

DAY THREE

Rural And Urban Classification Cards Activity

Divide the class into groups of two to four children. Give each group of children a set of *Rural And Urban Classification Cards*. Encourage the children to group the cards according to some characteristic. Do not give the children categories at the beginning of the activity. Let the children come up with their own categories. When the children finish categorizing the cards, have them share their categories with the rest of the class and explain why they chose their categories. If none of the groups of children come up with the 'rural goods' and 'urban goods' categories – suggest these categories to the children and have them divide their cards into these two categories. Define the terms 'rural' and 'urban' for the children so that they understand the difference between the two terms. When the children are finished, work through the cards one by one and have the children explain why the item on each card is a 'rural good' or an 'urban good'.

Brainstorming

Look at the brainstormed list of 'goods' that the children came up with during the previous day's lesson. As a class, look at each 'good' on the list and decide if it was produced in a rural community or an urban community. Write the word 'rural' or the word 'urban' next to each item. When you have gone through all the items on the list, have the children brainstorm other goods produced in rural and urban communities.

Student Booklet

After the brainstorming activity, have the children complete the activities on rural and urban communities in their student booklets. Remind the children to answer all the questions in com

Vocabulary Match

As the children finish their student booklets, they play the *Match Game* individually or with a partner. The children use the words to their definitions or they use the cards to play a concentration.



MY COMMUNITY INTERVIEW SHEET

1. What is your name?

2. How long have you lived in our community?

3. Tell me about the educational opportunities in our community.

4. Tell me about the healthcare available to people in our community.



URBAN TO RURAL COMPARISON QUESTIONS



1. What is similar between the community that you studied and the community that was studied by the other group?
List five points:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

g



URBAN AND RURAL COMMUNITIES SUMMARY QUESTION

1. List five common characteristics of rural communities.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

services

work performed by someone

rural

having to do with the country

urban

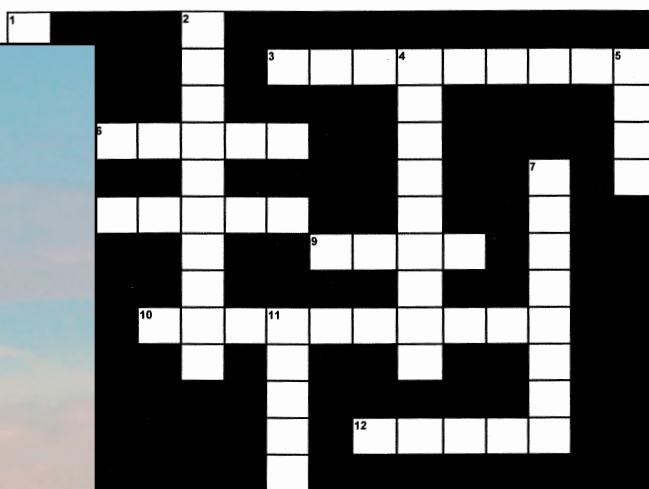
having to do with the city

need

something a person must have to survive

CROSSWORD PUZZLE

Name: _____



going to school to get an _____.
do with the country.
conditions of a place over time.
g a person would like, but doesn't need to survive.
of people in one place.
roduced by someone.

formed by someone.
people do for fun.
ing together in one place.
g a person must have to survive.
ere people work.
do with the city.

Name: _____

UNIT TEST

- A. Match the word to the correct definition by drawing a line from the word to its correct definition.

- | | |
|----------|--|
| rural | work performed by someone |
| goods | something a person likes but doesn't need to survive |
| services | having to do with the city |
| wants | having to do with the country |
| urban | something a person must have to survive |
| needs | objects produced by someone |

- B. Print the word 'rural' or 'urban' beside each of the goods listed:

- | | | |
|-------|----------------|-------|
| wheat | _____ car | _____ |
| desk | _____ clothing | _____ |
| eggs | _____ grain | _____ |
| meat | _____ bicycle | _____ |



RESEARCH ACTIVITY #1 THE JOURNEY

Some pioneers came to Canada across the ocean. They came from countries like England, France, Germany, and Italy. Other pioneers came from different parts of North America. Pioneers came to unsettled areas of Canada for different reasons. Some pioneers came because they wanted better lives. Other pioneers came because there was a war going on in their country.

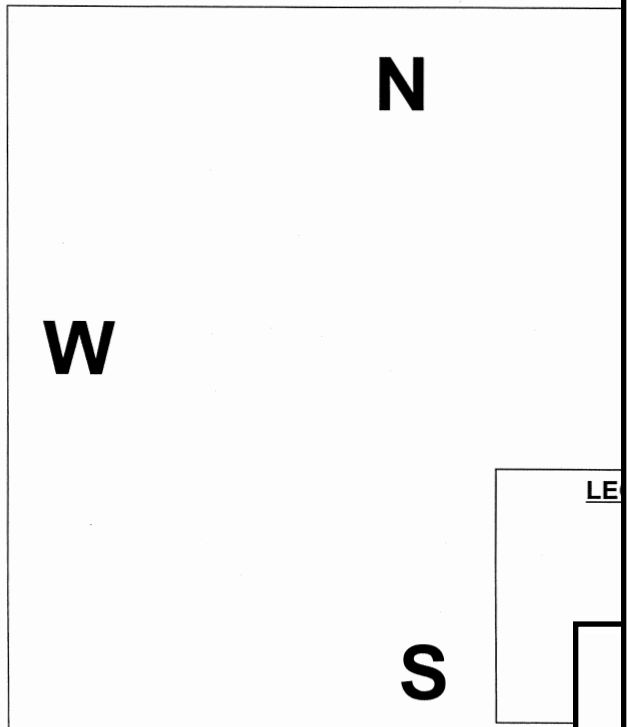
- Where did the pioneers come from that settled in and around your community?

- Describe how the pioneers traveled to your community. What types of transportation did they use? What routes did they take?



PIONEER VILLAGE MAP

Plan a pioneer village. Think of all the buildings that include in your village. What services would the people in your community need? What goods would the people in your community need? Draw a map showing where all the buildings would be located. Use symbols to represent different buildings. Include a map legend that tells what each symbol means.



INTERVIEW QUESTIONS



- What was life like when you were young?

- Where did you live?

- What did your house look like?

- What did you do for fun?

- What chores did you have to do at home?



THEN/NOW COMPARISON

Points of Comparison	Then (Pioneer Days)
Buildings	
Education	
Jobs	
Transportation	
Role of Men in the Community	

grist mill

grain was ground into flour

blacksmith

a person who works with iron


wagon train

a group of wagons traveling together


pioneers

earliest settlers in Canada who came and settled in the wilderness


If you were a pioneer, describe your feelings about leaving your old home and traveling to a new home. Would you miss the people you left behind? Would you be excited about going to a new place?

Day Two 

If you were a pioneer, what belongings would you have taken with you when you left your home? Explain why you chose to take each belonging.

Day Three 


Imagine you are a pioneer who has seen a grist mill for the first time. Describe what you are feeling. How will the grist mill change your life?

Day Four 

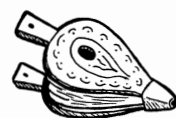
If you were the owner of a saw mill, where would you build it? Why did you choose this location? Why would people come to your saw mill? What would you trade for the planks you cut at your saw mill?

Day Five 

Imagine there was a general store in your community today. What kind of items would you find in the general store? What would people trade for the items? Do you think a general store would be successful today? Explain your answer.

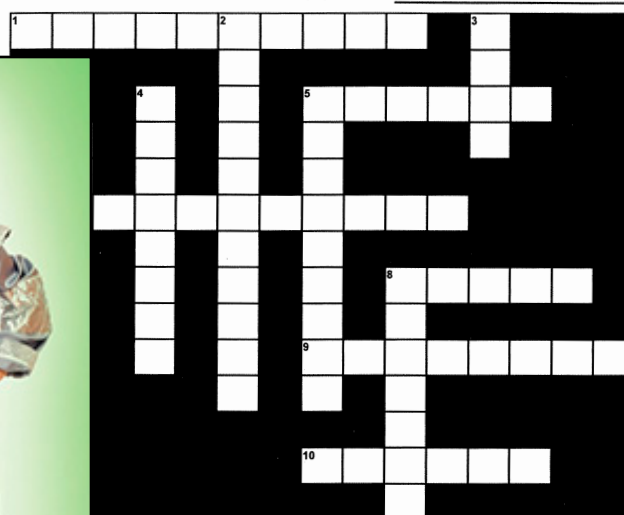
Day Six 

If you were a pioneer, would you enjoy going to a church-raising? What would you see? What would you feel? What would you taste? What would you touch? What would you smell?



CROSSWORD PUZZLE

Name: _____



_____ that works with iron.
 _____ who makes barrels.
 _____ who makes things out of pewter.
 _____ had their grain ground into flour in a _____ mill.
 _____ who makes things out of tin.
 _____ re cut into _____ at a saw mill.

_____ who makes things out of silver.
 _____ wagons were pulled by a pair of _____.
 _____ rs who settled on the land.
 _____ of people that live in one place.
 _____ children were educated in a _____-room school.
 _____ ettlers in Canada who came and settled in the wilderness
 _____ store was a trading center and meeting place for pioneers.

UNIT TEST

- A. Match the word to the correct definition by drawing a line from the word to the correct definition.

- | | |
|-------------|--------------------------------------|
| cooper | a group of wagons traveling together |
| silversmith | a person who works with iron |
| blacksmith | a person who makes barrels |
| wagon train | a person who works with tin |
| tinsmith | a person who works with silver |

- B. Write a definition for each of the following words:

grist mill

saw mill

wagon train



Communities
Past, Present, Future



UNIT OVERVIEW
COMMUNITIES AROUND THE WORLD

The "Communities Around The World" unit focuses on a community in Egypt as well as other communities around the world. The "Communities Around The World" unit is divided into five sections. The first section contains a set of lesson plans for the teacher. Details are provided for the activities that the children participate in during each lesson. The second section provides a student booklet in which children record their research and findings. The third section includes activities that are used during the lessons of the unit. The fourth section includes a jot notes outline, a jot notes guide, a report outline, and a bibliography outline that the children need to complete a report on a community somewhere in the world. The final section contains a crossword puzzle and a word search puzzle that reinforces some of the vocabulary used throughout the "Communities Around the World" unit.

A display of books about different communities around the world should be set up somewhere in the classroom. Children refer to these books as they complete the different activities in this unit. They are also encouraged to read these books in their spare time and during silent reading.

LEARNING OBJECTIVES

Throughout the unit, the children learn about:

- the concepts of 'custom' and 'tradition'
- the customs and traditions of the people in their own community
- the customs and traditions of different communities throughout the world
- the games traditionally played by children throughout the world
- the different celebrations held by various communities throughout the world
- traditional foods and dishes eaten by people throughout the world
- writing jot notes
- turning jot notes into paragraphs
- writing reports.

LESSON PLANS
DAY ONE, DAY TWO

DAY ONE

Brainstorming

Discuss the meaning of the terms 'custom' and 'tradition'. As a list of customs and traditions that the children and their families have given by the children and continue this activity until the children have been exhausted. Encourage discussions of the children to give the children time to tell the rest of the class about the customs they follow in their family. Share your customs and traditions with the class.

Student Booklets

After the brainstorming activity, have the children complete the activities in their student booklets. Remind the children to answer the questions using complete sentences.

Vocabulary Match Game

As the children finish their student booklets, they play the Vocabulary Match Game or with a partner. The children match the words to their definitions or they play a game of concentration.

DAY TWO

Brainstorming

The children brainstorm a list of foods associated with different countries. They name the food and try to identify the country where the food is from. If they can't identify the country, leave a space to see if they can discover the origin later. Record the children's responses on a sheet of chart paper. After all of the children have contributed, list the names of all the countries on the chart. Add to the brainstormed list as a class. See how many foods the children can add to the brainstormed list as a class. See how many foods the children can add to the brainstormed list as a class. See how many foods the children can add to the brainstormed list as a class.

Student Booklets

The children work with a partner or in a small group to complete the activities in their student booklets. Remind the children to answer the questions using complete sentences.

Vocabulary Match Game

As the children finish their student booklets, they play the Vocabulary Match Game or with a partner. The children match the words to their definitions or they play a game of concentration.

STUDENT BOOKLET
CUSTOMS AND TRADITIONS

1. What does the term 'custom' mean?

2. What does the term 'tradition' mean?

3. Do you think that everyone in the world has customs and traditions they keep?

Explain your answer.

UNIT ACTIVITIES

EGYPTIAN COMMUNITY JOT NOTES

Map

- west – Libya
- south – Sudan
- northeast – Israel and Jordan
- east – Saudi, Red Sea
- north – Mediterranean Sea

Background Information

- population of Egypt is 85,364,585 (as of 2015)
- capital city of Egypt is Cairo
- half the population live in cities and half in villages and rural areas
- located in northeast corner of Africa and southwest corner of Asia

Land

- 99% of population live in Nile Valley
- fertile land in Nile Valley
- rest of land in Egypt is desert
- Nile River is longest river in the world (6700 km from the Mediterranean Sea to the Red Sea)
- very little rain in Egypt
- have two seasons: cool winter from November to April and hot summer from May to October

Natural Resources

- fertile farm land
- oil, natural gas, coal (meets energy needs of country)
- some iron ore, phosphate, limestone, manganese, and gold

Industries

- cement
- textile mills (cotton is turned into cloth and clothing)
- iron, steel, and aluminum products
- chemicals, fertilizers, and plastics
- tourism is most profitable industry
- over one million tourists each year

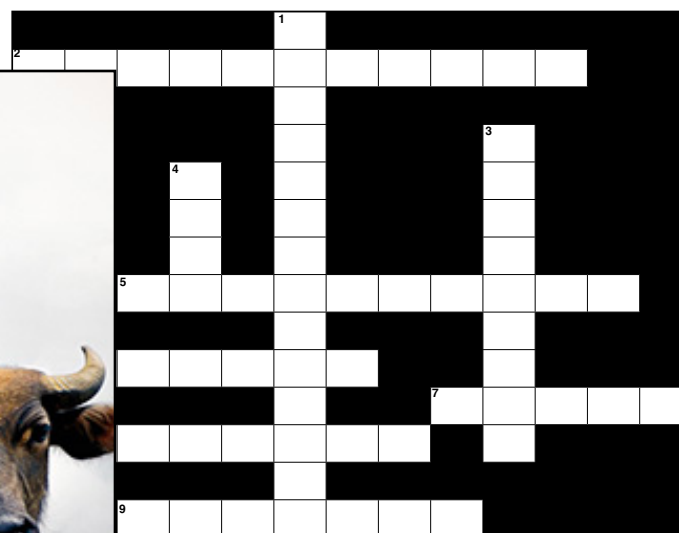
Daily Life

- mixture of old ways and new ways (cars and donkeys on road, modern buildings and mud brick buildings)
- farming is an important way of life

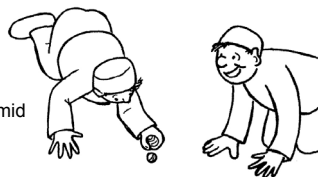
tradition	customs and beliefs from parents to children
celebration	a way of observing an event
holiday	a day when people do not have to work
game	an activity that follows rules

ADDITIONAL ACTIVITIES
CROSSWORD PUZZLE

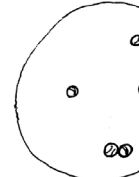
NAME : _____



_____ serving an event
_____ trying to relax
_____ people do not have to work
_____ where Muslims worship
_____ tombs in the shape of a pyramid
_____ and that has boundaries



_____ moving from one place to another
_____ a group of people have done things for many years
_____ a collection of customs and beliefs from parents to children
_____ a game that has rules



ADDITIONAL ACTIVITIES
UNIT TEST

B. Answer the following questions using complete sentences:

1. What are two ways that the Egyptian people keep their customs and traditions?

2. How is the way of life of the people in an Egyptian community similar to the way of life of the people in the country you have researched?



Communities Around The World



MULTICULTURAL FACES OF A CITY
Written and Illustrated by Vera Trembach

Story Summary: A city consists of many communities of many cultures. The students will recognize that Canada's cities are multi-cultural, and that the First Nations were in Canada long before European settlement.

MAKING THE BIG BOOK

You will need 2 sheet of red 2-ply bristol. Cut each sheet into 4 equal pieces to give you 8 pages. Colour and cut out the illustrations and text. Assemble as follows.

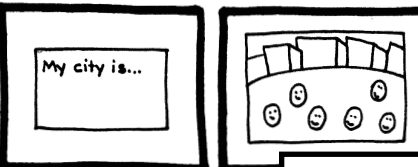
1. Cover



2. Title information



3. Text and illustrations.



4. Laminate and bind



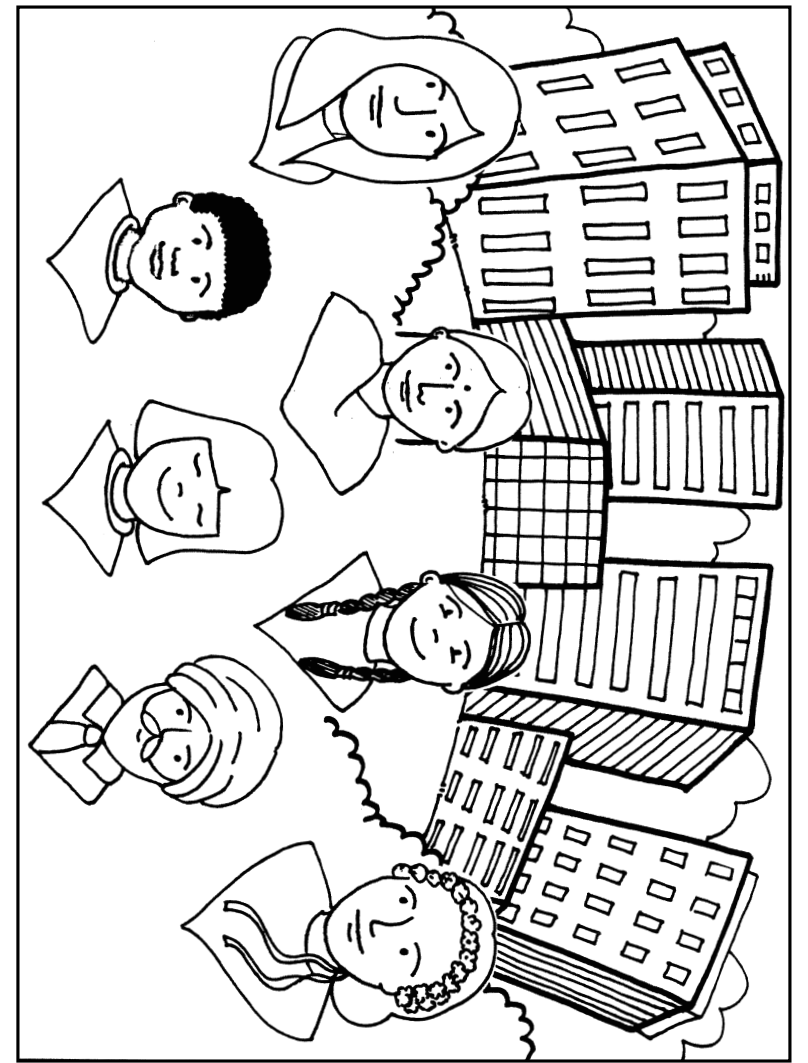
ISBN: 978-1-55319-245-9

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With interesting places,
With communities of people
Of multicultural faces.

ISBN: 978-1-55319-245-9

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ISBN: 978-1-55319-245-9

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Reread the story, discussing the text and the illustrations. Topics open for discussion are listed.

Multi-Cultural Faces of a City

My city is filled
With interesting places,
With communities of people
Of multicultural faces.

Cities are filled with people of all cultures or nationalities. How many different cultures can be found in your classroom?

From far away countries,
Across the sea,
They came to Canada,
The land of the free.

What does the globe represent? Where is Canada? Why is Canada described as the land of the free?

Some came from Germany.
And the Ukraine.
Africa, India,
France, China and Spain.

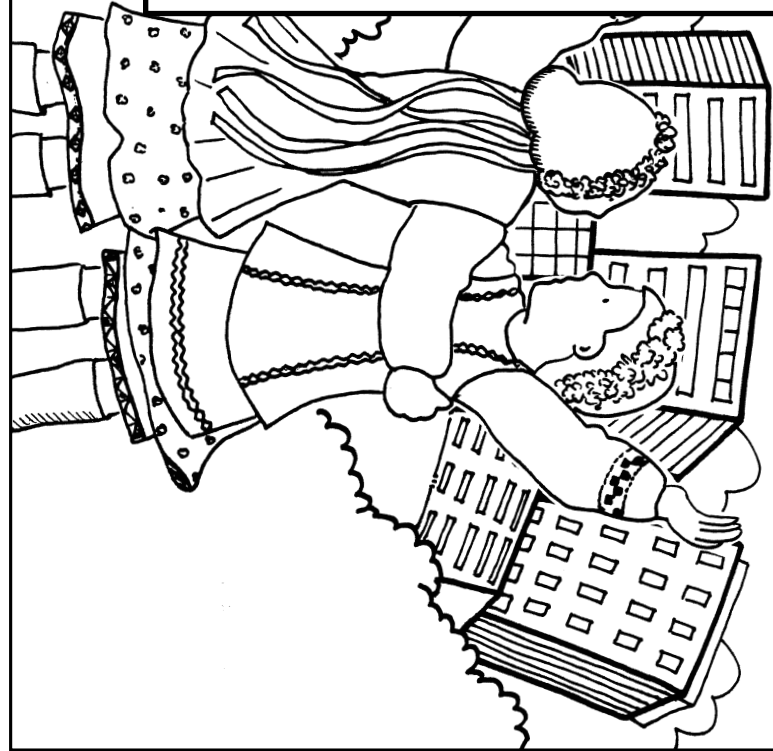
Locate the countries on the globe. What other countries have people in Canada come from? Locate them on the globe.

Some always lived here.
And their ancestors, too.
First on this land,
They shared it with you.

Canada's First Nations were the first to live in Canada. Look at the insert illustration to see how things have changed. Describe what it would be like to live in Canada before European settlement.

We're all Canadians
Who love this great land.
Together, in my city,

And the Ukraine.
Africa, India,
France, China, and Spain.



ISBN: 978-1-

Joseph of Ukraine
Written and Illustrated by Vera Trembach

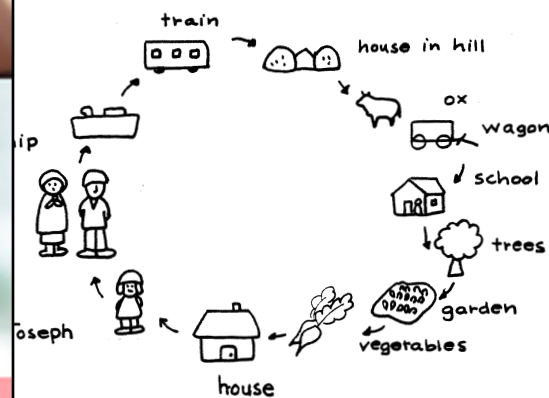
PREPARING THE FLANNELBOARD

and cut out the illustrations. Mount on a backing of construction paper. Laminate. Apply a self-adhesive flannel strip to the back of each piece.

TELLING THE STORY

Story is told while placing the flannelboard pictures in a circle on a flannelboard. This is to say that Joseph has reached a full circle back to his home like the one in Ukraine was built.

Begin with a class discussion which may include the following questions:
- How do you find Ukraine on the map or globe?
- How did Joseph feel leaving his homeland?
- How would you feel if you were in a new country?
- How can we help a person from another country feel a home in Canada?



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ADDITIONAL READING

Everatt, A. (1995). I Can't Find the Words to Tell You. Summerland, British Columbia: Ethnic Enterprises.

Story Summary: Written in 3 languages, Ukrainian, English and French, this story is a child's view point of emigrating to Canada. The illustrations are done in a crude but effective collage.

ISBN: 978-1-55319-245-9

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Multicultural
Canada

