

**Carolina's Gift**  
**Understanding By Design Template**  
**CARC Social Studies**

<b>Grade Level</b>	3	<b>General Outcome</b>	3.1 Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.
<b>Time Frame</b>	Class Dependent	<b>Enduring Understanding (purpose of the lesson)</b>	Through examination of the book Carolina's Gift: A Story of Peru, by Katacha Diaz, students will utilize skills of historical thinking as well as explore cultural aspects of a community in the Peruvian Andes.
<b>Developed By</b>	Camille King and Tracy Chalmers		
<b>Big Idea</b>	<b>Students will sequence story events and compare Peruvian life to their own</b>		
<b>Value and Attitude Outcomes</b>		<b>Knowledge and Understanding Outcomes</b>	
<b>3.1.1 appreciate similarities and differences among people and communities</b> <b>3.1.1.1</b> Demonstrate an awareness of, and interest in the beliefs, traditions and customs of groups and communities other than their own.		<b>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world</b> <b>3.1.2.2</b> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members? (CC, ER, GC)	
		<b>Skills and Process Outcomes</b>	
		<b>Historical thinking</b> 3.S.2.2 arrange events, facts and/or ideas in sequence	

	<p><b>3.1.2.4</b> What are the traditions, celebrations, stories and practices in the communities that connect the people with the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) Historical Thinking</p>	
<p><b>Summative Assessment Strategies</b></p>	<p><b>This activity is intended for formative assessment only in Social Studies, but may be summatively assessed in Language Arts.</b></p>	
<p><b>Introductory Activity/ The Hook</b></p>	<p><b>Activity 1: Viewing Images</b></p> <ol style="list-style-type: none"> <li>1. Students view pictures from the story. If you have access to a document projector, students will be able to see pictures more clearly when projected on a screen.</li> <li>2. Ask students to provide details of what they see.</li> <li>3. When students have viewed all pictures, ask them to predict what the story is about.</li> </ol>	
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p><b>Activity 2: Reading Story to Gather Information</b></p> <ol style="list-style-type: none"> <li>1. Read story to students. As a comprehension check, ask students the following questions: <ul style="list-style-type: none"> <li><input type="checkbox"/> How do they know how much to pay (for the eggs)?</li> <li><input type="checkbox"/> How does Carolina get to the market?</li> <li><input type="checkbox"/> What day is the market?</li> <li><input type="checkbox"/> Why did Carolina choose the gift she did?</li> <li><input type="checkbox"/> What does she love to do in her free time?</li> <li><input type="checkbox"/> What kind of house does Carolina live in?</li> <li><input type="checkbox"/> What do they hear on the way to the market?</li> <li><input type="checkbox"/> Why didn't Carolina buy her grandma a hat at the market?</li> <li><input type="checkbox"/> What doesn't Carolina like about the parrots?</li> </ul> </li> </ol> <p>If students cannot answer some of the questions, have them listen for the answers in the second reading of the book.</p>	

	<p>2. Re-read the story to students. Have students fill in their story map as you review the story again. Have students identify and describe Caroline’s experience throughout the book, i.e., the people and services that she encounters like transportation, family /different roles.</p> <p><b>Activity 3: Sequencing</b></p> <p>Below is a table of events from the story. Students will be working in groups (pairs, 3s or 4s, whichever works best in your class). You will need as many copies of the table of events as you have groups. For each copy of the table, cut out the squares of events and put them into an envelope. Student groups will order the events in time sequence. If they cannot remember the events, they can guess, and find out if they were correct on third review of the story (this review can be merely flipping of the pages to view the sequence).</p> <p><b>Activity 4: Like Me</b></p> <p>Using the chart <i>How Much Alike</i>, students can compare aspects of their attempts to search for gifts and Carolina’s attempt. This chart can be found at <a href="http://www.learnalberta.ca/content/sssm/html/comparingdifferences_sm.html">http://www.learnalberta.ca/content/sssm/html/comparingdifferences_sm.html</a>  To use the chart, students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> record or draw the features being compared in the left-hand column; e.g., characteristics of Carolina’s day</li> <li><input type="checkbox"/> place a check in the column that best represents the amount of difference between the compared features; i.e., nearly the same, some difference or a big difference</li> <li><input type="checkbox"/> offer an overall assessment of the degree of difference: almost the same (i.e., the features are only slightly different), some differences (i.e., most features are different, but not that different) or very big difference (i.e., most features are very different)</li> <li><input type="checkbox"/> share their conclusions with the class.</li> </ul> <p><b>Activity 5: Parallel Story (perform to specs)</b></p> <p>Create a parallel story using the story map for assistance.</p>
<b>Resources</b>	<p>Diaz, K (2002). <i>Carolina’s Gift: A Story of Peru</i>. Norwalk, Connecticut: Soundprints Division of Trudy Corporation.</p> <p>Learn Alberta. (2008). <i>Support Material: Comparing Differences</i>. Retrieved March 24, 2010 from <a href="http://www.learnalberta.ca/content/sssm/html/comparingdifferences_sm.html">http://www.learnalberta.ca/content/sssm/html/comparingdifferences_sm.html</a></p>
<b>Formative Assessment Strategies</b>	<p>Students will be able to self-assess their accuracy in sequencing the events of the story.</p>

<b>Other</b>	<p>The following activity can be used in conjunction with the <b>Health</b> curriculum:</p> <p><b>Choosing an Appropriate Gift</b></p> <ol style="list-style-type: none"><li>1. Have students brainstorm what makes an appropriate gift choice? To probe responses, give students non-examples of appropriate gifts:<ul style="list-style-type: none"><li><input type="checkbox"/> A bowling ball for your baby brother.</li><li><input type="checkbox"/> A Tonka truck for your dad.</li><li><input type="checkbox"/> A doll for your mom.</li><li><input type="checkbox"/> A new car for your aunt.</li></ul></li></ol> <p>Possible answers can lead to criteria for an appropriate gift and may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Cost</li><li><input type="checkbox"/> Persons likes/interests</li><li><input type="checkbox"/> Usefulness of gift</li></ul> <p>Students decide on a meaningful gift for someone they care about. Have students justify their choice using the criteria.</p>
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<b>Carolina puts on her hat and manta.</b>	<b>Carolina and Mama cross a stone bridge and walk down a narrow path.</b>
<b>Carolina and her mother buy sweet rolls at the bakery stand.</b>	<b>Carolina decides against buying flowers.</b>
<b>Carolina looks at the hat stand.</b>	<b>Women argue with the farmer over the price of eggs.</b>
<b>Women and children dance and sing with the quena (flutes).</b>	<b>Carolina decides against buying a parrot.</b>
<b>Carolina watches the weavers twisting wool into thread.</b>	<b>Carolina buys a walking stick with a beautiful hummingbird carved on the handle.</b>
<b>Carolina give the walking stick to her Abuelita (grandmother),</b>	

**Table of  
Events  
from  
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