### Table of Contents - Rwanda Elementary Instructional Plan: Geography

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## INSTRUCTIONAL PLAN GEOGRAPHY

### Learning Outcomes

Selected Elementary Outcomes for Instructional Plans (2003 Social Studies Program of Studies — Alberta)

The following are possible outcomes from the contents and instructional plans provided in this site; not all are directly addressed in the instructional plan.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Values</th>
<th>Understandings</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Appreciate how participation in communities affects sense of belonging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Value the groups and communities to which they belong</td>
<td></td>
<td>Use a simple map to locate specific areas within the schools and communities</td>
</tr>
<tr>
<td>2</td>
<td>Appreciate the physical and human geography of the community; diversity and distance</td>
<td>Analyze how community emerged, inquiry of community characteristics, origins, reasons for establishment, groups who contributed.</td>
<td>Compare and contrast information from similar types of electronic sources, such as information collected on the internet</td>
</tr>
<tr>
<td>3</td>
<td>Appreciate similarities and differences among people and communities.</td>
<td>What determines quality of life? What, on a globe and/or map, are the communities in relation to Canada?</td>
<td>Share information collected from electronic sources to add to a group task: access and retrieve appropriate information from</td>
</tr>
</tbody>
</table>
| Appreciate elements of global citizenship: | • In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? | electronic sources or use URL to locate internet sources  
Navigate within a document, compact disc or other software program that contains links  
Use technology to organize and display data in a problem-solving context  
Organize and process information from more than one source to retell what has been discovered  
Use photographs and interviews to make meaning of historical information  
Select and use technology to assist in problem solving  
Solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology  
Organize information using tools such as databases, spreadsheets or electronic webbing  
Compare information on the same issue or topic from print media, television, photographs and the internet |
| • recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them | • In what ways do the communities show concern for their natural environment? | |
| • respect the equality of all human beings | • How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? | |
| | • What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? | |
| | • What are some environmental concerns that Canada and communities around the world share? | |

| 4 | • demonstrate respect for the cultural and linguistic diversity in Alberta | Examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues: | |
| | | • How do recreational sites reflect Alberta's heritage? | |
| | | • How do recreational activities reflect Alberta's heritage? | |

**Rationale**

Rwanda is a country presently undergoing great tensions, and we need to understand that some locations in our world can have very difficult living conditions despite favourable geography and climate. This part of the Edukit intends to provide younger learners with some sense of the physical environment of Rwanda and how it has been used to meet the inhabitants’ needs. It is a small supplement to elementary inquiry into neighbourhoods and communities in other lands. While there is the opportunity to compare Rwanda
with the Alberta scene, the resources for Alberta are not included here as they are readily available in most Alberta schools (or other learning environments).

**Learning Objectives**

**Objectives from 1990 Social Studies Program of Studies**

**Rationale**

At this level it is important to introduce students to the idea that other countries exist outside their own, and that these other countries will have geographic similarities and differences when compared to their own. A geographic study of other countries is one way to develop this concept. Hopefully students will develop an appreciation, respect and tolerance for people in different parts of the world and the variety of ways in which these people meet their own needs.

**Knowledge Objectives**

Major generalization: All People have similar needs, but how these needs are met varies from place to place throughout the world.

Generalization: Each country in the world is made up of many communities.

Concept: Country/world.

Related facts and content: Location of selected communities.

**Skill Objectives** – Process

**Locating/Organizing/Interpreting Information**

- Acquire information to answer questions, using a variety of sources, e.g., pictures, photographs, charts, maps, Web

**Geography/Mapping**

- Recognize the globe as a model of earth. Recognize that small objects and distances on maps in reality represent larger objects and distances
- Distinguish between land and water symbols on globes and maps
- Locate the country studied on a classroom map or globe relative to location of Canada
- Analyzing/Synthesizing/Evaluating
- Compare the places being studied with one’s own
- Draw conclusions about the similarities in the way people meet their needs

**Communication Skills**

- Orally, share information giving consideration to content, vocabulary, pronunciation and enunciation, e.g., about a picture (map) or model
Participation Skills

- Work independently
- Stay on task

Attitude Objectives

- Appreciation, respect and tolerance for people in different parts of the world and the variety of ways in which these people meet their own needs
Background Information

RWANDA

The country of Rwanda is located in central Africa, east of the Democratic Republic of the Congo. The total area is 26 338 sq/km; of that 24 948 sq/km is land and 1390 sq/km is water. Rwanda is a landlocked country that shares borders with Burundi, Tanzania, Uganda and the Democratic Republic of the Congo. The terrain is comprised of grassy uplands and hills, with steep mountains and deep valleys. The Virunga Mountains, including the volcano Karisimbi, are located in the northwest. Rwanda also has several major rivers (Mukungwa, Kajitumba, Mwogo, Luhwa) and lakes (Lac Kivu, Lac Burera, Lac Rwanye, Lac Ihema, Lac Muhazi), and two national parks.

These can be viewed at the following URL, with great photo images and virtual tours and text at a higher level.


ALBERTA

The province of Alberta is located in western Canada. Alberta shares its border with the Northwest Territories (north), British Columbia (west), Saskatchewan (east), and Montana (south). Alberta is also landlocked. Major river systems are the Peace River, North and South Saskatchewan Rivers, Athabasca River, Red Deer River and the Bow River. The land is very diverse with the Rocky Mountains running along the western border, lots of forest and muskeg in the north, the badlands in the south and open prairie everywhere else. The total area of Alberta is 661 190 sq/km, stretching 1223 km north to south and 660 km east to west.
**Materials**

These activities combine classroom and online work.

Globes, as many as you can get (as a separate and messy project, groups can papier-mâché a globe)

Coloring materials

World map (preferably a wall map)

Copies of blank world map for student use

There is a good higher level map with navigation and zoom features online at
<http://www.gesource.ac.uk/worldguide/worldmap150/60.html> [2005, Feb 17]

Canada maps may be viewed at
<http://www.canadainfolink.ca/physical.htm> [2005, Feb 17]

Copies of blank Alberta map for student use at

Copies of blank Rwanda map for student use at

Online maps of Rwanda and Africa are located at
<http://www.gesource.ac.uk/worldguide/html/1003_map.html> [2005, Feb 17] and this site has a list of basic geographic information as well
1. Geography Introduction

Use as many globes and maps as possible and have students, individually or in small groups, locate Rwanda and Canada on the globe.

Ask students to describe where these places are located relative to one another. Give students copies of a blank world map (included) and ask them to shade or color in the continents of North America and Africa on their own. Check for understanding before moving on to the main lesson.

Start the lesson by asking students to brainstorm what kind of geography comes to mind when they think of North America. Record in an appropriate form for later use.

Describe and record the geography that comes to mind when they think of Africa. Make a large visual construction using cut out materials from available magazines or from internet searches printed out. The following form can be used as an organizer for discussion and can also be a record form if printed with recording space adjusted.

<table>
<thead>
<tr>
<th>Geography of Canada and Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography term</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Oceans – seas</td>
</tr>
<tr>
<td>Mountains</td>
</tr>
<tr>
<td>Fresh water</td>
</tr>
<tr>
<td>Rivers</td>
</tr>
<tr>
<td>Climate</td>
</tr>
</tbody>
</table>
If you have a satisfactory high speed connection and/or projection system you may want to explore the rich variety of content at the excellent site <http://www.rwandatourism.com/home.htm> [2005, Feb 17]. Warning: The full site has not been reviewed here for elementary student use, but the parts reviewed are very good and suitable for all grade levels.

Discuss the differences and similarities between the two places in terms of geography and how that might affect the way people meet their needs (food, water, shelter). You may also want to write these results on the board for everyone to see.

<table>
<thead>
<tr>
<th>Living on the Land</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource</strong></td>
</tr>
<tr>
<td>Plants growing in natural environment</td>
</tr>
<tr>
<td>Animals in the natural environment</td>
</tr>
<tr>
<td>The climate and temperature – rainfall, sunshine, wind, seasons</td>
</tr>
</tbody>
</table>
2. Reading Maps

Review by asking to locate the continents of Africa and North America on the globe and/or wall map.

Review the geography concepts and the earlier work about African and Rwandan geography and fill in any newly found information pertaining to Rwanda.

Discuss and show students how land and features are represented on maps. Depending on your class you may or may not want to introduce the concept of scale as it applies to mapping. (This is a difficult concept, involving math skills and measurements, for students to comprehend. Ask them to think about distances from home to school by walking and by car.)

Hand out the blank maps of Alberta and Rwanda and direct students to the corresponding maps in the Student Zone.

Instruct students to accurately copy the information on to their blank maps and to use color to highlight the major water and land features of each territory.

Ask students to come up with two similarities and differences regarding how people meet their needs in these two places. These can be written or drawn or scribed.

Finally, have students do a show and tell with their maps, making comments on the similarities and differences they identified. Ask, “Do you think children in Rwanda walk or drive to school? How do you know?”
3. Speaking in Code

Many parts of the world are isolated in some way, separated from regular contact with the centres of world trade, transportation and commerce. We have often thought that the central regions of Africa are places like this – isolated. We will see later that the Rwandan daily life is many time zones and cultures away. It is busy and varied and the landscape is crowded with activity.

Talk about bush pilots in Canada and recollect some stories of dangerous flights to deliver medicine, messages or supplies to communities a major distance from cities and large towns. The Canadian Aviation Museum has an excellent searchable photo gallery at [http://www.aviation.technomuses.ca/collections/image_bank/search.shtml](http://www.aviation.technomuses.ca/collections/image_bank/search.shtml) [2005, Feb 17]. There are numerous photographs of crashes which can lead to the next part of this activity; enter the search terms “Otter” or “Moth”.

Talk about survival skills in the case of flight failure – don’t label this a “crash” as there are also forced landings. Pilots use an “Alphabet” that is known and used internationally. You can also use a Fisher Price airplane set, with its little hospital, houses with schools, hospitals, fire stations, police stations, gas stations, water plant, etc., to look at the impact of a forced landing on a town and how to survive and what skills one needs to survive.

Develop a message to “the outside world” that communicates in the NATO code what happened and where you think you are – try to use more than ten words.

Write the message on a piece of large chart paper and practise saying it in code.

NATO code words for alphabet letters are Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, Golf, Hotel, India, Juliet, Kilo, Lima, Mike, November, Oscar, Papa, Quebec, Romeo, Sierra, Tango, Uniform, Victor, Whiskey, Xray, Yankee, Zulu

Here is a link about the alphabet and number words too: [http://www.fourmilab.ch/documents/phoneticalphabet/](http://www.fourmilab.ch/documents/phoneticalphabet/) [2005, Feb 17]
4. Survival in a Tropical Zone

Imagine how people might survive if their airplane was forced down while travelling over Rwanda. There are a wide variety of environments that might be at the landing site; this activity calls for groups or individuals to compare what they see with the resources they might find to help them meet their immediate needs.

1. Look at the images [village, swamp and park] and describe what kind of geography is shown. Put key words or drawings in the “Description” column.
2. Think about what resources for survival might be available if one had suddenly descended into this picture. Write or draw those resources in the “Resources Available” column.
3. Give the image a “locator” name in the NATO code that describes a main feature of the image. Put this name in code in the row “Your code name for picture above.”

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Resources available for survival</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your code name for picture above:

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Resources available for survival</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your code name for the picture above:
Map of Africa (political) at [http://www.travelblog.org/Africa](http://www.travelblog.org/Africa) [2005, Feb 17]
5. Meeting Basic Needs in Alberta and Rwanda

This activity asks that the images in MegaMedia be used to expand understanding of the way human needs are met in Rwanda. This can be a class, individual or group activity. The human needs model can be adapted; this arrangement is from original work by Maslow (1954).

<table>
<thead>
<tr>
<th>Image</th>
<th>List of basic needs</th>
<th>How a basic need is being met in this image</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image 1" /></td>
<td>1. Physical needs - hunger, thirst, body demands (shelter); 2. Safety needs - out of danger; 3. Belongingness and love - be accepted; and 4. Esteem - to do your best, get approval and recognition.</td>
<td></td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image 2" /></td>
<td>1. Physical needs - hunger, thirst, body demands (shelter); 2. Safety needs - out of danger; 3. Belongingness and love - be accepted; and 4. Esteem - to do your best, get approval and recognition.</td>
<td></td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image 3" /></td>
<td>1. Physical needs - hunger, thirst, body demands (shelter); 2. Safety needs - out of danger; 3. Belongingness and love - be accepted; and 4. Esteem - to do your best, get approval and recognition.</td>
<td></td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Image 4" /></td>
<td>1. Physical needs - hunger, thirst, body demands (shelter); 2. Safety needs - out of danger; 3. Belongingness and love - be accepted; and 4. Esteem - to do your best, get approval and recognition.</td>
<td></td>
</tr>
</tbody>
</table>

Make a similar chart for Alberta or your own community.
6. Ecotourism and Brochure Design

This activity connects with art concepts, media literacy and language arts production processes. The students will prepare a brochure to present the value and appeal of ecotourism. They can do this to compare Alberta and Rwanda or simply to reinforce that an ecotourism industry can be a desirable activity around the world. The table below presents some raw materials to start the preparation of the brochure. This can also be done as multimedia using links in a word processor document, and starting from either a brochure or newsletter template which comes with most word processor applications.

Some links which may help as data sources follow:


<table>
<thead>
<tr>
<th>Materials for Brochure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image</td>
</tr>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>