 apply the research process:

- make connections between cause-and-effect relationships from information gathered from varied sources
- evaluate whether information supports an issue or a research question
- develop questions that reflect a personal information need
- follow a plan on inquiry
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information
- formulate new questions as research progresses

Communication

Students will:

3.S.8 demonstrate skills of oral, written and visual literacy:

- organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- listen to others in order to understand their points of view
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- use technology to support and present conclusions

3.S.9 develop skills of media literacy:

- compare information on the same issue or topic from print media and photographs
- identify key words from information gathered from a variety of media on a topic or issue
# Glossary of Terms and Concepts – Grade 3

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>equator</td>
<td>The imaginary circle around the Earth that is the same distance from the North and South Poles and divided the Earth into the northern and southern hemispheres.</td>
</tr>
<tr>
<td>export</td>
<td>To sell goods and services to another country</td>
</tr>
<tr>
<td>global</td>
<td>Relating to the whole world</td>
</tr>
<tr>
<td>global citizenship</td>
<td>A feeling of responsibility, beyond a country’s borders, toward humanity</td>
</tr>
<tr>
<td>goods</td>
<td>Items that are produced and have an economic value.</td>
</tr>
<tr>
<td>hemisphere</td>
<td>One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian.</td>
</tr>
<tr>
<td>import</td>
<td>To buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another.</td>
</tr>
<tr>
<td>poles</td>
<td>North or South Pole: either of the two points on the Earth, the North and South Poles, that are the endpoints of its axis of rotation, are farthest from the equator, and are surrounded by icecaps.</td>
</tr>
<tr>
<td>quality of life</td>
<td>The sense of safety, comfort, security, health and happiness that a person has in his or her life.</td>
</tr>
<tr>
<td>relative location</td>
<td>A geographic location that is described by comparing its location to another location.</td>
</tr>
<tr>
<td>resources</td>
<td>Useful or valuable possessions or qualities of a country, organization or person</td>
</tr>
<tr>
<td>services</td>
<td>Work done for somebody else: work done by somebody for somebody else as a job, a duty or a favour.</td>
</tr>
</tbody>
</table>
Introductory Activities
Lesson One

Concept: Introduction to Unit and Unit Characters

Resources/Materials: Textbook: Connecting with the World
Large chart or transparency of Worksheet #0.1
Worksheet #0.1a and #0.1b (student copies)
Worksheet #0.1c (copies for younger students)

Introduction: Ask students if they know of people who themselves (or their ancestors) came from another part of the world to live in Canada. Note that Canada is a multicultural nation which means that people of many different cultures live in the same country. If necessary, discuss ways that you can tell that someone might be of a different culture from your own (i.e., religion, ethnic origin, race, and so on)

Tell students that one of the most important things that citizens of a multicultural country must do is to try to understand, accept, and respect others including those with different cultures. One way to do this is to study some of the cultures.

Procedure:

1. Distribute the textbook: Connecting with the World. Give students a chance to flip through it. Then point out some of the features: Contents; Atlas; Glossary, Index and the function of each.

2. Have students turn to textbook, page 1. Read and discuss the poem with the students.

3. Tell students that they will learn about four different cultures in four different countries in the world. The authors of the textbook have chosen four children from these countries to help you learn about them.

4. Have students turn to textbook, pages 2 and 3. Have students follow as you read about each person. Tell them to be listening and reading for the child’s:
   - Name
   - Country
   - City
   - Language
   - Activities

After reading about each child, have students help you fill in the chart.
You may find that you don’t have enough time to do this for all of the students. If that is the case, do at least the first one, so that students get the idea.

5. Distribute Worksheet #0.1a and #0.1b. Have students fill in the chart for all the students.

6. Younger students may have a lot of difficulty with Worksheets #0.1a and #0.1b, so they can do #0.1c instead.

Assignments:
- Do Worksheets #0.1a and #0.1b.
- Optionally, younger students can do Worksheet #0.1c.
Meet Some Friends Around the World

Directions: Use pages 2 and 3 from *Connecting with the World* to fill in the charts.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Town or City</th>
<th>Language</th>
<th>Activities</th>
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</thead>
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<tr>
<td>Activities</td>
</tr>
</tbody>
</table>
**Meet Some Friends Around the World**

**Directions:** Draw lines to match the person with his or her name, country, flag, and activity.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Name</th>
<th>Country</th>
<th>Flag</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Irena" /></td>
<td>Irena</td>
<td>Peru</td>
<td><img src="image" alt="Flag of Peru" /></td>
<td><img src="image" alt="Snorkel" /></td>
</tr>
<tr>
<td><img src="image" alt="Maria" /></td>
<td>Maria</td>
<td>Ukraine</td>
<td><img src="image" alt="Flag of Ukraine" /></td>
<td><img src="image" alt="Hiking Gear" /></td>
</tr>
<tr>
<td><img src="image" alt="Ravi" /></td>
<td>Ravi</td>
<td>Tunisia</td>
<td><img src="image" alt="Flag of Tunisia" /></td>
<td><img src="image" alt="Kite" /></td>
</tr>
<tr>
<td><img src="image" alt="Ahmed" /></td>
<td>Ahmed</td>
<td>India</td>
<td><img src="image" alt="Flag of India" /></td>
<td><img src="image" alt="Henna" /></td>
</tr>
</tbody>
</table>
Lesson Two

Concept: Locations of India, Tunisia, Peru, and Ukraine

Resources/Materials: Textbook: Connecting with the World, Pages 4 and 5
Wall Map of World
Globe
Worksheets #0.2a and #0.2b (student copies)

Introduction: Recall with students the textbook characters and information about them. If necessary, have students refer to textbook, pages 2 and 3. If necessary, remind student that the name of our country is Canada. Locate Canada on the wall map.

Procedure:

1. Tell students that the world is shaped like a ball. Show students the globe. A map is a picture of part of a world. A map is flat.

2. Note that the world is covered with land and water. The big pieces of land are referred to as continents while the big areas of water are oceans. There are seven continents. Point to them as you name them. Note that Canada is part of the continent of North America. There are four oceans. Point to them as you name them. Note that Canada borders three of the world’s four oceans.

3. Have students turn to textbook, pages 4 and 5. After you read each section, have students help you to find the country on the wall map. Each time, note the continent in which the country is found.

NOTE: Lesson Four deals specifically with directions and distances on a map. You have the choice as to whether to deal with these concepts as part of this lesson or to wait until Lesson Four.

4. Distribute Worksheets #0.2a and #0.2b. Note that it is a map of the world. Students are to label all the continents. Then they are to label the countries in which the children live as well as Canada. Finally, have students cut out and paste the photos of the children near the correct country.

5. If you like, have older students label the oceans as well. Note that on the map the Pacific Ocean is labelled twice, but this is only because of the way the globe has been split to make the map.

6. If you like, have students lightly colour the countries, each in a different colour.

Assignments:

- Label the map of the world (Worksheet #0.2b) with the continents and countries of the four children as well as Canada. Paste the photos of the children from Worksheet #0.2b in the correct place.

- Have older students label the oceans as well. Lightly colour the countries.
See Where They Live

Directions: Label the following on the map of the world. Connecting with the World, pages 4 and 5 will help you.

Continents

North America
South America
Europe
Asia
Africa
Australia
Antarctica

Countries

Canada
Tunisia
Peru
India
Ukraine

Oceans

Atlantic Ocean
Pacific Ocean
Indian Ocean
Arctic Ocean
Lesson Three

Concept: Physical Features: India, Peru, Tunisia, Ukraine

Resources/Materials: Photo Cards: “Name This Place”, Unit 1: 1 of 4; 2 of 4; 3 of 4; 4 of 4
Worksheets #0.3a to 0.3d (student copies)
Worksheets # 0.3e to #0.3h (copies for younger students, optional)

Introduction: Recall with students the four countries in which the children in the textbook live. Tell students that today they will learn more about what the country is like.

Procedure:

1. Write the names of the four countries on the board. Then show one card at a time. Each time write the scrambled letters for that country on the board (from the Try This activities on the reverse of each card). Ask students to see if they can figure out which country goes with the photo and the scrambled letters. After the name of the country has been determined, read the text on the reverse of the card. If you have the time, after you read, discuss the contents of the text.

2. Distribute Worksheets #0.3a to #0.3d. Go over the directions. Warn students that there might not be information provided for every section of the chart.

3. You may want younger students to do Worksheets #0.3e to #0.3h instead. This exercise involves students writing sentences using a sentence frame such as:

   India has rains.
   India has lions.
   India has trees.

Students choose words that are in boldface type from the poems copied from the reverse side of the photo cards. The pictures will help students to learn the words.

Assignment:

- Do Worksheets #0.3a to #0.3d.

- You may want younger students to do Worksheets #0.3e to #0.3h instead.
**What Are the Countries Like?**

**Directions:** Read about each country. Then fill the chart with the information you read about.

**Peru**

Mountain tops reach up high. What’s behind the misty sky? It’s a cool and wet cloud forest.

The warmer rain forest is down below, where plants and trees grow and grow. Monkeys, frogs, and birds are just a few who call this home.

People need the rain forest for fresh water and clean air.

Help save the trees and show you care.

<table>
<thead>
<tr>
<th>Land and Water</th>
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<tbody>
<tr>
<td><strong>Weather</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wildlife</strong></td>
<td></td>
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<tr>
<td>(Animals and Plants)</td>
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<tr>
<td>How People’s Lives are Affected by the Environment</td>
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</tbody>
</table>

Worksheet #0.3a
Tunisia

Palm trees are found in the desert. How can that be? Water in the desert helps trees grow.

Some people live in the mountains. Some people live by the sea.

It is very hot in the summer and mild in the winter. Children do not need boots, scarves, and mitts like we do.

Gerbils and camels live here.

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</tbody>
</table>
Ukraine

Steppes cover most of this land. What does that mean?

Most of the country has small, rolling hills and few trees. The soil is good for farming. People grow wheat, corn, vegetables, and fruit.

Look for a duck, wolf, fox, or gazelles if you visit this land.

You can hike, camp, or go to the beach during the hot summer.

If can snow a lot during the winter.

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</table>

Worksheet #0.3c
India

The river twists and turns through the valley.

What is on the other side of the foothills? Perhaps it’s an ocean or a desert.

Behind the clouds might be the world’s largest mountain, a meadow, wildflowers, or a tropical rain forest.

Heavy monsoon rains fall every year.

Wild animals like lions, leopards, buffalo, and crocodiles are protected in national parks.

<table>
<thead>
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<th>Weather</th>
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<table>
<thead>
<tr>
<th>Wildlife (Animals and Plants)</th>
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</table>

<table>
<thead>
<tr>
<th>How People’s Lives are Affected by the Environment</th>
</tr>
</thead>
</table>
What Are the Countries Like?

Directions: Read about each country. Then use the words under the pictures to finish each sentence. The first one is done as an example.

Peru

monkeys

mountains

trees

Write three sentences that begin with the words “Peru has…”

Peru has monkeys.

____________________________________________________

____________________________________________________

____________________________________________________
Tunisia

camels  the sea  palm trees

Write three sentences that begin with the words “Tunisia has...”

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Ukraine

ducks

rolling hills

snow

Write three sentences that begin with “Ukraine has…”

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
India

rivers

forests

tigers

Write sentences that begin with the words “India has…”

______________________________

______________________________

______________________________

______________________________

Worksheet #0.3h
Lesson Four

Concept: Directions and Scale on a Map

Resources/Materials: Textbook: Connecting With the World, Pages 4 and 5
Wall Map of the World
Worksheet #0.4a (student copies; transparency, if possible)
Worksheet #0.4b (student copies)
40 cm piece of string for each student

Introduction: Discuss with students that some words help us to know where we are compared to something or somebody else. (e.g., beside, next to, under, over, right, left, etc.). Explain that on a map we have use some of these words, but in addition we use what are referred to as “cardinal directions”.

Procedure:

1. Display the wall map of the world. Tell students that on a map we have four cardinal directions: north, east, south, and west. Show students these directions on the map. If the map has a compass rose on it, point it out. Also note that the letters N, E, S, and W are used to represent the directions.

2. To give students an idea of how cardinal directions are used on a map, show where two places on the map are compared to each other (e.g., Canada is north of the United States; the Atlantic Ocean is east of Canada, and so on).

3. Have students turn to textbook, pages 4 and 5. Have them find Canada, Peru, Ukraine, Tunisia, and India. Note the continents on which each is found.

4. Explain that a map is really a sort of simple picture of part of the world. A map shrinks the picture down so that it can fit on a smaller paper. We can figure out about how far apart two places are by using the scale on a map. Show students how it works. At this point students only need to be able to understand that the farther apart two places are on a map, the farther apart they are in real life. Have them practice using the string to compare distances between two sets of places. Direct students to place on end of the string in the centre of one country.

5. Do the sidebar questions on the right lower hand corner of textbook, page 5.

6. Distribute worksheets #0.4a and put it up on the overhead, if you are using a transparency. Note that one this page several countries have been labelled. Go over the directions.

Assignment:

Do Worksheets #0.4a and 0.4b.
The Cardinal Directions and Distances on a Map
The Cardinal Directions and Distances on a Map

Directions: Use the map of the world to answer the following questions.

1. Draw a compass rose in the space below.

2. What direction would you travel to go from:
   a. Canada to the United States? ________________
   b. Australia to China? ________________
   c. Brazil to Peru? ________________
   d. United States to Tunisia? ________________
   e. Ukraine to China? ________________
   f. Tunisia to Antarctica? ________________
   g. Peru to Canada? ________________

Directions: Which two places are farther apart? (Circle)

1. Canada and United States  China and Australia
2. Ukraine and India  Tunisia and Canada
3. Ukraine and Brazil  Canada and Peru
Lesson Five

Concept: Relative Location

Resources/Materials: Wall Map of World
                  Globe
                  Worksheet #1.1.5a (student copies; transparency, if appropriate)
                  Worksheet #1.1.5b (student copies)

Introduction: Review the compass rose and the directions on a map. Discuss with students the concept of location (where a place is). Tell students that relative location tell where a place is “relative” to another place. That is, where a place is compared to another place. When we say that Canada is north of the United States, we are giving the relative location. Knowing directions on a map is important when giving relative location.

Procedure:

1. Explain that distance can also be used when describing a relative location. “Your Colony” is ________ kilometres “direction” from Lethbridge.

2. On the globe have students help you find Peru. Then point out the equator. Explain that the equator is an imaginary line that goes around the centre of the earth. It divides the earth into two halves called hemispheres. Explain that “hemi” means “half” and “sphere” means “shaped like a ball” A hemisphere is half a sphere or ball.

3. Point out the northern hemisphere and the southern hemisphere. Decide with students in which hemispheres Canada, Peru, Ukraine, India, and Tunisia lie. Telling in which hemisphere a place is located can be part of relative location.

4. Distribute Worksheets #1.1.5a and #1.1.5b. Put up the transparency of Worksheet #1.1.5a if you are using one. Have students trace the equator with their fingers. Explain that there are “extra” lines on the map that they will learn about starting in grade four. Go over the directions on Worksheet #1.1.5b.

   NOTE: Younger students should be paired up with older students to do this exercise.

Assignment:

- Do Worksheets #1.1.5a and #1.1.5b.
Relative Location

Directions: Use the World Map to answer the following questions.

Relative location tells where a place is compared to another place.

1. In which hemisphere will you find each of these countries?
   Canada ____________________  Peru ____________________
   India ____________________  Tunisia ____________________
   Ukraine ____________________  Australia ____________________
   Argentina ____________________  Russia ____________________

2. Give the relative location of each of these countries. The first one is done to help you.
   India: *India is south of Russia.*
   Canada: _________________________________________________
   Peru: _________________________________________________
   Ukraine: ________________________________________________
   India: _________________________________________________
   Tunisia: ________________________________________________

Worksheet #1.1.5b
Social Studies
Grade Three
Map Test

1. On the compass rose write

N for north
E for east
S for south
W for west
2. Look at the map. Write the correct number in front of the name of each country.

_____ Canada      _____ India      _____ Peru      _____ Ukraine      _____ Tunisia
3. Look at the map. Write the letter in front of the name of each continent.

_____ North America  _____ Asia  _____ Australia  _____ Europe

_____ South America  _____ Africa  _____ Antarctica
4. Write north, east, south, or west in each space.

   a. Brazil is _________ of Peru.
   b. China is _________ of Russia.
   c. Canada is _________ of United States.

5. Which two countries are farther apart? (Circle)

   a. China and Russia
   b. Canada and India
   c. Mexico and Peru

   Peru and Australia
   India and China
   Russia and India
Unit One

Many Places,
Many Lives
Chapter One

Quality of Life
Lesson Six

Concept: Quality of Life

Resources/Materials: Textbook: Connecting with the World, Pages 6 and 7
Worksheet #1.1.6 (copies for younger students, optional)

Introduction: Tell students that **needs** are things that we have to have in order to live. A want is something that would be nice to have, but not necessary for survival. Present students with some words and have them tell you if they are a need or a want. (such as food, candy, clothing, parents, vans, and so on). Discuss that many people around the world, in our country, and in our own area do not have all that they need to live a comfortable life.

Procedure:

1. Have students turn to textbook, page 6. Read the title and ask students to speculate what it means. Tell them that “quality of life” is related to needs.

2. Guide the reading of textbook, page 6. Have students tell you six things that are mentioned associated with quality of life (family, friends, home, food, safety, happiness).

3. Have students copy the definition of quality of life from the bottom of textbook, page 6 into their notebooks and/or write it on chart paper for reference as the chapter progresses.

4. Direct students to the “Think About It” exercises on textbook, page 6. Have them do these to exercises in their notebooks.

5. If you prefer, have younger students do Worksheet #1.1.6 instead.

6. Have students turn to textbook, page 7. Guide the reading of the top section. Then have students do the “Try This” exercise. (Grade One students can either omit this exercise or do it with an older partner.)

Assignments:

- Do the “Think About It” exercises on textbook, page 6
- Younger students can do Worksheet #1.1.6 instead.
- Do the “Try This” exercise on textbook, page 7.
Quality of Life

Directions: In the boxes draw pictures that show the needs in your life.
Lesson Seven

Concept: Peru: Lifestyle, Part 1

Resources/Materials: Textbook: Connecting with the World, Pages 8 – 11
                 Wall Map of World
                 Line Master G-1 (student copies; transparency, if appropriate)
                 Line Master 1-2 (student copies)
                 Worksheet #1.1.7 (copies for younger students, optional)

Introduction: Tell students that today they will start to look for information about Peru in order to find out about the quality of life for the people of Peru. If necessary, review the relative location of Peru using the wall map.

Procedure:

1. Have students turn to textbook, pages 8 – 11. With students discuss the pictures on those pages.

2. Distribute Line Master G-1 (and put up the transparency, if you are using one). Go over how the chart works. With students discuss some of the things they observed. (If your students seem to prefer structure, tell them to write one observation for each picture.)

3. Tell students to write down at least three things they would like to know in the “W” column.

4. Tell students they will fill in the “L” column later.

5. Have students look at textbook, page 8. Read the first sentence. Note that the word “citizen” is written in “boldface” type. Words written in boldface type are explained either on the page where it is found or in the glossary. Have students locate where “citizen” is explained on textbook, page 8.


NOTE: Younger students can be paired up with older students to do these activities OR you can have them do Worksheet #1.1.7 instead.

Assignments:

• Fill in the “O” and “W” columns of Line Master G-1.

• Do Line Master 1-2.

• You may want younger students to do Worksheet #1.1.7 instead of Line Masters G-1 and/or 1-2.
**Vocabulary Fun**

Look through the text, and find the words that are boldfaced or italicized. Record them in the correct section of this page.

<table>
<thead>
<tr>
<th>A to F</th>
<th>G to L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M to R</th>
<th>S to Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At Home In Peru

Directions: Use Connecting with the World, Pages 8 – 11. Colour each picture correctly.

brown ice cream
green tree
black hair
white llama
red car
blue skirt
Lesson Eight

Concept: Peru: Lifestyle, Part II

Resources/Materials: Textbook: Connecting with the World, Pages 8 and 9
Poster: “Research and Share”
Worksheet #1.1.8a (student copies)
Worksheet #1.1.8b (copies for younger students, optional)

Introduction: Review with students some of the things they learned about Peru from looking at the pictures in the textbook. Then refer students to the poster. With them, go over the “research and share” steps. Note that when they filled in the “W” column on Line Master G-1, they did step 1 on the poster. Tell students that today they will begin on Steps 2 and 3.

Procedure:

1. Have students turn to textbook, pages 8 and 9. Tell students they are to read to find out more about life in Peru. Remind students that the sidebars and caption provide valuable information and not to forget to read them.

2. Guide the reading of the pages.

3. Distribute Worksheet #1.1.8a. Get students started on making this expanded web.

   Example:

```
Home
  - Maria’s home is
    in city of Lima
  - made of cement
    and brick
  - Maria’s father built
  - will soon add another
    room
```

4. Younger students may have difficulty with Worksheet #1.1.8a. You can pair them up with older students or have them do Worksheet #1.1.8b instead.

5. Students can then fill in the “L” column of Line Master G-1.

Assignments:

- Do Worksheet #1.1.8a.

- If you want, have younger students do Worksheet #1.1.8b instead of #1.1.8a.

- Fill in the “L” column of Line Master G-1.
Life in Peru

Directions: Write the words from the box under the correct pictures. Colour the pictures if you have time.

<table>
<thead>
<tr>
<th>bus</th>
<th>family</th>
<th>ice cream</th>
<th>crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td></td>
<td>book</td>
<td>skip</td>
</tr>
</tbody>
</table>

Worksheet #1.1.8b
Lesson Nine

Concept: Peru: Lifestyle, Part III

Resources/Materials: Text: Connecting with the World, Pages 10 and 11
Worksheet #1.1.9a (student copies; transparency, if appropriate)
OR
Line Master G-3 (student copies; transparency, if appropriate)
Worksheet #1.1.9b (copies for younger students, optional)

Introduction: Review what students learned about María’s life in Peru. Remind students that she lives in a neighbourhood in Lima. Lima is a very big city. Also remind students that her family moved to Lima from the country. Ask students to speculate about how life in the city might be different from life in the country.

Procedure:

1. Have students turn to textbook, pages 10 and 11. Note the two headings: “In the City” and “In the Country”.

2. Distribute Worksheet #1.1.9a OR Line Master G-3 and put up the transparency, if you are using one. Go over the directions. Ask students to read textbook, pages 10 and 11 with the worksheet in mind.

3. Have students read the textbook pages independently or guide the reading if you have the time.

4. You may want younger students to do Worksheet #1.1.9b instead of Worksheet #1.1.9a OR Line Master G-3.

Assignments:

- Do Worksheet #1.1.9a OR Line Master G-3.

- If you want, have younger students do Worksheet #1.1.9b instead of Worksheet #1.1.9a OR Line Master G-3.
# Peru: The City and the Country

**Directions:** Use *Connecting with the World*, Pages 10 and 11 to fill the chart.

<table>
<thead>
<tr>
<th></th>
<th>In the City</th>
<th>In the Country</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size of the Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jobs People Do</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What You Would See and Hear</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Air and Water</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Things</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #1.1.9a
Venn Diagram
The City and the Country

Directions: Under each picture write city or country.
Lesson Ten

Concept: Research and Reporting: Llamas

Resources/Materials: Poster: “Research and Share”
Worksheets #1.1.10a, #1.1.110b, and #1.1.10c (student copies)

Introduction: Recall with students that in the country people often used llamas to carry heavy loads. Ask students what they already know about llamas.

Show the poster. Ask students, according to the poster, what should they do now? (Ask questions.)

Procedure:

1. Write down any questions they might pose on the board.

2. Tell students that you have some information on llamas. Explain that it is possible that not all questions can be answered from the information they have.

3. Tell students that they are going to share the information they find from research by making a little llama booklet. (The booklet can be made by cutting photocopy paper half and stapling it into a booklet. (Instead of a booklet, you might consider having them make a poster by dividing an 11” X 17” paper into sections.)

4. Distribute Worksheets #1.1.10a to #1.1.10b. They are to take point form notes about the llama.

5. When the research is complete, they are going to work on making the booklet (or poster).
   NOTE: The format of the booklet or poster depends on your preferences and on your students:
   • Headings with pictures drawn by students only (maybe for younger students)
   • Headings with point form notes under the heading.
   • Headings with sentences
   • Headings with information in paragraph form (including topic sentences)
   • Pictures to accompany the written text
   • Etc.

6. For beginning readers, you may want to just use a sentence frame. They could write down information they remember from the discussions (Their spelling may not be very good, any invented spelling is probably okay for now):
   Examples:
   A llama is an animal.
   A llama has hair.
   A llama can walk. And so on

Assignments:

• Research the llama; take point form notes in notebook
• Make a report on the llama – booklet or poster.
The Llama

What the Llama Is

The llama is an animal that is part of the camel family. It is closely related to the alpaca, the guanaco, and the vicuña. Llamas are tame animals mainly used to haul things around.

Where the Llama Lives

The llama is found in many parts of North and South America. Most llamas are found in the mountain areas of the countries of Peru, Ecuador, and Bolivia.
Appearance

Llamas can be many different colours such as brown, white, grey, black, and red. They have thick fur.

They have a long neck and a small head. They have banana-shaped ears and large eyes. They do not have any eyelashes. Llamas have narrow feet and a short tail.

Llamas grow to be between 1.6 metres and 1.8 metres tall. The adults weigh between 125 kilograms and 100 kilograms.

Babies

A baby llama is called a cria. It weighs about two kilograms.

A mother llama and her cria

How Llamas Are Used

Llamas are used by the people of Peru in many ways. The most common was is as a pack animal. It can carry heavy loads of 60 kilograms along very narrow and rocky paths. They can travel from 24 to 32 kilometers a day with a full load.
Llamas are used to carry heavy loads over long distances.

The people of Peru also use the hair or fur of the llama. It is soft. The hair on the llama’s back and sides is quite long and woolly, but it is shorter on the stomach.

Some people in Peru also use the llama for its meat.

People have also found that llamas are good for protecting herds of sheep. A llama will kick a wolf if it comes too close to the sheep it is guarding.

Behaviour

Llamas are curious, pleasant, and friendly. They like to be around other llamas. People have found them to be quite smart. They can be trained to do simple tasks.

A group of llamas is like a family. They take care of each other.

Llamas will lie down if they feel their packs are too heavy, and if they feel they have worked hard enough, they will refuse to move.

A llama will spit bad-smelling saliva when it is angry or being attacked.
Lesson Eleven

Concept: Tunisia: Lifestyle, Part I

Resources/Materials: Textbook: Connecting with the World, Pages 12 – 15
Poster: “We Are Similar, We Are Different”
Wall Map of World Or Textbook, Pages 4 and 5
Photo Card: “Name This Place”, 2 of 4
Worksheet #1.1.11a (student copies)
Worksheet #1.1.11b (copies for younger students, optional)

Introduction: Tell students that today they will be moving from Peru to Tunisia. Use the map of the world to establish the relative location of Tunisia. Then decide which country, Peru or Tunisia, is farther from Canada.

Procedure:

1. Hold up the photo card. Have students describe what they see. Then have them speculate how the land and wildlife might affect the way people live.

2. Have students turn to textbook, pages 12 and 15. Have students examine the pictures on textbook, pages 12 – 15. Discuss their observations.

3. Have students focus on textbook, pages 12 and 13. Tell students that these two pages tell more about Ahmed’s life: home, food, school, recreation, and family. Guide the reading of the pages, or if you do not have the time, students can read them independently. Have older students read them to younger students.

4. Distribute Worksheet #1.1.11a. Have students make notes on what they read in the extended map.

5. You may want younger students to do Worksheet #1.1.11b instead.

Assignments:

- Do Worksheet #1.1.11a.

- You may want younger students to do Worksheet #1.1.11b instead of #1.1.11a.
At Home in Tunis, Tunisia

Recreation

Family

School

Life in Tunis

Home

Food
Directions: Write the words from the box under the correct pictures. Colour the pictures if you have time.

- carrots
- computer game
- family
- book
- football
- couscous
- flat bread
- house
Lesson Twelve

Concept: Tunisia: Lifestyle, Part II

Resources/Materials: Textbook: Connecting with the World, Pages 14 and 15
                  Line Master G-3 (student copies; transparency, if appropriate)

Introduction: Recall that in Peru, the life in the city and the life in the country were quite different. Some things were the same, like families. Ask students to speculate how they think life in the city and country might be similar and different.

Procedure:

1. Have students turn to textbook, pages 14 and 15. Guide the reading of the two pages. Note that although it does not say so, the most common language is Arabic throughout the country. French is used mainly for business.

2. Discuss any similarities and differences there might be between city and country life (family, school, food) in Tunisia.

3. Next discuss similarities and differences between life in the country in Tunisia and life at a colony.

4. Distribute Line Master G-3. Tell students they will use the sheet to show similarities and differences between life in the country in Tunisia and life on a colony. Explain how a Venn diagram works. Show students how to put headings on the Venn diagram. Direct students to fill in the Venn diagram using point-form with information from the textbook pages. Warn them not to write too large or they will run out of space.

5. Younger students can draw and label small pictures in the Venn diagram.

Assignment:

- Do Line Master G-3. Older students should make point-form notes in the Venn diagram. Younger student can draw small pictures in the diagram.

- If you can, it is always interesting for students to try foods from a different country. For Tunisia simple foods to purchase and/or prepare are couscous and flat breads.
Lesson Thirteen

Concept: Researching and Reporting: Camels

Resources/Materials: Poster: “Research and Share”
Worksheets #1.1.13a, #1.1.13b, and #1.1.13c (student copies)
Resource books contain information about the camel
Worksheet #1.1.13d (copies for younger students, optional)

Introduction: Recall with students that the llama was related to the camel. Tell students that this time they are going to do some research on camels.

Procedure:

1. Display the poster. Go through the steps and then discuss with students some of the ways that they can share what they learned. As a class decide how this will be done.

2. Distribute Worksheets #1.1.13a, #1.1.13b, and #1.1.13c. Tell students to make research notes about the camel. Discuss how they will do this.

3. Then tell students to share what they learned using the method decided in #1.

4. If you like, have younger students draw and colour their own camel pictures, OR you can have them colour the picture on Worksheet #1.1.13d.

Assignment:

- Do research on the camel using information from Worksheets #1.1.13a, #1.1.13b, #1.1.13c, and any other resources.

- Make a report, display, booklet, etc. sharing the information about camels.

- Younger students can draw and colour a picture of a camel or colour the one on Worksheet #1.1.13d.
The Camel

What It Is

The camel is a long-legged and furry animal that is found in many parts of the world. The camel is related to a family of animals that include the llama, alpaca, guanaco, and vicuña.

There are two main types of camels. The dromedary and the bactrian. You can easily tell them apart. Dromedaries have one hump and bactrian camels have two. There are about 14 million camels in the world.

Where Camels Live

Camels live in many parts of the world. Most live in the dry deserts of Africa and Asia.
Appearance

A dromedary grows to be over two metres in height, while an adult bactrian camel grows to be about 1.5 metres.

Some people think that camels store water in their humps. This is false. The humps are filled with fat.

A camel has a thick coat that reflects sunlight. This helps to keep it cool. Dromedaries are usually like brown in colour. Bactrian camels range in colour from brown to grey.

Camels have long legs and big wide feet. This helps the camel walk through the sandy deserts where they live. Their long legs also keep their bodies away from the hot desert sand.

They have very strong mouths which help them to eat prickly plants like the cactus.

In deserts where the camel lives, there are often sand storms. Camels have long eyelashes and ear hairs to keep out the sand. Not only that, they can actually close their noses.
Babies

Baby camels are quite big. They are called calves. They are born with white fur. As they get older, their fur turns to brown or grey.

Behaviour

Camels can live to be 40 to 50 years old.

They can go for many days without water. But when they do drink, they can drink a lot – between 100 and 150 litres!

Camels can travel a long ways without stopping. They can stand very hot temperatures.

Camels can be very stubborn. If a camel does not feel like moving, you cannot make it move. It just keeps its legs straight and refuses to go anywhere.

Camels can also spit a long ways too.

Uses of the Camel

Because camels can live in deserts, people use them to carry heavy loads across the desert. People crossing the desert with camels travel together in a long line called a caravan.

Besides using them to carry things, people use the camel’s milk and eat their meat.
Lesson Fourteen

Concept: Ukraine: Lifestyle, Part I

Resources/Materials: Textbook: Connecting with our World, Pages 16 – 19
Wall Map of World OR Textbook, Pages 4 and 5
Worksheet #1.1.14a (student copies)
Worksheet #1.1.14b (copies for younger students, optional)

Introduction: Review the term “quality of life” with students. Tell students that today they are going to find out more about the quality of life in the Ukraine. Have students locate Ukraine on the wall map or in their textbook, pages 4 and 5. Discuss with them the relative location. Tell students also that for many years the Hutterites lives in Ukraine.

Introduction:

1. Have students turn to textbook, pages 16 – 19. Have them look and the pictures and tell you what they observe.

2. Tell students that over the next couple of days they will be finding out more about life in the Ukraine.

3. Recall that the capital city of Peru was Lima; the capital city of Tunisia was Tunis. Tell them that the capital city of Ukraine is Kyiv.

4. Tell students they will read textbook, pages 16 and 17 to find out more about food, homes, school, recreation and family. Guide the reading, if you have the time; otherwise, have students read the pages independently. Older students can read to younger students.

5. Distribute Worksheet #1.1.14a. Go over the directions.

6. If you like, have younger students do Worksheet #1.1.14b instead of #1.1.14a.

Assignment:

- Do Worksheet #1.1.14a.

- Optionally, younger students can do Worksheet #1.1.14b.
At Home in Ukraine

Directions: Beside each word or phrase write food, family, home, school, or recreation.

_________________________ gymnastics
_________________________ wood, clay, and cloth toys
_________________________ borscht
_________________________ apartment
_________________________ reading, music, and mathematics
_________________________ made of brick
_________________________ sausage
_________________________ not much place to play
_________________________ grandfather tells jokes
_________________________ mother and aunt do shopping
_________________________ library
_________________________ cafeteria
_________________________ flying kites
_________________________ mother and younger sister
_________________________ rye bread
_________________________ collect stamps
At Home in Ukraine

Directions: Fill in the missing letters to spell the words.

<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sausage</td>
<td>____ausage</td>
</tr>
<tr>
<td>Toy</td>
<td>____oy</td>
</tr>
<tr>
<td>Kite</td>
<td>k____t____</td>
</tr>
<tr>
<td>Canada!</td>
<td>____amp</td>
</tr>
<tr>
<td>Other</td>
<td>____other</td>
</tr>
<tr>
<td>Library</td>
<td><strong><strong>ou</strong></strong></td>
</tr>
</tbody>
</table>

Worksheet #1.1.14b
Lesson Fifteen

Concept: Ukraine: Lifestyle, Part II

Resources/Materials: Textbook: Connecting with the World, Pages 18 and 19
Worksheet #1.1.15a (student copies, optional)
Worksheet #1.1.15b (copies for younger students, optional)

Introduction: Have students turn to textbook, pages 18 and 19. From the photos have students speculate about the differences they might be between life in the city and in the country in Ukraine.

Procedure:

1. Guide the reading of textbook, pages 18 and 19. Discuss differences between life the city and in the country.

2. On Worksheet #1.1.15a have students write phrases that describe what they would see in the city and country. This can be done in notebooks instead.

3. If you prefer, younger students can do Worksheet #1.1.15b instead.

4. Optionally, have students divide a sheet of drawing paper in half. Label one side “In the City” and the other side “In the Country”. On each half of the paper they should draw a city scene and a country scene using the information on the textbook, pages 18 and 19 to guide them.

Assignments:

- Write lists of phrases describing “Life in the City” and “Life in the Country” on Worksheet #1.1.15a or in notebooks.

- If you prefer, have younger students do Worksheet #.1.15b.

- Optionally, divide a sheet of drawing paper in half. Draw and colour city and country scenes.
**Life in Ukraine**

**Directions:** Write phrases that tell about life in the city and in the country in Ukraine. Pages 18 and 19 of *Connecting with the World* will help you.

<table>
<thead>
<tr>
<th>In the City</th>
<th>In the Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Life in Ukraine

Directions: Draw pictures of things that you would see in the city and in the country.

In the City

- bus
- store
- truck

In the Country

- pig
- potato
- farm

Worksheet #1.1.15b
Lesson Sixteen

Concept: India: Lifestyle, Part I

Resources/Materials: Textbook: Connecting with the World, Pages 20 – 23
Wall Map of the World
Worksheet #1.1.16a (student copies)
Worksheet #1.1.16b (copies for younger students, optional)
Naan bread (optional)

Introduction: Briefly review the lifestyles of people in Peru, Tunisia, and Ukraine. Tell students that today they will learn more about the lifestyle of people who live in India. Locate India on the world map. Have students tell you the relative location.

Procedure:

1. Have students turn to textbook, pages 20 – 23. Have them look at the photos. Discuss what they observe.

2. Tell students that just like the other countries, they will read about the homes, food, school, family, and recreation of India.

3. Guide the reading, if possible.

4. Distribute Worksheet #1.1.16a. Students should be familiar with the format.

5. If you like, have younger students do Worksheet #.1.1.16b instead.

Assignments:

- Do Worksheet #1.1.16a.

- If you like, younger students can do Worksheet #1.1.16b instead.
At Home in Milak, India

Directions: Draw and colour.

Watermelon slice
Truck
Cow
Soccer ball

two watermelon slices
four trucks
five soccer balls
three cows
Lesson Seventeen

Concept: India: Lifestyle, Part II

Resources/Materials: Textbook: Connecting with the World, Pages 22 and 23
Worksheets #1.1.17a and #1.1.17b (student copies, optional)
Line Master G-3 (copies for younger students, optional)
Line Master 1-3 (optional)

Introduction: Direct students to examine the circle graph on textbook, page 18. Note that more people in Ukraine live in the city compared to the country. Compare that to the circle graph on textbook, page 23. It shows that more people in India live in the country compared to the city.

From what they have studied so far about the differences between living in the city and country in Tunisia, Peru, and Ukraine; have students speculate what life might be like in the city and country in India.

Procedure:

1. Tell students that Ravi and his family live in the country. His aunt and uncle live in the capital city of India, New Delhi.

2. Have students turn to textbook, pages 22 and 23. Explain to students that there are many huge cities in India. Also Indian cities are some of the most crowded in the world.

3. Tell students they will be making some notes about what they read about life in the city and in the country. Guide the reading if you have the time; otherwise, have students read the pages independently. Older students can pair up with younger students.

4. Distribute Worksheets #1.1.17a and #1.1.17b (or have them make notes in notebooks).

5. Younger students can write words and/or draw pictures of life in the city and country on the Venn diagram on Line Master G-3. In the overlapping space they should write or draw a picture of something that is common to both.

6. If you like, students can make up a game that uses the cards on Line Master 1-3. They can write additional questions on the blank cards. Examples: Pair up and ask the questions, alternately.
   Write the answers to the questions on the reverse of the cards. See who can answer most questions correctly.

Assignments:

- Do Worksheets #1.1.17a and #1.1.17b (or make notes in notebook).
- If you prefer, have younger students write words and/or draw pictures to compare city and country life on Line Master G-3.
- Make up and play a game with the questions on Line Master 1-3.
Life in India

Directions: Make point form notes about life in the city and in the country. Use the headings provided.

In the City

1. Transportation
   a. 
   
   b. 
   
   c. 
   
   d. 

2. Everyday Activities
   a. 
   
   b. 

3. Buildings
   a. 
   
   b. 
   
   c. 
   
   d. 

4. Clothing
   a. 
   
   b. 

Worksheet #1.1.17a
In the Country

1. Farms
   a. ______________________________
   b. ______________________________
   c. ______________________________

2. Transportation
   a. ______________________________
   b. ______________________________

3. House
   a. ______________________________

4. Food
   a. ______________________________
# Ravi's Game Cards

<table>
<thead>
<tr>
<th>Who does Ravi live with?</th>
<th>Describe Ravi's house.</th>
<th>What is Ravi's favourite food?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What subjects does Ravi study in school?</th>
<th>What does Ravi do to help his father?</th>
<th>What does Ravi like to do for fun at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does Ravi like to do with his grandfather after school?</th>
<th>What does Ravi's grandmother do?</th>
<th>What chores do Ravi's sisters do around the house?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Eighteen

Concept:  Chapter One Wrap Up

Resources/Materials:  Textbook:  Connecting with the World, Pages 24 – 26
Wall Map of the World
Worksheet #1.1.18 (student copies)

Introduction:  On the wall map of the world, have students help you locate each of the countries studied: Peru, Tunisia, Ukraine, and India.  Make sure students can describe the relative locations and the continents on which each is located.

Procedure:

1.  Ask students in which country they think it would be best to live and why.

2.  Tell students that they have come to the end of the chapter.  It is time to find out how the children in the textbook feel about their lives.  Have students turn to textbook, pages 24 and 25.  Guide the reading of each section.  Have students think about what things the children like about their lives, what things they would like to change, and if the changes would improve their quality of life.

3.  Distribute Worksheet #1.1.18 and go over the directions.

4.  Have students turn to textbook, page 26.  Go over the two activities on the page.  Assign one or both of the activities.

Assignments:

- Do Worksheet #1.1.18.
- Do one or both of the activities on textbook, page 26
**What They Say**

**Directions:** Read pages 24 and 25 of *Connecting with the World*. Then fill in the chart.

<table>
<thead>
<tr>
<th>Child</th>
<th>What He or She Likes</th>
<th>What He or She Would Like to Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria (Peru)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ahmed (Tunisia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irena (Ukraine)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ravi (India)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Studies
Grade Three
Unit One, Chapter One
Test

1. In the boxes below, write or draw about four things that affect the quality of your life.
2. Circle all the sentences that tell about life in Peru.

- Lima is the capital city.
- Houses are made from cement and brick.
- Most people eat potatoes.
- The whole country is very flat.
- Grandparents often live with the mother, father, and children.
- Many people like ice cream.
- No one drives a car.
- Cities can be polluted.
- In the country water is sometimes not safe to drink.
- Camels are found.
- Cities are never busy.
3. Circle **all** the phrases that tell about life in Tunisia.

- Sudan is the capital city.
- Many houses are white with a blue door and window trim.
- Football is not played.
- Lamb and flat bread are popular foods.
- Most do not live with their families.
- Computer games are not allowed.
- Cars are not allowed in some parts of some cities.
- Lunch break is two hours long.
- Camels are found in the country.
- People buy many things at the market.
- Some people speak both Arabic and French.
- Farmers grow oranges, wheat, barley, and sugar beets.
4. Circle **all** the sentences that tell about life in Ukraine.

- The capital city is Kyiv.
- Borscht is a type of salad.
- Many people live in apartments.
- Most children do not go to school.
- Rye bread is a popular food.
- Ukraine has a long history of toy making.
- Children go away to live when they are six years old.
- Kyiv has a subway.
- Most people live in the country.
- Farmers grow wheat, potatoes, corn, and beets.
- No farmers are allowed to raise chickens and pigs.
- Some cities are polluted.
5. Circle all the sentences that tell about life in India.

- The capital city is New Delhi.
- Naan and chapati are types of bread.
- Cricket is a popular sport.
- Most school children wear uniforms.
- Many houses are built from bricks.
- No one plays football.
- School is important.
- People in cities often use trains to travel.
- Bicycles and scooter are not allowed.
- Farmers grow rice, peas, and beans.
- Clothes are loose fitting because it is often hot.
- More people live in the country than in the city.
Chapter Two

Traditions and Celebrations
**Lesson Nineteen**

**Concept:** Culture

**Resources/Materials:** Textbook: *Connecting with the World*, Page 27  
Worksheet #1.2.19a (student copies; transparency, if appropriate)  
Workheets #1.2.19b and #1.2.19c (student copies, optional)

**Introduction:** On the board write the word “culture”. Tell students that for the next few weeks, they will be studying the cultures in Peru, India, Tunisia, and Ukraine. But what it culture?

**Procedure:**

1. Have students turn to textbook, page 27. Direct them to the definition of culture at the bottom of the page.

2. Have students copy down the definition in their notebooks.

3. Distribute Worksheet #1.2.19 and put up the transparency, if appropriate. With student write down some of the parts of culture in the web. (traditions, food, language, celebrations, music, clothing, holidays, stories)

4. Briefly talk about each of the parts of culture, especially those that might be a little more difficult.

   Traditions – things that you do because your ancestors have done it (e.g., men and women eat at separate tables; starting out German school with a song)  
   Beliefs – belief in God; Bible tells history and teaches lessons on what is right and wrong  
   Music – sing without instrumentation  
   Stories – can be legends or can be recounts of the “good old days”

5. Tell students that they are going to write down some specific things about their culture. It would be important to get them started with one of the more difficult concepts such as traditions. They can do this by using Worksheet #1.2.19b and #1.2.19c or in their notebooks.

6. You may want to assign an older student to scribe for younger students.

**Assignment:**

- Tell about your own culture by writing about specific aspects of culture on Worksheets #1.2.19b and #1.2.19c or in notebooks.
The Parts of Culture

Culture

Worksheet #1.2.19a
My Culture

Directions: Under each of the parts of culture, write one or two things about your own culture.

1. Traditions

2. Food

3. Clothing

4. Language

5. Beliefs
6. Celebrations

7. Music

8. Stories
Lesson Twenty

Concept: Peruvian Culture

Resources/Materials: Textbook: Connecting with the World, Pages 28 – 31
Worksheet #1.2.20a (student copies)

Introduction: Briefly review the parts of culture (traditions, language, beliefs, food, clothing, stories, celebrations, music, art, etc.).
Tell students that today they are going to find out more about Peru’s culture.

Procedure:

1. Have students turn to textbook, pages 28 – 31. Have them look through the pictures and make observations.

2. Guide the reading of textbook, pages 28 – 30, telling students to think about the Peruvian culture. (Leave page 31 for another day.)

3. Distribute Worksheet #1.2.20a. Go over the directions.

4. If you like, have younger students do Worksheet #1.2.20b instead.

Assignments:

- Do Worksheet #1.2.20a.
- You may want younger students to do Worksheet #1.2.20b instead.
### Celebrating Culture in Peru

**Directions:** Tell what part of culture each phrase describes

<table>
<thead>
<tr>
<th>beliefs</th>
<th>food</th>
<th>language</th>
<th>music</th>
</tr>
</thead>
<tbody>
<tr>
<td>stories</td>
<td>clothing</td>
<td>traditions</td>
<td>celebrations</td>
</tr>
</tbody>
</table>

- speak Spanish, Quechu, and Aymara
- Roman Catholic religion
- men wore woven vests and woollen pants
- women wore a blouse, shawl, and pollera
- instrument called a quena and guitar
- greet people by shaking hands and saying “Buenos dias”
- decorate house at Christmas
- paneton and pachamanca
- celebrate Carnival
- “Llama Saves the People”
Celebrating Peruvian Culture

Directions: Write the words under the pictures.

food  clothing  celebration
art  dance

---

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Lesson Twenty-one

Concept: Peruvian Culture: Stories

Resources/Materials: Textbook: Connecting with the World, Page 31

Introduction: Discuss the idea with students that in most cultures stories are an important thing. They often are a way that we learn to connect with our grandparents. Today we will read a story from Peru.

Procedure:

1. Have students turn to textbook, page 31. Note that the story “Llama Saves the People” is a folktale. Tell students that a folktale is usually a story that has been around for hundreds of years and is usually told to younger people by older people. Folktales also usually have some kind of message or lesson.

2. Ask students why the llama might be the central character in this folktale. (Llama is a common and useful animal in Peru.)

3. Read the story to the students if you have the time. Discuss what message this folktale might have. (Llamas are useful; be kind and respectful to the llama; llamas can help in times of need; and so on.)

4. Tell students to make a picture that illustrates the folktale. They should print the title of the story at the top of the page.

Assignment:

• Illustrate the folktale “Llama Saves the People”.
Lesson Twenty-two

Concept: Peruvian Story

Resources/Materials: Discovery Book: Myths and Legends, pages 3 – 14
Worksheet #1.2.22a (cut into strips)
OR
Worksheet #1.2.22b (student copies)

Introduction: Recall the story “Llama Saves the People” from last day. Tell students that today they are going to read another story from Peru.

Procedure:

1. Distribute the discovery books. Direct students to locate the Contents page and then the story “The Thunder King”.

2. Tell students that “The Thunder King” is a traditional Peruvian story. Like so many stories that are told by one generation to the next, some things happen that could not happen in real life.

3. If you can, read the story to the students as they read along; otherwise, they can read it independently. Older students can read it to younger students.

4. Once the reading of the story is finished, do either the activity on Worksheet #1.2.22a or have students do Worksheet #1.2.22b.

   If you choose Worksheet #1.2.22a, select as many events from the story as you have students from the worksheet. Assign each student one of the events to illustrate. (If you like, fold the individual strips of paper and put them into a container. Have students draw a paper to see which event they will be illustrating.) Mount and display the illustrations.

5. As a follow-up, some students might be interested in doing research on the condor. Although the language in most reference books is too difficult for students of this age, they might get valuable information nonetheless.

Assignments:

- As a class illustrate the story “The Thunder King” using Worksheet #1.2.22a.

OR

- Do Worksheet #1.2.22b.

- Do research on the condor (optional).
The Thunder King

1. Tantagy and Illanti were twin brothers. They lived with their parents on a plain at the foot of the snow-capped peaks of the Andes.

2. The twins’ father told Illanti to watch the llamas and Tantay to keep birds out of the maize.

3. The Thunder King sent a blast of wind to scoop Tantay out of the maize field and into a sack.

4. The biggest llama spoke to Illanti. It told him that he could get his brother back if he had heart and courage.

5. Illanti followed the llama into the mountains. At last they came to a deep river. On the far bank was a round stone house. A rope was strung across the river, and on it hung a basket.

6. A man came out of the house. Illanti waved goodbye to the llama. He climbed into the basket and the man pulled him across the river on the rope.

7. Illanti climbed high into the mountains. He played his pan pipes, and the Condor swooped down and landed before him.

8. Illanti climbed onto Condor’s back. Condor flew Illanti to the Thunder King’s palace. Its walls were made of frosty rock and its windows, of clear ice.

9. The great doors of the palace flew open, and the terrible Thunder King stepped outside. The Thunder King’s winds carried him away.

10. Illanti played his pan pipes. Tantay heard him. The twins snuggled into the great bird’s feathers and he flew them home.
The Thunder King

**Directions:** The story “The Thunder King” contains parts that could be real and some parts that could not. Make two lists to show these things.

<table>
<thead>
<tr>
<th>Could Be Real</th>
<th>Could Not Be Real</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #1.2.22b
Lesson Twenty-three

Concept: Peruvian Culture: Connecting to the Past

Resources/Materials: Textbook: Connecting with the World, Pages 28 – 31
                  Wall Map of the World
                  Worksheet #1.2.23a (student copies)
                  Worksheet #1.2.23b (copies for younger students, optional)

Introduction: On the map of the world have students help you locate Peru. Tell students that scientists believe that the first people who lived in Peru actually came from Asia between 30,000 and 40,000 years ago. They believe that at one time the level of the ocean was lower than it is today and they walked across from what is today Russia to Alaska. From there they gradually worked themselves to all parts of North and South America, including Peru.

Tell students that today’s lesson is about how culture is influenced from the past.

Peru

1. Ask students if they remember the term “indigenous”. Indigenous people are people who have lived in a particular place since the earliest times. Discuss that the First Nations peoples in our area are known as the Niitsitapi or Blackfoot.

2. Point out that much of the culture of modern day Peru comes from the indigenous people. Two of those groups are the Quechua and the Aymara.

3. Next point out Spain on the map. Discuss the relative location of Peru compared to Spain. Tell students that more than 500 years ago, the Spaniards came to Peru and many of them stayed.

4. Discuss how the Spaniards might have travelled from Spain to Peru.

5. Tell them that Peruvian culture has also been influenced by the Spaniards.

6. Explain that Peruvian culture then, has been influenced by the indigenous people and by the Spanish people. That is, it is connected to the past.

7. Explain that the indigenous people of Peru have used the llama for many hundreds of years. They did not know about the horse until the Spaniards brought it over with them.

8. Distribute Worksheet #1.2.23a. Go over the directions.

9. If you like, have younger students do Worksheet #1.2.23b instead.

Assignments:

- Do Worksheet #1.2.23a.

- Younger students can do Worksheet #1.2.23b instead of #1.2.23a, if you like.
Connecting Peruvian Culture to the Past

Directions: For each part of Peruvian Culture tell whether it has been influenced by the Indigenous people or by the people from Spain. You may need to use pages 28 – 31 of Connecting with our World to answer some of the questions. Also read the information in the box.

Facts: Peruvian people grew and used corn long before the Spanish came.
The indigenous Peruvians made musical instruments that you blew into.
The Spanish people liked instruments that used strings.
The Spanish people introduced the Roman Catholic religion to Peru. This included celebrations like Carnival, Easter, and Christmas.

Most people in Peru speak Spanish.
Some people in Peru speak Quechua and Aymara.
Roman Catholic religion
brightly coloured clothing (see textbook, page 28)
the Spanish dance called the Marinera (see textbook, page 29)
the guitar
the quena
Carnival and Christmas
“Llama Saves the People”
pachamanca
Connecting Peruvian Culture to the Past

Directions: Draw and colour each picture. Use the pictures on pages 28 – 31 of Connecting with the World to help you.

- a red hat (page 28)
- a big yellow hat (page 29)
- a gold mask (page 30)
- a white llama (page 31)
Lesson Twenty-four

Concept: Tunisian Culture

Resources/Materials: Textbook: Connecting with the Past, Pages 32 – 34

Introduction: Review the various parts of culture with students. (Write them on the board as they are brought up by students. Add to the list as the reading goes on, if necessary.) Then tell students that they will be learning more about Tunisian culture today.

Procedure:

1. Have students turn to textbook, pages 32 – 34. First have them examine the photographs and make observations.

2. Guide the reading of textbook, pages 32 – 34. As each aspect of culture is read about, check it off on the list on the board.

3. Note that the parts of culture are related. For example, traditional foods are often associated with festivals.

4. Distribute Worksheet #1.2.24a. Go over the directions.

Assignment:

- Do Worksheet #1.2.24a.
Celebrating Culture in Tunisia

Directions: Use pages 32 – 34 of Connecting with the World to fill in the blanks. The first letter of each word is given.

1. The two most common languages spoken in Tunisia are A________ and F________.

2. When you read Arabic, you go from r________ to l________.

3. The main religion in Tunisia is I________. Some other people are C________ and J________.

4. A m________ is a place where Muslims gather together to pray and learn.

5. If you meet someone, you would greet them with the words “ass’lama”, which means “p________ be upon you.”

6. A fouta and blousa is a traditional two-piece d________ worn by women.

7. A djebba is a large r______ worn by men.

8. When there is a w________, people honk their horns, play flutes, and beat drums. They also get all dressed up.

9. During Ramadan adults to not e____ between sunrise and sunset.

10. Eid ul-Fitr and Mouled are the names of two f________.

11. P________ and d_______ are popular to eat during festivals.

Worksheet #1.2.24a
Celebrating Culture in Tunisia

Directions: Answer each riddle with a word or phrase from the box.

الألفباء العربية

mosque Arabic
jewellery

dates food
fouta and blousa

A girl will put me on. It is a dress.

Many people in Tunisia speak me.

You eat me. I am sweet.

You eat me in Eid ul-Fitr.

Islam people pray here.

You put me on. I shine.

Worksheet #1.2.24b
Lesson Twenty-five

Concept: Tunisian Stories, Part I

Resources/Materials: Textbook: Connecting with the World, Page 35
Worksheet #1.2.25a (student copies)
Worksheet #1.2.25b (copies for younger students, optional)
Book: Caps for Sale by Esphyr Slobodkina (optional)

Introduction: Recall with students the Peruvian folktale “Llama Saves the People”. Discuss the message or lesson this story teaches. Also recall that the folktale had elements that could not be real and others that could be. Tell students that today they will be reading a Tunisian folktale.

Procedure:

1. Have students turn to textbook, page 35. Tell students to listen and follow along as you read the selection. They are to think about what lesson or message the story has and if there are parts that are probably not real.

2. Once the reading is finished, discuss the possible messages. Example: “Learn from your past experiences.” OR “You must be clever to survive in our world.”

3. Distribute Worksheet #1.2.25a. Go over the directions.

4. You may want younger students to do Worksheet #1.2.26b instead.

5. If you like, read the story Caps for Sale. It is remarkably similar to this story.

Assignment:

- Do Worksheet #1.2.25a.

- If you like have younger students do Worksheet #1.2.25b instead of #1.2.25a.
**Jha and His Donkey**

**Directions:** In your notebook write the title of the story. Then cut apart the sentence strips below. Paste them in the correct order in your notebook.

1. Jha woke up to find that the monkeys were wearing his caps.
2. Jha sold bright red caps. While he was sleeping, some monkeys stole the caps.
3. Jha waved his arms and begged the monkeys to give back the caps. The monkeys just copied him.
4. Jha’s donkey was stolen. He decided to trick the thieves.
5. Jha threw down his own cap on the ground. The monkeys did the same.
6. Jha cried, “Give me back my donkey, or I will have to do what my father did!”
7. Jha told the thieves that his father had bought another donkey.
8. The thieves were so frightened they returned Jha’s donkey.
Jha and His Donkey

Directions: Carefully cut apart the sections. Then arrange them to make the picture of the monkey in the story.
Lesson Twenty-six

Concept: Tunisian Stories, Part II

Resources/Materials: Discovery Book: Myths and Legends, Pages 37 to 47
Worksheets #1.2.26a and #1.2.26b (student copies, optional)

Introduction: Discuss with students the possible reasons why folktales often have a lesson or a message (way to pass on wisdom from one generation to another). Tell students that today they will read another Tunisian story. It has more than one message.

Procedure:

1. Distribute the discovery books. Have students locate the story “Five Things to Find” in the contents page, and then have students turn to page 37.

2. You may want students to read the story independently, if you think they are able. (Older students will have to read to younger students.)

3. Since the story is quite lengthy, you may want to read it as they follow along. You may want to read it in sections to the students, or have them read it to themselves in these sections. After each section have them draw a sketch representing that section. They can do this on Worksheets #1.2.26a and #1.2.26b or by folding a 12” X 18” sheet of paper into eights. Write the title on the first section and make the sketches on the other seven

Possible Sections: Pages 37 and 38
   Page 39
   Pages 40 and 41
   Pages 42 and 43
   Page 44
   Pages 45 and 46
   Page 47

4. Discuss the possible lesson or message.
   • Think before you act.
   • Everyone has different strengths.
   • You get more done if you work together.
   • Respect others, even if they are different.

5. If you like, have students write a story that illustrates one of the lessons or messages in another way.

Assignments:

• Read and illustrate the story using Worksheets #1.2.26a and #1.2.26b OR on a large sheet of paper folded into eight sections.

• Optionally, write a story that illustrates one of the lessons or message from this story.
Five Things to Find

Directions: Make a sketch of each of the sections in the story “Five Things to Find”.

Pages 37 and 38

Page 39

Pages 40 and 41
Lesson Twenty-seven

Concept: Ukrainian Culture

Resources/Materials: Textbook: Connecting with the World, Pages 36 – 38
Worksheets #1.2.27a and #1.2.27b (student copies)
Worksheet #1.2.27c (student copies, optional)
Line Masters 1-7a and 1-7b (student copies, optional)

Introduction: Review the concept of tradition (something we do that started in the past). Tell students that today they will learn more about the Ukrainian culture, including some of the traditions.

Procedure:

1. Have students turn to textbook, pages 36 – 38. Have them examine the photos, making observations as they do so. Note the differences in the clothing of the children on page 36 and the girls on page 37. Explain that for “everyday” people dress much like the children on page 36 and what you would see if you went into a nearby town or city. On the other hand, on special occasions, many dress up in more traditional costumes like the girls on page 37.

2. Guide the reading of textbook, pages 36 – 38 if you can.

3. Distribute Worksheets #1.2.27a and #1.2.27b. Have students answer the questions. (Be sure to tell students if you expect them to answer in a short phrase or in a sentence.)

4. If you have the time, equipment, and energy; try having them decorate eggs (pysanky). (See Line Masters 1-7a and 1-7b.)

5. You may want to let students know that the various designs on the pysanky are really symbols. Some of these are explained on Worksheet #1.2.27c.

Assignment:

- Do Worksheets #1.2.27a and #1.2.27b.
Celebrating Ukrainian Culture

Directions: Use Connect with the World, pages 36 – 38 to answer these questions about Ukrainian culture.

1. What is the official language of Ukraine?

2. To which church do most Ukrainians belong?

3. Describe traditional men’s clothing.

4. Describe traditional women’s clothing.

5. Describe the traditional way of greeting guests to your home.

6. What is the name of a traditional Ukrainian musical instrument?
7. Name two kinds of Ukrainian Easter eggs.


8. Describe what happens at Velykden.


9. What do people do at Christmas?
**Pysanky**

Pysanky are traditional Ukrainian Easter eggs. They were believed to bring on spring and the new growth of animals and crops.

The following are the meanings to some of the symbols you might find on these decorated eggs.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Wheat" /></td>
<td>Wheat asks for a good harvest.</td>
</tr>
<tr>
<td><img src="image" alt="Cross" /></td>
<td>Any form of the cross stands for the Resurrection of Christ, death, and suffering.</td>
</tr>
<tr>
<td><img src="image" alt="Deer" /></td>
<td>Animals, mostly deer, stand for a good and comfortable life.</td>
</tr>
<tr>
<td><img src="image" alt="Dots" /></td>
<td>Dots stand for stars and Mary’s tears.</td>
</tr>
<tr>
<td><img src="image" alt="Fish" /></td>
<td>The fish is the sign of Christ.</td>
</tr>
<tr>
<td><img src="image" alt="Star" /></td>
<td>The star represents Christ.</td>
</tr>
<tr>
<td><img src="image" alt="Netting" /></td>
<td>Netting stands for Christ fishing with men.</td>
</tr>
<tr>
<td><img src="image" alt="Design" /></td>
<td>Designs circling the egg, with no beginning or end, stands for going on forever.</td>
</tr>
</tbody>
</table>
Painting Ukrainian Easter Eggs—*Pysanky*

(*Pysanka*: one egg, *Pysanky*: more than one egg)

**Supplies needed:**
- template for egg design
- boiled eggs
- food dye (yellow, orange, red, blue, and green)
- candles
- clean, empty soup cans
- foil
- beeswax
- kistka (stylus) (available through arts and crafts stores and Ukrainian stores)
- vinegar
- hot water
- large glass jars (canning)
- spoons
- paper towels or rags
- newspapers
- oven
- oven mitts
- set of instructions (poster form) for student reference

**Teacher Instructions**

1. Create a poster of the entire set of student instructions with clip art to illustrate what they will need to do.
2. Ask for parent volunteers to assist in this project because candles will be used.
3. Set up centres: three or four students and one parent per centre.
4. Cover the floor with newspapers. Place the beeswax in foil. Place a candle inside an empty soup can and place foil around the candle to hold it in place.
5. In each centre, there should be one candle, two pots of beeswax, one glass jar of hot water with one tablespoon of vinegar and as many drops of food dye as necessary to create a deep colour for each colour needed: yellow, orange, red, blue, and green.
6. Have students draw their design on their template before coming to the centre.
7. Have students come to the floor in an orderly manner and sit down carefully. Demonstrate how to hold the *kistka*, light the candle, and place the tip of the *kistka* into flame, heating it up, dipping it in the beeswax, then rotating the egg against the *kistka*, leaving the beeswax on the egg.
8. Explain how this will now protect that part of the egg from the rest of the dyes.
9. Dip the egg into the yellow dye for five minutes or so. Take the egg out, wipe it off and then repeat the beeswax application for yellow. Explain how this will be the pattern for yellow, orange, red, and lastly blue or green.
10. Have students begin, following the instructions on the chart made earlier.
Pysanky Instructions

1. Plan the design of your egg.

2. Use a clean egg.

3. Have beeswax ready. Have the kistka (stylus/pen) ready. Have dyes ready.

4. Light the candle.

5. Put the kistka into the candle flame for five seconds. **DO NOT LET THE WOODEN HANDLE BURN!**

6. Dip the kistka slowly into the beeswax.

7. Quickly place the tip of the kistka back into the flame.

8. Draw designs on the egg with the hot kistka.

9. Dip the egg in yellow dye for five minutes. Wipe off the excess dye.

10. Repeat steps 5–8.

11. Dip the egg into the orange dye. Repeat steps 5–8.

12. Dip the egg into the red dye. Repeat steps 5–8.

13. Dip the egg into the blue or green dye.

14. Place the finished egg onto a pie plate lined with aluminum foil. Place the plate in a warm oven to melt the wax (10–15 minutes).

15. Remove the plate from the oven and wipe off the wax with rags or paper towels.

16. Your egg is done.
Lesson Twenty-eight

Concept: Ukrainian Stories

Line Master 1-7c (student copies)
Worksheet #1.2.27c (students may already have this)

Introduction: Recall with students that the stories they read about Peru and Tunisia involved animals and things that were part of their culture. Have students speculate what kinds of characters might be part of a Ukrainian story.

Procedure:

1. Have students turn to textbook, page 89. Ask students to make predictions about the story from what they observe in the illustration.

2. Before reading the story to the students, remind them that folktales usually have lessons or messages. Read the story as the children follow along.

3. Following the reading, discuss some of the lessons or messages.
   Examples: If you are kind to others; others will be kind to you.
   Respect nature.
   How the pysanky came to Ukraine.

4. Tell students they will have a chance to design and decorate a picture of a Ukrainian Easter egg. Distribute Line Master 1-7c. If students do not have a copy of Worksheet #1.2.27c, distribute that as well.

5. Remind students that the decorations on a pysanky have meaning. Go over the symbols on Worksheet #1.2.27c.

Assignment:

- Draw and colour a pysanky on Line Master 1-7c.
PLAN YOUR EASTER EGG DESIGN
Lesson Twenty-nine

Concept: Ukrainian Stories

Resources/Materials: Discovery Book: Myths and Legends, Pages 15 – 25  
Worksheet #1.2.29a (student copies)  
Worksheet #1.2.29b (copies for younger students, optional)

Introduction: Tell students that they will read another Ukrainian story – a legend. Legends usually tell about things that happened long ago. Like so many “old” stories, there are some things that could be real and others that probably are not.

Tell students that this particular story is a type called a “pourquoi tale”. A pourquoi tale explains why something in nature came to be.

Procedure:

1. Have students locate the Ukrainian story on the contents page.

2. With students locate “Sirko and the Wolf”. Have students flip through the story to get an idea of what it is about.

3. If possible, read the story to the students as they follow along, stopping to discuss the story events at logical breaks. If you are not able to read the story to the children, have them read it in sections and do Worksheet #1.2.29a as they go along.

4. Distribute Worksheet #1.2.29a. Go over the directions.

5. If you are not able to read the story to the class, have an older student read to the younger students. When the story is finished, younger students can do Worksheet #1.2.29b.

Assignments:

- Read the story and do Worksheet #1.2.29a.

- You may want younger students to do Worksheet #1.2.29b instead.
Sirko and the Wolf

Directions: Read each section of the story. Then match the main ideas to the sections.

Section 1: Page 15
Section 2: Pages 16 and 17
Section 3: Pages 18 and 19
Section 4: Page 20
Section 5: Pages 21 and 22
Section 6: Pages 23 and 24
Section 7: Page 25

a. Sirko smuggled the wolf into the house, there he was able to eat his fill.

b. Sirko met a wolf who came up with a plan.

c. The wolf snatched the farmer’s baby. Sirko rescued the baby. The farmer and his wife were very grateful.

d. We find out why dogs answer when a wolf howls.

e. The farmer told his dog Sirko to go away because he was too old to work.

f. The wolf’s singing got him into trouble. Sirko helped him escape.

g. Sirko wanted to repay the wolf for his kindness, and so he made a plan to get the wolf some food.
Sirko and the Wolf

Directions: For each page look at the picture. Then match the pictures to the sentences.

Page 15 ________  Page 20 ________

Page 17 ________  Page 22 ________

Page 18 ________  Page 23 ________

Page 19 ________  Page 25 ________

1. Sirko meets the wolf.

2. Sirko sleeps.

3. The wolf takes the baby.

4. Sirko goes to the wolf.

5. The farmer and his wife have a party.

6. The people and the wolf sing.

7. The wolf cries.

8. The wife makes food.
Lesson Thirty

Concept: Indian Culture

Resources/Materials: Textbook: Connecting with the World, Pages 40 – 43
Wall Map of the World
Worksheet #1.2.30a (student copies)
Worksheet #1.2.30b (copies for younger students, optional)

Introduction: Recall with students some of the things they already know about India. Have students locate India on the world map. Discuss its relative location. Tell students that for the next few days they will learn more about Indian culture.

Procedure:

1. Have students turn to textbook, pages 40 – 42. Then have them make observations about the photos.

2. Remind students that language, religion, customs, traditions, and festivals almost always start in the past and continue in our daily lives. They are a way to connect the present with the past.

3. Distribute Worksheet #1.2.30a. Go over the organization of the worksheet.

4. Guide the reading of the pages or if you do not have the time, have students read them independently (older students read to younger). If the students are reading independently, you may want them to do Worksheet #1.2.30a as they read.

5. You may want younger students to do Worksheet #1.2.30b instead.

Assignment:

- Read textbook, pages 40 – 42 and then do Worksheet #1.2.30a.

- If you like, have younger students do Worksheet #1.2.30b instead of #1.2.30a.
Celebrating Culture in India

- Customs and Traditions
  - Men's Clothing
  - Women's Clothing
  - Music

- Languages

- Religion

- Festivals
  - Holi
  - Raksha Bandhan
  - Diwali
Celebrating Culture in India

**Directions:** Under each picture write *religion, clothing, music, language,* or *festival.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Vase" /></td>
<td>आप कैसे हैं?</td>
<td><img src="image2" alt="Man" /></td>
</tr>
<tr>
<td><img src="image3" alt="Woman" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Elephant" /></td>
<td><img src="image5" alt="Sitar" /></td>
<td><img src="image6" alt="Temple" /></td>
</tr>
</tbody>
</table>

Worksheet #1.2.30b
Lesson Thirty-one

Concept: Indian Stories

Resources/Materials: Textbook: Connecting with the World, Page 43

Introduction: Tell students that it is time for another story – a story from India. Ask students to speculate about the types of characters there might in an Indian story.

Procedure:

1. Have students turn to textbook, page 43. Have them examine the illustration and offer ideas about who the man is.

2. Read the story to the students.

3. Discuss:
   - Any messages or lessons (such as “It is important to be kind to those who helped you.” and “We often remember important events with a celebration.”)
   - What could be real; what could not.
   - How the story connect the present to the past.

4. Have students illustrate any part of the story. Under the illustration they should write a sentence that tells about the illustration.

Assignment:

- Illustrate some part of the story. Write a sentence that tells about the illustration.
Lesson Thirty-two

Concept: Indian Stories

Resources/Materials: Discovery Book: Myths and Legends, Pages 26 – 36

Introduction: Explain to students that it is time to read another story from India. Write the word “rumour” on the board. Discuss the meaning of the word. Discuss the negative consequences of rumours.

Procedure:

1. Distribute the discovery books and have students locate the story from India using the contents page.

2. If you can, read the story to the students. If this is not possible, students can try to read it independently. Older students can read it to younger students.

3. After the reading discuss the story’s lesson. Discuss its relevance to life today.

4. Have students write a summary of the story. Explain that a summary does not include a lot of details, but it does include all the main events.

5. It might also be fun, if you have the time and energy, to make a class mural that illustrates the story.

Assignment:

- Write a summary of the story.

- You might also want to make a class mural that illustrates the story.
Lesson Thirty-three

Concept: Chapter Two Review

Resources/Materials: Textbook: Connecting with the World, Pages 44 – 48
Line Masters 1-9 and 1-10 (student copies)

Introduction: Tell students they have now come close to the end of Chapter 2. They have learned a lot about the cultures of India, Peru, Tunisia, and Ukraine.

Procedure:

1. Review the term culture and the parts of culture.

2. Discuss the ways in which culture can connect us to the past.

3. Explain that one of the most important reasons that we study other cultures is because we must learn to accept and respect people who do things differently than we do. Recall with students that in each country studied there were some things that everyone did; however, there were some differences like language and religion.

4. Have students turn to textbook, pages 44 and 45. Tell students that on these pages we learn about how people in these countries deal with differences. Guide the reading and discuss how differences can be handled without conflict.

5. Distribute Line Masters 1-9 and 1-10. Tell students to use the information from Chapter 2 to do the activities. (NOTE: Hutterite students will not be able to do all of Line Master 1-10.)

6. Textbook, pages 46 – 48 give some ideas about ways to wrap up the chapter. Assign one or more.

Assignments:

- Do Line Masters 1-9 and 1-10 using the information from Chapter 2.

- Do one or more of the activities suggested on textbook, pages 46 – 48.
Traditions and Festivals Comparison Chart

Fill in the chart with the information about festivals for the four children. You will find some of the answers to the questions in the book. You may have to use additional research (books, Internet).

<table>
<thead>
<tr>
<th>Name</th>
<th>Name of their favourite tradition or festival</th>
<th>How do they celebrate this tradition or festival?</th>
<th>Why do they like this festival or tradition best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>María (Peru)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ahmed (Tunisia)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irena (Ukraine)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ravi (India)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer these questions in your notebook:
1. Do any of the festivals have something in common?
2. If they do, what is it that is the same?
3. What does this tell you about different cultures?
## Languages

<table>
<thead>
<tr>
<th>Country</th>
<th>Official Language(s)</th>
<th>Some Other Languages Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tunisia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukraine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Do any of the countries have the same official language? If so, which countries?

2. Research using the Internet or books to find out what other languages are spoken in these countries. Work in small groups and present your information to the rest of the class.

3. If you could learn another language which language would you choose? Why?

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Use this Web site to help you in your research:
<http://www.ethnologue.com/country_index.asp>

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Line Master 1-10 to accompany Celebrating Culture in India

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Social Studies
Grade Three
Unit One, Chapter Two
Test

1. What is culture?

____________________________________________________________________________________

____________________________________________________________________________________

2. What are five parts of culture?

a. _______________________________________________________________________________

b. _______________________________________________________________________________

c. _______________________________________________________________________________

d. _______________________________________________________________________________

e. _______________________________________________________________________________
3. Write **Yes** or **No** for each sentence.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people in Peru speak Spanish.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Some Peruvian folktales have the llama as a character.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>People in Peru never have festivals.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Many people in Tunisia speak Arabic and French.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Many Tunisians pray at a mosque.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Tunisians do not wear jewellery.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Mouled is a Tunisian food.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Most people in Ukraine speak Spanish.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>A pysanky is a decorated shoe.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Ukrainians dress in traditional clothes everyday.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>There is only one religion in India.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The sitar and clay drums are used to make music.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
4. Tell about one way that cultures connect people to the past.

5. Choose one tradition you learned about in this chapter. Tell about it, and explain why it is important to the people.

6. What can folktales teach us?

7. How does learning about other cultures help us to get along with each other?
Unit Two

How Communities Work
Lesson One

**Concept:** What is a community?

**Resources/Materials:** Textbook: *Connecting with the World*, Page 49  
Worksheet #2.0.1 (student copies)

**Introduction:** Ask students about the different jobs there are on their colony. List them on the board as they volunteer them. Discuss that people have different jobs so that everybody does not have to do all the jobs.

Tell students that the colony is a community. A community is a group of people that lives and works together in harmony. Tell students that Unit Two is about communities and how they work.

**Procedure:**

1. Have students turn to textbook, page 49. Read the title and the poem. Discuss. For practice reread the poem a couple of times. You could divide the class into three groups, and each group could read one stanza chorally. OR Divide the class in two. The two groups read every other line.

2. Distribute Worksheet #2.0.1a. Have students write the names of the various jobs on the colony in the spaces. Then have them cut apart the worksheet. Students are to mix up the pieces and reassemble it. Once reassembled they can paste the reassembled sheet into their notebooks.

   **NOTE:** To save time you can write the names of the various jobs on the colony ahead of time. Photocopy for the students. Cut apart each sheet and put the pieces into an envelope – one set of pieces per student. Distribute the envelopes in class. As you call out the name of a job, have students try to find the correct piece. Then have them reassemble the pieces and paste the reassembled sheet into notebooks.

**Assignment:**

- Write names of colony jobs on the spaces of Worksheet #2.0.1. Cut apart, mix up, and then reassemble the pieces. Paste into notebooks.
# How Communities Work

## Jobs on the Colony

<p>| | | |</p>
<table>
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</tr>
</tbody>
</table>

Worksheet #2.0.1
Chapter Three

Services People Need
Lesson Two

Concept: What are services?

Resources/Materials: Textbook: Connecting with the World, Page 50
Worksheet #2.3.2a (student copies, optional)
Worksheet #2.3.2b (copies for younger students, optional)

Introduction: Review the concept of a community as a group of people who live and work together. Then ask students questions like “What do you do if your toilet does not work properly? OR What does a German teacher do? Explain that the plumber, the German teacher, the carpenter, and the kindergarten ladies all provide a service. Tell students that they will find out more about services.

Procedure:

1. Have students turn to textbook, page 50. Guide the reading. Be sure to relate the ideas of services to quality of life. Usually the more services available in a community, the better the quality of life. They make our lives easier because we don’t have to do that job ourselves.

2. With students come up with a list of services available in their community. Associate them with people who do particular jobs on the colony. Conclude that not all jobs are associated with providing a service; some jobs involve making things (like growing grain or raising chickens).

3. Discuss services that are not available in the community, but available in nearby communities.

4. You may want to have students copy the definition of service into their notebooks.

5. Distribute Worksheet #2.3.2a. Have students make two lists: services available in the community; services not available in the community.

NOTE: This can be done in notebooks. Have students use their rulers to draw a vertical line down the centre of the page. Have them print in the headings and then make the lists.

6. Younger students can use the pictures on Worksheet #2.3.2b. They can write the words under the pictures under the correct headings on Worksheet #2.3.2a.

Assignment:

- Do Worksheet #2.3.2a or do the exercise in notebooks.

- Younger students can use Worksheet #2.3.2b to help them to complete Worksheet #2.3.2a.
## Services People Need

**Directions:** Tell what services are and are not available at your colony.

<table>
<thead>
<tr>
<th>Services Available at our Colony</th>
<th>Services Not Available at our Colony</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td>cook</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>teacher</td>
<td>nurse</td>
</tr>
<tr>
<td>police officer</td>
<td>painter</td>
</tr>
</tbody>
</table>
Lesson Three

Concept: Services in Peru

Resources/Materials: Textbook: Connecting with the World, Pages 51 – 52
Worksheet #2.3.3a (student copies)
Worksheet #2.3.3b (copies for younger students, optional)

Introduction: Review the concept of services – work done for someone else. Remind students that the services available can affect a community’s quality of life. If a community does not have all the services they need, the citizens’ quality of life decreases. Tell students that today they will find out about the services available to María and other citizens of Villa El Salvador.

Procedure:

1. Have students turn to textbook, pages 51 – 53. Have them make observations about the photos.

2. Read the two focus questions at the top of page 51. Read each paragraph on pages 51 and 52. After each paragraph have students tell you about the services that were mentioned.

3. Reread the second focus question – “How do services affect communities in Peru?” Then discuss how life is affected by such things as electricity (can watch TV, listen to radio, have electric lights in homes, etc).

4. Distribute Worksheet #2.3.3a. Go over the directions.

5. You may want younger students to do Worksheet #2.3.3b instead of #2.3.3a.

Assignment:

- Do Worksheet #2.3.3a.

- If you like, have younger students do Worksheet #2.3.3b instead.
**Services in Peru**

**Directions:** Tell how each service affects life in María’s community.

<table>
<thead>
<tr>
<th>Service</th>
<th>How It Affects the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>health centre</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>electricity</td>
<td></td>
</tr>
<tr>
<td>paved streets and street lights</td>
<td></td>
</tr>
<tr>
<td>running water</td>
<td></td>
</tr>
</tbody>
</table>

Not everyone in María’s community has all the services. How do you think this affects the quality of their lives?

______________________________

______________________________

______________________________

Worksheet #2.3.3a
**Services in Peru**

**Directions:** Look at the photo of Villa El Salvador. Then circle **Yes** or **No**.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are hills.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You can see houses.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You can see roads.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You can see ships.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>There is a horse.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>There is electricity.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

*Worksheet #2.3.3b*
Lesson Four

Concept: Services in a Peruvian Village

Resources/Materials: Textbook: Connecting with the World, Page 53

Introduction: Discuss briefly the services available in María’s community of Villa El Salvador in Lima. Remind students that María’s community is in the city. Ask students to speculate about the services available in a smaller village.

Procedure:

1. Have students turn to textbook, page 53. Ask students to read the page thinking about how life is different in the village. Guide the reading.

2. Tell students they are going to make up some sentences that compare services available in the city and in the country.

3. On the board write these words/phrases:
   
   but       while       on the other hand
   
   Show students how to use words to compare life in the city and in the country.

   Examples: María’s house has electricity, but Koya’s house does not.
              While María’s house has running water, Koya’s family gets water from a stream.
              In Koya’s village there is a traditional healer. On the other hand, in María’s
              neighbourhood, people go to the health centre.

4. Tell students to make up sentences in their notebooks to show the differences between services available in the city and in the country. You may want to vary the assignment according to the grade of the students. (For example: grade one – make sentences using only one of the words; grade two – make sentences using any two of the words; grade three – make sentences using all three words)

5. If you like, have younger students divide a sheet of paper in half. On one side illustrate life in the city; on the other, life in the country.

Assignment:

- Write sentences comparing services in the city and in the country.

- If you like, have younger students illustrate difference instead of writing the sentences.
Lesson Five

NOTE: The discovery book: Wish You Were Here...Peru offers an in depth look at the country of Peru. Teachers can decide the extent to which they use the book’s information:

You may choose to
- Simply read the book to the students as they follow along.
- Read the book in sections, discussing the content as you go.
- Have students read the book independently or in pairs, using Line Master 2-2 to help them guide their own reading.
- Study one of each of the four sections of the book each day, doing follow-up activities.
- As a class or independently have students do the “Before You Read” and “Think About It” exercises at the beginning and end of the booklet respectively.

The following activities are provided for those who choose to do an in depth study of the book.

Concept: More About Peru

Resources/Materials: Discovery Book: Wish You Were Here...Peru
Line Master 2-2 (student copies, optional)
Worksheet #2.3.5a (student copies) Worksheet #2.3.5c (younger students)
Worksheet #2.3.5b (student copies) Worksheet #2.3.5f (younger students)
Worksheet #2.3.5e (student copies) Worksheet #2.3.5h (younger students)
Worksheet #2.3.5d (student copies) Worksheet #2.3.5i (younger students)
Wall Map of the World

Introduction: Show students the discovery book. Tell students that in the book, a girl named Freda from Calgary goes to visit Peru with her mother. This book tells about her travels.

Procedure:

1. Show students Calgary and Peru on the map. Discuss possible ways to travel from Calgary to Peru.

2. Distribute the discovery books, encouraging students to flip through to get an idea of the book’s contents.

3. Have students turn to contents page to determine the number and headings for each section.

4. Go over the “Before You Read” section on page 3 to give the students some background.

5. Guide the reading of each section, then assign the worksheets as follows:
   (If you like, younger students can do the worksheets shown in parentheses.)
   Land of Diversity Worksheet #2.3.5a (Worksheet #2.3.5e)
   Lima Worksheet #2.3.5b (Worksheet #2.3.5f)
   A City in the Mountains Worksheet #2.3.5c (Worksheet #2.3.5h)
   An Ancient Village Worksheet #2.3.5d (Worksheet #2.3.5i)

Assignments:
- Do Worksheets #2.3.5a to #2.3.5d
- If you like, younger students can do Worksheets #2.3.5e to #2.3.5i.
Wish You Were Here...Peru

- Freda goes to visit her father who is working in Peru in South America. You can read her journal entries and the e-mails, letters, and postcards she sent back to Canada.
- Remember to check the glossary on page 24 to find the meaning of words printed in bold letters.
- Use the questions in the chart below to guide you in your reading.

<table>
<thead>
<tr>
<th>Page Numbers</th>
<th>Find out</th>
</tr>
</thead>
</table>
| 2–3          | • What can you learn about Peru from reading the chapter headings?  
               • Read the questions on page 3. Keep these questions and your answers in mind as you read on. |
| 4–7          | • What does Freda tell you about her father’s work?  
               • How does Freda’s journal entry explain the diversity of the land in Peru? |
| 8–11         | • What information does Freda give you about Lima?  
               • What does Freda find interesting about Lima? |
| 12–16        | • What happens to Freda when she reaches Cusco?  
               • What causes altitude sickness?  
               • What does Freda learn about Incan traditions? |
| 17–21        | • How does Freda describe Machu Picchu?  
               • What does she learn about Machu Picchu from her interview with their guide?  
               • What does she learn about the Incas who lived there? |
| 22–23        | • What does Freda discover about food in Peru?  
               • What parts of Peru would Freda like to visit next time? |
| Glossary     | • Which words did you need to check the meaning of?  
               • Explain the meanings of the glossary words to your partner. |
## Land of Diversity

1. The word “diversity” means differences. Tell about the differences you read about for each of the following:

<table>
<thead>
<tr>
<th>The Land</th>
<th>The People</th>
<th>Languages</th>
</tr>
</thead>
</table>

2. Use the glossary to find out what each of these means.
   
a. archeologist ____________________________
   
   ____________________________
   
   ____________________________
   
   b. Indigenous people ____________________________
   
   ____________________________
   
   ____________________________
   
   c. Incas ____________________________
   
   ____________________________

Worksheet #2.3.5a
Lima

Directions: Find these facts about the city of Lima.

1. the number people who live there _____________________________
2. the year the first Spanish people came to Peru _______________
3. how old the fountain is in the middle of the main square _______
4. the name of the building where the president of Peru lives _____________________________
5. what a street vendor does __________________________________________________________________
6. how many years ago that an earthquake destroyed a church _____________________________
7. what the people of Villa El Salvador planted along the streets _____________________________
8. the year that the community of Villa El Salvador started _____________________________
9. how Freda and her mother went from Lima to Cusco _____________________________
10. the names of three things you would find in Villa El Salvador _____________________________
A City in the Mountains

Directions: Complete each sentence.

1. Alpaca is wool is better for making sweaters than llama wool because ____________________________

2. Freda felt very tired in Cusco because ____________________________

3. You get altitude sickness high up in the mountains because ____

4. The Incas built the Temple of the Sun for ____________________________

5. Most people get from Cusco to the Incan fort by ____________________________

6. The festival of the sun begins on ____________________________

7. The festival of the sun lasts for ____________________________
An Ancient Village

Directions: Match the sentences beginnings with the endings.

1. The Incas grew their crops on...
2. The Incan city of Machu Picchu was rediscovered by...
3. Machu Picchu is a special place because...
4. The Incas built Machu Picchu so high up in the mountains because...
5. No one really knows why the Incas left Machu Picchu because...
6. In the Temple of the Sun, the rising sun shines through a window onto a flat piece of stone...
7. The Incas shaped the edges of the stone so that...

____ on the shortest day of the year.
____ the Incas didn’t leave any books or journals.
____ it’s the only Incan city that survived for 500 years without major damage.
____ an American explorer in 1911.
____ it is a good place to study the sun and the stars.
____ terraces.
____ it would fit smoothly into the wall.
Land of Diversity

Directions: Peru has lots of opposites. Join the opposites.

desert

city

flat plain

new building

village

mountain

rain forest

old building
Lima

Directions: Following are things you would see in Lima. Write the words under the pictures.

car   bus   airport   church   market   school   hotel   park

---

---

---

---

---

---

---

---

---

Worksheet #2.3.5f
**A City in the Mountains**

**Directions:** Look at the picture of the city of Cusco. Write the words on the correct lines.

<table>
<thead>
<tr>
<th>mountain</th>
<th>hill</th>
<th>church</th>
<th>park</th>
</tr>
</thead>
<tbody>
<tr>
<td>street</td>
<td>car</td>
<td>roof</td>
<td>tree</td>
</tr>
</tbody>
</table>
A Village in the Mountains

Directions: Look at the picture of Machu Picchu. Write the correct letter beside each sentence.

_____ A man can walk here. _____ It is a window.
_____ It is the side of a house. _____ The roof was here.
_____ You grow things here. _____ This is a big rock.
Lesson Six

Concept: Services in Tunisia

Resources/Materials: Textbook: Connecting with the World, Pages 54 – 56
Line Master G-3 (student copies)
Line Master 2-3 (student copies, optional)
Worksheet #2.3.6 (copies for younger students, optional)
Plasticine, modelling clay, or salt and flour dough (optional)

Introduction: Tell students that in Canada most people have access to the same services, although for some, services are accessed by travelling to nearby communities. In Peru some people had services that others did not, even in the city. It seems that in Peru, people who live in villages don’t have the same services that city people do. Ask students to speculate about the availability of services in Tunisia.

Procedure:

1. Have students turn textbook, pages 54 – 56. Have them make observations about the photos.

2. Read the two focus questions at the top of textbook, page 54; then guide the reading of page 54. Discuss which services seem to be available to everyone and which ones are available only to some. (Example: everyone can go to school, but not all schools are equipped with computers.)

3. Then guide the reading of textbook, pages 55 and 56. Compare services available in villages as compared to a large city like Tunis.

4. Distribute Line Master G-3. Show students how to use the Venn diagram to compare services in the city and in the village. Worksheet #2.3.6 can be done by younger students instead.

5. If you like, distribute Line Master 2-3. This will give students an opportunity to explore time zones. This exercise will take guidance, especially for some students. You may choose to do it the next Social Studies period.

6. Another possible activity is to discuss the advantages and disadvantages of living in a cave house as described and pictured on textbook, page 56. (Note that cave dwellings were made by the Berbers of southern Tunisia. The photo shows that the environment is desert-like.) Students could make a model of a cave house out of Plasticine, modelling clay, or salt and flour dough.

Assignment:

- Compare services available in a Tunisian city and a Tunisian village on the Venn diagram on Line Master G-3.
- If you like, have younger students do Worksheet #2.3.6 instead of Line Master 2-3.
- If you like, work with students to complete Line Master 2-3.
- If you need a break from textbook work, have the students make a model of a cave house(s) out of Plasiticine, modelling clay, or salt and flour dough.
# World Times

## Fill in the chart

<table>
<thead>
<tr>
<th>Time</th>
<th>Alberta</th>
<th>Peru (+1)</th>
<th>India (+12½)</th>
<th>Tunisia (+7)</th>
<th>Ukraine (+9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Answer the following questions

A. If you are having breakfast at 8:00, what might Ahmed be doing in Tunisia?

B. When you are having lunch at school at 12:00 noon, what might Irena be doing in Ukraine?

C. If María is having dinner at 6:00 p.m. in Peru, what might you be doing in your community?

## Fill in the times on the blank clocks to show what time it would be in one of the other communities.

![Blank clocks](image)

<table>
<thead>
<tr>
<th>Time</th>
<th>Alberta</th>
<th>Peru</th>
<th>India</th>
<th>Alberta</th>
<th>Tunisia</th>
<th>Ukraine</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 p.m.</td>
<td></td>
<td></td>
<td>1:00 p.m.</td>
<td></td>
<td>3:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
## Services in Tunisia

**Directions:** Draw two pictures. The first picture should be of a city. The second picture should be of a village. In each picture be sure to put in what the words tell you.

<table>
<thead>
<tr>
<th>In the City</th>
</tr>
</thead>
<tbody>
<tr>
<td>many houses</td>
</tr>
<tr>
<td>trees</td>
</tr>
<tr>
<td>big school</td>
</tr>
<tr>
<td>paved street</td>
</tr>
<tr>
<td>light pole</td>
</tr>
<tr>
<td>car</td>
</tr>
<tr>
<td>big bus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the County</th>
</tr>
</thead>
<tbody>
<tr>
<td>library</td>
</tr>
<tr>
<td>small school</td>
</tr>
<tr>
<td>a few houses</td>
</tr>
<tr>
<td>dirt road</td>
</tr>
<tr>
<td>many trees</td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: Services in Ukraine

Resources/Materials: Textbook: Connecting to the World, Pages 57 – 59
- Wall Map of the World
- Line Master 2-4 (student copies)
- Worksheet #2.3.7a (student copies)
- Worksheet #2.3.7b (copies for younger students)

Introduction: Discuss with students that the services available to citizens in Peru and Tunisia varied according to where people lived and how wealthy they were. City people seemed to have more services than those who live in the country. Some neighbourhoods in the city had more services than others. Compare the situation with the situation in Canada. (All Canadians have relatively good access to services, although there are differences. Rural people have to travel to large towns and cities to access some services. Wealthy people are able sometimes to access better services than others such as better health care, private elite schools, etc.)

Ask students to speculate about the situation in Ukraine.

Procedure:

1. Have students turn to textbook, pages 57 – 59. Have them make observations about the photos. Then read the focus questions at the top of page 57.

2. Guide the reading of textbook, page 57. Following the reading, discuss the focus questions. (The fact of the matter is that not all Ukrainians have access to basic services when they need them. The old textbooks means that students learn outdated information. And so on)

3. Next guide the reading of textbook, page 58 to see the types of services available to people who live in villages. Again discuss the focus questions.

4. Finally, guide the reading of textbook, page 59. Point out Russia on the map of the world. Explain that at one time Ukraine was under the control of Russia, but now it is not. Discuss the quality of life of Ukrainian people.

5. Distribute Line Master 2-4. Go over the directions. (Most students will need to use their textbooks to feel successful on this sheet.)

6. Distribute Worksheet #2.3.7a. Go over the directions. Younger students can do Worksheet #2.3.7b instead, if you want.

Assignments:

- Do Line Master 2-4

- Do Worksheet #2.3.7a or Worksheet #2.3.7b for younger students (optional)
Services in Ukraine

Now that you have read pages 57–59, see how much you remember. Try to fill in the blanks. If you get stuck, go to the page listed and scan for the answers.

(From page 57)
In Kyiv people can get around on __________________, electric __________________, and the ___________________.
Some ___________ in Ukraine have a computer. Others, like Irena’s school, don’t have _____________. Every school has a _____________.

(From page 58)
Irena’s aunt and uncle are comfortable in their _________________.
The __________ __________ is close by and so is the ________________ _______________. The village has a nice _________________. The nearest ________________ is 20 kilometres away.

The family has most things it needs. But there is no ________________ _____________. When Irena visits in winter, she has to go ________________ to get water from the _____________. But the house has ____________ _________________, so it is always cozy and warm.

(From page 59)
Ukraine is ________________ now. We used to get lots of things from ________________, but now we don’t. My school needs _______________. My grandfather says many _______________ need repairs. My mother says her _______________ needs _______________ and new _______________.

Line Master 2-4 to accompany Services in Tunisia
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## Services in Ukraine

**Directions:** Tell how you think each of the following affects the lives of the people in Ukraine?

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Kyiv there are streetcars, buses, and the subway.</td>
<td></td>
</tr>
<tr>
<td>Sometimes the water and electricity shut off.</td>
<td></td>
</tr>
<tr>
<td>In some schools, books are very old.</td>
<td></td>
</tr>
<tr>
<td>Teachers know a lot and make learning fun.</td>
<td></td>
</tr>
<tr>
<td>In some villages there is no running water.</td>
<td></td>
</tr>
<tr>
<td>Many village houses have gas heating.</td>
<td></td>
</tr>
<tr>
<td>Hospitals need medicines and new equipment.</td>
<td></td>
</tr>
<tr>
<td>Some people in villages use a horse and wagon to carry crops and other items.</td>
<td></td>
</tr>
</tbody>
</table>
Services in Ukraine

Directions: Write two sentences for each picture. Tell what is happening.

________________________

________________________

________________________

________________________

________________________

________________________

Worksheet #2.3.7b
Lesson Eight

Concept: Services in India

Resources/Materials: Textbook: Connecting with the World, Pages 60 – 62
Line Master G-3 (student copies)
Worksheet #2.3.8 (copies for younger students)
Line Master 2-5 (student copies, optional)

Introduction: Discuss that a common idea about the services available in Peru, Tunisia, and Ukraine is that not all people have equal access to all services. Discuss the fairness of the situation. Compare this to a colony – do all colony members have equal access to all services?

Tell students that today they are going to see what kinds of services Ravi has in his Indian village.

Procedure:

1. Have students turn to textbook, pages 60 – 62. Have students make observations about the photos.

2. Guide the reading of textbook, pages 60 – 62. On page 61 discuss that Indian cities are very crowded and the streets narrow. Rickshaws are less expensive to buy and use. They also can manoeuvre in and out of traffic more easily than automobiles.

3. Have students think about if they would like to live in Malik, New Delhi, or Kerala and why.

4. Point out the “Did You Know?” sidebar on textbook, page 61. Most students will not be able to appreciate how hot 49°C is. Tell them that a really hot day in Southern Alberta is about 30°C. Temperatures hotter than that only occur a few days per year.

5. Distribute Line Master 2-5. Do it with students, if you have the time.

6. Distribute Line Master G-3. Get students started on completing the Venn diagram comparing the services in Malik with Kerala. Be sure to have students write title (Services Available) and the headings for each circle (Malik, Kerala).

7. If you like, have younger students do Worksheet #2.3.8 instead of Line Master G-3.

Assignments:

- Do Line Master 2-5, if you have the time.

- Do Line Master G-3 to compare the services available in Malik and Kerala.

- If you like, have younger students do Worksheet #2.3.8 instead of Line Master G-3.
# Services in India

**Directions:** Find each word in the first column in the second. Circle it. They tell what services Ravi has in his village.

<table>
<thead>
<tr>
<th>electricity</th>
<th>threlectricityhpheineqy</th>
</tr>
</thead>
<tbody>
<tr>
<td>running water</td>
<td>runningwaterinpoqlein</td>
</tr>
<tr>
<td>school</td>
<td>larnelsihonewnschool</td>
</tr>
</tbody>
</table>

**Directions:** Find each word in the first column in the second. Circle it. They tell what services Ravi’s aunt and uncle have in their village.

<table>
<thead>
<tr>
<th>electricity</th>
<th>Inaritcileielectricityys</th>
</tr>
</thead>
<tbody>
<tr>
<td>running water</td>
<td>qneuagrunningwater</td>
</tr>
<tr>
<td>rickshaw</td>
<td>rickshawtinopezelm</td>
</tr>
</tbody>
</table>

**Directions:** Find each word in the first column in the second. Circle it. They tell what services there are in Kerala.

<table>
<thead>
<tr>
<th>clean water</th>
<th>cleanwaterirntientilsg</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>schooleintienshetilwng</td>
</tr>
<tr>
<td>doctor</td>
<td>kmensldoctortenitlsnet</td>
</tr>
</tbody>
</table>
Lesson Nine

Concept: Services and Quality of Life

Resources/Materials: Textbook: Connecting with the World, Pages 63 – 65
5 small squares of paper (approximately 5 cm X 5 cm) per student
Worksheet #2.3.9a (student copies)
Worksheet #2.3.9b (copies for younger students, optional)

Introduction: Write the phrase “Quality of Life” on the board. If students do not remember what it means refer them back to the bottom of textbook, page 6.

Discuss with students the connection between the availability of services and quality of life.

Procedure:

1. Have students turn to textbook, page 63. Guide the reading. Then discuss with students their quality of life. Do they have access to the services people need as shown on page 63?

2. Tell students they are now going to find out how their “friends” from around the world feel about their quality of life. Guide the reading of textbook, pages 64 and 65. Be sure to note that although not all services are available to the children, they all seem to like their lives and feel good about the future. They seem to feel happy and secure. These are important when it comes to quality of life.

3. Give each student five squares of paper. On the squares have students write the names of their colony, India, Peru, Ukraine, and Tunisia. Have the students think about the services and quality of life in each. Have them arrange the papers in order from the best quality of life to the worst quality of life. NOTE: It is important that students realize they will not all put the places in the same order. That is because some individuals will place more importance on some services than others.

4. Have volunteers tell in which order they put the places and why.

5. Distribute Worksheet #2.3.9a. Go over the directions.

6. If you like, have younger students do Worksheet #2.3.9b instead of #2.3.9a.

Assignment:

- Do Worksheet #2.3.9a.

- You may want to have younger students do Worksheet #2.3.9b.
Services and Quality of Life

Directions: At the tops of the boxes below write your name and the names of the children (María, Irena, Ahmed, Ravi). Put them in order according to their quality of life. Then under each child’s name tell why you placed him or her where you did.
Services and Quality of Life

Directions: Write the words under the correct pictures. Page 63 of Connecting with the World will help you.

<table>
<thead>
<tr>
<th>protection</th>
<th>clean water</th>
<th>electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>chance to learn</td>
<td>health care</td>
<td>transportation</td>
</tr>
</tbody>
</table>
Lesson Ten

Concept: Chapter Three Review

Resources/Materials: Textbook: Connecting with the World, Pages 66 and 67
Worksheet #2.3.10 (student copies)

Introduction: Explain to students we have come to the end of another chapter in the textbook. It is time wrap it up.

Procedure:

1. Have students turn to textbook, pages 66 and 67. Guide the reading of these pages.

2. Distribute Worksheet #2.3.10. Tell students to use this sheet to do the assignment on textbook, page 67. In some communities there are more than four services mentioned. Students should choose the four in which there is most information.

NOTE: The assignment asks students to make a map of the services available in one of the countries; however, you may want to have some students make maps of more than one.

Assignment:

- Make a map of the services available in one or more of the communities on Worksheet #2.3.10.
Social Studies
Grade Three
Unit Two, Chapter Three
Test

1. What do we mean by the word service?

2. Tell how each service would affect the lives of the people in a community.

<table>
<thead>
<tr>
<th>Service</th>
<th>Effect on Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>paved roads and streetlights</td>
<td></td>
</tr>
<tr>
<td>no running water</td>
<td></td>
</tr>
<tr>
<td>a good school</td>
<td></td>
</tr>
<tr>
<td>a health centre</td>
<td></td>
</tr>
<tr>
<td>horse and wagon to carry loads</td>
<td></td>
</tr>
<tr>
<td>electricity that only comes on for two hours a day</td>
<td></td>
</tr>
</tbody>
</table>
3. Choose the best word to fit in the space.

<table>
<thead>
<tr>
<th>Peru</th>
<th>Ukraine</th>
<th>India</th>
<th>Tunisia</th>
</tr>
</thead>
</table>

a. In ____________ some people live in houses underground.

b. Rickshaws are sometimes used to carry people and loads in ____________.

c. In ____________ some people use plants from the rainforest to make medicines.

d. ____________ used to get lots of things from Russia, but now it does not.

4. Circle **Yes** or **No**.

<table>
<thead>
<tr>
<th>There are usually more services available in the city than in a village.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>All people in a city can get the same services.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The services you can get affect the quality of your life.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The services you can get are the only things that affect the quality of your life.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

| Police and fire fighters can help us to feel safe.                    | Yes | No |
Chapter Four

Working Together
Lesson Eleven

Concept: Community Leaders

Resources/Materials: Textbook: Connecting with the World, Pages 68 – 70
Worksheet #2.4.11a (student copies)
Worksheet #2.4.11b (copies for younger students, optional)

Introduction: Discuss the importance of having rules (helps people to live together and respect each other’s rights). Conclude that rules help us to live in peace. Discuss who makes the rules (people in authority). Further the discussion to talk about how community leaders make rules that apply to the community.

Procedure:

1. Have students turn to textbook, page 68. Guide the reading. If you like, have students copy the definition of government in their notebooks.

2. Discuss how leaders are selected at a colony (Baptized men elect them). Tell students that in Canada governments are elected. Guide the reading of textbook, page 69. Discuss the two roles of government covered – make laws and provide services.

3. With students make a list of the services that a colony provides for its citizens (school, kindergarten, meals, carpenter, electrician, mechanic, transportation, plumbing, gardening, yard clean up, road maintenance, etc.)

4. Discuss with students the leadership at a colony (minister, elders, and elected department heads). Colonies are situated in counties or municipal districts. The head of a county or MD is a council composed of a reeve and councillors. It is good to point out that smaller communities, like colonies, often arrange for their citizens to get services from outside the community – health care, police, etc.

5. Tell students that not all leaders are elected. Guide textbook, page 70.

6. Discuss with students the qualities they think a good leader has. (Good looking? Honest? Hardworking? Good listener? Intelligent? Big feet?, etc.) If you like, students can write sentences or a paragraph explaining the qualities of a good leader.

7. Distribute Worksheet #2.4.11a. Go over the directions.

8. If you like, younger students can do Worksheet #2.4.11b.

Assignments:

- Write sentences or a paragraph about the qualities of a good leader (optional)
- Do Worksheet #2.4.11a.
- If you like, have younger students do Worksheet #2.4.11b instead.
Leaders

Directions: Make a web that shows how the colony government helps people. The web on page 69 of Connecting with the World will give you the idea.

Ministers and Elders
Leaders

Directions: Look at the web. It shows the ways that colony leaders help the people in the colony. Draw pictures that go with each word. Add two of your own.

School  Transportation  Kindergarten

Minister and Elders

Church  Meals  Carpenter
Lesson Twelve

Concept: Government in Peru: City

Resources/Materials: Textbook: Connecting with the World, Pages 70 and 71
Worksheet #2.4.12a and #2.4.12b (student copies)
Worksheet #2.4.12c (copies for younger students, optional)
Worksheet #2.4.12d (copies for students, enlarge to 11” X 17”, optional)

Introduction: Discuss how people on the colony work together and discuss who actually organizes the work to be done. Explain that governments often hire people to provide services; other times, people just get together to do a job. Tell students that today they will find out more about some of the services that governments in Peru might provide and how everyday people worked together to make their community better.

Procedure:

1. Have students turn to textbook, page 71. Discuss the focus questions. Have students make observations about the photos. Guide the reading of page 71. Be sure to cover ideas such as
   - Governments in Peru are elected
   - There is a government for all of Peru and each city or town has a government too
   - The problem that occurred in Villa El Salvador

2. Tell students that the government of Lima made a decision to help the people in the community of Villa El Salvador. Guide the reading of textbook, page 72. Discuss the role that government played and the role that the citizens played.

3. If you like, make a chart on a large sheet of Bristol board or Manila tag entitled “How People in Peru Worked Together”.

4. Distribute Worksheets #2.4.12a and #2.4.12b. Go over the directions.

5. If you like, have younger students do Worksheet #2.4.12c instead.

6. Optionally, distribute Worksheet #2.4.12d. It will be easier for students to use if you enlarge it to 11” X 17”. Have them fill in the Peru section. Students will fill in the rest of the chart as they study government in the other countries. So tell them not to lose the chart or take it home! Show students how the chart works and have them fill in the Peru section. (Simple point form notes will do, such as
   - Main government – president
   - City government – mayor and councillors

Assignment:

- Do Worksheets #2.4.12a and #2.4.12b.
- If you prefer, have younger students do Worksheet #2.4.12c instead.
- Fill in “Peru” section of Worksheet #2.4.12d, optional.
Communities in Peru

Directions: Use pages 71 and 72 of Connecting with the World to answer these questions.

1. The leader of the main government of Peru is called the ________________________.

2. The government of Lima is made up of the ___________________________
   and a ________________________________.

3. Why did the people of Villa El Salvador not want to leave when the police tried to make them?

   ________________________________
   ________________________________
   ________________________________

4. What caused many houses to wash away?

   ________________________________

5. How did communities help?

   ________________________________
   ________________________________
   ________________________________

6. After the government gave people the land, how did they work together to make Villa El Salvador a better community?

   ________________________________
   ________________________________
7. How does putting in streetlights help to keep a community safe?

8. How did the people of Villa El Salvador work with the government to try to make the environment better?

9. Colony people do not like to waste. When you recycle, reuse, or use only what you need, you are helping the environment. When you take your empty pop cans to the bottle depot instead of throwing them away, you are helping the environment.

Write down three things that people in your colony do to look after the environment.
Communities in Peru

Directions: Make sentences that tell how people in Villa El Salvador helped to make their community better. Start each sentence with the word “People”. Choose a word or phrase from each of the boxes to finish the sentence. You may use words more than one time.

built  planted  put up  made

homes  roads  trees  street lights  parks

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
<table>
<thead>
<tr>
<th>Country</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peru</td>
<td></td>
</tr>
<tr>
<td>Tunisia</td>
<td></td>
</tr>
<tr>
<td>Ukraine</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Thirteen

Concept: Government in Peru: Rural

Resources/Materials: Textbook: Connecting with the World, Page 73
Worksheet #2.4.13a (student copies, optional)
Worksheet #2.4.13b (optional, see below)
Strips of 6” X 18” construction paper (one per student, optional)

Introduction: Review how government leaders were chosen in Lima and how people in María’s community worked together to improve their community.

Ask students to speculate about how governments are chosen in villages far from the city and how people might work together.

Procedure:

1. Have students turn to textbook, page 73. Discuss what is happening in the photo at the bottom.

2. Guide the reading of textbook, page 73.

3. Discuss ideas around the fact that many Peruvian villages are relatively isolated, and how this affects the extent to which people must be willing to pitch in.

4. Discuss how the situation in Koya’s village is different from and similar to the students’ colony with regard to how location and how people work together.

5. If you started the chart on “How People In Peru Work Together”, add the information from textbook, page 73 to it.

6. Have students make a list in their notebooks entitled “Peruvian Villages and Hutterite Colonies Are Alike” (They can do this on Worksheet #2.4.13a, if you prefer.) OR if you just want a little variety, on Worksheet #2.4.13b, have students write the “Peruvian Villages” in one rectangle and “Hutterite Colonies” on the other. Then they should cut out the oval and use it as a pattern. They should trace and cut out several ovals and on each oval write a way in which Peruvian villages and Hutterite colonies are alike. Pretend the ovals are chain links. Link the two rectangles like this:

   ![Diagram of Peruvian Village and Hutterite Colonies]

   Paste on a strip of 6” X 18” construction paper.

Assignment:

- In notebooks, make a list of how Peruvian villages and Hutterite colonies are alike. OR do Worksheet #2.4.13a. OR use Worksheet #2.4.13b as described above.
A Village in Peru and a Hutterite Colony

Directions: Write as many sentences as you can that tell how a village in Peru and a Hutterite colony are alike. Page 73 of Connecting with the World will help you.
A Village in Peru and a Hutterite Colony
Lesson Fourteen

Concept: Government in Tunisia: Village

Resources/Materials: Textbook: Connecting with the World, Pages 74 – 76
Wall Map of the World
Worksheet #2.4.14a (student copies)
Worksheet #2.4.14b (copies for younger students)
Worksheet #2.4.14c (student copies, optional)
Worksheet #2.4.12d (students have this, optional)

Introduction: On the map of the world locate Tunisia. Review things they have learned about its location such as: in the northern hemisphere, on the Mediterranean Sea, in the continent of Africa, its relative location from Canada, Peru, and India. Recall the meaning of the word government. Tell student that they will learn more about the government of Tunisia and look at an instance where the people worked together.

Procedure:

1. Have students turn to textbook, pages 74 to 76. Read the focus questions at the top of page 74. Guide the reading of textbook, page 74, asking students to find out who the leaders in Tunisia are. (If students are doing Worksheet #2.4.12d, tell them to keep this information in mind.)

2. Conclude that decisions in Tunisia are made in several different ways. Emphasize that a great many decisions are made by leaders (government) on behalf of ordinary citizens.

3. Tell students that textbook pages 75 and 76 tell about some ways in which Tunisians work together.

4. If you have the time, guide the reading; otherwise, have students read the pages on their own. Have older students read the pages to younger students.

5. Distribute Worksheet #2.4.14a. Go over the directions.

6. You can have younger students do Worksheet #2.4.14b instead.

7. If you like, have students do the “Try This” activity on textbook, page 76. They can use Worksheet #2.4.14c.

8. Have students complete the Tunisia section of Worksheet #2.4.12d, if appropriate.

Assignments:

- Fill in the Tunisia section of Worksheet #2.4.12d (optional). If you want, you can have students make point form notes telling about the leaders in Tunisia.
- Do Worksheet #2.4.14a. Younger students can do Worksheet #2.4.14b instead, if you choose.
- If you like, have students make a comic strip as suggested on textbook, page 76. They can use Worksheet #2.4.14c to do this.
Working Together in Tunisia

Directions: Use Connecting with the World, pages 75 and 76 to help you answer these questions.

1. The fishers of Rajish went through several steps to get their fishing boats. Number the steps in the order they happened.
   
   ______ They bought several motorboats.
   ______ The fishers met and decided they needed more fishing boats.
   ______ They collected some money from villagers.
   ______ They went to a bank to get a loan.
   ______ They bought several motorboats.
   ______ They also bought equipment to keep the fish fresh.

2. Read textbook page 76 again. Write about three ways that people helped one another.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Working Together in Tunisia

Directions: Look at the picture of the fishing boat on page 75 of Connecting with the World. Tell how it is different from the fishing boat below. Then colour the picture.
Comic Strip

Directions: In the squares below draw a comic strip.
- In the first box, show that someone from the colony needs your help.
- In the second box, show how you are helping the person.
- In the third box, draw a picture of what happened because you helped out.
Lesson Fifteen

NOTE: The discovery book: Wish You Were Here...Tunisia offers an in depth look at the country of Tunisia. Teachers can decide the extent to which they use the book’s information:

You may choose to
- Simply read the book to the students as they follow along.
- Read the book in sections, discussing the content as you go.
- After reading the book, have students write a paragraph telling in which region they would choose to visit and why.
- Have students read the book independently or in pairs, using Line Master 2-6 to help them guide their own reading.
- Study one of each of the four sections of the book each day, doing follow-up activities.

The following activities are provided for those who choose to do an in depth study.

Concept: More About Tunisia

Resources/Materials: Discovery Book: Wish You Were Here...Tunisia
- Wall Map of the World
- Worksheet #2.4.15a (student copies) Worksheet #2.4.15b (student copies)
- Worksheet #2.4.15c (student copies) Worksheet #2.4.15d (student copies)
- Worksheet #2.4.15e (younger students) Worksheet #2.4.15f (younger students)
- Worksheet #2.4.15g (younger students) Worksheet #2.4.15h (younger students)

Introduction: Explain to students that there are so many things to learn about Tunisia. It is the smallest country in north Africa, yet all of the areas of the country are not alike. Point out Tunisia on the map, noting its shape. Tell students that they will be reading a book that tells about a boy named Nick who visits Tunisia. Nick is from Red Deer and he writes letters and emails back to his relatives, friends, and teacher in Red Deer.

Procedure:

It is up to you as to how much guidance you give the students.
1. Distribute the discovery book. Allow students to flip through it. Then have them turn to the Contents page on page 2, noting the various parts of the book. Guide the reading of “Before You Read” on page 3.

2. Have students read (or guide each section), then giving them the appropriate worksheets for the sections.

3. If you choose to make these activities more or less independent, you will have to arrange to have older students read to younger students and help them with the worksheets.

Assignments:
- Read each section of the discovery book. After you read each section do the worksheet that goes with it. Worksheets #2.4.15a to #2.4.15d are designed for older students. Worksheets #2.4.15e to #2.4.15h can be done by younger students, if you prefer.
Tunisia: Land of Contrasts

Directions: Use pages 4 – 9 of Wish You Were Here…Tunisia to answer these questions.

1. Beside the map draw a compass rose. Write the words and phrases in either the northern or southern part of the map, depending on which part it describes.

   rainy
   mostly desert
   whitewashed houses
   many farms
   little rain
   many hotels

2. Name three different people that have come to Tunisia to live.

   ___________________________________
   ___________________________________
   ___________________________________

3. Name three languages that have been spoken here.

   ___________________________________
   ___________________________________
   ___________________________________

4. Name two religions of the people of Tunisia.

   ___________________________________
   ___________________________________

Worksheet #2.4.15a
Tunisia: Tunis

Directions: Fill in the spaces with words from the box.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>camels</th>
<th>capital</th>
<th>couscous</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>English</td>
<td>French</td>
<td>fountain</td>
</tr>
<tr>
<td>patio</td>
<td>plants</td>
<td>Pmlinet</td>
<td>winding</td>
</tr>
</tbody>
</table>

Tunis is the ________________ city of Tunisia. The streets are narrow and ________________. When the streets were built, they had to be wide enough for two ________________ to pass each other.

In Tunis there are market areas called ________________. They sell many different kinds of things.

The houses in the old part of Tunis are interesting. On the outside they look like a wall with a __________ in the middle. Inside the house there is usually a ____________ and lots of ________________.

There might even be a ________________.

A ________________ is an Internet café. You can use the internet and have something to eat. ________________ is a grain that is steamed. It can be served with tomato sauce and vegetables.

People who work in tourism must speak three languages:

__________________, _________________, and ________________.
The Sahel and Central Tunisia

Directions: Use pages 14 – 17 of *Wish You Were Here…Tunisia* to do the activity.

For each city make a web that tells facts about the city.

- Sousse
- Kairouan
- El Jem
**Tunisia: The South**

**Directions:** Use pages 18 – 23 of *Wish You Were Here... Tunisia* to answer the questions.

Write the words and phrases under the correct places.

<table>
<thead>
<tr>
<th>date palms</th>
<th>desert</th>
<th>fine jewellery</th>
<th>fishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghorfa</td>
<td>Jewish people</td>
<td>oases</td>
<td>scorpion</td>
</tr>
<tr>
<td>synagogue</td>
<td>underground homes</td>
<td>700 years old</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Djerba</th>
<th>Matmata</th>
<th>Tozeur</th>
</tr>
</thead>
</table>
Tunisia: Land of Contrasts

Directions: Tunisia has many old things and many new things. Write new under the new things and old under the old things.
Tunisia: Tunis

Directions: These words and phrases all tell about Tunis. Write the correct word or phrase under each picture.

by the sea  couscous  going to the souk  hotel
door       a big city  white buildings  plates

Worksheet #2.4.15f
Tunisia: The Sahel and Central Tunisia

Directions: Use pages 14 – 17 of Connecting with the World.

On what page do you see a picture that goes with each sentence?

1. There is a water fountain. Page __________

2. There is a letter to Aunt Susan. Page __________

3. There are some olive trees. Page __________

4. There is a beautiful old mosque. Page __________

5. There is a Turkish bath. Page __________

6. A girl is using a loom. Page __________

7. There is an old building. Page __________
Tunisia: The South

Directions: Here are pictures of Berber cave houses and store rooms found in Matmata in South Tunisia. Match the numbers with the words.

_____ steps    _____ tree
_____ window   _____ man
_____ mountain _____ door
_____ plant    _____ wall
_____ sand     _____ pots

Worksheet #2.4.15h
Decision-Making Model

The Question, Issue, Dilemma or Problem.

Choice #1

Choice #2

Consequences/Outcome

Consequences/Outcome

My decision is ________________________________

because ________________________________
Lesson Sixteen

Concept: Government in Ukraine

Resources/Materials: Textbook: Connecting with the World, Pages 76 and 77
Line Master 2-7 (student copies; transparency, if appropriate)
Worksheet #2.4.16a (student copies)
Worksheet #2.4.16b (copies for younger students, optional)
Worksheet #2.4.12d (students have this)
Wall Map of the World

Introduction: Tell students it is time to focus on government in Ukraine. Have students help you locate Ukraine on the map of the world. Note that it is right on the border between Europe and Asia, but it is in Asia. You might also want to explain that most continents are separated by oceans, but Europe and Asia are mostly separated by a long mountain range called the Ural Mountains. Review that governments in Tunisia and Peru were elected. Tell students that at one time Ukraine had elections too, but only one person could run to be the leader! Discuss.

Procedure:

1. Have students turn to textbook, pages 77 and 78. Guide the reading, discussing:
   - How government is different today than it was long ago
   - How people participate in decision making

2. If you like, hold a referendum on any pertinent issue. Tell students that voting is an important responsibility, and that they must have thought carefully about the situation before voting.

3. Tell students that one way to think about a decision is to write down the good and bad things about the decision. Distribute Line Master 2-7 and put up the transparency, if you are using one. Tell students that going through the sheet will help them decide how to vote. If you have time, do Line Master 2-7 with the students.

4. Hold a vote – a referendum. Be sure to make up ballots with the questions stated and a place to mark an X before Yes or Not. Reinforce the importance of confidentiality.

5. If you have been doing Worksheet #2.4.12d, tell students to fill in the Ukraine section.

6. Distribute Worksheet #2.4.16a. Go over the directions.

7. If you like, have students do Worksheet #2.4.16b instead. This exercise can also be done in notebooks.

Assignments:

- Fill in the Ukraine section of Worksheet #2.4.12d, if the students have been doing it.
- Do Worksheet #2.4.16a.
- If you like younger students can do Worksheet #2.4.16b instead. (can also be done in notebooks)
Communities in Ukraine

Directions: Use pages 77 and 78 of Connecting with the World to answer the questions.

Pretend that your colony has to make the following three decisions. Pick **one** and tell what you think the decision should be. You must tell why you think they way you do.

Decision 1: Should people be able to eat candy and chew gum in church?

Decision 2: Should all students have to learn to read?

Decision 3: Should boys and girls be taught in different classrooms?

I choose Decision ____. The answer to the question is _____.

(Yes, no)

On the following lines tell why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Communities in Ukraine

**Directions:** Look at the photo at the top of page 78 of *Connecting with the World*. The children are in kindergarten. Why are they hanging on to one another’s coats? Where are they going? Who is going with them? Write a story that goes with the picture.
Lesson Seventeen

Concept: Working Together: Ukraine Village

Resources/Materials: Textbook: Connecting with the World, Page 79

Introduction: With students discuss the advantages of working together on a project or some work. Tell students that today they will find out about how people in a Ukrainian village work together.

Procedure:


2. Discuss why people might be more likely to help each other out in a village compared to in a large city.

3. Discuss some ways that colony citizens help each other. (Most children will think only in terms of “work”, but try to also get them to think of things like being playmates, offer comfort and security, etc.)

4. In pairs have students make up lists of ways that colony citizen help each other.

Assignment:

• With a partner make a list of as many things as you can that tell how people at the colony help each other.
Lesson Eighteen

Concept: Government: India

Resources/Materials: Textbook: Connecting with the World, Pages 80 – 82
Wall Map of the World
Worksheet #2.4.12d (students have this, optional)
Worksheet #2.4.18 (student copies)

Introduction: Discuss with students the idea of “elect”, and how it is a way that ordinary citizens can participate in decision making. (Basically, you vote for a person that you trust to make good decisions, and who would probably make the same decisions as you would.) Discuss the idea that when you elect someone, you are electing a person to make decisions on your behalf.

Tell students that in India, people vote for their leaders, just like in all the other countries we are studying.

Procedure:

1. With students find India on the map of the world, and review things like directions on a map, the continents, oceans, etc.

2. Have students turn to textbook, pages 80 – 82. Guide the reading of textbook, page 80, comparing Canada and India.

3. Explain that while New Delhi is a very large city with a mayor and councillors, towns and villages have a slightly different system. Guide the reading of textbook, page 81 to find out the system of government in towns and villages.

4. Finally, discuss with students how people in a community work together to help out. Guide the reading of textbook, page 82 to see how villagers might work together.

5. If you have been summarizing the various government types on Worksheet #2.4.12d, direct them to fill in the India section.

6. Distribute Worksheet #2.4.18. Go over the directions. You may want to pair younger students up with older students.

Assignments:

• Fill in the India section of Worksheet #2.4.12d, if students have been doing the worksheet.

• Do Worksheet #2.4.18.
Communities in India

Directions: Use pages 80 – 82 of Connecting with the World to help you answer the questions.

Answer Yes or No.

_____ 1. The leader of India is called a prime minister.

_____ 2. The capital city of India is Mumbai.

_____ 3. The prime minister chooses people to help him run the government.

_____ 4. The leader of large cities like New Delhi is called a mayor.

_____ 5. When people vote for a leader they think will do the best job, it is called an election.

_____ 6. In an election people vote for people they think will make good decisions.

_____ 7. The leader of a town or village is called a mayor.

_____ 8. A development officer looks after only one village.

_____ 9. Each town or village elects a council called a panchayat.

_____ 10. Only men are allowed to be elected to the panchayat.

_____ 11. People in villages do not work together on projects.

_____ 12. Sometimes the development officer helps to settle problems between neighbours.
**Lesson Nineteen**

**Concept:** Government in India

**Resources/Materials:** Textbook: *Connecting with the World*, Page 81
Line Master G-3 OR Worksheet #2.4.19 (student copies, optional)

**Introduction:** With students review the structure and role of government in Indian towns and villages. If necessary reread textbook, page 81.

**Procedure:**

1. Discuss with students the similarities and differences between the leaders of a colony and the leaders of an Indian town or village. If you have time, write key words and phrases on the board that will help remind students of these points that are covered.

2. If you like, distribute either Line Master G-3 or Worksheet #2.4.19. Students are to compare the government of a colony with a government of an Indian town or village.

3. Alternatively, have students reread textbook, pages 81 and 82. Invite them to imagine that they are Mr. Naidu, who is very wise and well respected. Have them write a short story about how they would help others solve their problems and keep peace. Prompt them by asking, “How would you help both sides solve their disagreements?” NOTE: It may be easier for students to write the story if you can come up with a particular problem for Mr. Naidu to deal with.

**Assignment:**

- If you like, have students do Line Master G-3 or Worksheet #2.4.19.

- If you like, have students write a story about Mr. Naidu helping citizens solve a disagreement.
Venn Diagram
## Comparing a Colony to an Indian Town or Village

**Directions:** Fill in the chart below to tell about the government of a Hutterite colony and an Indian town or village.

<table>
<thead>
<tr>
<th></th>
<th>Hutterite Colony</th>
<th>Indian Town or Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the main leader is called</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What the council is called</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How leaders are chosen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How many communities the main leader looks after</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What the leaders do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How regular citizens help out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #2.4.19
Lesson Twenty

Concept: Chapter Four Review

Resources/Materials: Textbook: Connecting with the World, Pages 83 – 85

Introduction: Explain to students that they have come to the end of Chapter Four, and it is time to review the main ideas.

Procedure:

1. Tell students that there are two main topics: the first tells about how people can get involved in making their community a better place to live; the second tells how to make a good decision.

2. Have students turn to textbook, page 83. Tell students to read this page and be ready to tell all the ways that people can become involved helping their community:
   - Vote in elections
   - Start or join a group that wants to improve the community
   - Cooperate with others to make decisions
   - Share with people who are in trouble.

3. If you have time, have students go back and find examples of the above from India, Tunisia, Peru, and Ukraine.

4. You may want to have students make notes about ways that people can become involved, such as

   Becoming Involved
   - Vote
   - Start or join a group
   - Cooperate in decision making
   - Share

5. Next have students turn to textbook, pages 84 and 85. Go through the decision making steps outlined on textbook, page 84. Then on page 85 have them work as a group or a few small groups to try to make some kind of decision. **NOTE: It would probably be helpful if the teacher could help them to come up with some suggestions for changes.**

Assignments:

- If you like, have students make notes on ways people can become involved in making their community a better place.

- In small groups have students make a decision about a change they would like to see in their classroom or school.
Social Studies
Grade Three
Unit Two, Chapter Four
Test

1. Circle all the sentences that tell how people can help make their community become a better place.

   • Vote in elections.

   • Let other people do all the work.

   • Start or join a group that is trying to make the community better.

   • Co-operate with others.

   • Share with people who are in trouble.

   • Make fun of the leaders.

2. The students at the colony English school have to decide if they should get a longer recess. Their English teacher said that if they want to make a good decision, they should go through certain steps. Which of the following steps should they do first? (Circle it.)

   a. Make the decision.
   b. Gather information.
   c. Discuss the choices.
   d. Write sentences.
Circle the word that best fits in the space.

3. All countries have a __________ who is the head of the government.
   a. place  b. leader  c. volunteer  d. service

4. In many communities, a council is elected to help the __________ make decisions.
   a. teacher  b. healer  c. mayor  d. supervisor

5. A president chooses __________ to take care of different departments and areas for the communities.
   a. ministers  b. volunteers  c. services  d. mayors

6. When people vote on a question with a “yes” or “no” answer, it is called __________.
   a. an elections  b. a referendum  c. a party  d. a committee

7. In the spaces below tell what you think makes a good leader.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. Do communities need leaders? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
For each sentence circle "yes" or "no".

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Lima, Peru has a mayor and a city council.</td>
<td>yes</td>
</tr>
<tr>
<td>10.</td>
<td>The people of Villa El Salvador worked together to build homes and get schools and roads.</td>
<td>yes</td>
</tr>
<tr>
<td>11.</td>
<td>In Peru, people who live in villages do not work together.</td>
<td>yes</td>
</tr>
<tr>
<td>12.</td>
<td>The capital city of Tunisia is Sousse.</td>
<td>yes</td>
</tr>
<tr>
<td>13.</td>
<td>Religious leaders play an important part in decision making in Tunisia.</td>
<td>yes</td>
</tr>
<tr>
<td>14.</td>
<td>Tunisians do not think older members of the family should have a say in decisions.</td>
<td>yes</td>
</tr>
<tr>
<td>15.</td>
<td>In Ahmed's uncle Habib's village, the people met and decided to buy more fishing boats.</td>
<td>yes</td>
</tr>
<tr>
<td>16.</td>
<td>The people of Ukraine have always had a real choice when there was an election.</td>
<td>yes</td>
</tr>
<tr>
<td>17.</td>
<td>Often people who live in Ukrainian villages help their neighbours who are in trouble.</td>
<td>yes</td>
</tr>
<tr>
<td>18.</td>
<td>The leader of the country of India is the prime minister.</td>
<td>yes</td>
</tr>
<tr>
<td>19.</td>
<td>The city of New Delhi is led by a mayor.</td>
<td>yes</td>
</tr>
<tr>
<td>20.</td>
<td>In India a development officer looks after many towns.</td>
<td>yes</td>
</tr>
</tbody>
</table>
Unit Three

Land and Resources
Lesson One

Concept: Lifestyle and Environment Are Related

Resources/Materials: Textbook: Connecting with the World, Page 87
Worksheet #3.5.1a (students copies)
Worksheet #3.5.1b (copies for younger students, optional)

Introduction: Write the word “environment” on the board. Say the word and explain that the environment refers to our surroundings. Have students describe the classroom environment. Include what they can see, hear, etc.

Explain that in Unit Three environment will be used to refer to the natural surroundings. Discuss the natural surroundings of the colony. Include the climate, land, natural vegetation, animal life and so on.

Procedure:

1. Have students find the Contents page in their textbooks, and determine that Unit 3 begins on page 87.
2. Have students turn to textbook page 87. Note the title of the chapter and discuss what it means. (Resources are those things from nature that people use.)
3. Allow students a minute or two to flip through Unit 3 (pages 87 – 130) to get an idea of its contents.
4. Read the poem “People and the Land” to the students.
5. Tell students you will reread the poem as they follow along in their books. Tell them to keep in mind the parts of the environment mentioned.
6. Reread the story again, having the students tell you about things mentioned that tell how people have changed the environment (plant grain, make cities, make factories and homes)
7. Distribute Worksheet #3.5.1a. Go over the directions.
8. If you like, have younger students do Worksheet #3.5.1b instead of Worksheet #3.5.1a.
9. If you like, have students fold a sheet of unlined paper in half. Then trace the fold with pencil and ruler. On the left half have them make a picture of the land where the colony home place is in its natural state. On the right half, a picture of the land with the colony on it.

Assignment:

1. Do Worksheet #3.5.1a. (Younger students can do Worksheet #3.5.1b instead, if you prefer.)
2. Fold a sheet of paper in half. On one half make a picture of the colony home place in its natural state, and on the other half after the colony was built. (optional)
People and the Land

Directions: Read each word or phrase. Write N if it tells about nature. Write P if it tells about something that people have done.

_______  1. mountain
_______  2. ocean
_______  3. valley
_______  4. plant wheat
_______  5. the north wind
_______  6. build houses
_______  7. make a sidewalk
_______  8. put up a barn
_______  9. plains
_______10. rivers
_______11. schools
_______12. fox
_______13. factory
_______14. dandelion
_______15. roads
_______16. lake
People and the Land

Directions: Read each word. Draw a picture for each.

mountain | desert | valley

forest | ocean | river

road | house | factory

Worksheet #3.5.1b
Chapter Five

People and the Environment
Lesson Two

Concept: People depend on and adapt to the environment

Resources/Materials: Textbook: Connecting with the World, Pages 88 – 90
Workheets #3.5.2a and #3.5.2b (student copies)
Worksheet #3.5.2c (copies for younger students, optional)

Introduction: Review the meaning of the word “environment”. Discuss briefly how the life of the people on the colony is affected by the environment. (can plant crops on the land because it is relatively flat, and the soil is good; change type of clothing depending on season; etc.)

Procedure:

1. Have students turn to textbook, pages 88 and 89.

2. Read and discuss the Chapter 5 title. Guide the reading of textbook, page 88.

3. Guide reading of textbook, page 89. Discuss especially how the natural colony environment affects food, clothing, and shelter. With the class do the Try This activity, if you have time.

4. Distribute Worksheets #3.5.2a and #3.5.2b. Go over the directions.

5. Younger students can do Worksheet #3.5.2c instead, if you wish.

Assignments:

- Do Worksheets #3.5.2a and #3.5.2b

- If you like, have younger students do Worksheet #3.5.2c instead.
**People and the Environment**

**Directions:** The words in the box all tell about parts of the environment. Write them under the correct heading.

<table>
<thead>
<tr>
<th>mountain</th>
<th>rain</th>
<th>river</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>butterfly</td>
<td>soil</td>
<td>lake</td>
<td>grass</td>
</tr>
<tr>
<td>valley</td>
<td>sunshine</td>
<td>temperature</td>
<td>wind</td>
</tr>
<tr>
<td>plain</td>
<td>ocean</td>
<td>coyote</td>
<td>bushes</td>
</tr>
<tr>
<td>hill</td>
<td>rabbit</td>
<td>dandelion</td>
<td>fox</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Land</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animal Life</th>
<th>Plant Life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Colony’s Environment

Directions: In the boxes tell about your colony’s environment.

Land

Climate

Directions: Tell how the environment affects the food you eat, the clothing you wear, and the shelters you live in.

Food

Clothing

Shelter
PEOPLE AND THE ENVIRONMENT

cold       desert       forest       fox       grass
hills      mountain     plain       rain      wind

ACROSS
3  It is wet.
5  They are high and round.
7  It makes you put on a coat.
8  It is dry.
10 It is high and rocky.

DOWN
1  It is flat.
2  It is green.
4  It blows.
6  It has trees.
9  It is an animal.
Lesson Three

Concept: Adapting to and Changing the Environment

Resources/Materials: Textbook: Connecting with the World, Pages 90 and 91
Worksheet #3.5.3 (student copies)

Introduction: Review the term environment. Then review how environment affects lifestyle.

Discuss how people have to do things so that they can live in a particular environment (e.g., put on heavy clothing in cold weather). Tell student that today they will find out more about how people change in order to live in their environment, and how people sometimes change the environment.

Procedure:

1. Have students turn to textbook pages 90 and 91.

2. On textbook page 90 discuss the word “adapt”. Then guide the page.

3. Discuss that many many years ago, people lived off the land the best they could. They gathered berries, fished, and hunted animals to make food, clothing and shelter. Today people often change the environment. Guide the reading of textbook, page 91.

4. Be sure to differentiate between adapting to the environment and changing the environment.

5. Distribute Worksheet #3.5.3. Go over the directions.

6. Alternately, and if you have the time, with the students make two large charts. One listing ways in which colony people have adapted to their environment; and another listing ways colony people have changed the environment.

Assignment:

- Do Worksheet #3.5.3.

- Alternately, as a class make two lists: one telling about ways that colony people have adapted to their environment; the other telling ways they have changed they environment.
Living with the Environment

Directions: Write adapt if the sentence tells how people adapt to their environment. Write change if the sentence tells how people change their environment.

__________ 1. Aboriginal people used snowshoes to walk on deep snow.

__________ 2. People cut down forests to build houses and furniture.

__________ 3. Farmers irrigate their land to grow crops.

__________ 4. In hot places people wear light coloured clothing.

__________ 5. Farmers plough up the soil to grow crops.

__________ 6. People build roads.

__________ 7. People build houses to keep them warm in winter and cool in summer.

__________ 8. Farmers can grow rice where it rains a lot.

__________ 9. People fill small lakes with dirt so they can build homes.

__________ 10. The smoke from factories often pollutes the air.

__________ 11. People who live in really cold places wear big heavy coats and boots.

__________ 12. People flatten hills so they can build more houses and farm more land.
Lesson Four

Concept: Peru: Environment

Resources/Materials: Textbook: Connecting with the World, Pages 176 and 177
- Photo Card: Unit 3; 1 of 4
- Wall Map of World
- Line Master 3-4 (student copies; transparency, if appropriate)
- Worksheet #3.5.4 (student copies, optional)

Introduction: Present the photo card to students. Have them speculate about the environment shown in the photo (rain forest). Then read the text on the reverse of the card to students. Discuss.

Tell students that the rain forest is only one of several different types of environments found in Peru.

Procedure:

1. On the world map, have students help you find Peru. Note such things as it is south of the Equator making it in the Southern Hemisphere, and it borders the Pacific Ocean. Compare and contrast Peru’s location with Canada’s.

2. Tell students that they will learn more about the different environments found in Peru in their textbook. Have students turn to textbook, pages 176 and 177. Allow students a few moments to examine the photos and other graphics.

3. Guide the reading of the page 176, having students speculate how the various environments might influence lifestyle.

4. Show students how to use the legend on the map on textbook, page 177 to “read” the map. Discuss things such as the locations and sizes of the various regions.

5. Be sure to note that on maps water is always coloured blue and land is never coloured blue.

6. Connect what was read on textbook, page 176 to the map on page 177; that is, the rain forest gets lots of rain and is hot and humid; the coastal plain gets little rain and is mostly dry and hot; the Andes are cool.

7. Distribute Line Master 3-4 and put up the transparency, if appropriate. Show students how to complete the map by making a legend like the one on textbook, page 177. Then have students colour the map of Peru according to the legend.

8. If you like, have students make point form notes on Peru’s environment on Worksheet #3.5.4.

Assignment:

- On the Line Master 3-4 draw in a legend, and then colour the map.

- Optionally, make point form notes on Peru’s environment on Worksheet #3.5.4.
Peru’s Environment

Directions: Use Connecting with the World, page 176 and 177 to make point form notes about the environment of Peru.

A. Land
   1. Coast

   2. Mountains

   3. Rain Forest

B. Climate

C. Water
Lesson Five

Concept: Peru’s Environment

Resources/Materials: Textbook: Connecting with the World, Pages 92 – 94
Line Master 3-3 (student copies)
Transparency or Large Class Chart of Line Master 3-3
Worksheet #3.5.5 (copies for younger students, optional)

Introduction: Review with students that Peru has three main regions: Coastal, Mountain, and Rain Forest. Tell students that today they will find out how the environment has affected the lifestyle of the people living in each of the regions.

Procedure:

1. Have students turn to textbook, pages 92 – 94. Allow students a moment or two to examine the photos and graphics.

2. Distribute Line Master 3-3 and put up the transparency or class chart. Have students write “Peru” in the heading and the names of the three regions in the top spaces of the chart. (Use the transparency or class chart to show them how, if necessary.)

3. With the class discuss the meanings of the headings along the left side. Tell them that they will be reading about each region; then they will try to fill in as many of the spaces as possible. (Note that not all spaces can be filled in from the information provided in the text.)

4. Guide the reading of textbook, page 92 having to do with the Coastal Region. Don’t forget the sidebars. Then have students help you fill in the Coastal Region spaces on Line Master 3-3.

5. If possible, guide the reading of textbook, pages 93 and 94 as well and fill in the appropriate spaces on Line Master 3-3. Otherwise, instruct students to do this independently or in small groups.

6. Younger students may have difficulty completing Line Master 3-3. If you can arrange to have them work with older students to complete the sheet, that would be great. Alternately, assign them to do Worksheet #3.5.5.

Assignment:

• Read textbook, pages 92 – 94.

• Complete Line Master 3-3.

• If you like, have younger students do Worksheet #3.5.5.
The Environment of ________________

- Write the names of the regions of the country as headings of the columns
- Fill in at least one point in the rows for each region

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the climate is like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of the land</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodies of water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the land and water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something of interest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peru’s Environment

Directions: Beside each picture write a sentence or two about what you see in the picture.

The Coastal Region

The Mountain Region

The Rain Forest Region
Lesson Six

Concept: Peru: How Environment Affects Lifestyle

Resources/Materials: Textbook: Connecting with the World, Pages 92 – 94 and 176 and 177
Worksheet #3.5.6a (student copies; transparency, if appropriate)
Worksheet #3.5.6b (student copies and/or transparency, optional)

Introduction: Briefly review with students that Peru is made up of three main regions: Coast, Mountains, and Rain Forest. Tell students that today they will examine further how the life of the people living in each of the regions is affected by the environment.

Procedure:

1. Distribute Worksheet #3.5.6a and put up the transparency, if appropriate. Go over the headings on the worksheet.

2. Tell students they will be rereading the pages they read last class with the goal of filling in as much of Worksheet #3.5.6a as possible.

3. Have students turn to textbook, page 92 and read the page to them. Once the reading is finished, including the sidebar, complete with students the “Coast” section of the worksheet.

   NOTE: Tell students that sometimes it is not easy to tell what information should go under which heading. Just do the best you can.

4. If you have the time, reread and do the sections for the other two regions. Otherwise, have students work independently or in small groups to complete the reading and the balance of the worksheet.

5. As an extension to this lesson, discuss with students that when people try to change the land to meet their basic needs, good and bad things can come of it. Distribute Worksheet #3.5.6b. With students go over each scenario and then fill in the chart.

Assignments:

- Reread textbook, pages 92 – 94.

- Complete Worksheet #3.5.6a.

- Complete Worksheet #3.5.6b (preferably done as a class)
Peru: Lifestyle and the Environment

Directions: Use pages 92 – 94 of *Connecting with the World* to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Coastal Region</th>
<th>Mountain Region</th>
<th>Rain Forest Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.5.6a
Peru: Changing the Environment

Directions: Complete the chart.

<table>
<thead>
<tr>
<th>Change to the Environment</th>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most parts of the Coast Region are hot and dry. Many communities are built on the sand dunes of this region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Mountain Region people have built terraces.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many people have moved into the Rain Forest Region and cut down trees for lumber and cleared the land to grow crops.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.5.6b
Lesson Seven

Concept: Tunisia: Environment

Resources/Materials: Textbook: Connecting with the World, Pages 180 – 181
Walls Map of the World
Photo Card: Unit 3: 2 of 4
Line Master 3-5 (student copies; transparency, if appropriate)
Worksheet #3.5.7 (student copies, optional)

Introduction: Review that Peru was divided into three main regions: Coast, Mountains, and Rain Forest. Review also that the environment in each of the regions affected the lifestyle of Peruvians living in each of the regions.

Tell students that today they take a closer look at the different environments in Tunisia. Hold up the photo card and read the text on the reverse. Discuss. Explain that the desert takes up about half of the country.

Procedure:

1. Have students help you locate Tunisia on the map. Locate the Equator and then determine that Tunisia is in the Northern Hemisphere, but very close to the Equator. Note that places that are near the Equator often have hot climates.

2. Compare and contrast the locations of Tunisia, Peru, and Canada. Note that all three have part of their country near a large body of water. Discuss how this might influence lifestyle.


4. Discuss such things as the difference between the coast plains of Tunisia and of Peru.

5. Have students examine the map and graph on textbook, page 181.

6. Distribute Line Master 3-5 and put up the transparency. Help students draw in the regions on the map as well as make a legend. Tell students to colour the map appropriately.

7. If you like, have students make point form notes on the environment of Tunisia on Worksheet #3.5.7.

Assignments:

- Make a legend for and then colour the map of Tunisia on Line Master 3-5 using textbook, page 181.

- Optionally, have students make point form notes on Tunisia’s environment on Worksheet #3.5.7.
Tunisia's Environment

Directions: Use Connecting with the World, Pages 180 and 181 to make point form notes about the environment of Tunisia.

A. Land

1. Coastal Plain

2. Mountains

3. Desert

B. Climate

C. Water
Lesson Eight

Concept: Tunisia’s Environment

Resources/Materials: Textbook: Connecting with the World, Pages 95 – 97 and 180 and 181
Line Master 3-3 (student copies; transparency, if appropriate)
Worksheet #3.5.8 (copies for younger students, optional)

Introduction: Briefly review the three main regions of Tunisia. Have students speculate how the environments in each of the three regions affects the lifestyle of the people.

Procedure:

1. Have students turn to textbook, pages 95 – 97. Allow them to skim through the pages and then guide the reading of page 95. Note that the first paragraph is specifically about the Coastal Plain, even though there is no “Coastal Plain” heading.

2. Distribute Line Master 3-3. Fill in “Tunisia” in the title and the names of the three main regions.

3. Help students fill in the chart for the Coastal Plain using textbook, pages 95 and 180.

4. Repeat the process for the Mountains and Desert, if you have the time. Otherwise, have students work independently or in small groups to finish Line Master 3-3.

5. If you like, have younger do Worksheet #3.5.8 instead.

Assignments:

- Read textbook, pages 95 – 97 and 180 and 181.
- Complete Line Master 3-3.
- If you like, have younger students do Worksheet #3.5.8.
The Environment of ________________

- Write the names of the regions of the country as headings of the columns
- Fill in at least one point in the rows for each region

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the climate is like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of the land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodies of water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the land and water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something of interest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tunisia’s Environment

Directions: Beside each picture write a sentence or two about what you see in the picture.

The Coastal Plain Region

The Mountain Region

The Desert Region
Lesson Nine

Concept: Tunisia: How Environment Affects Lifestyle

Resources/Materials: Textbook: Connecting with the World, Pages 95 – 97 and 180 and 181
Worksheet #3.5.9a (student copies; transparency, if appropriate)
Worksheet #3.5.9b (student copies and/or transparency, optional)

Introduction: Briefly review with students that Tunisia is made up of three main regions: Coastal Plain, Mountains, and Desert. Tell students that today they will examine further how the life of the people living in each of the regions is affected by the environment.

Procedure:

6. Distribute Worksheet #3.5.9a and put up the transparency, if appropriate. Go over the headings on the worksheet.

7. Tell students they will be rereading the pages they read last class with the goal of filling in as much of Worksheet #3.5.9a as possible.

8. Have students turn to textbook, page 92 and read the page to them. Once the reading is finished, including the sidebar, complete with students the “Coast” section of the worksheet.

NOTE: Tell students that sometimes it is not easy to tell what information should go under which heading. Just do the best you can.

9. If you have the time, reread and do the sections for the other two regions. Otherwise, have students work independently or in small groups to complete the reading and the balance of the worksheet.

10. As an extension to this lesson discuss with students that when people try to change the land to meet their basic needs, good and bad things can come of it. Distribute Worksheet #3.5.9b. With students go over each scenario with the students and then fill in the chart.

Assignments:

- Reread textbook, pages 95 – 97 and 180 and 181.
- Complete Worksheet #3.5.9a.
- Complete Worksheet #3.5.9b (preferably done as a class).
# Tunisia: Lifestyle and the Environment

**Directions:** Use pages 95 – 97 of *Connecting with the World* to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Coastal Plain Region</th>
<th>Mountain Region</th>
<th>Desert Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.5.9a
## Tunisia: Changing the Environment

**Directions:** Complete the chart.

<table>
<thead>
<tr>
<th>Change to the Environment</th>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The people of Tunisia have built many houses, factories, and hotels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Mountain Region people harvest cork from cork trees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The people of Tunisia have built dams on rivers so they can irrigate dry areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Ten

Concept: Ukraine: Environment

Resources/Materials: Textbook: Connecting with the World, Pages 184 – 185
Wall Map of the World
Photo Card: Unit 3: 3 of 4
Line Master 3-8 (student copies; transparency, if appropriate)
Worksheet #3.5.10 (student copies, optional)

Introduction: Review that Peru and Tunisia was divided up into regions, each with their own environments. Explain that Ukraine is also divided into regions.

Remind students that Ukraine, at one time, was under the rule of Russia. In early days the Hutterites lived in a region of Ukraine called the Steppes.

Procedure:

1. Hold up the photo card. Ask students if they think this is where the Hutterites might have lived early in their history. Then read the information on the reverse of the card.

2. Compare and contrast the Carpathian Mountains of Ukraine with the Andes of Peru and the Atlas Mountains of Tunisia.

3. Have students turn to textbook, pages 184 and 185. Guide the reading of the page 184. Conclude with students that the Hutterites actually lived in the Steppe region of Ukraine. Discuss reasons why Hutterites would have chosen the Steppes rather than the Carpathian or Crimea Mountains regions for settlement.

4. Discuss how the environments of Ukraine might affect the lifestyle of the people.

5. Distribute Line Master 3-8 and put up the transparency. Have students use the map on textbook, page 185 to draw in the Crimean Mountains. Then have students make a legend for the map. Finally, have students colour the map appropriately.

6. If you like, have students make point form notes about the environment of Ukraine on Worksheet #3.5.10 using textbook, pages 184 and 185.

Assignments:

- Make a legend for and colour the map of Ukraine on Line Master 3-8.

- Optionally, make point form notes about the environment of Ukraine on Worksheet #3.5.10.
Ukraine’s Environment

Directions: Use pages 184 and 185 of Connecting with the World to make point form notes on the environment of Ukraine.

A. Land
   1. Steppe
   2. Carpathian Mountains
   3. Crimean Mountains

B. Climate

C. Water
Lesson Eleven

Concept: Ukraine’s Environment

Resources/Materials: Textbook: *Connecting with the World*, Pages 98 – 100 and 184 – 185
Line Master 3-3 (student copies; transparency, if appropriate)
Worksheet #3.5.11 (copies for younger students, optional)

Introduction: Review with students that Ukraine has three main regions, the Steppe is similar to the land where we live; the other two are mountain regions.

Ask students to speculate how people living in the Steppe might have similar lifestyles to ours.

Procedure:

1. Have students turn to textbook, pages 98 – 100. Allow them to browse through the pages.

2. Distribute Line Master 3-3. Have them fill in “Ukraine” in the title. Then have them fill the first column heading with “Steppe” and the second with “Mountains”. Explain that for this sheet we will not be showing a difference between the two mountain regions.

3. Guide the reading of textbook, pages 98 and 99. Then help students fill in as much of the first column as is possible. Remind students that there might be useful information on pages 184 and 185 as well.

4. Repeat the process for the second column. If you do not have the time to spend directly with students, have them complete the second column independently or in small groups.

5. If you like, have younger students complete Worksheet #3.5.11 instead.

Assignments:

- Read textbook, pages 98 – 100 and 184 and 185 to complete Line Master 3-3.

- If you like, have younger students do Worksheet #3.5.11 instead.
The Environment of ____________________

- Write the names of the regions of the country as headings of the columns
- Fill in at least one point in the rows for each region

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the climate is like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of the land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodies of water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the land and water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something of interest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ukraine’s Environment

Directions: Fill in the missing letters. The words you will make are found on pages 98 – 100 of Connecting with the World.

Page 98

D n _ p r _ _ i v _ r

s h _ p s

Page 99

_ _ e a d _ _ e a t

_ _ e p p e s _ _ l

c _ _ n b _ _ t s

Page 100

m _ _ n t a i n _ _ n y

_ _ e e p _ _ a p e s

_ _ e e s _ _ i m

Worksheet #3.5.11
Lesson Twelve

Concept: Ukraine: How Environment Affects Lifestyle

Resources/Materials: Textbook: Connecting with the World, Pages 98 - 100 and 184 and 185
Worksheet #3.5.12a (student copies; transparency, if appropriate)
Worksheet #3.5.12b (student copies and/or transparency, optional)

Introduction: Briefly review with students that Ukraine is made up of two main regions: Steppe Region and the Mountain Region. Tell students that today they will examine further how the life of the people living in each of the regions is affected by the environment.

Procedure:

11. Distribute Worksheet #3.5.12a and put up the transparency, if appropriate. Go over the headings on the worksheet.

12. Tell students they will be rereading the pages they read last class with the goal of filling in as much of Worksheet #3.5.12a as possible.

13. Have students turn to textbook, page 98 and 99 and read the page to them. Once the reading is finished, including the sidebar, complete with students the “Steppe” section of the worksheet.

   NOTE: Tell students that sometimes it is not easy to tell what information should go under which heading. Just do the best you can.

14. If you have the time, reread and do the sections for the Mountain. Otherwise, have students work independently or in small groups to complete the reading and the balance of the worksheet.

15. As an extension to this lesson discuss with students that when people try to change the land to meet their basic needs, good and bad things can come of it. Distribute Worksheet #3.5.12b. With students go over each scenario with the students and then fill in the chart.

Assignments:

- Reread textbook, pages 98 - 100 and 184 and 185.

- Complete Worksheet #3.5.12a.

- Complete Worksheet #3.5.12b (preferably done as a class).
# Ukraine: Lifestyle and Environment

**Directions:** Use pages 98 – 100 of *Connecting with the World* to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Steppe Region</th>
<th>Mountain Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on the Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to the Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing the Environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Ukraine: Changing the Environment

**Directions:** Complete the chart.

<table>
<thead>
<tr>
<th>Change to the Environment</th>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The people of Ukraine have built a dam on the Dnipro River.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The people of Ukraine have built many factories in the city of Kyiv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the mountain regions many trees have been cut down</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.5.12b
Lesson Thirteen

Concept: India: Environment

Resources/Materials: Textbook: Connecting with the World, Pages 188 and 189
   Wall Map of the World
   Photo Card: Unit 3: 4 of 4
   Line Master 3-9 (student copies; transparency, if possible)
   Worksheet #3.5.13 (student copies, optional)

Introduction: On the wall map of the World have students help you locate India. Establish that India is north of the Equator; thus, in the Northern Hemisphere.

Present the photo card and have students make observations about the land in the photo. Read the text on the reverse of the card. Explain to students that this photo depicts only one of several different environmental regions in India.

Procedure:

1. Have students turn to textbook pages 188 and 189. Guide the reading of these pages. Help students locate the regions described on page 188 on the map on page 189.

2. Distribute Line Master 3-9 and put up the transparency. Have students put in a legend and then colour the map appropriately.

3. If you like, have students make point form notes about the regions of India using Worksheet #3.5.13.

Assignments:

- Read textbook, pages 188 and 189.
- Draw in a legend and then colour the map on Line Master 3-9.
- Optionally, make point form notes about the environment in India on Worksheet #3.5.13.
India’s Environment

A. Land

1. Himalayan Mountains

2. Northern Plains

3. Thar Desert

4. Deccan Plateau

5. Coastal Plain

B. Climate

C. Water
Lesson Fourteen

Concept: India: Environment

Resources/Materials: Textbook: Connecting with the World, Pages 101 – 103 and 188 – 189
Line Master 3-3 (student copies)
Worksheet #3.5.14 (copies for younger students, optional)

Introduction: Have students turn to textbook, page 189. With students review the four landform types shown on the map.

Explain to students that the authors of the textbook have chosen to write about the different parts of India in a slightly different way.

Procedure:

1. Have students turn to textbook, pages 101 – 103. Have students look at the headings. Conclude that, for the most part, the authors of the textbook have decided not to describe India totally by the shape of the land; that is, the Thar Desert and Coastal Plains are not described in sections of their own.

2. Distribute Line Master 3-3. Have students write “India” in the title and then the names of the three regions at the top of the columns. Put up the transparency, if appropriate.


4. If possible, guide the reading of pages 102 and 103 and help students complete the rest of Line Master 3-3; otherwise, have them do the reading and Line Master 3-3 independently or in small groups.

5. If you like, have younger students do Worksheet #3.5.14 instead.

Assignments:

- Read textbook pages 101 – 103 and reread pages 188 and 189.

- Do Line Master 3-3.

- If you like, have younger students do Worksheet #3.5.14 instead of Line Master 3-3.
The Environment of ____________________

- Write the names of the regions of the country as headings of the columns
- Fill in at least one point in the rows for each region

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the climate is like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of the land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodies of water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the land and water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something of interest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Line Master 3-3 to accompany Set Up Learning Experiences
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India's Environment

Directions: Read each sentence. Then draw a picture.

In the Northern Plains Region there can be lots of rain.

In the Mountain Region there are trees.

Rice grows in the Southern Region.
Lesson Fifteen

Concept: India: How Environment Affects Lifestyle

Resources/Materials: Textbook: Connecting with the World, Pages 101 - 103 and 188 and 189
Worksheet #3.5.15a (student copies; transparency, if appropriate)
Worksheet #3.5.15b (student copies and/or transparency, optional)

Introduction: Briefly review with students that India is made up of three main regions: Northern Plains Region, the Mountain Region, and the Southern Region. Tell students that today they will examine further how the life of the people living in each of the regions is affected by the environment.

Procedure:

16. Distribute Worksheet #3.5.15a and put up the transparency, if appropriate. Go over the headings on the worksheet.

17. Tell students they will be rereading the pages they read last class with the goal of filling in as much of Worksheet #3.5.15a as possible.

18. Have students turn to textbook, page 101 and read the page to them. Once the reading is finished, including the sidebar, complete with students the Northern Plains section of the worksheet.

   NOTE: Tell students that sometimes it is not easy to tell what information should go under which heading. Just do the best you can.

19. If you have the time, reread and do the sections for the Mountain and Southern Regions. Otherwise, have students work independently or in small groups to complete the reading and the balance of the worksheet.

20. As an extension to this lesson discuss with students that when people try to change the land to meet their basic needs, good and bad things can come of it. Distribute Worksheet #3.5.15b. With students go over each scenario with the students and then fill in the chart.

Assignments:

- Reread textbook, pages 101 - 103 and 188 and 189.
- Complete Worksheet #3.5.15a.
- Complete Worksheet #3.5.15b (preferably done as a class).
India: Lifestyle and Environment

Directions: Use pages 101 – 103 of *Connecting with the World* to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Northern Plains Region</th>
<th>Mountain Region</th>
<th>Southern Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing the Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## India: Changing the Environment

**Directions:** Complete the chart.

<table>
<thead>
<tr>
<th>Change to the Environment</th>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Mountain Region people cut down trees to make new farmland and use the lumber to make houses and furniture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People terrace the hills so they can make more land to grow crops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people drain marshy places so they can make more land to farm.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.5.15b
Lesson Sixteen

Concept: Caring for the Environment

Resources/Materials: Textbook: Connecting with the World. Pages 104 and 105
Photo Cards: Unit 3: 1 of 4, 2 of 4, 3 of 4, 4 of 4
Worksheets #3.5.16a, #3.5.16b, #3.5.16c, and/or #3.5.16d (student copies)
Worksheets #3.5.16e (one or more copies per student: see below)

Introduction: Go over the terms “depending on the environment”, “adapting to the environment”, and “changing to the environment”. Remind students that when people change an environment, even just a little, there are often negative consequences for other living things that share the environment with people.

Procedure:

1. Have students turn to textbook, page 104. Guide the reading. Conclude that people should and can do things to ensure that when they change the environment, the negative impact on the environment is minimalized.

2. Show all the photo cards. If you did not use them prior, or if students need reminding about the birds and animals on the cards, reread the text on the reverse of the cards.

3. Discuss how people’s decision to change environments has impacted the birds and animals that live in those environments.

4. Tell students that the information on the reverse of the photo cards has been reproduced on Worksheets #3.5.16a, #3.5.16b, #3.5.16c, and #3.5.16d. They are to use the information to fill in the charts on Worksheet #3.5.26e. **NOTE: THE INFORMATION ON THE REVERSE OF THE CARDS IS INSUFFICIENT TO FILL IN ALL SPACES ON ALL CHARTS.**

There are a few ways you can modify this assignment:

- Instead of doing all four, allow students to choose one or two.
- Assign various students to do certain birds/animals.
- Have students choose one to research and report on, using library resources

5. If you like, have students discuss the challenges faced by their own community. Have students turn to page 105. Guide the reading. Do the “Try This” activity.

Assignment:

- Read about various birds/animals that live in Peru, India, Tunisia, and Ukraine on Worksheets #3.5.16a - #3.5.16d and in resource books. Then fill in the chart on Worksheet #3.5.16e or write a report.

- If you like, have the class do the “Try This” activity on textbook, page 105.
The Howler Monkey

Manu National Park in Peru’s rain forest is home to thousands of different plants and animals. In national parks, animals are protected from hunters.

One of the most amazing animals in the park is the howler monkey. It is also the loudest! Howler monkey can be heard 5 kilometres away. They call in the morning and again at bedtime. Sometimes they call during the day as well. Their loud call warns other animals to stay away.

Howler monkeys are well suited to living in the rain forest. They love to eat leaves, they are good swimmers, and they like to sleep in tall trees.
The Addax

The Sahara Desert has one of the harshest environments in the world. It is very hot and dry. Sometimes sandstorms blow through the desert.

One animal that has adapted to desert living is an antelope called the addax.

Addaxes have large, flat hooves that help them walk over sand without sinking. They are used to desert heat, and they can live for a long time without water. They even know how to dig in the sand to make a shelter!

Because of drought, war, and hunting, the addax has almost disappeared from the desert. Eight addaxes were given a home in Bou Hedma National Park. Two babies were born there.
The Imperial Eagle

The Carpathian Mountains are home to many kinds of animals. One of these is the imperial eagle, one of the rarest birds of prey in Europe. It builds its nest at the top of a large tree in the mountains. It can grow to be almost a metre long. Its wingspan can be more than two metres.

The imperial eagle is helpful to farmers because it eats small animals that damage crops. Today, there are only 40 to 50 pairs of imperial eagles in Ukraine.

In 2003, eight countries that share the Carpathian Mountains signed a treaty in Kyiv to protect the forests and the animals that live there.
The Tiger

Even though tigers are strong, fast, and powerful, they are in danger.

Today, there are only 6000 tigers left in the world. Half of them live in the forests of India.

Tigers are in danger because their forest homes are disappearing. People cut down the forest for lumber or to clear space for houses. Sometimes people kill tigers because they are afraid of them.

India has created special places for tigers to live in peace. One of these places is Bandhavgarh National Park. Bengal tigers live there.
# Protecting Animals

**Directions:** Fill in the spaces on the chart.

<table>
<thead>
<tr>
<th>Name of Bird or Animal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Bird or Animal</td>
</tr>
<tr>
<td>Description of Its Environment</td>
</tr>
<tr>
<td>How People Changed Its Environment</td>
</tr>
<tr>
<td>What Is Being Done to Protect It</td>
</tr>
</tbody>
</table>
Lesson Seventeen

Concept: Chapter Five Review

Resources/Materials: Textbook: Connecting with the World, Pages 106 and 107
Line Master 3-2 (student copies, optional)
Line Masters 3-10a and 3-10b (student copies, optional)
Worksheet #3.5.17 (student copies, optional)

Introduction: Explain the students that Chapter 5 was about how people’s lifestyles are influenced by the environment. People usually try to change the environment in order to have a better life. When they do this, there are positive and negative consequences.

Tell students they will find out more about how the children in Peru, Tunisia, Ukraine, and India try to look after their environment.

Procedure:

1. Have students turn to textbook, pages 106 and 107. Guide the reading of each part. After each summarize the environmental issues.

2. Distribute Worksheet #3.5.17. Go over the directions.

3. To review Chapter 5 do one or both of the following:
   - Have the students do crossword puzzle on Line Master 3-2.
   - Have students use the information from the textbook for complete Line Masters 3-10a and 3-10b for each of the countries studied. Alternately, you could assign certain students to do the line master for certain countries and then have them share the information.

Assignments:

- Do Worksheet #3.5.17.
- Do Line Master 3-2 and/or Line Masters 3-10a and 3-10b.

**Answer Key to Line Master 3-2 Puzzle:**

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. equator</td>
<td>1. landslides</td>
</tr>
<tr>
<td>5. location</td>
<td>3. drought</td>
</tr>
<tr>
<td>10. hemisphere</td>
<td>4. oasis</td>
</tr>
<tr>
<td>13. adapt</td>
<td>6. north</td>
</tr>
<tr>
<td>15. region</td>
<td>7. south</td>
</tr>
<tr>
<td></td>
<td>8. coastal</td>
</tr>
<tr>
<td></td>
<td>9. steppe</td>
</tr>
<tr>
<td></td>
<td>11. climate</td>
</tr>
<tr>
<td></td>
<td>12. monsoon</td>
</tr>
<tr>
<td></td>
<td>14. terraces</td>
</tr>
</tbody>
</table>
People and the Environment

Across
2. an imaginary line around the middle of the earth
5. where you or something are
10. one half of the earth
13. to change
15. an area of a country that has particular features

Down
1. large pieces of land break off and slide down a mountain or hill
3. less rainfall than normal
4. place in the desert where springs bubble up through sand
6. pole at the top of the globe
7. pole at the bottom of the globe
8. land beside an ocean or lake
9. flat treeless plain
11. weather patterns over time
12. wind that blows at a certain time of year bringing very heavy rains
14. flat steps of land built on the slopes of mountains
Comparing Environments

by ________________________

Climate

Features of the Land

Line Master 3-10a to accompany India's Environment

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**What They Say**

**Directions:** Read pages 106 and 107 of *Connecting with the World*. For each child tell about the challenges he or she talks about. Then, if possible, tell what the child plans to do about it.

<table>
<thead>
<tr>
<th>Child</th>
<th>Country</th>
<th>Challenges</th>
<th>What Is or Can Be Done</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.5.17
**Social Studies**  
**Grade Three**  
**Unit Three, Chapter Five**  
**Test**

1. Match each country with the regions. Draw lines.

<table>
<thead>
<tr>
<th>Country</th>
<th>Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Peru</td>
<td>Coastal Plain, Mountain, Desert</td>
</tr>
<tr>
<td>b. Tunisia</td>
<td>Steppe, Mountain</td>
</tr>
<tr>
<td>c. Ukraine</td>
<td>Rain Forest, Mountain, Coastal Plain</td>
</tr>
<tr>
<td>d. India</td>
<td>Northern Plains, Mountain, Southern</td>
</tr>
</tbody>
</table>

2. Match the words in the box to the phrases.

| a. __________ | place with little rain |
| a. __________ | flatland               |
| a. __________ | heavy rain             |
| d. __________ | area                   |
| e. __________ | weather                |
| climate      |                        |
| desert       |                        |
| region       |                        |
| steppe       |                        |
| monsoon      |                        |
3. Write D if the sentences tell how people depend on the environment. Write A if the sentences tell how people adapt to the environment. Write C if the sentences tell how people change the environment.

a. People who live in Alberta build houses that keep them warm in the winter and cool in the summer. ______

b. People in Peru cut down the trees in the rain forest to get lumber for houses and furniture and to make new farmland. ______

c. People in who live near the ocean in India catch fish to eat. ______

d. Long ago the First Nations people hunted the bison that lived on the Prairies. ______

e. The farmers of Ukraine grow wheat because the soil is rich and the climate is good for wheat growing. ______

f. The people who live in some parts of Tunisia irrigate the land because there is not enough rain for crops to grow. ______

g. In Peru people sometimes build terraces near the bottom of the mountains so the rain does not wash the soil away. ______
4. Explain why it is important for people to think very carefully before they decide to change their environment.
Chapter Six

Goods and Services
Lesson Eighteen

Concept: Goods and Services

Resources/Materials: Textbook: Connecting with the World, Page 109
Word Cards: teacher, wheat, doctor, car, blanket, electricity, pig
Worksheet #3.6.18 (student copies) OR
Half sheets of unlined paper (one or two per student)

Introduction: Ask each student to name the job that his father has on the colony. Discuss why every person does not do all the jobs.

Tell students that in the next unit they will find out more about some of the different jobs that people have in Peru, India, Ukraine, and Tunisia, and why they have these particular jobs.

Procedure:

1. Hold up the word cards, one at a time. Tell students that as each is read, you are going to put them into two groups. As each card is shown, have a student read it and then put it in the “Goods” pile or the “Services” pile. At this point do not tell the students why you are placing a card in one pile or the other.

2. Once the word cards have been sorted, challenge students to decide the criterion you used to sort them. Conclude that in one pile, the words all tell about things that people make or grow (goods) and in the other pile it tells about work done for other people (services).

3. Once headings for the two groups have been established, call out several other words, each time asking students if it names a good or a service.

4. If you like, have students copy the definitions of goods and services into their notebooks.

5. Distribute Worksheet #3.6.18. Go over the directions.

NOTE: Instead of doing Worksheet #3.6.18, you could give each student a word card or two (with names of goods and services) and some half sheets of paper. Ask them to illustrate the word on the paper and write the name of the word shown on their card. Make a large class chart with the illustrations.

Assignment:

- Do Worksheet #3.5.18. OR make an illustrated class chart showing goods and services.
### Goods and Services

**Directions:** Beside each word or phrase write **good** or **service**.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>peanuts</td>
<td>teacher</td>
</tr>
<tr>
<td>fish</td>
<td>dentist</td>
</tr>
<tr>
<td>store clerk</td>
<td>pencil</td>
</tr>
<tr>
<td>shoes</td>
<td>telephone</td>
</tr>
<tr>
<td>doctor</td>
<td>cook</td>
</tr>
<tr>
<td>wheat</td>
<td>truck</td>
</tr>
<tr>
<td>electricity</td>
<td>barber</td>
</tr>
<tr>
<td>potatoes</td>
<td>truck driver</td>
</tr>
<tr>
<td>combine</td>
<td>turkey</td>
</tr>
<tr>
<td>table</td>
<td>plumber</td>
</tr>
</tbody>
</table>

**Directions:** Write the names of three services provided by your colony and three goods made by your colony.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Nineteen

Concept: Resources/Imports and Exports/Technology

Resources/Materials: Textbook: Connecting with the World, Pages 110 – 112

Introduction: Review the terms “goods” and “services”. Explain to students that most goods are produced using things from nature. These are referred to as “natural resources”.

Procedure:

1. Have students turn to textbook, page 110. Guide the reading. Emphasize that natural resources must be things that people use that come from nature; that is, people did not put them there.

2. If necessary call out words and have students tell you whether it is a natural resource or not.

3. Tell students that sometimes a good (like fish) comes directly from nature; other times, people use a natural resource to make a good.

4. Explain that sometimes countries produce more goods than they can use. For example, the colony produces more wheat (etc.) than it can use. In this case the country sells it to other countries who need it. These are called “exports”. But at other times a country does not or cannot produce a good (like oranges), so it has to buy them from other countries. These are called “imports”.

5. Guide the reading of textbook, page 111.

6. Finally, explain that long before the tractor was invented, farmers used to plant, plough, and harvest crops by hand or using horses and wagons. When people invent new ways to do things to make it faster and easier, this is called “technology”.


Assignment:

- Do Worksheet #3.6.19.
Natural Resources

**Directions:** Look at the words below. Circle the ones that tell about a natural resource.

<table>
<thead>
<tr>
<th>fish</th>
<th>shoes</th>
<th>tree</th>
<th>soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunlight</td>
<td>computer</td>
<td>gravel</td>
<td>book</td>
</tr>
<tr>
<td>desk</td>
<td>dishes</td>
<td>water</td>
<td>fan</td>
</tr>
<tr>
<td>coal</td>
<td>broom</td>
<td>oil</td>
<td>cow</td>
</tr>
</tbody>
</table>

**Directions:** Use page 111 of *Connecting with the World* to write the meanings of the words “imports” and “exports”.

**Imports:**

________________________________________________________________________
________________________________________________________________________

**Exports:**

________________________________________________________________________
________________________________________________________________________

**Directions:** Tell about two ways in which technology has helped people in your community do things better, faster, or more easily.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #2.6.19
Lesson Twenty

Concept: Peru: Jobs

Resources/Materials: Textbook: Connecting with the World, Pages 176 – 179
Worksheet #2.6.20a (student copies)
Worksheet #2.6.20b (copies for younger students, optional)

Introduction: Recall that Peru was divided into three main regions: coast, mountains, and rain forest. Explain that each of these natural environments gives Peruvians natural resources. Some of the natural resources are made into other goods.

Procedure:

1. Have students turn to textbook, pages 178 and 179. Tell students that some natural resources can be used the way they are while other natural resources can be used to make useful goods.

2. Have students examine the map on textbook, page 178. Then compare it with the map on textbook, page 177. Conclude that most mining takes place in the mountains, fishing takes place on the coastal areas, and farming in the coastal and mountain areas. (Farming in mountain areas usually occurs on or near the mountain valleys; otherwise mountain areas are not suitable for farming.)

3. Guide the reading of textbook, page 178. Discuss the types of goods that can be made with such natural resources such as iron, lead, and gold.

4. Guide the reading of textbook, page 179. On the pie chart explain that the green and yellow sections have to do with producing goods while the purple section with services. People who work in the tourist industry are mainly involved in providing a service.

5. Distribute Worksheet #3.6.20a. Go over the directions.

6. If you prefer, have younger students use the map on textbook, page 179 to complete the legend and colour the map.

Assignment:

- Do Worksheet #3.6.20a.

- If you like, have younger students do Worksheet #3.6.20b instead.
Jobs in Peru

Directions: Use the information from Connecting with the World, Pages 176 – 179 to fill in the blanks.

1. Soil is an important natural resource in Peru. People in Peru grow many different kinds of crops like ________________, ________________, ________________, ________________, ________________, and ________________.

2. In the ocean people catch ________________.

3. Many things are mined such as ________________, ________________, ________________, ________________, and ________________.

4. Factories in Peru make many things from natural resources such as ________________, ________________, ________________, and ________________.

5. Most jobs in Peru involve people working to provide ________________.

6. Peru imports such things as ________________ and ________________.

7. Peru exports ________________ and ________________.
Lesson Twenty-one

Concept: Goods and Services in Peru

Line Master 3-12 (student copies, optional)
Worksheets #3.6.21a and #3.6.21b (student copies, optional)

Introduction: Recall with students the main natural resources of Peru. Recall also that most jobs in Peru had to do with providing services.

Tell students that in today’s lesson they will find out more about goods and services in Peru.

Procedure:


2. If you like, have students do the Peru section of Line Master 3-12. This line master provides very little space for students to write. If you like, have them do Worksheets #3.6.2a and #3.6.21b instead.

3. Distribute Worksheets #3.6.21a and #3.6.21b. Go over the directions.

Assignments:

• Do the Peru section of Line Master 3-12

OR

• Do Worksheets #3.6.21a and #3.6.21b.
<table>
<thead>
<tr>
<th></th>
<th>Peru</th>
<th>Tunisia</th>
<th>Ukraine</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peru: Goods and Services

Directions: Use pages 113 – 115 of Connecting with the World to do the questions.

1. What part of the people in Lima provide services?

________________________________________________________________________

2. What do people in Peru do if they cannot find a job?

________________________________________________________________________

________________________________________________________________________

3. What kinds of crops are grown on Peruvian farms?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What kinds of goods are produced in Peruvian factories?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What food was grown by the Incas about 900 years ago?

________________________________________________________________________
6. Name five different kinds of minerals produced in Peru.

7. What kinds of goods are made from these minerals?

8. Name two different kinds of fish caught by Peruvian fishers.

9. What good is produced from these fish?

10. At what two places has oil been discovered?

11. What is a port?

12. What is the name of Peru’s main port?

13. Name a product that Peru exports.

14. Name a product that Peru imports.
Lesson Twenty-two

Concept: Tunisia: Jobs

Resources/Materials: Textbook: Connecting with the World, Pages 180 – 183
Worksheet #2.6.22a (student copies)
Worksheet #3.6.22b (copies for younger students, optional)

Introduction: Recall the three main regions of Tunisia with students (Coastal Plain, Mountain, Desert). From what they learned about the natural resources of Peru, ask students to try to speculate about the natural resources that Tunisia might have. (Mountains usually produce some kind of mineral and a plains areas usually has soil suitable for agriculture.)

Ask what kind of natural resource might there be in a desert? Recall with students that oases are found here and there in most deserts as a hint.

Procedure:

1. Have students turn to textbook, pages 182 and 183. First, have students examine the map on page 182. Compare it with the map on page 181. Try to get students to conclude that minerals are usually found in or near mountains and that agriculture is most common on flatter parts.

2. Discuss the reasons why farming is able to take place in some desert areas, especially because crops need water to grow. (Some oases are quite large and able to provide enough water for large areas of farmland.)

3. Guide the reading of textbook, pages 182 and 183. On the board list the natural resources found in Tunisia. Beside each write products that are made from these natural resources.
Example:
soil: grains, citrus fruits, melons, figs, dates, olives, tomatoes, olive oil
sunny climate: tourists
minerals: fertilizers
fish
oil

Discuss that about one-third of people in Tunisia are employed providing services, another third work in factories and mines, and the rest fish or farm.

4. Distribute Worksheet #3.6.22a. Go over the directions.

5. If you prefer, have younger students complete the legend and colour the map on Worksheet #3.6.22b.

Assignments:

- Do Worksheet #3.6.22a

- If you like, have younger students do Worksheet #3.6.22b.
Jobs in Tunisia

Directions: Use pages 180 – 183 of Connecting with the World to do the questions.

1. Complete the chart with as many words as you can.

<table>
<thead>
<tr>
<th>Goods That Grow in the Soil</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods That are Mined</td>
<td></td>
</tr>
<tr>
<td>Goods from the Sea</td>
<td></td>
</tr>
<tr>
<td>Goods Made in Factories</td>
<td></td>
</tr>
<tr>
<td>Goods That Flow Through a Pipeline</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart with the main imports and exports to Tunisia.

<table>
<thead>
<tr>
<th>Imports</th>
<th>Exports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Twenty-three

Concept: Goods and Services in Tunisia

Resources/Materials: Textbook: Connecting with the World, Pages 116 – 118 and 180 – 183
Line Master 3-12 (students have this, optional)
Worksheets #3.6.23a and #3.6.23b (student copies)
Worksheet #3.6.23c (copies for younger students, optional)

Introduction: Recall from last day that Tunisia had soil, sunny climate, oil, fish, and minerals as its main natural resources.

Discuss with students how natural resources lead to other jobs. Jobs that provide goods and services.

Procedure:

1. Write the words teacher, doctor, dentist, store clerk, street cleaner, restaurant server on the board. Explain that these are all jobs that provide services. Discuss how these types of services are needed regardless of where a person lives.


3. On the board make a flow chart showing the progression from a natural resource to other products and services. Example:

   soil and sunshine → olives → olive oil

   Explain that some flow charts can be quite long while others are very short. Many flow charts can start from the same natural resource.

4. If the students have been doing Line Master 3-12, have them complete the “Tunisia” section. If the students have not been doing Line Master 3-12, distribute Worksheets #3.6.23a and #3.6.23b. Go over the directions.

5. If you prefer, have younger students do Worksheet #3.6.23c instead.

Assignment:

- Do Worksheets #3.6.23a and #3.6.23b.

- If you like, have younger students do Worksheet #3.6.23c instead.
Goods and Services in Tunisia

Directions: Use pages 116 – 118 of Connecting with the World to do the questions.

1. Make flow charts to show goods and services that come from each natural resource.

   - soil and sunshine
   - ocean
   - sunny climate and beaches
   - phosphate
   - iron ore
2. Tell whether the following tell about a good, a service, or transportation.

________________________ making carpets
________________________ teaching school
________________________ moving oil through a pipeline
________________________ catching fish
________________________ cooking food in a restaurant
________________________ growing vegetables
________________________ shipping goods to other parts of the world
________________________ making fertilizer
________________________ making cars and trucks
________________________ working at a bank
________________________ using a train to haul iron to a factory

3. How has technology changed the types of jobs that some people do in Tunisia?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Goods and Services in Tunisia

Directions: Use pages 116 – 118 of Connecting with the World to help you do the questions.

1. Match. Draw lines.

Farmers make goods into other goods.
Fishers grow crops.
Factory workers catch fish with nets.


sunny climate and beaches where tourists stay
hotels where tourists eat
restaurants why tourists come to Tunisia

3. Many goods in Tunisia are moved by using ships. In the space draw and colour a ship.
Lesson Twenty-four

Concept: Ukraine: Jobs

Resources/Materials: Textbook: Connecting with the World, Pages 184 – 187
Worksheets #3.6.24a and #3.6.24b (student copies)
Worksheet #3.6.24c (copies for younger students, optional)
Large outline map of Ukraine; small pieces of paper (optional)

Introduction: Review and discuss with students that the environment determines what natural resources are available to use, and that the goods that a country produces depends a lot on the natural resources.

Have students turn to textbook, pages 184 and 185. Using these pages as a reminder, briefly review the environments in Ukraine. Then have students predict some of the natural resources, considering that Ukraine has
- Large region (Steppe) of flat land (soil)
- Large mountainous region (minerals)
- Long coastline along the Black Sea and Aral Sea (fish, beaches)

Procedure:

1. Have students turn to textbook, pages 186 and 187. Guide the reading, checking to see if their predictions made in the introductory activity are true.

2. Note that the text does not mention fish as a natural resource. Discuss possible reasons for this. (e.g., perhaps the waters are too polluted to support fish life; the fishing industry may be small; the authors just did not include fish, etc.)

3. Discuss the fact that half the jobs in Ukraine have to do with producing goods and half with providing services.

4. Distribute Worksheets #3.6.24a and #3.6.24b. Go over the directions.

5. If you like, have younger students do Worksheet #3.6.24c instead.

6. If you like, enlarge Line Master 3-8 to fit on a large sheet of Manila tag or Bristol board. Have students draw and colour goods produced from natural resources in Ukraine. Paste them on the map in the places where they are found. (e.g., Paste the picture of the wheat somewhere on the Steppe.)

Assignments:

- Do Worksheets #3.6.24a and #3.6.24b.

- If you like, have younger students do Worksheet #3.6.24c.

- Optionally, have students draw and colour small pictures of goods produced in Ukraine and paste them on an outline map.
Jobs in Ukraine

Directions: Use pages 184 – 187 to do the questions.

1. Fill in the chart.

<table>
<thead>
<tr>
<th>Natural Resources</th>
<th>What Natural Resources Are Used For</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil and sunshine</td>
<td></td>
</tr>
<tr>
<td>minerals</td>
<td></td>
</tr>
<tr>
<td>coal</td>
<td></td>
</tr>
<tr>
<td>beaches</td>
<td></td>
</tr>
</tbody>
</table>

2. What are three goods that are made in Ukraine factories?

________________________________________________________________

________________________________________________________________

________________________________________________________________

Worksheet #3.6.24a
3. Make a pie chart like the one on textbook, page 187 to show what kinds of jobs people in Ukraine do.

4. Fill in the chart to show Ukraine’s main imports and exports.

<table>
<thead>
<tr>
<th>Imports</th>
<th>Exports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Twenty-five

Concept: Goods and Services in Ukraine

Resources/Materials: Textbook: Connecting with the World, Pages 119 – 121 and 184 – 187
Line Master 3-12 (students have this, optional)
Worksheet #3.6.25a (student copies)
Worksheet #3.6.25b (copies for younger students, optional)

Introduction: Review some of the natural resources and jobs associated with producing goods in
Ukraine. Refer back to textbook, pages 184 – 187, if necessary. Discuss also that people who earn a
living producing goods need others to provide them with services. That is why service jobs tend to be,
more or less, the same from place to place.

Procedure:

1. Have students turn to textbook, pages 119 – 121. With students examine the photos and discuss
the types of jobs associated with them and whether they involve making goods or providing
services.
   For example: The photo on page 119 –

   Working in shipping is a service. Making the ship would be producing a good. Making the
   product(s) being shipped would be producing a good. Making clothes for the workers – producing
   a good. The workers need to seek medical help (dentist, doctors, nurses, etc.). Their children
   need to go to school (service).

   Conclude that the presence of natural resources leads to many different kinds of jobs.

2. Guide the reading of textbook, pages 119 – 120. Review with students how a flow chart can show
the relationship between resources and jobs.

   rich farmland → grain → bread → bakery

3. Guide the reading of textbook, page 121. Discuss things like

   - Why would factories and farms not need as many workers today compared with before?
     (technology made the work get done faster and more efficiently)
   - What kinds of work could people who used to make goods do if they no longer had work
     at a factory or on a farm? (service job – may have to go back to school to get more
     education)

4. Distribute Worksheet #3.6.25a. Go over the directions.

5. If you like, have younger students do Worksheet #3.5.25b instead.

Assignments:
- Do Worksheet #3.6.25a.
- If you like, have younger students do Worksheet #3.5.25b instead.
Goods and Services in Ukraine

Directions: Make a flow chart that includes each of the words. The first one is done to help you understand what to do.

Kyiv Cake

soil → wheat → flour → Kyiv Cake

milk

canned fruit

iron ore

oil

3. If you had the choice, would you like a job where you produce a good or a job where you provide a service? Tell why.

__________________________________________________________________________________

__________________________________________________________________________________

Worksheet #3.6.25a
Goods and Services in Ukraine

Directions: Answer the questions.

1. Many people in Ukraine work on farms. Name five things you would grow or raise on a farm.
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________
   e. ________________________________

2. Some people in Ukraine work in factories. Name four things that you could make in a factory.
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________

3. In Ukraine oil, gas, and coal are used to make electricity. Name two things that need electricity to run.
   a. ________________________________
   b. ________________________________
Lesson Twenty-six

NOTE: The discovery book: *Wish You Were Here...Ukraine* offers an in depth look at the country of Ukraine. Teachers can decide the extent to which they use the book’s information.

You may choose to
- Simply read the book to the students as they follow along.
- Read the book in sections, discussing the content as you go.
- Have students read the book independently, or in pairs, using *Line Master 3-13* to help them guide their own reading.
- As a class or independently have students do the “Before You Read” and “Think About It” exercises at the beginning and end of the booklet respectively.
- Study one of each of the five sections of the book each day, doing follow-up activities.

The following activities are provided for those who choose to do an in depth study of the book.

Concept: More About Ukraine

Resources/Materials: Discovery Book: *Wish You Were Here...Ukraine*  
Line Master 3-13 (student copies, optional)  
Worksheet #3.6.26a (student copies)  
Worksheet #3.6.26b (student copies)  
Worksheet #3.6.26c (student copies)  
Worksheet #3.6.26d (student copies)  
Worksheet #3.6.26e (student copies)  
Worksheet #3.6.26f (younger students)  
Worksheet #3.6.26g (younger students)  
Worksheet #3.6.26h & i (younger students)  
Worksheet #3.6.26j & k (younger students)  
Wall Map of the World

Introduction: Remind students that the land and climate of Ukraine varies depending on location. Because of this, the lifestyle of the people also varies.

Display the wall map of the world. Explain that at one time Ukraine used to be under the control of Russia as did many other countries that are close to Russia. Point out Ukraine and then Russia on the map.

Explain that a boy named Max from Edmonton plans to visit some relatives who live in Ukraine. This book tells how he prepares for his visit and what he sees.

Procedure:

1. Distribute the discovery books and give students a chance to flip through the pages to see how it is organized and get an idea of the content.

2. On the contents page, note the major headings.

3. If desired, discuss the “Before You Read” questions on page 3.

4. It is suggested that you guide the reading of as much of the booklet as possible. Following the reading, you may want to discuss the “Think About It” questions.

Assignments: See above.
Wish You Were Here...Ukraine

- Max is visiting his relatives who work in Ukraine in Europe. Read his journal entries and the e-mails, letters, and postcards he sent back to Canada. You can learn about Ukraine from them.
- Check the glossary on page 24 to find the meaning of words printed in bold letters.
- Use the questions in the chart below to guide you in your reading.

<table>
<thead>
<tr>
<th>Page Numbers</th>
<th>Find out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–3</td>
<td>Read the questions on page 3. Keep these questions and your answers in mind as you read on.</td>
</tr>
</tbody>
</table>
| 4–7          | What does Max tell his cousin before he visits him in Ukraine?  
               | What will Max do and where will he go? Look for these places on the map on page 5.  
               | How does Max get ready for his trip?  
               | Who are the relatives Max will go to see? |
| 8–11         | What information does Max give you about Kyiv?  
               | What does Max discover about the monastery caves?  
               | Why does Max enjoy Hydropark so much? |
| 12–14        | What does Max tell you about the city of L’viv?  
               | What does he learn about schools?  
               | How do Ukrainians in L’viv spend their leisure time? |
| 15–20        | How does Max describe the land and the people in the Hustul Region?  
               | What does he learn about the houses?  
               | What are some of the celebrations and traditions that Max joins in? |
| 21–23        | Why would Max visit the peninsula of Crimea?  
               | What kind of gifts are exchanged and bought? |
| Glossary     | Which words did you read for the first time?  
               | Explain the meanings of the glossary words to your partner. |
Getting Ready

Directions: Use pages 4 – 7 of Wish You Were Here...Ukraine to answer the questions.

1. What did Max do to prepare for his trip to Ukraine?

2. On the map below draw lines to show where Max and his family will go once they are in the Ukraine. (The itinerary on page 6 will help you.)

3. How many letters are there in the Ukrainian alphabet? ______

4. Fill in the chart to describe the weather in Ukraine.

<table>
<thead>
<tr>
<th>Season</th>
<th>Northern Ukraine</th>
<th>Southern Ukraine</th>
</tr>
</thead>
<tbody>
<tr>
<td>winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>summer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.6.26a
Kyiv

Directions: Find facts about Kyiv by reading pages 8 – 11 of Wish You Were Here...Ukraine.

_________________________the name of the largest city in Ukraine
_________________________the name of the oldest church
_________________________the river on which Kyiv is located
_________________________how long ago Kyiv was founded
_________________________the name for a type of cable car
_________________________where thousands of Ukrainians gathered in 1990
_________________________the religion of most Ukrainians
_________________________place where thousands of monks live and were buried
_________________________name of an amusement park found on an island in the Dnipro River
_________________________type of contest held on the beach
_________________________name for meat on a stick

Worksheet #3.6.26b
L’viv

**Directions:** The following sentences tell about the photos you see on pages 12 – 14 of *Wish You Were Here...Ukraine*. Unscramble them.

1. is in L’viv the old This square.

2. This is train station L’viv’s main.


4. in the world Some of the best chess players come from Ukraine.

5. This is Ballet Theatre the Opera and.
The Hutsul Region

Directions: Use pages 15 – 20 of Wish You Were Here...Ukraine to decide if the following sentences are true.

Write T for true and F for false.

1. The Hutsul region is in the Carpathian Mountains. ________

2. There are many wheat fields in this region. ________

3. Pysanky are decorated Easter eggs. ________

4. Pysanky are always made from real eggs. ________

5. “Baba” means aunt. ________

6. The Hutsul region has belonged to several different countries over the years. ________

7. The traditional costumes from the Hutsul region are much like the clothing we wear today. ________

8. Most of the houses in the Hutsul region are made of wood. ________

9. The stork is the name of a bird with a long beak. ________

10. There are still many storks in the Hutsul region today. ________

11. The Cossacks were people who fought against invaders. ________

12. During Ivana Kupala people make a campfire and take turns jumping over it. ________

13. Varenyky and borscht are things to wear. ________
Crimea

**Directions:** Use pages 21 – 23 of *Wish You Were Here...Ukraine* to answer the question.

Pretend you were Max, and you were visiting Crimea. Write a few sentences telling what you would most like to do. Then draw a picture that goes with your sentences.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Getting Ready

Directions: Use pages 4 – 7 of Wish You Were Here…Ukraine to answer the questions.

1. Pretend you were getting ready to visit some friends in another country. Which of these things would you do to get ready for your trip? Underline them.

- get a suitcase
- write a letter to your friends
- buy something to give to your friends
- eat cake
- sit in a desk
- make a plan for the trip
- get a ticket for an airplane
- get a fish
- get some money
- play in the sand

2. In the space below make a picture that shows you with a suitcase.

Worksheet #3.6.26f
Kyiv

**Directions:** Following are some things you would find in Kyiv. Read the words. Draw a box around them in the groups of letters. The first one is done to show you what to do.

**buildings**  \[rlebl\] \[buildings\] \[wazporsntreucx\]

**hotel**  \[ewahotelnpoxenzcwqtymotelz\]

**church**  \[outjkanrwchumbracgchurchoerz\]

**cable car**  \[rwcablecaruynnvblworrhgeaqzar\]

**Dnipro River**  \[velopowdniproriverpladnllwsoy\]

**hill**  \[rtwponmvcdsawqpxhilulltopwm\]

**onion dome**  \[uloniondomehqwzsuoponiohprqe\]

**caves**  \[tyeopcaveshbnvdetsevacwrtopwa\]

**boat**  \[rulolrantreltaobealrboatcvverhgrt\]

**Hydropark**  \[Hydroparkwtxctwotlkparkhydroow\]
L’viv

Directions: Match the sentences with the pictures. Draw lines.

This is the old square in L’viv.

This is a new apartment building.

This is L’viv’s main train station.
Hi Babo and Didu!

L'viv is a beautiful city. It has many old buildings.

We are staying with my dad's sister and her family. Antin and I live on the outer edge of L'viv. This area has a lot of parks nearby.

Antin and I are getting along really well. He speaks Ukrainian. Somehow, we understand each other.

Love, Max

P.S. I'm using a computer at the university. And...
The Hutsul Region

Directions: Use pages 15 – 20 of Wish You Were Here...Ukraine to help you write a sentence about each picture.
Lesson Twenty-seven

Concept: India: Jobs

Resources/Materials: Textbook: Connecting with the World, Pages 186 – 189
Worksheet #3.6.27a (student copies)
Worksheet #3.6.27b (copies for younger students)

Introduction: Ask students what they remember about the different regions of India. Then have students turn to textbook, page 189 and examine the map. Have them predict the various types of jobs people in India do that involve producing goods based on the different kinds of environments.

Procedure:

1. Have students turn to textbook, pages 190 and 191. First examine the map, and then with students conclude that the basic natural resources necessary for farming are soil, sunshine, and water. For mining the basic natural resource would be minerals.

2. Fishing areas are not shown on the map. That does not mean that fishing does not provide jobs. With students decide where fishing might be done. (all along the coastline)

3. The map shows that in some mountainous areas, farming still takes place. Discuss how this might be. (Terracing of the land)

4. Guide the reading of pages 190 and 191. Observe that most people in India work in farming and fishing and some work in turning goods into other more finished goods. Finally, there are less than one quarter of the people who work in providing services. Compare this with Canada where most people have jobs that involve providing services.

5. Distribute Worksheet #3.6.27a. Go over the directions.

6. If you prefer, have younger students do Worksheet #3.6.27b instead.

Assignments:

- Do Worksheet #3.6.27a.
- If you like, have younger students do Worksheet #3.6.27b instead.
Jobs in India

Directions: Use pages 188 – 191 of Connecting with the World to help you answer the questions.

1. In India:
   farmers grow these crops: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   miners mine these minerals: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   factories make these goods: ____________________________________________
   ____________________________________________
   ____________________________________________

2. In India
   most people work in ____________________________________________
   some people work in ____________________________________________
   some people work in ____________________________________________

3. In India
   the main imports are ____________________________________________
   the main exports are ____________________________________________

Worksheet #3.6.27a
Lesson Twenty-eight

Concept: Goods and Services in India

Resources/Materials: Textbook: Connecting with the World, Pages 122-124 and 188–191
Line Master 3-12 (students have this, optional)
Worksheet #3.6.28a (student copies)
Worksheet #3.6.28b (copies for younger students)

Introduction: Recall that most people in India have jobs that have to do with farming and fishing; others are involved in mining. Note most people in India live in rural areas. It is often the case that people living in rural areas provide many of their own services rather than paying others to do that same service.

Procedure:

1. Have students turn to textbook, pages 122 – 124. Allow them to examine the photos.

2. Explain that many things grown on farms, caught in the sea, or mined are then made into finished goods in factories. Guide the reading of textbook, page 122 to find out about some of the goods made in factories in India.

3. Have students speculate about some of India’s natural resources. Then guide the reading of textbook, page 123.

4. Explain to students that India is one of the leading countries producing computer technology. But improvements in transportation has really helped to change the way Indians get from place to place. Guide the reading of textbook, page 124.

5. If students have been doing Line Master 3-12, have them complete the section on India.

6. Otherwise, distribute Worksheet #3.6.28a. Go over the directions.

7. If you prefer, have younger students do Worksheet #3.6.28b.

Assignments:

- Complete the India section of Line Master 3-12, if students have been doing this sheet.
- Do Worksheet #3.6.28a.
- If you like, have younger students do Worksheet #3.6.28b.
**Goods and Services in India**

**Directions:** Use *Connecting with the World*, Pages 122 – 124 and 188 – 191 to complete the chart.

<table>
<thead>
<tr>
<th>Goods Made in Factories</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goods Produced on Farms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goods That Are Mined</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goods and Services in India

Directions: Write the number of the sentence by the correct picture.

1. The man uses cows on his farm.
2. There are many cars in the city.
3. Factories make shirts to sell.
4. The man uses a boat to get fish.
5. Pots are made in factories.
6. Farmers can get water from this river.

Worksheet #3.6.28b
Lesson Twenty-nine

NOTE: The discovery book: Wish You Were Here...India offers an in depth look at the country of Ukraine. Teachers can decide the extent to which they use the book’s information.

You may choose to
- Simply read the book to the students as they follow along.
- Read the book in sections, discussing the content as you go.
- Have students read the book independently, or in pairs, using Line Master 3-15 to help them guide their own reading.
- As a class or independently have students do the “Before You Read” and “Think About It” exercises at the beginning and end of the booklet respectively.
- Study one of each of the five sections of the book each day, doing follow-up activities.

The following activities are provided for those who choose to do an in depth study of the book.

Concept: More About India

Resources/Materials: Discovery Book: Wish You Were Here...India
Line Master 3-15 (student copies, optional)
Worksheet #3.6.26a (student copies) Worksheet #3.6.26f (younger students)
Worksheet #3.6.26b (student copies) Worksheet #3.6.26g (younger students)
Worksheet #3.6.26c (student copies) Worksheet #3.6.26h (younger students)
Worksheet #3.6.26d (student copies) Worksheet #3.6.26i (younger students)
Worksheet #3.6.26e (student copies) Worksheet #3.6.26j (younger students)
Wall Map of the World

Introduction: Remind students that the land and climate of India varies depending on location. Because of this, the lifestyle of the people also varies.

Display the wall map of the world. Explain that at one time India used to be under the control of Britain as were many other countries around the world including Canada. Point out India and then Britain on the map.
Explain that a girl named Julia from Edmonton plans to visit India for a wedding... This book tells how he prepares for his visit and what she sees.

Procedure:

1. Distribute the discovery books and give students a chance to flip through the pages to see how it is organized and get an idea of the content.

2. On the contents page, note the major headings.

3. If desired, discuss the “Before You Read” questions on page 2.

4. It is suggested that you guide the reading of as much of the booklet as possible. Following the reading, you may want to discuss the “Think About It” questions on page 25.

Assignments: See above.
Wish You Were Here...India

- Julia travels to India for a family wedding and is able to visit many places there. Read her journal and scrapbook entries and the e-mails, letters, and postcards that she sends to Canada. They tell you what she learned.
- Remember to check the glossary on page 24 to find the meaning of words printed in bold letters.
- Use the questions in the chart below to guide you in your reading.

<table>
<thead>
<tr>
<th>Page Numbers</th>
<th>Find out</th>
</tr>
</thead>
</table>
| 2–3          | • What do you learn about India from the chapter headings?  
              | • Read the questions on page 3. Keep these questions and your answers in mind as you read on. |
| 4–5          | • What does Julia help you find out about the climate and size of India?  
              | • On the map, find the places listed on page 2. |
| 6–10         | • What information does Julia learn and share with her grandfather and her friend, Hannah?  
              | • What do you think she finds most interesting? Why?  
              | • What happens at the festival of Holi? |
| 11–13        | • What is the story behind the famous Taj Mahal?  
              | • What information does Julia write in her scrapbook about life in the desert? |
| 14–17        | • What reasons are given for the many names of Mumbai?  
              | • What does Julia learn about an Indian wedding ceremony and other wedding traditions? |
| 18–23        | • What differences does Julia notice about life in Kerala?  
              | • What information does Julia learn from her guide? |
| Glossary     | • Which words were new for you?  
              | • Share with your group and explain the meanings of these words. |
A Trip to India

Directions: Use pages 4 and 5 of Wish You Were Here...India” to answer the questions.

Fill the spaces with words from pages 4 and 5.

1. India is warmer than Alberta. The cool season lasts from _____________ to _____________. Temperatures can dropt to _______. From March to __________ the temperature can rise to _______. It rains from ____________ to ________________.

2. India is about _____________ times the size of Alberta. It has more than _____________ million people.

Look at the map on page 5. It shows the places that Julia and her family visit on their trip to India. Name the places in the order that they will visit them.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
# Delhi and Agra

**Directions:** For each sentence answer **Yes** or **No**.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The city of Delhi has two parts, an old part and a new part.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>2.</strong> A turban is worn on a person’s feet.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>3.</strong> There is many different religions in India.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>4.</strong> You will never see cows on the streets.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>5.</strong> A mosque is eaten after supper each day.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>6.</strong> Holi starts off with a bonfire on the night of the full moon in spring.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>7.</strong> During Holi people throw water and coloured powders at each other.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>8.</strong> A tandoor is a clay oven used to cook food.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>9.</strong> Curry is the name of a meal that Indians eat.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>10.</strong> The Taj Mahal took ten years to build.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
The Thar Desert

Directions: Use pages 12 – 13 of Wish You Were Here...India to answer the questions.

One word in each sentence is wrong. Cross out the word and write the correct word above it.

1. In the Thar Desert it is very crowded.

2. Riding a camel is like riding a horse, but it is smoother.

3. The houses are made of mud and the roofs are made with zebra grass.

4. Some houses have designs painted on the inside walls.

5. The whole desert has sand dunes.

6. You can see towns and children picking noses and fields of grain.

7. People in the desert wear bright white clothing.

8. Women carry carpets on their heads.

9. The jugs are used to hold milk.

10. In the desert it gets very warm at night.
Mumbai

**Directions:** Use pages 14 – 17 of *Wish You Were Here...India* to answer the questions.

Compare the people of Mumbai with the people at your colony.

**Recreation**

<table>
<thead>
<tr>
<th>Mumbai</th>
<th>My Colony</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weddings**

<table>
<thead>
<tr>
<th></th>
<th>Mumbai</th>
<th>My Colony</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How the Bride and Groom Dress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.6.29d
Kerala

Directions: Use pages 18 – 23 of *Wish You Were Here...India* to answer the questions.

Write **good** if the sentence tells about producing goods, and write **service** if the sentence tells about providing a service.

1. Farmers grow rice, rubber, tea, and spices. **good**
2. Some people catch fish to sell. **service**
3. Hotels and restaurants provide a place to stay and food to tourists. **service**
4. Actors take up to four hours to put on their make-up and costumes! **service**
5. Kathakali dancers perform in front of large crowds. **service**
6. Guides take tourists along the waterways in covered wooden boats to see the countryside. **service**
7. Kerala has good schools. **good**
8. Coconut husks are soaked and beaten to make ropes. **good**
9. The government of India has made the Periyar Wildlife Sanctuary in Eastern Kerala. Visitors can see elephants, tigers, monkeys and wild boar by taking a boat tour. **service**
10. Beaches are kept clean so tourists can enjoy them. **service**

Worksheet #3 6.29e
A Trip to India

Directions: Use pages 4 and 5 of Wish You Were Here...India to answer the questions.

1. On the map of India label the following:
   - Arabian Sea
   - Bay of Bengal
   - Indian Ocean

2. Julia and her family plan to go to several places:
   - New Delhi
   - Agra
   - Thar Desert
   - Mumbai
   - Kerala
   - Kolkata

Draw lines to join these places on the map.
**Delhi and Agra**

**Directions:** Use pages 6 – 11 of *Wish You Were Here...India*. Write the words from the box under the correct pictures.

<table>
<thead>
<tr>
<th>market</th>
<th>cow</th>
<th>powders</th>
<th>cows</th>
</tr>
</thead>
<tbody>
<tr>
<td>mosque</td>
<td>chutneys and pickles</td>
<td>Tandoori chicken</td>
<td>fire</td>
</tr>
<tr>
<td>Taj Mahal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.6.29g
The Thar Desert

Directions: Use pages 12 and 13 of Wish You Were Here...India. Finish each sentence with a word.

1. There are three ________________.

2. The house is made of ________________.

3. The desert has lots of ________________.

4. The women carry _________ on their heads.

5. The sun is ________________.
Mumbai

Directions: Use pages 14 – 17 of Wish You Were Here…India.

If you went to Mumbai, what are six things you might see?

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

These boys are learning to play a game called cricket. How do you think you play cricket?

____________________________________________

____________________________________________
Kerala

Directions: Use pages 18 – 23 of Wish You Were Here...India. Draw a picture from each page that goes with the words.

Page 18

The woman picks tea.

Page 19

The woman dances.

Page 20

The boat is on the river.

Page 22

There are some elephants.
Lesson Thirty

Concept: Goods and Services Around the World

Resources/Materials: Textbook: Connecting with the World, Pages 125 – 127
Worksheet #3.6.30 (student copies)

Introduction: Discuss with students how the jobs that involve producing goods depend largely on natural resources available in the environment. Many service jobs also depend on natural resources, but most service jobs involve providing services to other workers.

Procedure:

1. Have students turn to textbook, pages 125 – 127. Guide the reading of page 125. Be sure to discuss whether the photo shows making a good or providing a service.

2. Guide the reading of pages 126 and 127. Again decide what job(s) is being talked about and whether the job involves providing a service or producing a good.

3. Distribute Worksheet #3.6.30. Go over the directions. If necessary, have students do this work in pairs.

Assignment:

- Do Worksheet #3.6.30.
**Goods and Services Around the World**

**Directions:** Read about the jobs described by the children on pages 126 and 127 of *Connecting with the World*. Describe the job or jobs each child talk about. Then tell if the job involves producing a good or providing a service.

<table>
<thead>
<tr>
<th>Child</th>
<th>Description of the Job or Jobs</th>
<th>Good or Service?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ahmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ravi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #3.6.30
Lesson Thirty-one

Concept: Chapter Five Review

Resources/Materials: Textbook: Connecting with the World, Pages 128 – 130
Line Master(s) 3-4, 3-5, 3-8, or 3-9 (student copies)

Introduction: Explain to students that Chapter Five on goods and services is now complete, and that it is time to review

Procedure:

1. Review the ideas of environment, natural resources, jobs that produce goods, and jobs that provide services, and how they are related.

2. Depending on your students, have them do one, two, or all three of the activities on textbook, pages 128 – 130.

Assignment(s):

- Do one, two, or all three activities on textbook, pages 128 – 130.
A. Which of the following would be considered a natural resource on your Hutterite colony? Circle them.

<table>
<thead>
<tr>
<th>soil</th>
<th>sun</th>
<th>river</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td>rain</td>
<td>pigs</td>
</tr>
<tr>
<td>wind</td>
<td>elephants</td>
<td>shoe</td>
</tr>
<tr>
<td>teacher</td>
<td>product</td>
<td>service</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>car maker</td>
<td>product</td>
<td>service</td>
</tr>
<tr>
<td>truck driver</td>
<td>product</td>
<td>service</td>
</tr>
<tr>
<td>carpenter</td>
<td>product</td>
<td>service</td>
</tr>
</tbody>
</table>

C. Think about what you learned in this chapter. Complete the sentences with your ideas.

1. Goods and services a country buy from other places are called ________________________________.

2. Goods and services that a country sells to other places are called ________________________________.

3. Visitors to other countries are called ____________________.

4. A place where people work that change natural resources into goods to be sold is called a ____________________.

5. Goods can be transported by ____________________,
   ____________________, or ____________________.
D. For each country tell about a job that goes with each natural resource.

1. **Peru**

   oil \[\rightarrow\] ________________

2. **Tunisia**

   sunny weather and beaches \[\rightarrow\] ________________

3. **Ukraine**

   soil \[\rightarrow\] ________________

4. **India**

   iron ore and coal \[\rightarrow\] ________________

E. Tell about a job you would like to have when you get older. Tell if the job produces a product or provides a service.

The Job __________________________________________________________________________
_________________________________________________________________________________

Product or Service? __________________________________________________________________
Unit Four

Citizens of the World
Chapter Seven

Rights and Responsibilities
Lesson One

Concept: Rights and Responsibilities; Point of View

Resources/Materials: Textbook: Connecting with the World, Pages 131 – 134

Worksheets #4.7.1a and #4.7.1b (student copies) OR do them as a class activity
Wall Map of World or a Globe

Introduction: Display the wall map or the globe and identify it as a representation of the world. Explain to students that at one time people had difficulty travelling to far away places. Because of this people in a particular area developed their own lifestyles. Today it is much easier to travel from place to place, even those that are far away. This has led to people learning that there are many different cultures in the world.

Unit Four has to do with learning about the many things that people all over the world have in common, and how we can learn to live peacefully with others, even if they have different lifestyles.

Procedure:

1. Have students turn to textbook, page 131. Read the poem “For Our World” to students. Discuss. Then have them read along with you. Talk about what the “perfect” world might be like. Be sure to emphasize words such as respect, acceptance, and tolerance for others.

2. Next write the words “rights” and “responsibilities” on the board. Discuss their meanings and write them on the board.

   Right: something a person is allowed to do just because he or she is a citizen.
   Responsibility: something a person is expected to do in a particular situation.

   You might want to write these definitions on chart paper and display them for future reference.

   Present some situations and have students decide whether you are describing a right or a responsibility.


4. Distribute Worksheets #4.7.1a and #4.7.1b. Go over the directions.

   Alternately, these activities can be done as a class:
   • Make two large cards with “Rights” and “Responsibilities” written on them. Attach them to a bulletin board or tape them to the board.
   • Write the phrases on large word cards. Present them to the students one at a time and have them tell you under which heading to place them.
   • Reproduce the blank web on the Charter of Rights and Freedoms. Have students help you to fill in the ovals/circles with the various rights, discussing each as you go along.

Assignment:

   • Do Worksheets #4.7.1a and #4.7.1b OR do these as a class as described above.
Rights and Responsibilities

Directions: Tell whether each sentence describes a right or a responsibility.

1. You go to school every day.
2. You get to have time to play.
3. You must make your bed every morning.
4. You brush your teeth.
5. You have a place to go home to each day.
6. If you are sick, you can go see a doctor.
7. You must learn to clean up after yourself.
8. You have to play by the rules of a game.
9. If your teeth hurt, you can go see a dentist.
10. You get to have water that is safe to drink.
11. You get to have food so that you can grow up to be healthy.
12. When you are six, you go to school.
13. You do not have to work all the time.
14. You must do your chores when your parents ask you.
15. You must dress warmly if the weather is cold.
Rights of the Child

Directions: Use page 135 of Connecting with the World to fill in the web.
Lesson Two

Concept: Right to Food and Water

Resources/Materials: Textbook: Connecting with the World, Pages 136 and 137. 
Worksheets #4.7.2a and #4.7.2b(student copies, optional) 
11” X 17” sheets of paper

Introduction: Ask the students when they last went an entire day without food. (Most will say it has never happened. If they did, ask if it was by choice or if there just wasn’t any food anywhere to eat.) Explain that many people in Canada and around the world do not have enough food to eat and safe drinking water to drink on a regular basis.

Procedure:

1. Tell students that one of the “Rights of the Child” is the right to have food and safe drinking water. Discuss why this might be included.

2. Guide the reading of textbook, pages 136 and 137, emphasizing the measures to which some people must go to get food and water.

3. Next discuss the responsibilities that all citizens have with regard to food and water. That is, have a nutritionally balanced diet; do not waste food; do not waste water.

4. If you like, have students take a large sheet of paper (11” X 17”) and divide it in half. On the left they write the heading “Many Do Not Have Food and Water”; and on the right side write “We Have Plenty of Food and Water”. Then have them illustrate the two sides.

5. Alternately, students can do Worksheets #4.7.2a and #4.7.2b.

Assignment(s):

- Divide a large sheet of paper in half. Illustrate having and not having food and water.

- Alternately, do Worksheets #4.7.2a and #4.7.2b.
Right to Food and Water

Directions: Use pages 136 and 137 of Connecting with the World to finish the sentences.

1. People need water to

2. People need food so they can be ________________ and strong.

3. The problem is that some people have more than they need, and other people ________________.

4. Some children in Africa must travel great distances to get water from a ________________, ________________, or a ________________.

5. In India the government helped farmers get more food to eat by doing three things:

6. All around the world, farmers lose part of their crops to ________________ and ________________.
Responsibilities Having to do with Food and Water

Directions: Children have the right to have good food and water. Children also have some responsibilities as well.

1. One responsibility that children have is to make sure they are eating foods that will help you to grow up to be strong and healthy. That means you must eat a lot of different kinds of foods and make sure that you do not eat too much junk food.

Fill in the chart with a food from each category.

<table>
<thead>
<tr>
<th>Fruits and Vegetables</th>
<th>Breads and Cereals</th>
<th>Milk and Milk Products</th>
<th>Meat, Fish, Eggs, Nuts, and Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Tell what you can do with leftover food instead of throwing it away.

________________________________________________________________________

________________________________________________________________________

3. Tell about two ways that you can try to use less water.

________________________________________________________________________

________________________________________________________________________

Worksheet #4.7.2b
Lesson Three

Concept: Right to a Healthy Life

Resources/Materials: Textbook: Connecting with the World. Pages 138 and 139
            Unlined Paper
            Construction Paper

Introduction: Ask the students what they think they must do to have a healthy life. Discuss things like healthy diet, exercise, loving family and friends, access to good medical and dental care.

Procedure:

1. Have students turn to textbook, pages 138 and 139. Discuss that a right to a healthy life means that children have the right to the food they need and medical and dental care.

2. Guide the reading of page 138, paragraph 1. Have the children make a list of the things children need to be healthy. Then guide the rest of the page.

3. Guide the reading of page 139, having to do with the responsibilities people have to stay healthy.

4. Make a class booklet about the right to be healthy. Give each student two pieces of paper. Assign each student to write a phrase or sentence at the bottom of one sheet of paper about what one thing needed to be healthy (right); on the other a responsibility. They should illustrate the phrases/sentences. If you do not want students to spend too much time on this activity, give them half-sheets of paper.

5. Once the illustrations are completed, collect the paper. Staple them into a two-section booklet (one section for rights and one for responsibilities). Put on a construction paper cover and make the booklet available for students to read in their spare time.

Assignment:

- Make a class booklet about the rights and responsibilities to having a healthy life.
Lesson Four

Concept: Right to a Home

Resources/Materials: Textbook: Connecting with the World, Pages 140 – 141

Introduction: Discuss the problem of homelessness in your area, in Alberta, in Canada, and around the world. Explain that the United Nations has declared that every child has the right to a home. Discuss the importance of having a home.

Procedure:

1. Have students turn to textbook, pages 140 and 141. Guide the reading.

2. Discuss things that have to do with the responsibilities of having a home. (keeping it clean and tidy, keeping it safe, keeping up repairs, etc.) Talk about which of these things children can help with.

3. Ask students to think about the different kinds of homes people live in. Ask them to imagine what it would be like, for example, to live in a cave.

4. Tell students to write about what it would be like to live in one of the following:
   - An apartment in a large busy city
   - A house made of snow
   - A houseboat
   - A cave
   - A house made of branches and leaves
   - A house made of mud
   - A tent
   - Etc.

Assignment:

- Write about what it would be like to live in a “different” type of house from your own.
Lesson Five

Concept: Right to Education

Resources/Materials: Textbook: Connecting with the World, Pages 140 and 141
Worksheet #4.7.5 (student copies, optional)
Line Master 4-3 (student copies, optional)

Introduction: Have students describe their daily routine. Note that much of the time is spent going to school. Discuss the reasons why it is important for them to attend school.

We take getting a formal education for granted. Explain that in many countries of the world, a child’s routine would involve getting up and going to work, or worse, going to the garbage dump to rummage for food. They would be absolutely delighted if they could go to school.

Procedure:

1. Have students turn to textbook, pages 142 and 143. Guide the reading of the pages. Discuss the reasons why getting an education is important.
   NOTE: Many colony children may not think that education is important to them because they do not see it as a means to gaining good employment. However, education is just as, if not more, more important compared to other Canadians:
   • Education helps people to learn how to think and solve problems.
   • Education helps people to learn how to make good decisions. Colony leaders’ decisions affect not only themselves, but the entire colony.
   • The increases in technology have led to more and more complex lives. In order to use the technology wisely and efficiently, a person must be more literate and have a good basis in Science and Math.
   • Increasingly Hutterites must deal with non-Hutterites. To be respected and to interact on an even basis, Hutterites must have a certain amount of education.
   • Technology has also led to more leisure time, especially on colonies that embrace the latest. Things like reading books, doing Sudoku and crosswords are good ways to occupy leisure time. To enjoy reading, etc., you must have education.
   • Etc.

2. Education in Canada is a right. But students have some responsibilities regarding education. Discuss responsibilities such as
   • Being respectful to instructors
   • Following the rules
   • Doing your best
   • Listening carefully
   • Cleaning up after yourself
   • Etc.

3. Have students write sentences comparing their education to children who cannot go to school.
   Example: “There is a school on my colony, but in some places there are no schools.”
   “In Canada both boys and girls go to school, but in other countries only boys can go to school.”

Assignment:
• Have students write sentences comparing their education with education in other countries.
• If you like, have children do Worksheet #4.7.5 and Line Master 4-3 instead.
Right to Education

Directions: Use pages 142 and 143 of Connecting with the World to help you answer the questions.

1. What are three things you learn to do in school?

2. Tell about a way that education will help you once you are out of school.

3. Why is it that some children in the world do not go to school?
   a. ________________________
   b. ________________________
   c. ________________________
# How I Spend My Day

<table>
<thead>
<tr>
<th>What I’m Doing</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting ready for school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing chores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/relaxing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting ready for bed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Six

Concept: Right to Protection from Harmful Work

Resources/Materials: Textbook: Connecting with the World, Pages 144 and 145

Introduction: Remind students that many children around the world do not go to school. Review the reasons for this.

Write the word “harm” on the board and discuss its meaning. Once that is established, discuss the meaning of “harmful”.

Procedure:

1. Have students turn to textbook, pages 144 and 145. Read the heading on page 144. Discuss what it means.

2. Discuss what kinds of work children might be asked to do that might be harmful. (working in underground mines, working in factories where machinery could harm them, etc.)


4. Discuss the importance of colony children doing work such as babysitting, cleaning house, working in the garden, helping in the barns, etc. (helps the colony function, but also helps children learn how to carry out responsibility) Emphasize also that the work they do is generally not dangerous and that it is supervised.

5. If you like, as a class, make two lists: One telling why children should not work; the other telling why some children must work.

6. Have the students do the “Think About It” activity on page 145. Have them illustrate themselves doing one or more of their jobs.

Assignment:

- Make a list of jobs you and other children do. Illustrate one of the jobs.
Lesson Seven

Concept: Respecting Rights

Resources/Materials: Textbook: Connecting with the World, page 146  
Photo Cards: Organizations That Help: Unit 4: 1 of 6 to 6 of 6  
Photocopies of the text on the backs of the photo cards.

Introduction: Explain that in Canada children have many rights that children in other countries do not. Discuss further the importance of knowing rights and treating other people with respect.

Procedure:

1. Have students turn to textbook, page 146. Guide the reading and discuss.

   NOTE: The “Try This” activity suggests that children investigate other rights. Most online resources are written at a level that might be too difficult for primary grade students to read.

2. Next tell students that there are many organizations that have been set up to try to make the lives of children all over the world better.

   Present the photo cards one at a time. After making observations about the photo, read the text on the reverse of each card.

3. Tell students they will be able to choose an activity to do that is associated with one of the photocards. Go over the “Try This” activities on the reverse of each card. For most colony children, activities having to do with internet research may not be possible. However, some encyclopaedias may have the information you need.

   Once each child has decided on the activity he/she will do, photocopy the reverse of the photocard for him or her.

Assignment:

- Do a “Try This” activity on the back of one of the photo cards.
Lesson Eight

Concept: Chapter Seven Review

Resources/Materials: Textbook: Connecting with the World, Page 147
Line Master 4-2 (student copies; transparency, if appropriate)

Introduction: Tell students that we have come to end of Chapter Seven. Go over the terms “rights” and “responsibilities”

Procedure:

1. Have students help you list the rights of a child on the board. (Look in textbook, if necessary)

2. Review that colony children are very fortunate because their colony has made sure that they have these rights. However, not all children are in that position.

3. Distribute Line Master 4-2 and put up the transparency. Help children get started on completing this page.

4. If you like, have them do the “Show What You Know” activity on textbook, page 147.

Assignment:

- Do Line Master 4-2.

- If you like, have students do the “Show What You Know” activity on textbook, page 147.
The Red Cross and Red Crescent

In 1864, Henri Dunant started the Red Cross. The Red Cross helps people in wars or natural disasters. The work of the Red Cross spread quickly throughout the world.

In Muslim countries, this organization is named the Red Crescent. The Red Cross and the Red Crescent share the same goals. They both help people who are suffering because of war, disaster, or disease. Red Crescent volunteers work all over the world.

This girl lost her home because of war. She is staying with her mother in a camp in Jordan where she will be safe. The camp was built by Red Crescent volunteers.

Try This

- Use the Internet or other resources to research the history of the Red Crescent. Make a timeline that tells about it. You could add pictures to your timeline.

- Learn about a Red Cross or Red Crescent Society in your community. Create a web showing at least three things the Society does. Put the Society’s symbol in the centre of your web.
SOS Children’s Villages

Many children lost their homes and families during World War II. After the war, an organization called SOS Children's Villages was set up to give these children a good home.

Many children still need homes today. Now there are 440 SOS Villages in 131 countries around the world, including Canada.

Each child is given a home with an SOS mother. She provides the children in the house with a safe and loving home. Each SOS Children's Village has about 10 or 15 houses. The villages also have schools for the children.

A 12-year-old girl from an SOS Children’s Village in Greece was chosen to accept the flame at the closing of the 2004 Olympic Games in Athens.

Try This

- Use the Internet or other resources to find out more about SOS Children's Villages. Prepare a report on a village in Greece or Canada.
- Make a floor plan of a house you think would make a good home for four children under 10 years old. Remember that the SOS mother needs a room, too. Use symbols for the rooms. Include a legend to explain the symbols.
Sleeping Children Around the World

Murray Dryden's hobby was photography. He enjoyed taking pictures of sleeping children. He thought about the hard, cold streets where some children in the world have to sleep. He believed that every child should have a bed to sleep on.

In 1970, Murray and his wife, Margaret, started Sleeping Children Around the World (SCAW). This organization collects money and supplies. It gives bed kits to children in need. Each bed kit has a mat, a pillow, a sheet, a blanket, a mosquito net, a towel, clothes, and school supplies.

SCAW has collected $17 million and has donated bed kits to more than 700,000 children in 31 countries.

Try This

- Use the Internet or other resources to find out more about Sleeping Children Around the World. Talk to a partner about what you learned.

- Plan a bed kit that you would make for a homeless child. Draw and cut out pictures of the items and put them in an envelope as a "bed kit."
Ten Thousand Villages

Ten Thousand Villages works with crafts people all over the world. It works in places where there are few jobs.

Ten Thousand Villages helps people buy the materials they need. It helps them sell their crafts and get a fair wage for their work. This money pays for the goods and services people need to make their lives better.

Many volunteers help in Ten Thousand Villages’ stores in Canada and the United States. These stores sell crafts such as clothing, furniture, and jewellery. Volunteers help those who buy the crafts learn about the people who made them.

Try This

Check www.tenthousandvillages.com to find out more about Ten Thousand Villages. Use the Web site or other resources to do one or both of the following activities:

- Make a web showing some of the crafts made by people in the villages. Your web could have drawings with captions.
- Read the story of one person who has been helped by Ten Thousand Villages. Tell this story to a partner. Show any pictures you found.
Canadian Catholic Organization for Development and Peace

The Canadian Catholic Organization for Development and Peace has two goals. It helps people in countries around the world have a good quality of life. It also tells Canadians about problems in the world.

Since this organization was founded in 1967, it has helped with more than 13,000 projects in 70 different countries.

Today, Development and Peace is working to provide clean drinking water to people who need it. It has asked Canadians to sign a letter to say that everyone has a right to clean water.

Try This

- Use the Internet or other sources to find out more about one project Development and Peace has helped with. Write a short report about the project. Share your report with a partner.
- Make a web showing what you and your family can do at home to make sure you do not waste water.
C.A.R.E.
Central Alberta Refugee Effort Committee

Refugees are people who leave their home country because they do not feel safe there. Those who come to Canada often need help learning our languages and customs.

The Central Alberta Refugee Effort Committee (C.A.R.E.) was set up to help refugees. It provides English classes and translators. It offers each new family a local friend who speaks their language. This friend can help them get used to their new home.

C.A.R.E. has two goals. It helps refugees get a good start in Canada. It also works with communities in Alberta to welcome the newcomers.

Try This

- Find out about more about refugees in Alberta. Use the Internet or other sources.
- With a partner, write a friendly letter to welcome a refugee family to your community.
# Children’s Rights Chart

<table>
<thead>
<tr>
<th>Rights</th>
<th>Why do they need this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Protection from Harmful Work</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Studies  
Grade Three  
Unit Four, Chapter Seven  
Test

A. Write the words from the box beside their meanings.

<table>
<thead>
<tr>
<th>right</th>
<th>responsibility</th>
<th>vaccine</th>
<th>1. a person who has left home because of war or other disaster.</th>
</tr>
</thead>
<tbody>
<tr>
<td>volunteer</td>
<td>protection</td>
<td>irrigation</td>
<td>2. person who does work without being paid</td>
</tr>
<tr>
<td>organization</td>
<td>refugee</td>
<td>wages</td>
<td>3. a group of people who work together for a common goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. something that a person is allowed to do just because he or she is a citizen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. something that a person should do</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. a way to water dry communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. to keep something safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. used to protect people from disease</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. money people earn for the work they do</td>
</tr>
</tbody>
</table>
B. What are four “Rights of the Child”.

1. 

2. 

3. 

4. 

C. You have the right to have a healthy life. You also have a responsibility to stay healthy. Tell about four things you can do to stay healthy.

1. 

2. 

3. 

4. 
D. Tell why each right is important.

1. Right to Education

2. Right to Clean Water

3. Right to a Home

4. Right to Food and a Healthy Life
Chapter Eight

Being a
Global Citizen
Lesson Nine

Concept: Global Citizen

Resources/Materials: Textbook: Connecting with the World, Pages 148 and 149
Poster: “We Are Citizens of the World”
Line Master 4-4 (enlarged to 11” X 17” and/or transparency)
Globe
Worksheet #4.8.9 (student copies, optional)

Introduction: Discuss with students times when someone else has done something to help out or just out of kindness. As well, discuss times when students may have done something for someone else. Discuss how it feels to receive and give kindness. Tell students that the final chapter of the year takes a look at how we can all help others, and the effects our kindnesses have on others.

Procedure:

1. Write the term “global citizen” on the board. Help students to figure out the meaning of the term. (Show them the globe and identify it as a globe. Global comes from the word globe. Citizen is a person who lives in a place.)

2. Have students turn to textbook, page 148 and look at the definition of the “global citizen” at the bottom of the page. Discuss how one person can feel responsible for others, even if they are strangers. (One way might be to point out that most colonies contribute to food banks, even though they most likely do not know the people who use the food bank.)


4. Present the UN symbol on Line Master 4-4. Explain that the more than a hundred countries around the world belong to the United Nations (UN), and that its purpose is to help countries get along and help those who are in need.

5. Guide the reading of textbook, page 149. (This may take some time as there is quite a bit of new vocabulary on this page.)

6. Present the poster. Point out that the phrases on the poster tell about “citizens of the world” or “global citizens”. Tell students that the poster is actually a type of poem called an acrostic.

7. If you like, have students make an acrostic about global citizens using their colony name. (This can be done as a class, in small groups, or individually.)

8. If you like, have the students do the “Think About It” exercise on textbook, page 148.

9. You might also distribute Worksheet #4.8.9. Go over the directions.

Assignments:

- Do “Think About It” on textbook, page 148 and/or Worksheet #4.8.9 and/or make an acrostic using the letters of the name of the colony.
Clue Cards

1. 

2. 

3. 

Who Am I?

1. 

2. 

3. 

Who Am I?
Being a Global Citizen

Directions: Use pages 148 and 149 of Connecting with the World to answer the questions.

1. What are four things we share with the rest of the world?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. The United Nations protects the rights of children. Tell about three other things it has done.

a. ______________________________________________________________________

   ______________________________________________________________________

b. ______________________________________________________________________

   ______________________________________________________________________

c. ______________________________________________________________________

   ______________________________________________________________________
Lesson Ten

Concept: The Red Cross and Arctic Council

Resources/Materials: Textbook: Connecting with the World, Pages 150 – 152
- Red Cross Symbol (trace Worksheet #4.8.10a on red paper, cut it out and paste it on a sheet of white paper)
- Worksheets #4.8.10b and #4.8.10c (student copies)
- Wall Map of the World

Introduction: Present the Red Cross symbol. Point out that the Red Cross is a world-wide organization whose purpose is to help those in need. It relies very heavily on donations volunteering from ordinary citizens.

Procedure:

1. Have students turn FIRST to textbook, page 151. Read the first two paragraphs to the students, discussing how the Red Cross got started.

2. Tell students that textbook, pages 150 – 152 tell about examples of some of the ways that the Red Cross has helped people from around the world.

3. Guide the reading, and as you do make a list of the Red Cross’s activities.

   Example: The Red Cross Helps
   - Helped flood victims in Canada
   - Helped flood victims in Tunisia
   - Teaches boat safety
   - Helped tornado victims in Edmonton

4. Discuss that the Red Cross is always looking for volunteers. It is the ordinary citizens of the world that make the Red Cross effective. Discuss the challenges of being a Red Cross volunteer.

5. On the map of the world point out the Arctic countries like Canada, United States, Finland, Denmark, Norway, Russia, and Sweden. As students what they have in common. Guide the reading of the side bar on page 152 to find out more about the Arctic Council.

6. Distribute Worksheets #4.8.10b and #4.8.10c. Go over the directions.

Assignment:

- Do Worksheets #4.8.10b and #4.8.10c.
The Red Cross

Directions: Use pages 150 – 152 of Connecting with the World to do the activities.

1. In the space below draw and colour the Red Cross symbol.

2. Write these facts about the Red Cross.
   a. Who started it? ________________________________
   b. In what year? ________________________________
   c. In what country? _______________________________
   d. How many volunteers? ________________________
3. Use the web to tell about some of the Red Cross’s activities.
Lesson Eleven

Concept: Helping Children

References/Materials: Textbook: Connecting with the World, pages 153 – 155
Worksheet #4.8.11 (student copies)

Introduction: Review the term “global citizen” (person who feels responsibility to help others, regardless of where they live, and even if they do not personally know them)

Tell students that today they will learn about a twelve-year-old boy who decided that he could do something about a problem for children half way around the world.

Procedure:

1. Review the terms cause and effect. Give examples, if necessary. (e.g., Cause: You’re late leaving for school. Effect: You decide to run to the schoolhouse.)

2. Tell students to be thinking about cause and effect as they find out about the twelve-year-old boy and what he did. Guide the reading of pages 153 – 155.

3. Discuss the cause-effect relationships. Note that some effects, in turn become causes for other effects. Have students help you write down the cause-effect scenario with Craig Kielburger.

   Example:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
</table>
   | Craig Kielburger read about a 12-year-old boy who was forced to work. | Craig and his friends made others aware of the situation and eventually started Free the Children.

   Cause | Effect
   Students at All Saints School heard about Free the Children. | The students decided to raise money to build a School in Haiti.

4. Discuss how Free the Children is an example of global citizenship.

5. Distribute Worksheet #4.8.11. Go over the directions.

Assignment:

- Do Worksheet #4.8.11.
Free the Children

Directions: Use pages 153 – 155 of Connecting with the World to make notes about “Free the Children”.

FREE THE CHILDREN

<table>
<thead>
<tr>
<th>What it does.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Who started it.</th>
<th></th>
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<tbody>
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<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Why it started.</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How it started.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What Craig and his friends did.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What effect it has had on others.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Lesson Twelve

Concept: Staying Healthy

Resources/Materials: Textbook: Connecting with the World, Pages 156 – 158
UN Symbol (Line Master 4-4)
Worksheets #4.8.12a and #4.8.12b (student copies)

Introduction: Recall how Craig Kielburger established Free the Children, why he established it, and the impact that organization has had around the world.

Explain that millions of children around the world are sick due to lack of food, lack of good food, lack of clean drinking water, and disease. Many of them die.

Procedure:

1. Hold up the UN symbol. Remind students that the symbol stands for the United Nations – an organization made up of more than a hundred countries from around the world. Explain that the UN does many different things to address problems. One of them is to try to improve the situation of children’s health.

2. Have students turn to textbook, pages 156 – 158. Guide the reading, emphasizing that just by volunteering, individuals can play an important role.

3. Distribute Worksheets #4.8.12a and #4.8.12b. If possible go over Worksheet #4.8.12a. Then go over the directions on Worksheet #4.8.12b.

Assignment:

● Read Worksheet #4.8.12a and then do Worksheet #4.8.12b.
United Nations International Children’s Emergency Fund (UNICEF)

What Is UNICEF?

A. UNICEF works to overcome things such as poverty, violence, disease, and discrimination.

B. UNICEF tries to make sure that all children have a good start in life. Children cannot grow up to be good adults if they do not have proper food and housing when they are children.

C. UNICEF tries to make sure that girls get an education that is as good as boys’ education. Girls who go to school grow up to be adults who are better thinkers, better citizens, and better parents to their own children.

D. UNICEF tries to prevent children from getting diseases and have good food to eat. It is wrong for a child to suffer or die from illnesses that could have been prevented.

E. UNICEF tries to make sure that children grow up in environments that are healthy and not dangerous. During emergencies UNICEF tries to be there to make sure that the children are not harmed in any way.

F. UNICEF upholds the Convention on the Rights of the Child. UNICEF believes that everyone should be treated equally and wants the world to be a peaceful and safe place.

G. UNICEF works in 190 countries in the world.
Directions: Read about what UNICEF does. Match each of the statements with one of the statements below. Write the letter.

_____ 1. In some countries girls do not get to go to school. UNICEF believes girls need an education just as much as boys do.

_____ 2. In many countries children have no rights. UNICEF believes that children should have rights and that the Convention on the Rights of the child should be followed by all countries.

_____ 3. UNICEF believes that children cannot do well if they are really poor, where there is a lot of violence, sickness, and if they are discriminated against.

_____ 4. UNICEF has programs in almost 200 countries.

_____ 5. UNICEF believes that if a child has a good start in life, he or she will be a good adult.

_____ 6. UNICEF will be there during emergencies to make sure that children are being looked after.

_____ 7. Many children die every year because of diseases they get from not having the right foods to eat and not getting the medicines they need to prevent diseases.
Lesson Thirteen

Concept: Global Citizens: Individuals

Resources/Materials: Photo Cards: “Contributing to the World”, Unit 4: 1 of 4 to 4 of 4
Worksheets #4.8.13a, #4.8.13b, and #4.8.13c

Introduction: Briefly review the activities of organizations such as Free the Children and UNICEF. Explain that they are organizations. The success of the efforts of organizations always comes down to what the individual people associated with organizations do.

Procedure:

1. Explain that today students will learn about four Canadians, who in their own way are doing things to be good global citizens.

2. Present the photo cards one at a time and then read the text on the reverse of each card. Discuss.

3. Distribute Worksheets #4.8.13a to #4.8.13c. Tell students that the information on the reverse of the photo cards is reproduced on the first two worksheets. The activities on Worksheet #4.8.13c are based on Worksheets #4.8.13a and #4.8.13b.

Assignments:

- Read Worksheets #4.8.13a and #4.8.13b

- Do Worksheet #4.8.13c.
David Suzuki

David Suzuki is one of the most famous scientists in Canada. He has worked for many years writing books and creating television programs about nature and science. He gives talks all over the world to teach people about the environment.

For 15 years, the David Suzuki Foundation has worked to show people how to live in harmony with nature. It does research in four areas: forests, water, climate change, and recycling.

Louis Arbour

Louise Arbour may be the most famous judge in the world.

For five years she served on the Supreme Court of Canada. The Supreme Court is the most important court in Canada. It often has to make decisions about our rights under the Charter of Rights and Freedoms.

In 2004, the United Nations asked Judge Arbour to become its High Commissioner for Human Rights. The High Commissioner’s job is to make sure that all the countries respect the UN Universal Declaration of Human Rights.
Biruté Galdikas

Biruté Galdikas grew up in Toronto, Ontario. At university, she became interested in studying the habits of apes, especially orangutans.

Biruté travelled to Borneo, a tropical island in Indonesia, to learn more about wild orangutans. After studying their features, habits, and problems, she started the Orangutan Foundation International (OFI).

The OFI protects orangutans from hunters, and it protects the forest from loggers. It also teaches people about the environment.

The OFI hires helpers to care for orphaned baby orangutans at a nature reserve in Borneo.

Takashi Murakami

Takashi Murakami came to Canada when he was a young man. Since then, he has become one of Canada’s best chefs. He has won many prizes for his cooking skills.

Chef Murakami has used his cooking skills in other important ways, too. He belongs to Share Our Strength. This organization finds ways to help solve the problem of hunger. It supports community gardens, nutrition education, and classes that teach basic cooking skills.

Chef Murakami also organizes a Chef’s Dinner. This delicious meal raises money to support the work of Share Our Strength.
Contributing to the World

Directions: Read each of the following. Then tell who you think might have said these words.

1. “I have travelled all over the world, but my favourite place is home. Next to home, however, I love to go to Borneo. Why? Because that is where I have spent a lot of time studying a wild ape called the orangutan. It is too bad, but the wild orangutans are in danger because hunters kill them just for fun; others destroy the forests where they live.

2. “I was not born in Canada, but now it is my home. I am interested in trying to make life better for those who do not always have enough to eat. I do this by trying to teach people how to eat foods that are good for you. I also try to teach people how to cook. Finally, I try to get communities to raise their own vegetables and fruits.”

3. “I have been a scientist for most of my life. I am really interested in making sure that people keep our world healthy. I am an expert on forests, water, climate change, and recycling. I have even has my own television program.”

4. “I want to make sure that everyone on Earth has certain human rights. Many people around the world are not treated properly, and this is wrong. I believe that all people are equal. I worked for the United Nations for many years.”
Lesson Fourteen

Concept: Helping People Get Better: Doctors Without Borders

Resources/Materials: Textbook: Connecting with the World, Pages 159 – 161
Worksheet #4.8.14 (student copies, optional)

Introduction: Explain that in some parts of the world people get sick because they cannot get good health care. They often do not have clean drinking water and clean conditions in which to live. An organization called “Doctors Without Borders” was formed to try to help people like them.

Procedure:

1. Go over the meaning of the term “volunteer”. (a person who does work without expecting to be paid for it) Tell students that people of “Doctors Without Borders” volunteer their services. They usually come from countries like Canada that can get good health care.


3. Ask students if they can think of other types of organizations that could be created to help people around the world lead a better life. (e.g. an organization that helps people learn how to make their land grow better crops; an organization that shows people how to build safer houses; an organization that helps people to have better schools, etc.)

4. If you like, have students work alone or in small groups to come up with an organization that would fill a need in the world. They should tell what the organization does and how it should go about doing it.

5. Alternately, students can do Worksheet #4.8.14 which has to do with Doctors Without Borders.

Assignments:

- If you like, have students write about an organization that could be created that would address a need somewhere in the world.

- If you like, have students do Worksheet #4.8.14.
Doctors Without Borders

Directions: Use pages 159 – 161 of Connecting with the World to find these facts about Doctors Without Borders.

What is it?

When did it start?

Where did it start?

What is the French name for Doctors Without Borders?

What work did Doctors Without Borders do in Peru?

What special award did Doctors Without Borders receive?

Worksheet #4.8.14
Lesson Fifteen

Concept: Organizations That Protect Wildlife

Resources/Materials: Textbook: Connecting with the World, pages 162 – 164
Worksheet #4.8.15 (student copies, optional)

Introduction: Explain that students have learned a lot about how many global citizens have worked to improve the lives of people. Today they will learn about those who try to protect animals, especially those animals that are in danger of being wiped out completely.

Procedure:

1. Have students turn to textbook, page 162. Guide the reading of the page, noting that people created a problem and it was people who were eventually responsible for the solution.

2. Tell students that the World Wildlife Fund is an organization that tries help animals that are disappearing from the earth. Guide the reading of textbook, pages 163 and 164.

3. If you like, have students do Worksheet #4.8.15a on the World Wildlife Fund.

4. You could also have students do some research on one of the world’s endangered species. Students can take research notes on Worksheet #4.8.15b or in their notebooks. Information on some of them is included on Worksheets #4.8.15c through #4.8.15h. You may prefer to have more in depth information. If so, this is available through the World Wildlife Fund website at www.worldwildlife.org.

Assignments:

- If you like, have students do Worksheet #4.8.15a.

- If you like, have students research an endangered species using Worksheets #4.8.15b and one of Worksheets #4.8.15c through #4.8.15g.
Protecting the World We Share

Directions: Use pages 162 – 164 of Connecting with the World to answer the questions.

1. Read about the elephants on page 162. Fill in the chart.

   **Cause**

   People in one part of India noticed that there were fewer elephants than before.

   **Effect**


   **Cause**

   A group of people were worried that many animals were getting sick.

   **Effect**
### Research on an Endangered Species

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<tr>
<th>Name of the Species</th>
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<table>
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<tr>
<th>Habitat (Where it lives.)</th>
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<tr>
<th>Appearance (What It Looks Like)</th>
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<th>Why It is Becoming Endangered</th>
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<tr>
<th>What is Being Done to Save It</th>
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</table>
Giant Panda

Habitat

The giant panda lives in the southwest part of China. This area has lots of mountains and is covered with forests. These forests have a type of tree called bamboo. The giant panda eats only the leaves and roots from the bamboo tree. They live mainly on the ground, but can climb trees.

Appearance

Pandas have a white coat with black fur around their eyes, on their ears, mouth, legs, and shoulders. They have wide, flat back teeth and big paws that are very good for holding, crushing, and eating bamboo. They grow to be about a metre and a half long from nose to rear end. Their tails are about 10 cm long. A large adult panda can weigh between 100 and 200 kilograms. Males are bigger than females.

Why It Is Becoming Endangered

Pandas are on their way to becoming extinct. This is because people are cutting down much of the forests where they live to make way for more places for people to live and farm. With the amount of forests going down, there is not as much area for them to make homes and not enough bamboo trees for them to eat. At one time there were thousands and thousands of giant pandas living in China. Today there are fewer than 1600.

What Is Being Done

The Chinese government has established more than 50 panda reserves. No one is allowed to cut down trees or kill pandas on a reserve.
**Tiger**

**Habitat**

There are several different kinds of tigers. They all live in Asia in an area that stretches from India to south-eastern China and from the northeastern part of Russia to the islands of Indonesia in the south. They live in areas where there is lots of forest or in jungle areas.

**Appearance**

The tiger is one of the largest wild animals belonging to the cat family. You always know a tiger because of its stripes. No two tigers have the same stripes. The tiger’s main colour is reddish orange to dark yellow. They have big paws and a round wide face.

Tigers are big. They grow to be between one and half to two and a half metres long. Their tails are just a little less than a metre long.

**Why It Is Becoming Endangered**

The number of tigers in the in the world drops every year. This is partly because people kill them. Some people kill tigers just for fun. Other people kill them because they are afraid of them. People also destroy the forests where tigers live to make large farms, roads, and cities. Today there are about 6000 tigers left.

**What Is Being Done**

The World Wildlife Fund (WWF) is trying to get governments to pass laws so that not so many tigers are killed. It is working with communities to help them better understand why tigers are important and show them how they can safely live in areas where tigers live too. The WWF is trying to help governments understand why it is important not to destroy the tigers’ habitat.
Polar Bear

Habitat

All polar bears live in the Arctic. The Arctic is the region in the far north part of the world. Polar bears live in the northern parts of Canada, United States, Greenland, Norway, and Russia. Polar bears live where there is lots of ice and snow. They eat the seals, fish, and other animals that live in cold climates.

Appearance

The polar bear’s thick fur covers all of its body except for its nose and foot pads. Its fur is white to yellowish-white. They can run fast and are very good swimmers.

An adult male is two to two and a half metres long and weighs between 400 and 600 kg.

Why It is Becoming Endangered

Polar bears need to live where it is cold. But the earth is warming up. This has caused much of the ice where polar bears live to melt. This means that more and more polar bears have to spend time on land. Polar bears must be close to or on the ice to hunt for food. Scientists feel that if the world keeps warming up and the ice keeps melting, that within a hundred years there will be no more polar bears.

What Is Being Done

The World Wildlife Fund (WWF) and several other organizations are working hard to know more about how the warming of the earth is affecting the polar bear population.

According to the WWF, the warming of the earth is caused when people burn fuels to run their cars, trucks, and airplanes and burn fuels to heat their homes and run their factories. They are working with scientists and governments to come up with a way to slow down the warming of the earth.
Rhinoceros

Habitat

The rhinoceros lives in the central and southern parts of Africa and in southeast Asia. At one time they lives in the hot grassland areas of Africa and in the tropical forests of southeast Asia. They eat mostly grass.

Appearance

Rhinoceroses are huge! They have big thick bodies, stumpy legs, and either one or two stubby horns. They have really poor eye sight, but they can hear an smell very well. Rhinoceroses can sleep standing up or lying down. They love to roll around in the mud.

Why It is Becoming Endangered

At one time there were lots of rhinoceroses, but today they exist only in national parks and places where the governments do not allow the killing of animals. However, some people called poachers, still kill many rhinoceroses every year. They are after only one part – the horn. Some people think that the horn can cure some diseases. The number of rhinoceroses is also going down because people are destroying their habitat. In many cases the trees where they live are cut down to be sold.

What Is Being Done

The World Wildlife Fund (WWF) is working with governments to try to stop poaching. They are also trying to get people to stop buying rhinoceros horns for medicine. The WWF is also trying to get people to stop cutting down the trees in areas where rhinoceroses live.
Orangutan

Habitat

At one time the orangutan lived all over the forests of Southeast Asia. Today they live only in a small part of Southeast Asia. Orangutans spend all almost all of their time in trees in the rainforest. They even sleep in the trees. They walk on the ground, but not nearly as well as they can swing from tree to tree.

Appearance

Orangutans have reddish-brown fur that is quite long. Their arms are twice as long as their legs. Their fingers and toes are curved so they can grab onto tree branches. They have big heads and big mouths. Adult orangutans grow to be about 175 cm tall and weigh about 120 kg. They live to be about 50 years old.

Why It is Becoming Endangered

The number of orangutans decreases every year. This is because of several things. First, people are cutting down the trees where they live in order to make houses and furniture. Second, people are clearing the rainforests to make large farms. Third, people are cutting down the forests to make roads and cities. Fourth, some people kill the orangutan for food.

What Is Being Done

A lot is being done to save the orangutan. A Canadian scientist, Biruté Galdikas, has set up an organization Orangutan Foundation International (OFI). This organization is doing several things. One is that it is working with communities close to where orangutans lives. The OFI is teaching the citizens more about the orangutan and why it is important. The OFI also works with governments to set aside rainforest areas where the orangutans habit cannot be destroyed and where no one is allowed to hunt the orangutan. Another thing the OFI does is work on trying to change some farmland back to rainforest so that orangutans will have more places to live.
Lesson Sixteen

Concept: Organizations/Individuals: Global Citizens

Resources/Materials: Textbook: Connecting with the World, Chapter 8
                  Photo Cards: “Contributing to the World”, Unit 4: 1 of 4 to 4 of 4
                  Line Master 4-6 (student copies, optional)
                  Line Masters 4-7a and 4-7b (student copies)
                  Line Masters 4-8a and 4-8b (student copies)

Introduction: Review the term global citizen again, and then quickly review some of the individuals and organizations that students have studied who tried to be good global citizens.

Tell students they will now do some activities that will help them to remember some of these individuals and organizations.

Procedure:

Choose some or all of the following for students to do:

1. Line Master 4-6: Assign each student one or two individuals. They are to write facts about these individuals. When all are finished, each student reads his/her clues and the others try to guess.

2. Line Masters 4-7a and 4-7b: Students use the information from Chapter 8 and the photo cards to match the individuals to the organizations. (This is a cut-and-paste activity.)

3. Line Masters 4-8a and 4-8b: Students use the information from Chapter 8 and the photo cards to match the organizations with their activities. (This is a cut-and-paste activity.)

Assignments:

- Assign students to write clues about individuals. (Line Master 4-6) AND/OR
- Match individuals to their organizations on Line Masters 4-7a and 4-7b. AND/OR
- Match organization to their activities on Line Masters 4-8a and 4-8b.
<table>
<thead>
<tr>
<th>Person</th>
<th>Organization the Person Belongs To</th>
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<tbody>
<tr>
<td>Craig Kielburger</td>
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<td>Louise Arbour</td>
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<td>Henry Dunant</td>
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<td>David Suzuki</td>
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<td>Dr. Fiona Schmiegelow</td>
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<td>Sheree Fitch</td>
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<td>Dr. James Orbinsky</td>
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<td>Takashi Murakami</td>
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<td>Terry Chicoine</td>
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<td>Birutė Galdikas</td>
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<tr>
<td>Organization</td>
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<td>UNICEF</td>
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<td>Doctors Without Borders</td>
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<td>United Nations</td>
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<td>Orangutan Foundation International</td>
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<td>Free the Children</td>
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<td>Red Cross</td>
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<td>World Wildlife Fund</td>
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<td>David Suzuki Foundation</td>
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<td>Red Cross</td>
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<td>Share Our Strength</td>
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<tr>
<td>Organization</td>
<td>One of the Things They Do</td>
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<tr>
<td>Free the Children</td>
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<td>United Nations</td>
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<td>Share Our Strength</td>
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<td>UNICEF</td>
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<tr>
<td>Cut-and-Paste Answers for Organizations Chart</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Gives medical help to communities that don't have doctors or medicine they need</td>
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<tr>
<td>Studies and protects orangutans</td>
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<tr>
<td>Fights against child labour</td>
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<tr>
<td>Teaches people how to live in harmony with nature</td>
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<td>Solves the hunger problem by teaching people nutrition, cooking, and how to grow food</td>
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<tr>
<td>Provides polio vaccinations for children in other countries</td>
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<tr>
<td>Conducts peacekeeping missions</td>
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<tr>
<td>Disaster relief (gives food, first aid, and blankets)</td>
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<tr>
<td>Protects wild animals and their environments</td>
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Lesson Seventeen

Concept: Chapter Eight Wrap Up

Resources/Materials: Textbook: Connecting with the World, Pages 165 – 167
Poster: “We Are Citizens of the World”
Line Master 4-9 (run off on Manila tag or Bristol board, half a page per student)
Worksheet #4.8.17 (student copies, optional)
Wall Map of World

Introduction: Display the map of the world. Challenge students to find the countries: Canada, India, Tunisia, Ukraine, and Peru.
Display the poster and go over the phrases that characterize global citizenship.

Explain that each of the children from those countries has done something to show he or she is a global citizen.

Procedure:

1. Have students turn to textbook, page 165. Guide the reading.

2. Have students turn to textbook, pages 166 and 167. Read about each student to the class; then ask them to identify the activity or activities that show demonstrate global citizenship.

3. Have students think back to the series of discovery books: “Wish You Were Here…” Tell students they are to write to someone off their colony about what they would see if they came to visit. On Line Master 4-9 they are write a short letter to that person and make an illustration of what they describe. Alternately, students could write as if they had visited one of the countries: India, Ukraine, Peru, or Tunisia.

4. If you like, have students do Worksheet #4.8.17. Go over the directions.

Assignments:

- Write and illustrate a postcard describing your colony
  OR
  Pretend you visited one of the countries studies in the textbook. Write and illustrate a postcard from that country.

- If you like, have students do Worksheet #4.8.17.
Global Citizens

Directions: Use pages 165 – 167 of Connecting with the World to answer the question.

Each of the children did something to show that he or she was a global citizen. Tell what each did.

1. María
   The Situation:

   How María Helped:

2. Ahmed
   The Situation:

   How Ahmed Helped:

3. Irena
   The Situation:

   How Irena Helped:

4. Ravi
   The Situation:

   How Ravi Helped:
Lesson Eighteen

Concept: Problem Solving

Resources/Materials: Textbook: Connecting with the World, Pages 168 – 170

Introduction: Explain that each of the individuals and organizations examined in Chapter 8 saw a problem somewhere in the world. Then the person or organization went about deciding how to go about solving the problem.

Procedure:

1. Have students turn to textbook, pages 168 – 170. Guide the reading of each page.

2. Have students do one or more of the three activities described.

Assignments:

- Do one or more of the activities described on textbook, pages 168 – 170.
Lesson Nineteen

Concept: Personalizing Global Citizenship

Resources/Materials: Worksheet #4.8.19 (student copies, optional)

Introduction: Again, review the term global citizen. It is important to stress that in order to be a global citizen, a person does not necessarily have to be involved in activities as well-known or complicated as those discussed in the textbook.

Procedure:

1. Tell students that whenever they do something that they think will help out an individual or group without expecting to be paid or rewarded, they are being global citizens.

2. As a class make lists on the board about things they do or could do that show they are global citizens:
   - with the family at home (try not to waste food, electricity, water; do things for other community members when in need, etc.)
   - in school (get involved in recycling projects, keep school yard free of litter, get involved in such projects like “Christmas shoeboxes” organized by Samaritan’s Purse, etc.)
   - in the community (help to clean and pack vegetables to donate to food bank, help people on neighbouring farms who might need assistance, keep colony free of litter, shovel sidewalks without being asked, etc.)

3. Explain that there are many more ways that students can be global citizens when they get older. With class make a list, such as:
   - Donate blood
   - Volunteer to help people in nearby communities when they are in need
   - Vote to give money to worthwhile charities

4. Have students write one way in which they can be a global citizen with their family, at school, and in the community. Also have them tell about a way they can be a global citizen when they are older. This activity can be done on Worksheet #4.8.19 or in notebooks.

Assignment:

- Tell about at least one way you can be a global citizen at home with your family, at school, in the community, and when you get older. Do this on Worksheet #4.8.19 or in your notebook.
Being a Global Citizen

Directions: Each of us does things that make us global citizens. Give at least one example of something you do or would like to do to show that you are a global citizen

1. at home with your family
   
   
   
   
   

2. at school
   
   
   
   
   

3. in the community
   
   
   
   
   

4. when you get older
   
   
   
   
   

Social Studies
Grade Three
Unit Four, Chapter Eight
Test

A. Fill the blanks with words from the box.

<table>
<thead>
<tr>
<th>disaster</th>
<th>organizations</th>
<th>citizen</th>
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<tbody>
<tr>
<td>disease</td>
<td>vaccine</td>
<td>UNICEF</td>
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</table>

1. International ________________ comes from many places in the world to help people when disaster strikes.

2. When rains and rising waters cause damage we call this a ________________.

3. When we show concern for others and help others in the world, we can be a global ________________.

4. The United Nations started a special group to help children called ________________.

5. Volunteers in clinics help protect people from ________________ by giving them a ________________.
B. Read the following statements and circle whether they are true or false.

6. The Red Cross is an organization of volunteers that help others.
   True     False

7. Tornadoes, monsoons, floods, and drought are disasters.
   True     False

8. People pay volunteers to help others out in other countries.
   True     False

9. Children can be global citizens and help others in the world.
   True     False

10. The World Wildlife Fund is an organization that helps to protect farm animals.
    True     False

11. Many Canadians do things that make them global citizens.
    True     False
C. Think about what you learned in this chapter. Complete the web below to show how you can be a global citizen. You can add more than one idea in each box.

in my community

at school

with my family at home

when I get older, I would like to