

Four Countries Celebrate: India, Tunisia, Peru and the Ukraine

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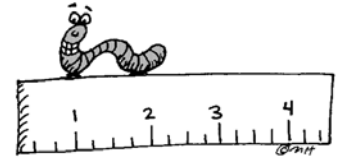
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There are a variety of lessons and activities included in this kit, and you may not have time to complete them all. They vary in terms of content, learning styles, supplies needed, and time required to complete them. **We recommend skimming through all of the activities in the binder first, so that you can choose the ones most appropriate for your class.** Please feel free to photocopy any of the lesson plans or resources for your future use.

Many of the lesson plans in this kit contain ideas for follow up activities that can be conducted after the main lesson has been completed. These *Taking it Further* sections are designed to encourage the students to reflect upon what they have been learning, and to promote critical thinking skills. The Teacher Resource Section at the back of this binder has further information on encouraging critical thinking in your students. Vocabulary words are highlighted in bold throughout the guide and the definitions can be found at the back of the binder.

SAMPLE ACTIVITY

3 Going the Distance



Purpose: to develop geographic thinking skills by examining the relative location and population of the four countries with relation to Canada.

Curriculum Connections: Social Studies 3.1.3, 3.S.3

Materials:

- World map (provided in this kit)
- **Compass rose** (provided in this kit)
- Strings on dowels labelled with country names (provided in this kit)
- Flags of the four countries and Canada to wear around the neck (provided in this kit)
- Costumes from the four countries (provided in the garment bags)
- An open space: move the desks in your classroom or use the gym/outside area

Activity:

- Establish the directions in the room (i.e. which wall is north, south, west, east), and display the compass rose for reference throughout the activity. Using the world map, discuss where the four countries are located with relation to Canada and each other.
- Hold up the flags one by one, starting with Canada, and ask the children to match them to their correct country. Have four children put on a costume (male or female) from each of the countries. Each of these children can wear the flag of the corresponding country around their neck, over top of their costumes.
- Have one child wear Canada's flag, and ask "Canada" to hold one end of the string (pre-measured to show **relative distance**) marked Peru. From Canada, Peru is to the South and slightly to the East. Have the student in the Peruvian costume and flag take the other end of the string to its full length in that direction and then stand still.
- Repeat this with the strings and costumed students from the other three countries. From Canada, Ukraine is to the East and only a little to the South, Tunisia is to the South and a little East, and India is to the East or West, around the other side of the world (go West in this activity to separate it from Ukraine).
- Once the five countries are in place, have the remaining students in the class move in small groups as you direct them to join the countries you indicate. Canada has a **population** of just over 30 million people. If each person represents 10 million people, how many people would you need to make 30 million in Canada? 3. Ask 2 more students to join Canada.

- Peru has a population of fewer than 30 million, so 2 more students need to join Peru. Ukraine has a population of fewer than 50 million (4 more students), and Tunisia has a population of just over 10 million (no more students). India has a population of over one billion (all the rest of the students, and that's still not enough. We'd more than 100 more students!)

Taking it Further:

- Discuss with the students the **symbolism** of each of the five flags (information on the meaning of each flag can be found in the Teacher Resource Section of this binder). What does each flag tell us about the values of the country it represents? As a class, brainstorm some ideas of the types of things that are important to people in the class and their families. Then have each child use a blank piece of paper and colouring supplies to design a flag that reflects what is important to his/her family.