



## Grade Three PYP Units of Inquiry Parent Information Sheet

**Unit:** City Lights, Country Sights

**Transdisciplinary Theme:** How we Organize Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structures and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

**Subject Area Focus:** Social Studies, Language  
Arts, Technology, Art, Drama

**Central Idea:** Urban and rural communities provide different types of opportunities and challenges for their inhabitants

**Lines of Inquiry:**

- Comparison between urban and rural communities, locally and globally
- The interdependence of urban and rural communities
- The impact of urbanization on communities

**Key Concepts:**

**Connection** – How are communities connected (differences/similarities among communities both locally and globally)

**Perspective** – What are the points of view? (benefits/disadvantages, likes/dislikes of living in the country/city)

**Causation** – Why is it like this?

**Related Concepts:**

**Connection** – How is it connected to other things?

**Reflection** – How do we know?

**Summative Task:**

Students will design and publish a brochure on an urban or rural area of a province or territory. The brochure will include information on the following categories: lifestyle, jobs, industry, health, education, transportation and housing. It will also include a French section. Both the teacher and the students will assess this project and a student-created rubric will be the assessment tool.

**Social Studies**

Students will

- identify and compare distinguishing features of urban and rural communities
- use a variety of resources and tools to gather, process, and communicate geographical information about urban and rural communities
- explain how communities interact with each other and the environment to meet human needs

## **Language Arts**

Students will:

- read a variety of fiction and nonfiction texts about country and city life and apply effective reading strategies (making predictions, inferring, summarizing, visualizing, asking questions) to convey meaning and understanding
- apply the traits of nonfiction writing and stages of the writing process to produce a comparison and informational piece of writing
- apply the traits of fiction writing (character, setting, problem, plot and solution) and stages of the writing process to produce a short story

## **Media Literacy**

Students will:

- create a media text (brochure) for different purposes and audiences, using appropriate forms, conventions and techniques
- identifying different types of media forms

## **Art and Drama**

Students will:

- use modeling clay to create a country or city scene to communicate a message and an understanding of their characteristics
- Design a mural of a country and city scene using elements of design (line, shape, form, space, colour and texture)
- Engage in a dramatic role play when exploring the characteristics of city and country occupations

## **Field Trip**

December 10 - Students will participate in a walking tour of downtown Ottawa and Old Chelsea and compare and contrast the characteristics of the city and country. Students will complete the Old Chelsea activities in French, including ordering a snack at the café.