



English Language Arts Grade 4 and 5  
Math Grade 5  
Social Studies Grade 5  
Grade 4 or 5 (high achievers)  
Can also be adapted for grades 6, 7, 8.

Preventing  
Prejudice

Respecting  
Diversity

Living  
Respectfully

## Unit 7 North versus South–Different Villages

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### Unit Objective

This unit will encourage students to examine the role of the Millennium Development Goals (MDGs), through statistical and country analyses for Canada as well as various countries around the world. Through the study of literature and statistical data, students will develop an awareness of how Canada differs from/is similar to one of the southern/developing nations on the Canadian International Development Agency's (CIDA) list. Through their study and using statistics, students will understand how countries differ in terms of education, poverty, hunger, gender, health, population, access to water, and rural versus urban.

Note: Lessons that must be taught first would include rounding, writing numbers into words, rate and proportion and percent for the more advanced.

### Time

This unit is comprised of 5 lessons and it will take approximately 10 -15 hours, depending upon the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for 5 weeks) as each lesson is intended to cover a two to three hour block of time.

### Lesson 1 If the World Were a Village Objective

Noting how hard it is to think about such a large number as the population of the entire world, students will investigate the world as a village of 100. By bringing statistics down to size, students will be able to more easily visualize the differences between the world's haves and have-nots. Through analyzing statistical data, students should begin to reflect on their values, their neighbourly and global relationships and ways of life.

### Time

This lesson will cover approximately 2-3 hours of class time; it is recommended that the lesson be completed over an afternoon or back-to-back classes if possible.

## ✂ Materials

- Charts for large group responses/display purposes
- Book: *If the World were a Village: A book about the World's People* (written by David J. Smith; published in 2002 by Kids Can Press Ltd.)
- World map (large classroom), class set of world maps  
[www.cia.gov/cia/publications/factbook/reference\\_maps/pdf/political\\_world.pdf](http://www.cia.gov/cia/publications/factbook/reference_maps/pdf/political_world.pdf) , and globe
- Popsicle sticks
- Video: *If the World Were a Village* (available to order through UNICEF  
[www.unicef.org/videoaudio/video\\_28382.html](http://www.unicef.org/videoaudio/video_28382.html))
- Journals
- Student Handout 1–In the Village Mind Map
- Paper and art materials such as magazine cut-outs, felts, watercolors, pencils, etc.

## Getting Started

### Knowledge Now

Involve students in a brainstorming and story circle to examine/discuss the following:

- Looking at a globe, locate your city. Then find the exact opposite location. How does it compare? Is it in the ocean?
- Now using a story circle and the large world map, discuss the following: Who has traveled to another city? Another province? Another country? What is it like to travel to another part of the world?
- What is a country? Why are there so many new ones?
- Discuss the purpose of maps and globes-the discussion should lead the students to understand that it would be impossible to study the world in its actual size.

### Engaging Interest

- Brainstorm with students what they think the meaning is of *If the World Were a Village?* What is a village? Name several.
- Read the introduction on page 7 of *If the World Were a Village*. Before going further, have the class guess how many in a village of 100 would:
  - speak English?
  - are 12 years of age or younger?
  - have enough food?
  - go to school?
  - have electricity?
  - have access to a safe source of water?

Record the guesses.

- In *If the World Were a Village*, on page 8, the author lists how many people live in each continent. If the World Were a Village of 100:
  - 61 are from Asia
  - 13 are from Africa
  - 12 are from Europe
  - 8 are from South America, Central America (including Mexico) and the Caribbean
  - 5 are from Canada and the United States

- 1 is from Oceania (Australia, New Zealand and the islands of the Pacific)
- Using the large world map and popsicle sticks, ask students to represent people living on each of the continents (out of 100) (for further information, including the breakdown of various countries, please refer to page 8 in the book *If the World Were a Village*).  
Note: This may be an excellent opportunity to review continents and location

## Learning Activities

- Discuss the purpose of studying and understanding the complexity and diversity of the earth on a lower scale. Students should, by the end of the discussion, understand that, in this book, one person equals 62,000,000 (if there are 6.2 billion people in the world, then in a village of 100, each person would represent 62 million (6.2 billion divided by 100 equals 62 million)
- How did the author come up with the numbers for the global village of 100?
- Chart responses from large group discussion. How could this information be represented in other ways? Discuss the use of various graphs for representing information.

## Assessment/Analysis

- Students create a mind map in their journal using the knowledge they have gained from the book. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information. Ask students to consider the following: What did they know before they read the book? What, in their opinion, was the most important piece of information? Have students predict what issues from the village influence Canada.
- Students should also explore the following: What did we learn about the villagers? What kinds of problems do the villagers face? What kinds of things could the villagers do to solve those problems? How do you think we can solve those problems on a global scale? How can we start thinking about our global neighbours? Students journal their answers.

## Application

- Watch UNICEF's video *If the World Were a Village*
- Students individually select a topic from the book (nationalities, language, age, religion, food, air/water, schooling, money/possessions, and electricity) to visually represent in an image on paper using various art materials.

## Activities for Extension and/or Integration

- Each student will independently write a one-page paper explaining why people live where they live in the world. Compare life in the Himalayas with life in the Sahara Desert; life in Greenland compared with life in Brazil. Discuss farming, food production, water supply, building materials, clothing and transportation.
- Prepare activities from the website *The Gang of Fifteen*  
<http://ecedweb.unomaha.edu/gang1.htm>  
One of the many challenges of traveling in foreign countries is trying to determine how much things actually cost in dollars, even though we are using local currency. This activity provides students with that opportunity as they "travel" around the world on the trail of the gang of

fifteen. Students record outcomes in journals.

- Have students investigate where the school's water supply originates. Have students identify the route the drinking water travels from the point where it first falls as rain to the point that it emerges from the tap. How far does it travel? How is it processed? How much of the route is affected by human engineering? Now have them examine the way water is acquired in a remote village in Africa. How much do we take clean, accessible drinking water for granted?

## **Subject and Level Learner Outcomes for Subject and Level**

Go to [www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/)

### **Grade 5 Social Studies**

5.S.1: Students will develop skills of critical thinking and creative thinking

- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas or strategies in situations of individual and group activities

### **Grade 4 English Language Arts**

1.1 Discover and Explore

Express ideas and develop understanding

- compare new ideas, information and experience to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts

1.2 Clarify and Extend

Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

5.1 Respect Others and Strengthen Community

Appreciate diversity

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts

### **Grade 5 English Language Arts**

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding

1.2 Clarify and Extend

Consider the ideas of others

- Seek the viewpoints of others to build on personal responses and understanding

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

### **Grade 4 Math**

Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population

General Outcome: collect first- and second-hand data, assess, and validate the collection process, and graph the data

Specific Outcomes

1. Select a sample or population, and organize the collection of data.
2. Manipulate data to create an interval graph/table for display purposes.
4. Discuss the process by which the data was collected.

### **Grade 5 Math**

Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population

General Outcome: develop and implement a plan for the collection, display and interpretation of data to answer a question

Specific Outcomes

1. Identify a question to generate appropriate data, and predict results
2. Distinguish between a total population and a sample of that population
7. Discuss the reasonableness of data and results.
8. Make inferences to generate a conclusion about the data.

### **Safe and Caring Topics and Concepts**

Go to < [www.sacsc.ca/lessons/lessonplans/](http://www.sacsc.ca/lessons/lessonplans/) > Click on **Topics and Concepts** and select those that apply to this lesson or unit plan. List these here.

- **Living Respectfully:**
  - Examining ways that injustice affects people
  - Respecting and appreciating others' ideas, insights, solutions and contributions
- **Respecting Diversity and Preventing Prejudice**
  - Respecting different points of view builds community and helps to prevent or resolve conflict
  - Studying different cultures, religions and lifestyles in society and in the school

## Teaching Strategies

Go to [www.sacsc.ca/lessons/introduction/default.asp](http://www.sacsc.ca/lessons/introduction/default.asp) Click on **Strategies** and select those that apply to this lesson or unit plan. List each under the appropriate heading.

Go to <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/Resources _Strategies.htm</a>	Cooperative Learning	Inquiry Learning	Direct Instruction
		<ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Literature</li> <li>• Reduction as a method to analysis</li> <li>• Representing statistics</li> <li>• Comparing Quality of Life</li> </ul>		<ul style="list-style-type: none"> <li>• Story Circle</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Mind Mapping</li> </ul>

## Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or unit plan.

- Book: *The Girl from Chimel* by Rigoberta Menchu with Dante Liano. She is a heroine to the Mayan Indians in Guatemala and to indigenous peoples throughout the world. This is a description of traditional Mayan life in the highlands of Guatemala before the genocide and repression of the 1970s and 1980s.
- *If the World were a Village: A book about the World's People* (written by David J. Smith; published in 2002 by Kids Can Press Ltd.)
- Website: Falls Brook Centre Web Units ([www.fallsbrookcentre.ca/education/resources\\_education.htm#webunits](http://www.fallsbrookcentre.ca/education/resources_education.htm#webunits)). Take a journey to India's night schools and learn more about education for those living in India.

# In the Village

*Mind Map*

