

# BE THE CHANGE

<b>Grade:</b> 3	<b>Topic:</b> Cared For
<b>Curriculum Area:</b> Social Studies: Urban and Rural communities	<b>Title:</b> My Community, My Home
<b>U.N. Rights of the Child Article(s):</b> <ul style="list-style-type: none"> <li>Children have the right to good quality health care, clean water and nutritious food and a clean environment, so they will stay healthy. Rich countries should help poorer countries achieve this.</li> </ul>	<h3 style="text-align: center;">Teaching Strategies</h3> <p><b>Session 1</b>            Begin the unit by introducing the book, <i><b>Wonderful Houses Around the World</b></i>. Reflect on what makes a house a home. Stretch students' thinking further by asking  <i>What is community?</i> Gather a collection of books and websites that depict a range of diverse communities. Give students an opportunity to browse through these materials, as they consider the question. Encourage students to jot down their ideas on post-it notes while they work. Now gather again as a large group, and invite students to share their ideas, collecting their post-its as you go. Do certain post-its go together? Do certain themes/topics emerge? Group the post-its accordingly. Challenge students to name the groups of collected ideas. The intended learning behind this activity is that people's basic needs (food, shelter, water, a clean environment) are met through community. It should also move into the higher level needs which communities fulfill: schools, recreational space, roads, and ultimately, the opportunity to participate and shape one's own future.</p> <p><b>Session 2</b>            The curriculum focus of this unit is on a comparison of rural and urban communities. Return to the picture and web resources collected for session 1. Place two hula-hoops on the carpet, overlapping. Alternatively, use loops of brightly coloured yarn, or draw circles with chalk directly on the carpet. Write the following headings on a chart: <i>land use, transportation, physical features, population, and buildings</i>). Students are asked to look through the books and websites again, and to define the differences and similarities of rural and urban communities, using the headings to focus their thinking. They can write their ideas on 4"x 6" pieces of paper, using marker, so they can be viewed by the whole group. What emerges is a class-sized Venn diagram, comparing the two kinds of communities. End this session with a whole group discussion, giving students plenty of opportunity to absorb information, reflect on it, and make observations.</p> <p><b>Session 3</b>            Assessment: Using <a href="#">community template (Urban/Rural)</a> for their first draft, invite students to draw one rural and one urban scene, labeling as many different features as they can. Encourage them to use the headings from the previous sessions to broaden their thinking. Ask them to complete a good, colour copy on large (18" x24") pieces of cartridge paper. This piece can be used to assess student understanding thus far. Leave students with this thinking question:  <i>Do children around the world enjoy a home and a community?</i></p> <p><b>Session 4</b>            See <a href="#">My Place in this World</a>, particularly sessions 3 and 4, emphasizing community rather than home.</p>
<b>Information Studies: Overall Expectations</b> Inquiry and Research <ul style="list-style-type: none"> <li>explore information using a variety of strategies</li> <li>gather information from resources using internal organizers and conventions of text</li> <li>synthesize findings and formulate conclusions</li> <li>transfer new information to solve problems and make decisions</li> </ul> <b>Information Technologies</b> <ul style="list-style-type: none"> <li>browse bookmarked websites with a specific research purpose</li> </ul>	
<small>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</small>	
<b>Resources:</b> <i>A Life Like Mine</i> <i>Wonderful Houses Around the World</i> <i>Future of the Earth</i> <i>Children's Rights series</i> <i>My Painted House, My Chicken and Me</i>	
<b>Websites:</b> <ul style="list-style-type: none"> <li><a href="#">The Milestones Project</a></li> <li><a href="#">UNICEF-Photo Essays</a></li> <li><a href="#">Oxfam-Cool Planet</a></li> <li><a href="#">Cyber School Bus</a></li> <li><a href="#">Free the Children</a> –get involved</li> <li></li> </ul>	
<b>Black Line Masters:</b> <ul style="list-style-type: none"> <li><a href="#">Community template</a></li> </ul> <p>See also <a href="#">My Place in this World</a> (primary introduction to <i>Be the Change</i>)</p>	

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- See [My Place in this World](#)