



Note: This unit can be modified for Grade 7 Global
Connections/ Communities

Unit 4: A Day in the Life of a Child

Contributor Pamela Clark, Calgary Board of Education, Calgary, Alberta.

Unit Plan Objective

To explore the impact of geography, history and culture upon the life of a child through research and personal connection, and to understand similarities and differences they share with children around the world.

Time

This unit is comprised of five lessons of approximately two to three hours, duration each.

Lesson 3: A Day in the Life of a Child in Canada

Lesson 3 Objective

To understand how geography, history and culture influences other children in Canada in the activities they do, the opportunities they have and the choices they make in their daily lives.

✂ Materials Texts and websites are listed under Supplementary Resources.

- Picture book: *Rachel—a Hutterite Girl* by Rachel Maendel
- Video download *Louisa Etok's Daily Life* (see URL under Supplementary Resources)
- Student handout: Vocabulary Matching
- Journalling
- Alberta People Kit produced by Alberta Cultural Heritage Foundation, 1984

Getting Started

Knowledge Now

Have students look at a map of Canada. Point out the far northern corner of Quebec and Ungava Bay. What do you think the daily life of an Inuit child living there might be like?

Brainstorm together: possible leisure activities, food eaten, transportation used, etc.

Have students share answers on how geography, history and culture might influence a child's life in Ungava Bay.

Engaging Interest

View together *Louisa Etok's Daily Life* (see URL under Supplementary Resources)

Learning Activities

- Discuss what students think about Louisa Etok's daily life.
- Students make a chart with two columns marked Same and Different, and retrieve their daily schedules from Lesson 1 to compare/contrast Louisa's life with their own.
- Think-pair-share these answers and, as a whole group, check whether the differences were related to geography, history and/or culture.
- Return to exploring the website. Visit the *Teen Life* section and learn about all the sports students participate in.
- Go to *Outside Activities* and explore the different field trips students take part in. Could we go on these kinds of outings in our community? Why or why not?
- Student handout: Matching Vocabulary
- Have students pair up with someone they have not yet worked with this year to try to translate the words.
- Check answers as a class with the website www.kativik.net/ulluriaq/Nunavik/inuitlife/whatis/index.htm.
- Would they like to live with Louisa? Do students think she would like to live in our community? Why or why not? How does what we are familiar and comfortable with influence our choices? The term *ethnocentrism* may come up here in discussion.
- Go back to the large map of Canada and point to an area just south of Calgary (or north of Edmonton).
- Ask the same question: What do you think a child's life would be like living here?
- Is it rural or urban?
- Discuss ideas in terms of geography, history and culture.
- Invite students to a reading circle and explain that there is a community of people here called Hutterites. They live a way of life that has remained unchanged for many years.
- Show students the book, *Rachel—A Hutterite Girl*. From the cover, what traditions do they see? Remind students that clothing is an important part of culture.
- Guide students in their listening by reflecting on the terms: *geography*, *history* and *culture*.
- Read the story *Rachel—A Hutterite Girl*.
- Have students move into small groups and discuss the story and how *geography* influenced Rachel's daily life, how *history* influenced her daily life and how her *culture* influenced her daily life.
- Briefly discuss whether students would like to have Rachel's daily life. Why or why not?

Assessment/Analysis

Ask students to journal their feelings about both of these Canadian children and their daily lives and whether they would like to trade places with them. Why or why not?

Application

Use the Alberta People Kit produced by Alberta Cultural Heritage Foundation (1984) to play a game using role-plays and value cards. This kit includes a wealth of information for applying student knowledge regarding similarities and differences in terms of recreation and leisure, language and life, religion, food and festivals.

Activities for Extension and/or Integration

See other lessons in this unit.

Visit a Hutterite colony in the area. Visit a heritage site and reflect on pioneer life and how geography, history and culture affects the way we live.

Subject and Level Learner Outcomes

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

Social Studies Grade 3

General Outcome 3.1: Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities.

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 (eg, employment, transportation, roles of family members)?
- How does access to public services affect the communities (eg, schools, hospitals, libraries, transportation)?
- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- 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?

Grade 3 Language Arts

General Learning Outcome: Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Organize Information

- organize ideas and information, using a variety of strategies such as clustering, categorizing, and sequencing
- draft ideas and information into short paragraphs, with topic and supporting sentences

3.2 Record Information

- list significant ideas and information from oral, print, and other media texts.

3.3 Focus Attention

- use self-questioning to identify information needed to supplement personal knowledge on a topic
- identify facts, opinions, main ideas and details in oral, print and other media texts

3.4 Access Information

- use text features such as titles, pictures, headings, labels, diagrams and dictionary guide words to access information

Safe and Caring Topics and Concepts

Living Respectfully

- Examining rights and responsibilities
- Working cooperatively in groups
- Developing positive interdependence and relying on each other to complete tasks
- Helping others learn or attain a goal
- Giving and receiving help
- Listening carefully

Developing Self-Esteem

- Taking responsibility for language and actions
- Respecting and celebrating our unique identities

Respecting Diversity

- Recognize and appreciate that individuals, families and cultures are unique
- Respecting how standing in someone else’s shoes’ helps avoid and/or resolve conflict
- Build respect for diversity

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	<ul style="list-style-type: none"> • Think-pair-share 	<ul style="list-style-type: none"> • Problem Solving 	<ul style="list-style-type: none"> • Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Literature • Fine arts • Role-playing • Games 		<ul style="list-style-type: none"> • Journalling 	<ul style="list-style-type: none"> • Brainstorming

Supplementary Resources

- *Louisa Etok’s Daily Life* www.kativik.net/ulluriaq/Nunavik/inuitlife/index.html

Vocabulary Matching

Culture defines daily life. Language is an important part of the Inuit culture. Put yourself in an Inuit child's shoes or a pair of *kamik* and see if you can match the following Inuit words with their English translation.

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|----------------------|---|
| _____ caribou | a. popular arctic fish |
| _____ cloudberry | b. snow house |
| _____ ptarmigan | c. fish spear |
| _____ nassak | d. seal skin boots |
| _____ pair of kamik | e. 1 person who speaks Inuktitut |
| _____ an Inuk | f. steel knife used to make igloos |
| _____ an atiquik | g. Inuit parka with goose down feathers |
| _____ a kakivak | h. 2-handled knife used by Inuit women |
| _____ an arctic char | i. Type of bread |
| _____ an amaruk | j. baby backpack |
| _____ a panak | k. camping hat |
| _____ a tupik | l. moose-like animal with antlers |
| _____ qamutik | m. white arctic bird |
| _____ bannock | n. berries that grow on the tundra |
| _____ an igloo | o. tundra wolf |
| _____ an amautik | p. dog sled |
| _____ an ulu | q. canvas tent |