

*Communities of the World*

Communities of the World

GRADE  
3  
CLUSTER  
3



# Learning Experiences



## 3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe.

## 3.3.2 Living with the Land

KL-017 Describe the influence of natural phenomena on ways of life in communities studied.

*Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...*

KL-019 Recognize that people have diverse ways of living on or with the land.

VL-006 Value the land for what it provides for communities.

VL-006A Appreciate the sacredness of living on and with the land.

### 3.3.3 Resources

KL-018 Give examples of the use of natural resources in communities studied.

KE-035 Give examples of work, goods, and technologies in communities studied.

KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.

VL-005 Appreciate the diversity of the global natural environment.

### 3.3.4 World Communities

KE-037 Describe diverse ways in which communities meet their members' needs.

KE-038 Identify media influences on their perceptions of people and places elsewhere in the world.

VE-012 Value the contributions individuals make to their communities.

### 3.3.5 Daily Life

KI-010 Describe characteristics of daily life in communities studied.

*Examples: housing, tools, work, use of the land, recreation, education...*

KI-013 Compare daily life in their own communities to life in communities studied.

VI-004 Express interest in the ways of life of diverse cultures and communities.

### 3.3.6 Cultural Diversity



KI-009 Define the elements that constitute a culture.  
*Include: ways of life, language, art, clothing, beliefs.*

KI-009A Identify the protocols within their Aboriginal culture.

KI-011 Give examples of cultural expression in communities studied.  
*Examples: language and stories, art, music and dance, architecture, traditions, clothing...*

KI-012 Recognize the diversity of cultures and communities in the world.

**Cluster Assessment: Tools and Processes**

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

**Cluster Description**

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture, and examine the physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community.



## Engaging Students in the Cluster

- Students contributed imported grocery items to a “Connections to the World” class display.
- On a wall map, students use push-pins to locate the country of origin of everyday items (e.g., clothing, foods, consumer goods).
- Display printed material from communities of the world (e.g., books, calendars, brochures, postcards, posters...).
- Students search the Internet to explore communities and cultures in other places of the world.
- Students participate in a “Made in \_\_\_\_\_” scavenger hunt, identifying the country of origin of various items in their classroom (e.g., clothing, lunch kits, items in their school bags...).
- Students view videos from communities of the world.
- Students sample foods from various communities of the world.
- Create a listening centre and invite students to share cultural music.
- Create a bulletin board display of pictures representing communities of the world.
- Students contribute cultural items (e.g., flags, dolls, carvings, traditional dress...) to an artifacts display of communities around the world.

## Learning Experiences

**3.3.1 Locating World Communities**

**3.3.4 World Communities**

**3.3.2 Living with the Land**

**3.3.5 Daily Life**

**3.3.3 Resources**

**3.3.6 Cultural Diversity**



### Learning Experience: 3.3.1 Locating World Communities

KL-020 Locate communities or countries studied on a world map or globe.

#### Description of the Learning Experience

This is the first of six learning experiences in Cluster 3 in which students explore various aspects of life in two communities. This learning experience activates student interest in communities elsewhere in the world, with the ultimate purpose of selecting two communities (one indigenous) to be studied in detail in the upcoming learning experiences.



This learning experience focuses on the fact that there are many diverse communities in the world. Students explore and locate various communities on maps and globes as they determine which two communities they would like to learn more about.

**Note:** “Community” refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities







**Vocabulary:** (See Appendix D for Vocabulary Strategies.)

### 3.3.1 Locating World Communities






| Assessment  | Outcomes | Strategies  |
|---|----------|---|
|  | KL-020   | <p><b>Activate</b></p> <p>Students brainstorm names of communities or countries outside of Canada. Using atlases, maps, and globes, collaborative groups of students locate countries from the brainstormed list and discuss cultural characteristics they may expect to find in each. Students share their predictions with peers.</p> <p>TIP: The term “community” may refer to a country, or a community within a country.</p> |
|  | KL-020   | <p>As an Admit Slip, students submit an item representing a different community or country in the world (e.g., artifact, travel brochure, recipe, food label...). Students locate the country of origin on a world map or globe, and discuss cultural characteristics their item represents.</p>  |

(continued)

3.3.1 Locating World Communities

| Assessment   | Outcomes | Strategies   |
|--|----------|--|
| Activate <i>(continued)</i><br>or  |          |  |
|  <br>Appendix A<br>Skill 6c    | KL-020   | Students browse fiction and non-fiction books, pictures, and travel magazines/brochures of different countries. Using a KWL, students record what they know and want to know about selected communities or countries.  |
| or   |          |  |
| <br>Appendix A<br>Skill 9f  | KL-020   | Using print and electronic resources, collaborative groups of students complete acrostics, identifying communities or countries within each continent. Students share completed acrostics with peers.  |
| Acquire  |          |  |
|  <br>Appendix A<br>Skill 11a | KL-020   | Using print and electronic resources, collaborative groups of students explore two contemporary communities of the world, one of which is an indigenous community. Students locate the communities on a world map or globe, and identify cultural characteristics of each (e.g., ways of life, language, art, clothing, traditions...). Students present the communities to the class and propose reasons why these communities should be selected for further study.<br><br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> > |
| or   |          |  |
| <br>Appendix A<br>Skill 3b  | KL-020   | Using a world map or globe, students identify communities or countries around the world they have personally visited, or where they have friends or family. In preparation for the selection and in-depth study of communities, students identify cultural characteristics of particular communities that would be interesting for further study.  |
| <b>Teacher Reflections</b>   |          |  |

## 3.3.1 Locating World Communities

| Assessment  | Outcomes | Strategies  |
|---|----------|---|
|    | KL-020   | <p><b>Apply</b></p> <p>Using a wall map, students locate potential communities or countries to be studied. In collaborative groups, students play “Pin the Marker on the Community.” Students illustrate self-stick notes to represent various communities. Group members, using individual atlases for reference, give oral directions (e.g., move your hand 10 centimetres north, move 1 centimetre east) to coach a blindfolded peer to attach the note to the wall map, on the correct continent and as close as possible to its real location.</p>         |
| or  |          |   |
|    | KL-020   | <p>On a map of the world, students identify the location and the names of two specific communities or countries they would like to study and/or visit. Students describe the mode of travel (e.g., air, land, water) they would choose to travel to each community, predict how long the trip may take, and describe what they might see when they arrive.</p> <p> BLM: Locating World Communities - Travel</p>  |
| or  |          |   |
|  | KL-020   | <p>Students create personal Canadian passports identifying the location and characteristics of communities or countries they would like to study. Students include a description of the features of each community or country to illustrate why it has been selected for further study.</p> <p>TIP: Transform the classroom into an airplane and simulate a trip to specific communities or countries being studied.</p> <p> BLM: Locating World Communities - Passports</p> |
| or  |          |   |
|   | KL-020   | <p>Through guided discussion and consensus (and depending upon available resources), students select two contemporary communities (one indigenous) for further study in upcoming learning experiences.</p>  |
| or  |          |   |
| <b>Teacher Reflections</b>  |          |   |



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**Teacher Reflections**



*Learning Experience: 3.3.2 Living with the Land*

- KL-017 Describe the influence of natural phenomena on ways of life in communities studied.  
*Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...*

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- KL-019 Recognize that people have diverse ways of living on or with the land.

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- VL-006 Value the land for what it provides for communities.

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- VL-006A Appreciate the sacredness of living on and with the land.

*Note: Aboriginal learning outcomes are not intended for all students (see page 36 of the Overview).*

**Description of the Learning Experience**

This is the second of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on the land. Humans everywhere exist in dynamic relationships with the land. Students explore ways in which the land affects ways of life in two contemporary communities, one of which is an indigenous community.

**Note:** “Community” refers to a country, or a community within a country. Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.







- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

**Vocabulary:** diverse, natural phenomena, landforms (See Appendix D for Vocabulary Strategies.)







3.3.2 Living with the Land

| Assessment | Outcomes                   | Strategies   |
|------------|----------------------------|--|
|            | KL-017<br>KL-019<br>VL-006 | <p><b>Activate</b></p> <p>Students browse pictures and images illustrating the land and ways in which people live on and with the land in the communities studied. Students brainstorm adjectives describing the land and discuss what the land provides for the community.</p> <p style="text-align: right;"><i>(continued)</i></p> |


3.3.2 Living with the Land

| Assessment  | Outcomes                              | Strategies  |
|---|---------------------------------------|---|
| Activate <i>(continued)</i><br>or   |                                       |   |
|       | KL-017<br>KL-019<br>VL-006<br>VL-006A | Using Think-Pair-Share, students complete the first two parts of a KWL, identifying what they Know, and what they Want to know about how the land affects human life. Pairs of students share their ideas with the class, recording what they want to know on a chart that is posted on a bulletin board for later reference.<br><br>TIP: Students revisit the KWL at the conclusion of the learning experience to record what they have learned about the influence of natural phenomena on ways of life in communities studied. |
| or  |                                       |   |
|    | KL-017                                | Collaborative groups of students identify words related to natural phenomena. Using a Word Splash, they circle words they already know, and add new words related to natural phenomena.<br><br> 3.3.2 BLM: Living with the Land - Word Splash  |
| Acquire   |                                       |   |
|   | KL-017<br>KL-019<br>VL-006<br>VL-006A | Using print and electronic resources, students research the influence of natural phenomena on ways of life in communities studied and ways in which people live on and with the land. Students record how people use the land, what resources and vegetation are found on the land, what the land looks like, and the influence of climate and other natural phenomena on ways of life in the communities studied. Students also discuss issues related to the land.  |
| <i>(continued)</i>  |                                       |   |
| <p><b>Teacher Reflections</b></p>   |                                       |   |





## 3.3.2 Living with the Land

| Assessment   | Outcomes                              | Strategies  |
|--|---------------------------------------|---|
| Acquire <i>(continued)</i>   |                                       |   |
| or   |                                       |   |
| <br>Appendix A<br>Skill 9f  | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students identify examples of natural phenomena in the community studied (e.g., climate, vegetation, natural resources, landforms, natural disasters), and give examples of the influence of each on ways of life and living with the land. Students discuss various ways that the land influences and provides for the community.                          |
| 3.3.2 BLM: Living with the Land - Information Chart<br>b   |                                       |   |
| or   |                                       |   |
| <br><br>Appendix A<br>Skill 6b   | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students compose questions and write or fax letters, or email messages to students (or others) in communities studied, to research the influence of natural phenomena on ways of life in a particular community. They share their responses with their peers.   |
| or   |                                       |   |
| <br><br>Appendix A<br>Skill 6d | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students compose questions and interview, email, or write a letter to a person who lives on and with the land (e.g., fisher, trapper, forester, farmer...) to learn about the influence of natural phenomena on ways of life and diverse ways of living on and with the land. Students share responses with peers and record information in their journals. |
| Apply  |                                       |   |
| <br>Appendix A<br>Skill 9f  | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students choose three examples of natural phenomena in the communities studied and identify the influence of each on ways of life in communities studied. Students share examples with peers and discuss how the land influences and provides for the communities studied.  |
| 3.3.2 BLM: Living with the Land - Influence Chart<br>c   |                                       |   |
| <i>(continued)</i>   |                                       |   |
| <b>Teacher Reflections</b>   |                                       |   |

3.3.2 Living with the Land

| Assessment  | Outcomes                              | Strategies  |
|---|---------------------------------------|---|
| Apply <i>(continued)</i>  |                                       |   |
|  | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students create relief maps illustrating the physical characteristics and geographical features of the communities studied. Students include examples of human interaction with the land to illustrate various ways the land influences ways of life. Students share their maps and explain how the land and natural phenomena influence ways of life in communities studied.   |
|   | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students select a medium to create an artistic representation (e.g., watercolour, modelling clay, paper or fabric collage...) to illustrate the physical geography of the communities studied. Students write about the influence of natural phenomena on ways of life in communities studied.  |
|   | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students create illustrations depicting diverse ways people live on or with the land in communities studied (e.g., farming, fishing, mining, forestry...). Each student illustrates a different example of diverse ways of life, and writes an accompanying paragraph, describing the influence of natural phenomena on ways of life in the communities studied. The images are collected and displayed in a class book or on a bulletin board. |
|   | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students create acrostic poems about communities studied. Using the shape of the country/community as an outline, students write the name of a community in a vertical line, and write a descriptive phrase for each letter, describing the influence of natural phenomena on ways of life and/or diverse ways people in the communities studied have of living on or with the land.  |
| <i>(continued)</i>  |                                       |   |
| <b>Teacher Reflections</b>  |                                       |   |

3.3.2 Living with the Land

| Assessment  | Outcomes                              | Strategies   |
|---|---------------------------------------|--|
| Apply <i>(continued)</i>  |                                       |  |
| or  |                                       |  |
|    | KL-017<br>KL-019<br>VL-006<br>VL-006A | Pairs of students take imaginary trips to four locations in the communities studied, and make a travel tag for each location. Students identify four natural phenomena and describe the influence of the natural phenomena on ways of life in the communities studied. Students draw the most significant landform of the community on the back of the travel tag. Students share their travel tags with peers and discuss diverse ways people live on or with the land in communities studied.  |
|  BLM: Living with the Land - Travel Tags |                                       |  |
| or  |                                       |  |
|    | KL-017<br>KL-019<br>VL-006<br>VL-006A | Students create a travel brochure advertising the communities studied. Students include illustrations and descriptions identifying the influence of natural phenomena on ways of life in communities studied and/or the diverse ways people live on or with the land.  |
| or  |                                       |  |
|                                        | KL-017<br>KL-019<br>VL-006<br>VL-006A | In a sharing circle, students discuss the influence of natural phenomena on ways of life and diverse ways of living on or with the land in communities studied. After the sharing circle, students record in their journals observations and reflections about the influence of the land on their lives, and the lives of others.<br><br>TIP: The sharing circle is Aboriginal in origin. Participants sit in a circle and everyone is considered equal. Only one person speaks at a time, while others listen without interrupting. A stone, feather, or other natural item is passed from speaker to speaker, empowering the person holding the item to speak. |
| <p><b>Teacher Reflections</b></p>   |                                       |  |

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**Teacher Reflections**



### Learning Experience: 3.3.3 Resources

|        |  |
|--------|--|
| KL-018 | Give examples of the use of natural resources in communities studied.  |
| KE-035 | Give examples of work, goods, and technologies in communities studied.   |
| KE-036 | Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied. |
| VL-005 | Appreciate the diversity of the global natural environment.  |

### Description of the Learning Experience

This is the third of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.


This learning experience focuses on natural resources and economic issues. Students explore natural resources, as well as ways in which the natural environment affects work, goods, technologies, and trade in two contemporary communities.

**Note:** Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities




**Vocabulary:** natural resources, goods, technology, trade (See Appendix D for Vocabulary Strategies.)

### 3.3.3 Resources








| Assessment  | Outcomes | Strategies   |
|---|----------|--|
|  |          | <b>Activate</b>  |
|   | KL-018   | As an Admit Slip, students share items from home (e.g., food, clothing, household goods...) that come from communities outside of Canada. Students discuss the materials and natural resources used to produce the goods, and share examples of the diversity of the global natural environment. Students predict which items may originate in the communities studied.<br>TIP: Items may be displayed in a centre entitled “Goods from Around the World.” |
|   | KE-035   |  |
|   | KE-036   |  |
|   | VL-005   |  |
|   |          | <i>(continued)</i>   |








3.3.3 Resources

| Assessment   | Outcomes | Strategies   |   |
|--|----------|--|---|
| Activate <i>(continued)</i>  |          |  |   |
| or   |          |  |   |
|   | KE-035   | <p>Students brainstorm a list of natural resources (e.g., minerals, energy sources, animals, plants...) and human-made items (buildings, books, telephones, computers...), as well as various types of work, goods, and technologies. Record student ideas on a class chart. Collaborative groups of students review the list and predict which they think may be found in the communities studied. Students share their predictions with the class, and explain why they believe these examples of natural resources, work, goods, and technologies may be found in the communities studied.</p> <p>TIP: Students unfamiliar with the terms “natural resources,” “goods,” “trade,” and “technology” may need examples to prompt their thinking.</p> <p>Natural resources: materials used by humans found in nature</p> <p>Goods: items/things/materials used in trade</p> <p>Trade: buying and selling; exchange of goods</p> |   |
|  | KE-036   |  |   |
| KL-018   |          |  |   |
| VL-005   |          |  |   |
| VL-005   |          |  |   |
| or   |          |  |   |
|  | KE-035   | <p>Collaborative groups of students compile a list of jobs, sorting and classifying them according to whether they produce goods or services. Students discuss the difference between a good and a service, and predict which examples may be found in the communities studied.</p> <p>TIP: Goods and services may be defined as follows:</p> <p>Goods: items/things/materials used in trade</p> <p>Services: work or duties done for others</p>   |   |
|  | VL-005   |  |   |
|  |          |  |  BLM: Resources - Goods and Services Chart |
|  |          |  |   |
|  |          |  |   |
| <p><b>Teacher Reflections</b></p>  |          |  |   |

## 3.3.3 Resources

| Assessment  | Outcomes                             | Strategies  |
|---|--------------------------------------|---|
|       | KE-035<br>KE-036<br>KL-018<br>VL-005 | <p><b>Acquire</b></p> <p>Using print and electronic resources, students research examples of work, goods, technologies, and trade, as well as natural resources in the communities studied. Students also research how each is used in the communities studied. Students identify ways in which the natural resources influence work, goods, technologies, and trade in the communities studied.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>3.3.3 b</b> BLM: Resources - Uses Chart<br/>Resources - Work, Goods, Technologies, and Trade Chart</p> <p>or</p>  |
|    | KE-035<br>KE-036<br>KL-018<br>VL-005 | <p>Using maps and atlases, students identify the natural geographic features (e.g., mountains, bodies of water, vegetation ...) and natural resources (e.g., minerals, forests, agriculture...) of the communities studied. Collaborative groups of students list the natural resources found in the community and identify their influence on work, goods, technologies, and trade in the communities studied. Students discuss the diversity of the global natural environment represented in their examples.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>3.3.3 c</b> BLM: Resources - Natural Environment Chart</p> <p>or</p> |
|   | KE-035<br>KE-036<br>KL-018<br>VL-005 | <p>Students compose questions and email or fax students or community representatives in the communities studied to learn about examples of natural resources, work, goods, technologies, and trade and ways in which the natural environment influences each in the community studied. They share their responses with their peers, record information, and discuss the diversity of the global natural environment.</p>  |
| <b>Teacher Reflections</b>  |                                      |   |

3.3.3 Resources

| Assessment  | Outcomes  | Strategies   |   |
|---|---|--|---|
|   | KE-035<br>KE-036<br>KL-018<br>VL-005  | <p><b>Apply</b></p> <p>Collaborative groups of students create a multimedia presentation identifying the natural resources, work, goods, technologies, and trade in communities studied. Students include examples of the natural resources in a description of ways in which they influence work, goods, technologies, and trade in communities studied. Compile group presentations in a class presentation.</p> <p>— or —</p> |   |
|   |    | KE-035<br>KE-036<br>KL-018<br>VL-005   | <p>Using a Venn diagram, students compare natural resources, work, goods, and technologies in the communities studied with those in Canadian communities. Students describe the similarities and differences, and explain the influence of the natural environment on the communities being compared.</p> <p>— or —</p>   |
|   |   | KE-035<br>KE-036<br>KL-018<br>VL-005   | <p>Students create a cause-and-effect chart connecting natural resources with work in communities studied. They list examples of natural resources, and identify work, goods, technologies, and/or trade related to the natural resource. Students reflect in their journals on the influence of the natural environment on work, goods, technologies, and/or trade, and the diversity of the global natural environment.</p> |
| <p><b>Teacher Reflections</b></p>   |   |  |   |



*Learning Experience: 3.3.4 World Communities*

- KE-037 Describe diverse ways in which communities meet their members' needs.

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- KE-038 Identify media influences on their perceptions of people and places elsewhere in the world.

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- VE-012 Value the contributions individuals make to their communities.

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**Description of the Learning Experience**

This is the fourth of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on the concept of needs and media influences. Students use a variety of media sources to research how needs are met in communities. They reflect on the diverse needs of communities and the influence of media on their perceptions of people and places.


Students will have knowledge of these concepts from previous grades. Kindergarten students focus on basic needs. Grade 1 students distinguish needs and wants, and explore how various media influence needs, wants, and personal choices. Grade 2 students explore needs common to all Canadians, and how media influence their choices and decisions

**Note:** Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.






- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

**Vocabulary:** media influences, perceptions (See Appendix D for Vocabulary Strategies.)










3.3.4 World Communities

| Assessment  | Outcomes                 | Strategies   |
|---|--------------------------|--|
|  | <p>KE-037<br/>VE-012</p> | <p><b>Activate</b><br/>Students brainstorm and discuss basic human needs, and individuals in their community who contribute to meeting people's needs. Ideas are recorded on a class T-chart entitled "Human Needs and People Who Help Us Meet Our Needs."<br/>Note: Students explored basic needs in Kindergarten.</p> <p style="text-align: right;"><i>(continued)</i></p> |









3.3.4 World Communities

| Assessment  | Outcomes                          | Strategies   |
|---|-----------------------------------|--|
| Activate <i>(continued)</i><br>or   |                                   |  |
|    | KE-037<br>KE-038                  | <p>Pairs of students brainstorm diverse ways people in communities studied meet their needs, and indicate how they learned that information (e.g., teacher, book, television, magazine...). In a class discussion, students reflect on media influences on their perceptions of people and places elsewhere in the world.</p> <p> <b>3.3.4 a</b> BLM: World Communities - Needs/Media</p>                                   |
|   | KE-038                            | <p>As an Admit Slip, students complete a “Home Media” survey, recording various media found in their homes. Student results are compiled on a class graph representing media sources of information in the home, and students discuss how various sources of information and media influence their perceptions of people and places elsewhere in the world.</p> <p> <b>3.3.4 b</b> BLM: World Communities - Home Media</p> |
| or  |                                   |  |
|  | KE-038                            | <p>As an Admit Slip, students complete a one week “Television Viewing Log” to track their television viewing. Student results are compiled on a class graph representing total media time. Students discuss various sources of information and how media influence their perceptions of people and places elsewhere in the world.</p> <p> <b>3.3.4 c</b> BLM: World Communities - Media Log</p>                           |
|   | <p><b>Teacher Reflections</b></p> |  |

## 3.3.4 World Communities

| Assessment  | Outcomes                   | Strategies   |
|---|----------------------------|--|
|       | KE-037<br>KE-038<br>VE-012 | <p><b>Acquire</b></p> <p>Using print and electronic resources, students research diverse ways in which communities studied meet their members' needs. Using a variety of media sources, they explore various needs (e.g., food, clothing, shelter, transportation...). They give examples of how the need is met, who in the community might contribute to meeting that need, and list their media source. When their research is completed, students reflect on which media sources provided them with the best information, and give examples of how various media influence their perceptions of people and places elsewhere in the world.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>3.3.4</b> BLM: World Communities - Basic Needs/Media Source</p> <hr/> <p style="text-align: center;">or</p> |
|     | KE-037<br>VE-012           | <p>Using E-pals, students conduct interviews with a student from a community studied to learn about diverse ways in which communities meet their members' needs, and examples of individuals who contribute to their communities. Students share their responses with peers.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <hr/> <p style="text-align: center;">or</p>  |
|   | KE-038                     | <p>Students view images of people and places in a developing community that communicate different messages about that community (e.g., images of children happily playing juxtaposed with images of malnourished children). Students discuss which are the "real" images, and the influence of media on their perceptions. They reflect in their journals on the influence of media on their perceptions of people and places in the world.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <hr/> <p style="text-align: center;">or</p>   |
|   | KE-037<br>KE-038<br>VE-012 | <p>Using print and electronic sources, students collect information about current events taking place in communities studied. They keep a media response journal, focusing on diverse ways in which communities meet their members' needs, and the contributions of individuals to the communities studied. Students include their media information source and reflect on media influences on their perceptions of people and places elsewhere in the world.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>   |
| <b>Teacher Reflections</b>  |                            |  |

3.3.4 World Communities

| Assessment  | Outcomes         | Strategies  |
|---|------------------|---|
|       | KE-038           | <p><b>Apply</b></p> <p>Collaborative groups of students select a series of conflicting images from one community (e.g., images of children happily playing and images of malnourished children), and conduct a survey (e.g., students in other classes, teachers, family members, neighbours...) to identify media influences on perceptions of people and places elsewhere in the world. Half the group members use one set of pictures and ask survey subjects to describe what they think life might be like in that community. The other group members present the opposite images of the community and ask the same question. When surveys are completed, collaborative groups discuss the different reactions to the different pictures, and reflect in their journals on the influence of media on perceptions of people and places in the world.</p> <p>TIP: Consider using video images for this activity.</p> |
| or  |                  |   |
|     | KE-037<br>VE-012 | <p>Collaborative groups of students select one of the communities studied and create a multimedia presentation on diverse ways in which communities meet their needs, including examples of contributions of individuals to that community.</p>   |
| or  |                  |   |
|   | KE-037<br>VE-012 | <p>Students create collages (e.g., pictures, fabric, paint, paper...) to illustrate diverse ways in which a community studied meets the needs of its members. Students reflect in their journals on the contributions of individual community members to the community studied.</p>   |
| or  |                  |   |
|   | KE-037<br>VE-012 | <p>Collaborative groups of students present a series of drama vignettes, illustrating diverse ways in which communities meet their members' needs, and the contributions of individuals to the communities studied.</p>   |
| <p><b>Teacher Reflections</b></p>   |                  |   |





*Learning Experience: 3.3.5 Daily Life*

- KI-010 Describe characteristics of daily life in communities studied.  
*Examples: housing, tools, work, use of the land, recreation, education...*
- KI-013 Compare daily life in their own communities to life in communities studied.
- VI-004 Express interest in the ways of life of diverse cultures and communities.

**Description of the Learning Experience**

This is the fifth of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.


This learning experience focuses on daily life. Every community has its particular culture of daily life, with community members engaging in regular activities to meet their needs. Some of those activities are unique to an area or region, while others are similar the world over. Students focus on daily life in the communities studied, comparing it with their local community.

**Note:** Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities






**Vocabulary:** tools, recreation (See Appendix D for Vocabulary Strategies.)

3.3.5 Daily Life











| Assessment  | Outcomes | Strategies  |
|---|----------|---|
|  | KI-010   | <p><b>Activate</b></p> <p>Using Think-Pair-Share, students brainstorm characteristics of daily life in the communities studied. Using a web, they organize and record ideas related to how they think people live in the communities studied. Pairs of students compare their webs and discuss similarities and differences in perceptions of daily life in communities studied.</p> <p style="text-align: right;"><i>(continued)</i></p> |
|   | VI-004   |   |








3.3.5 Daily Life

| Assessment  | Outcomes                   | Strategies   |
|---|----------------------------|--|
| Activate <i>(continued)</i>   |                            |  |
| or  |                            |  |
|    | KI-010<br>KI-013<br>VI-004 | Students view pictures of people engaging in daily activities in the communities studied. Students discuss and compare daily life in their own communities to life in the communities studied.   |
| or  |                            |  |
|    | KI-010<br>KI-013<br>VI-004 | Students view a variety of artifacts (or images of artifacts) from the communities studied. They select three artifacts and complete an “Artifacts Chart.” They describe and draw the artifact, speculate on its purpose and how it is used in daily life, and give examples of similar things in their own communities.   |
|   |                            |  BLM: Daily Life - Artifacts Chart  |
| or  |                            |  |
|   | KI-010<br>KI-013<br>VI-004 | Students view videos related to the communities studied. They reflect in their journals about characteristics of daily life in communities studied, and compare with daily life in their own communities.  |
| Acquire   |                            |  |
|  | KI-010<br>KI-013<br>VI-004 | Using print and electronic resources, students research characteristics of daily life in the communities studied and create “Fast Fact” cards. They choose three or more characteristics (e.g., housing, tools, work, use of the land, recreation, education...) and create “Fast Fact” cards summarizing characteristics of daily life in the communities studied. Cards can be collated in a “Fast Facts About (name of community)” file box, and used for games or quizzes. |
|   |                            | Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >  |
| <i>(continued)</i>  |                            |  |
| <b>Teacher Reflections</b>  |                            |  |

## 3.3.5 Daily Life

| Assessment  | Outcomes                   | Strategies   |
|---|----------------------------|--|
| <b>Acquire</b> <i>(continued)</i>   |                            |  |
| or  |                            |  |
|  <br>Appendix A<br>Skill 9a     | KI-010<br>KI-013<br>VI-004 | Using print and electronic resources, students research and take an imaginary vacation in a community studied. They write a travel journal describing where they go, what they do, and what they see, and draw images from the trip. They share their journals with peers.   |
|  <b>3.3.5</b> BLM: Daily Life - Travel Journal   |                            |  |
| or  |                            |  |
|  <br>Appendix A<br>Skill 6d     | KI-010<br>KI-013<br>VI-004 | Using E-pals, students conduct interviews with a student from a community studied to learn about characteristics of daily life, and share examples of daily life in their own communities. Students share their responses with peers.<br><br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> > |
| or  |                            |  |
|  <br>Appendix A<br>Skill 6b   | KI-010<br>KI-013<br>VI-004 | Students prepare questions and invite a community member who has lived in or has knowledge of daily life in a community studied to speak to the class. Students write follow-up thank-you letters expressing what they've learned from the speaker about daily life in the community studied, and how it compares to daily life in their own communities.                      |
| <b>Apply</b>  |                            |  |
| <br>Appendix A<br>Skill 3a   | KI-010<br>KI-013<br>VI-004 | Using a Venn diagram, students compare daily life in their own communities to life in a community studied. Students discuss their ideas with peers.  |
| or  |                            |  |
|  <br>Appendix A<br>Skill 10 | KI-010<br>KI-013<br>VI-004 | Through role-play, collaborative groups of students dramatize and compare daily life in their own communities to life in communities studied. Each group selects different aspects of daily life and dramatizes examples of the same activity as it takes place in their own community and then in the communities studied. Students present their role-plays to peers.        |
| <i>(continued)</i>  |                            |  |
| <b>Teacher Reflections</b>  |                            |  |

3.3.5 Daily Life

| Assessment  | Outcomes                   | Strategies  |
|---|----------------------------|---|
| Apply <i>(continued)</i>  |                            |   |
|    | KI-010<br>KI-013<br>VI-004 | Students complete a chart to compare daily life in their own communities to life in communities studied. They select one community and give examples of housing, tools, work, use of the land, recreation, education, and food in their own community and in the selected community.<br><br> BLM: Daily Life - Comparing Daily Life                    |
|    | KI-010<br>KI-013<br>VI-004 | Students create video/digital recordings of daily life in their own communities to exchange with students in communities studied. Collaborative groups of students write scripts and record video/digital examples of daily life in their own communities. They send/email their examples to students in communities studied. After exchanging electronic images, students reflect on ways of life of diverse cultures and communities. |
|   | KI-010<br>KI-013<br>VI-004 | Students take an imaginary vacation and write postcards describing daily life in communities studied. They illustrate daily life in a community studied on one side of the postcard, and compare daily life in their own communities to life in communities studied on the reverse side. They exchange postcards with peers and reflect on ways of life of diverse cultures and communities.  |
|  | KI-010<br>VI-004           | Students create artistic representations of daily life in communities studied. Using a variety of media (e.g., song, music, art, dance...), students select and represent one characteristic of daily life (e.g., housing, tools, work, use of the land, recreation, education...). They share their representations with peers.  |
| <b>Teacher Reflections</b>  |                            |   |



### Learning Experience: 3.3.6 Cultural Diversity

- KI-009 Define the elements that constitute a culture.  
*Include: ways of life, language, art, clothing, beliefs.*
- KI-009A Identify the protocols within their Aboriginal culture.
- KI-011 Give examples of cultural expression in communities studied.  
*Examples: language and stories, art, music and dance, architecture, traditions, clothing...*
- KI-012 Recognize the diversity of cultures and communities in the world.

*Note: Aboriginal learning outcomes are not intended for all students (see page 36 of the Overview).*

### Description of the Learning Experience

This is the sixth of six learning experiences in Cluster 3, in which students explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.1.

This learning experience focuses on the concept of culture. Every culture has developed a unique set of beliefs, values, and traditions that are expressed in a variety of ways. Students explore the elements that make up cultures and research various cultural expressions in the communities studied.

**Note:** Cluster 3 is designed for the study of two contemporary communities of the world (one indigenous). The community studies may be planned and organized in a variety of ways, based on student interests and available resources.





- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

**Vocabulary:** elements, indigenous, culture, traditions, expression (See Appendix D for Vocabulary Strategies.)






### 3.3.6 Cultural Diversity

| Assessment | Outcomes                              | Strategies   |
|------------|---------------------------------------|--|
|            | KI-009                                | Activate<br>Students use a Word Splash to explore examples of cultural expressions in communities studied. In pairs, students circle the words they know on the Word Splash, and discuss what the terms mean to them. As a class group, students give examples of cultural expressions and create a class chart listing various examples of cultural expression. |
|            | KI-009A                               |  |
|            | KI-011                                |  |
|            | KI-012                                |  |
|            | BLM: Cultural Diversity - Word Splash | (continued)  |

3.3.6 Cultural Diversity

| Assessment   | Outcomes  | Strategies  |   |
|--|---|---|---|
| Activate <i>(continued)</i>  |   |   |   |
| or   |   |   |   |
|   | KI-009<br>KI-009A<br>KI-011<br>KI-012   | Collaborative groups of students complete a “Cultural Expressions” mind map. Given the elements that constitute a culture, students brainstorm and discuss examples in the community studied.<br><br> BLM: Cultural Diversity - Mind Map |   |
|  | or  |   |   |
|  |  | KI-009<br>KI-009A<br>KI-011<br>KI-012   | Collaborative groups of students view and discuss cultural artifacts or pictures of artifacts from communities studied. Each group selects three artifacts/pictures. They draw and describe the artifacts, and predict how the artifacts relate to the culture of origin.<br><br>TIP: Display artifacts or pictures of artifacts in a central area for students to browse and make their selections.                            |
|  |   | or  |   |
|  |   | KI-009<br>KI-009A<br>KI-011<br>KI-012   | As an Admit Slip, students bring examples from home of cultural expressions representing their cultural heritage (e.g., clothing, food, art, music...) and share why they are significant. Display items in a central area entitled “Our Cultural Expressions.”<br><br>TIP: Many families regard Canada as their cultural heritage, and those students should be encouraged to share things related to their Canadian heritage. |
|  |   | or  |   |
|  | or  |   |   |
|  | or  |   |   |
| <p><b>Teacher Reflections</b></p>  |   |   |   |






3.3.6 Cultural Diversity

| Assessment  | Outcomes                              | Strategies  |
|---|---------------------------------------|---|
|   | KI-009<br>KI-009A<br>KI-011<br>KI-012 | <p><b>Acquire</b></p> <p>Using print and electronic resources, collaborative groups of students research examples of cultural expressions in communities studied. Students compile their findings in a class chart.</p> <p> <b>3.3.6</b> BLM: Cultural Diversity - Expressing Culture</p> <hr/> or   |
|   | KI-009<br>KI-009A<br>KI-011<br>KI-012 | <p>Using print and electronic resources, students research cultural expressions in communities studied. They find examples of cultural expressions (e.g., food, music, dance, clothing...), draw, and describe them. Students discuss and write what they believe to be the most important elements that constitute a culture.</p> <p> <b>3.3.6</b> BLM: Cultural Diversity - Expressions Chart</p> <hr/> or |
|   | KI-009<br>KI-009A<br>KI-011<br>KI-012 | <p>Using print and electronic resources, students research cultural expressions in communities studied. Students select one cultural expression from a list, draw (or provide pictures), and describe four examples of the selected cultural expression.</p> <p> <b>3.3.6</b> BLM: Cultural Diversity - Four Examples</p> <hr/> or   |
|   | KI-009<br>KI-009A<br>KI-011<br>KI-012 | <p>Students prepare questions and contact E-pals, or invite people with knowledge of communities studied, to learn about cultural expressions. Students share and compile information in a class book or display.</p> <hr/> or  |
|   | KI-009A                               | <p>Students generate questions relating to protocols appropriate in their Aboriginal community. They invite an Aboriginal Elder (or other Aboriginal community member) to answer questions. As a group, they compile a protocol chart that they share with the Elder to confirm its accuracy. They ask the Elder how they can share their knowledge with others.</p>  |

(continued)





**Teacher Reflections**

3.3.6 Cultural Diversity

| Assessment  | Outcomes                              | Strategies  |
|---|---------------------------------------|---|
| Acquire <i>(continued)</i>  |                                       |   |
| or  |                                       |   |
|    | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Using examples from their own cultural heritage, collaborative groups of students brainstorm all the elements that constitute a culture. Students sort and compile their ideas in a class “Elements of Culture” chart.  |
| or  |                                       |   |
|    | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Using a variety of media (e.g., fabric, pictures from travel brochures or magazines...), students create collages to illustrate cultural expressions of communities studied. Collages may be displayed in public areas of the school.   |
| or  |                                       |   |
|   | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Collaborative groups of students create artistic representations of cultural expressions in communities studied (e.g., dance, song, art, drama). Students host a cultural gala for parents and other students in the school to share their creations.   |
| or  |                                       |   |
|  | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Students create written cultural expressions from communities studied. Writing could include folk tales, proverbs, or colloquialisms that incorporate customs and traditions of the communities studied. Students share their creations with the class.   |
| or  |                                       |   |
|  | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Using desktop publishing software, students create a calendar illustrating cultural expressions of communities studied. The calendar may include illustrated artwork, celebrations, and/or important dates in the community. Calendars may be presented to people in the local community who have a connection to that culture. |
| <i>(continued)</i>  |                                       |   |
| <b>Teacher Reflections</b>  |                                       |   |



## 3.3.6 Cultural Diversity

| Assessment   | Outcomes                              | Strategies  |
|--|---------------------------------------|---|
| Apply <i>(continued)</i>   |                                       |   |
| or   |                                       |   |
|  <br>Appendix A<br>Skill 11g | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Collaborative groups of students create a multimedia presentation highlighting cultural expressions in communities studied. Students include illustrations and descriptions of various cultural expressions (e.g., dance, art, language, clothing...). Compile group presentations in a class presentation. |
| or   |                                       |   |
|  <br>Appendix A<br>Skill 10  | KI-009<br>KI-009A<br>KI-011<br>KI-012 | Collaborative groups of students create “Cultural Expression” posters illustrating the elements that constitute culture (e.g., ways of life, language, art, clothing, beliefs...) in the community studied.   |
| <b>Teacher Reflections</b>   |                                       |   |



**Cluster 3 — Connecting and Reflecting**

Using their “Communities of the World” portfolio, students reflect on how they are connected to communities of the world, and describe how people in other places enrich their lives.



3.3 BLM: Cluster 3 - Connecting and Reflecting

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**Teacher Reflections**

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**Teacher Reflections**