



**Educational Package of Suggested Activities for
GRADE THREE**

WELCOME TO SAFARI NIAGARA

A class visit to a zoo or nature park such as Safari Niagara is an excellent learning opportunity for students in any grade level. For many grades the experience can fulfill program goals or expectations from Ministry of Education Curriculum Documents, notably Science and Technology 2007 and Social Studies 2004.

Even where, at a particular grade level, there is no direct link to the curriculum documents there are opportunities for you, the teacher, to connect pre visit, on-site and post visit classroom activities to the hands-on experience of the day.

The management of Safari Niagara recognized these direct and implied connections beginning with the inception and opening of the park. To assist you in planning for your visit we assembled a team of teachers at all grade levels to produce materials which will hopefully be of use to you. These curriculum materials have been upgraded several times as Ministry of Education documents were revised. However, the suggested activities remain essentially the same because good teaching ideas are forever!

You may note that the format of the attached materials can vary from grade to grade. This reflects the philosophy, experience and teaching styles of the writers. It is expected that in using the materials you will adapt them to your own classroom environment, picking and choosing those most suited to your style.

Regardless of how you plan to enhance your visit to our facility by classroom activities the fundamental truths remain. Zoos and nature parks today are becoming both a last refuge for many endangered species and a hope for their recovery at some point in the future. Humankind must accept the responsibility for the recovery of the planet. The closer we can get our students to physical contact with the real world and the wonders of nature the more they will, as adults, appreciate the gravity of this task.

GRADE THREE

OVERALL EXPECTATIONS

By the end of Grade THREE, students will:

- Identify and compare distinguishing features of urban and rural communities
- Use a variety of resources and tools to gather, process and communicate geographic information about urban and rural communities
- Explain how communities interact with each other and the environment to meet human needs.

SPECIFIC EXPECTATIONS

1. Knowledge and Understanding

By the end of Grade Three, students will:

- Identify geographic and environmental factors that explain location of various urban and rural communities, with examples from Ontario;
- Compare land use and access to natural resources in urban and rural communities;
- Compare buildings and structures in urban and rural communities

2. Inquiry/Research and Communication Skills

By the end of Grade Three, students will:

- Ask questions to gain information about urban and rural communities
- Use Primary and secondary sources to locate key information about urban and rural communities
- Sort and classify information about communities
- Use primary and secondary sources to locate key information about urban and rural communities
- Sort and classify information about communities to identify issues and solve problems
- Construct and read graphs, charts, diagrams, maps and models to clarify and display information about urban and rural communities
- Use media works, oral presentation, writing notes and descriptions, drawings, tables, charts, amps and graphs to communicate information about urban and rural communities
- Use appropriate vocabulary to communicate the results of inquiries and observations about urban and rural communities

3. Map, Globe and Graphic Skills

By the end of Grade Three, students will:

- Make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend and cardinal directions
- Consult a map legends when looking for selected features
- Recognize a range of features that may be represented by different colours on map areas
- Use familiar units of scale to measure distance on maps of urban and rural communities

4. Application

By the end of Grade Three, students will:

- Describe ways in which they and their families use the natural environment
- Compare the characteristics of their community to those of a different community
- Describe ways in which people interact with other communities

LOCATION! LOCATION! LOCATION!

GRADE THREE

FOCUS OR KEY IDEA

The Ontario Curriculum Social Studies Grades 1-8 states that there are three important goals that should be achieved in a concrete, practical context. One of these goals states that students must “relate the knowledge acquired through social studies and the study of history and geography to the world outside the classroom”

Therefore the focus of this unit of study is to relate in a concrete, practical manner urban and rural concepts and skills to a site outside of the classroom- **Safari Niagara** in Stevensville, Ontario

Upon the completion of this unit, the students will demonstrate:

- An understanding of why zoos are places or located where they are
- An understanding of the advantages of urban and rural locations

CONSTRUCTION OF THE UNIT STUDY

- Expectations that will be addressed in the unit of study
- Pre-visit knowledge and skills
- Pre-visit introductory challenges
- On-site challenges
- Post visit challenges
- Questions for discussion or for extended challenges
- Advertisement ideas
- List of some possible ideas for selection for zoo location

EXPECTATIONS ADDRESSED
CANADA AND WORLDS CONNECTIONS
GRADE THREE: URBAN AND RURAL COMMUNITIES

Students will:

- Communicate information (e.g. concerning the comparison of urban and rural communities) using media works, oral presentations, written notes and descriptors, drawings, tables, charts, maps and graphs
- Sort and classify information about communities to identify issues, solve problems and make decisions
- Make and use large maps or rural and urban communities (local maps)

PLEASE NOTE:

Maps that show local and urban communities would be a definite asset for assisting with the achievement of the outlines expectations

Zoo is short for zoological park or zoological garden. A zoo may be thought of as an animal community or animal city

All previously investigated information concerning features of both the urban and rural communities should be posted in the classroom for future reference.

PRE-VISIT KNOWLEDGE AND SKILLS:

Prior to the visit to Safari Niagara, the students should have many opportunities to explore, investigate and experience the following:

- Can identify features of an urban community
- Can identify features of a rural community
- Have had experiences with comparing the features of an urban community to the features of a rural community
- Can describe ways in which people interact with other communities

Pre-Visit Introductory Challenges

Activity One

Share the poem “People Zoo” by Shell Silverstein (which can be downloaded from the internet) and have the students listen for the location of the unusual zoo. (Answer: Animaloo) Discuss with the students where they think “Animaloo” could possibly be located.

- Continue the discussion by challenging the students to think about zoos they have been to or have knowledge of and their locations
- Question various students on these locations. List their reasons or thinking for the various locations on a collaborative chart

Activity Two

Introduce to the students that they will have an opportunity to visit Safari Niagara in a place called Stevensville.

- Share area maps with students. In small groups, challenge students to locate Stevensville on the map.
- Discuss the area around Stevensville introducing the idea that Stevensville is a rural community
- Challenge: Why would a new zoo or any zoo be located in rural locations? What would be the advantages and disadvantages on T-chart organizer.
- Refer back to the features of a rural community if the students need some hints
- Challenge: What are the advantages and disadvantages of locating a zoo in an urban community? Record on a T-chart organizer.
- Refer back to the features of urban community if students need an inspiration

Activity Three

Share with the students, the focus of the visit to Safari Niagara.

- What are the advantages of this setting?
- What are the disadvantages of this setting?
- Would it be more advantageous for the zoo to be located in an urban centre?
- Students must offer evidence and an explanation for their thinking.

On-Site Challenges

Activity One

As the students are traveling to Safari Niagara, discuss the features of the areas that they pass. Depending on the route that is taken to get to the zoo, the students may travel through an urban setting to a rural setting. Discuss the changes that are observed as they leave an urban setting and enter a rural setting.

- Are the changes gradual or are they definite?
- Identify some of the changes that are noted
- What are the roads like getting to Safari Niagara?

If the students are traveling from a rural setting to a rural setting, discuss the features that are observed and what roads are used to go to the zoo.

Activity Two

While conducting a walkabout at Safari Niagara, discuss the following:

- Approximate size of Safari Niagara
- The perimeters of Safari Niagara
- The types of structures that are located on the site
- The parking area
- The roadway on the site
- The various activities that are offered on the site
- The necessary facilities on the site
- The aesthetic appeal of the site

Activity Three

While returning to the school, discuss with the students the features of the various areas that they pass. If the route is the same, only make note of the features not mentioned on the trip to Safari Niagara.

Post Visit Challenges

Activity One

Share a poem or a literature selection about a zoo as a way to focus the students on the following challenges

Activity Two

Discuss with the students what they saw on the way to Safari Niagara. Record their comments on a collaborative chart. Make reference to whether the detail is a rural or urban feature.

Activity Three

Discuss with the students what they saw on the return trip to the school. Record their comments on a collaborative chart. Make reference to whether the detail is a rural or urban feature.

Activity Four

Challenge:

- In small groups, have the students brainstorm what they feel the advantages of rural setting would be for Safari Niagara. Invite the students to return to the large groups. Record their ideas on a T-chart organizer.
- In small groups, have the students brainstorm what they feel the disadvantages of rural setting would be for Safari Niagara. Invite the students to return to the large groups. Record their ideas on a T-chart organizer.

Activity Five

Upon completion of these T-charts, direct the following questions for discussion to the students:

- Would it be more advantageous for Safari Niagara to be located in an urban community?
- Would it be more advantageous for Safari Niagara to be located in a rural community?
- Have the students explain their thinking. They may need to refer back to the T-Charts for features of an urban and rural community, and the T-charts for the Safari Niagara experience.

Activity Six

Culminating Challenge:

This culminating challenge gives the students an opportunity to apply the knowledge and skills acquired in this unit of study and in their previous investigations of urban and rural features.

The following is an outline of the challenge:

CULMINATING CHALLENGE:

A famous zoologist, Dr. Doolittle, has been looking for a setting or location for his new zoo. The urban community would like the Doctor to choose them for the location of the new zoo. However, a rural community would also like the Doctor to choose them for the location of the new zoo.

Dr. Doolittle would like to make the best decision for his zoo and has asked each community to explain the advantage of choosing their community.

Each community forms a committee that will present the advantages of their location to Dr. Doolittle. (The teacher may decide or select which students will serve on each committee or may choose to have students decide. Each committee member must produce a product explaining the advantages)

Method of Presenting Advantages

- Students will design and create an advertisement poster that presents the advantages (See the accompanying page for an outline of the criteria and advertisement poster may have)

OR

- Will write a classified ad that presents the advantages (Show and discuss samples of classified ads.) Develop a collaborative list of “catch phrases” that are used in these classified ads so that students can “borrow” some of the ideas for their set-up and for their vocabulary use.

QUESTIONS FOR DISCUSSIONS OR FOR EXTENDED CHALLENGES:

- Are new zoos more often placed in the rural setting as opposed to the urban setting? Why?
- Are old zoos more often placed in the urban setting as opposed to the rural setting? Why?
- Why is Safari Niagara located away from the heavily populated areas?

WHAT SHOULD AN ADVERTISEMENT POSTER LOOK LIKE?

Design an advertisement that would persuade Dr. Doolittle to locate the zoo in their community.

- *Relevant details*
- *Descriptive words*
- *Appeals to the customer, attractive, eye catching*
- *Promotes*
- *Believable*
- *Persuades into way of thinking*
- *Message clear*
- *Visual representation clear, creative*
- *Short, catchy phrases*
- *Slogan (attract attention)*
- *Memorable (holds viewer's attention)*
- *Easy to read lettering*
- *Variety of prints and sizes, print styles and colours*
- *Large title headings*

- *simple, clear pictures*
- *Clear labels/wording*
- *Signs and symbols used in place of words*
- *Special characters can be used*
- *Mixture of pictures and words are used*
- *Makes important information stand out*

Plan the layout of the advertisement

- Words
- Visuals
- Colours
- Arrangement

Revising and Editing

- Is your message clear and to the point?
- Have you used a combination of text and visual information?
- Is your advertisement colourful and appealing?
- Have you chosen the letters' sizes and shapes carefully?
- Do the spaces look right?
- Is the advertisement balanced?

POSSIBLE IDEAS FOR A ZOO LOCATION SELECTION

- Transportation of visitors
- Transportation of animals
- Different styles of enclosures (outdoor area where animals get plenty of exercise and the indoor area where animal can get shelter from the weather- sun, temperatures, precipitation and seasonal changes)
- Well-being of animals- if there is adequate room for the enclosures
- Cost of real-estate
- Noise
- Traffic
- Land mass larger- city may have less and less large tracts of land (amphitheatre, enclosures varied for each animal, parking, gate etc.)
- Watch or observe animals in natural surroundings
- Pollution
- Natural, free look
- Population density
- Distance to travel (adjacent to cities like Niagara Falls, Fort Erie, St. Catharines, Welland Etc)
- Acceptance of neighbors -concerns
- Availability of services- water, hydro, snow plowing, etc
- Ease of finding the location for tourists (accessibility)
- Help improve other businesses in locale

IF I RAN THE ZOO

GRADE THREE

FOCUS OR KEY IDEAS

According to Choices into Action (Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999), schools must offer career exploration activities. This unit of study is designed to enhance the following competencies as outlined in Choices into Action:

Students will learn to:

- Identify jobs and occupations in the community related to school subjects
- Explore and evaluate career opportunities

Upon completion of this study, the students may also have a clearer understanding of:

- How a zoo cannot function without the people who work there
- How each person must work cooperatively and productively with a wide range of people

CONSTRUCTION OF THE UNIT OF STUDY

- Pre-visit introductory challenges
- On-site challenges
- Post site challenges (includes an outline of drama expectations)
- List of zoo occupations
- Bibliography

PRE-VISIT INTRODUCTORY CHALLENGES

1. Begin the unit of study by sharing the following quote from the literature "If I Ran the Zoo" by Dr. Seuss:

*"Wow! They'll all cheer,
What the zoo must be worth!
It's the gol-darndest zoo
On the face of the earth!"*

- Have the quote on a chart so that the teacher can scribe around the outside of the quote what would make "the gol-darndest zoo" You are actually developing a collaborative web of ideas
- As recording, discuss the "importance" or the "contribution" of each idea gives to the "gol-darndest" zoo
- Challenge the students to decide what would be the most important aspect of the zoo. As the students share their thinking, encourage them to provide evidence for their thinking

2. Share with the students the origin of the quote-"If I Ran the Zoo" by Dr Seuss. Before the actual reading of the literature, discuss who they think actually runs the zoo. Share the idea that the main character of this selection feels that he has an important contribution to make in the "gol-darndest" zoo- he runs it! Challenge the students to decide as you are reading the literature if the person who made it "pretty good zoo" actually could have accomplished it on his own or did he have or need help or assistance. Discuss this after completion of the story.

3. One of the conclusions that the students should have decided is that a zoo cannot really function effectively without people who work there.

4. Challenge the students to brainstorm and then record (in groups of two or three) the jobs or occupations that would be necessary or essential to the running of a zoo.

5. In a large groups, have the students share their ideas in a roundabout fashion. Scribe in a collaborative charts the various jobs or occupations that are presented or shared.

6. Upon completion of the collaborative chart, challenge the students to sort the jobs or occupations according to criteria chosen by them. Students must explain their reason for the sort. (This can be done in small groups first and then shared in a large group). The following is an example of sorting criteria:

Animal Care

Maintenance and Operations of the Zoo

Visitors

Ideas from the sort can be recorded in a Venn diagram format in order to show those jobs that overlap the different criteria.

7. Discuss the following:

- Can the zoo function effectively without these jobs? Explain thinking.
- Do these “workers” have to work cooperatively and productively? Explain thinking.
- What would be the descriptors of some of these jobs?
- How can we verify these types of jobs and our thinking about these jobs? (Research, ask an expert, visit zoo)

8. When discussing the visit to Safari Niagara, challenge the students to decide what things they would have to be watchful for or observing. List their ideas. Decide which ideas that will be implemented:

- Job title
- Location of the job
- Job responsibilities
- Job routines
- Job uniform
- With whom does the person work?
- What tools, machines are needed to do the job?
- Does the job appeal to you? Be ready to explain.

NOTE:

While touring Safari Niagara, have the students be very observant for those jobs that have to be done even though there is not a person doing the job at the site that they are presently viewing.

ON-SITE CHALLENGES

1. Challenge the students to observe carefully the various jobs or occupations that are found at Safari Niagara. Remind the students that they must be watchful from the time that they arrive until they leave as some of the workers may not be visible at all times or throughout the day.

2. The students can be in small groups if there are enough volunteers accompanying the class. As the students are touring, discuss what jobs would be done at each stopping point. The following is an outline of the discussion:

- Job title (name)
- Location of job
- Job responsibilities
- Job routines
- Job uniform (clothing)
- With whom does the person work?
- What tools, machines are needed to do the job?
- Does that job appeal to you? Explain your thinking.

POST SITE CHALLENGES

1. Large group activity:

Using the roundabout strategy, have each student present a job or occupation that he/she observed at Safari Niagara. Challenge the students to resent occupations that he/she think no one else observed or would remember. Scribe their ideas in list format on a collaborative chart.

2. Upon completion of this chart, challenge the students to sort the occupations according to criteria chosen or decided upon during the pre-visit activities. Students must explain their thinking. (The sorting can be done in small groups and then shared or can be done in large group.) Ideas from the sort can be recorded in a Venn diagram format in order to show jobs that overlap the different criteria.

3. Discuss the following:

- Can Safari Niagara functions effectively without these jobs? Explain thinking.
- Do these “workers” have to work cooperatively and productively? Explain thinking.
- What would be the descriptors of some of these jobs?
- Job title (name)
- Location of job
- Job responsibilities
- Job routines
- Job uniform (clothing)
- With whom does the person work?
- What tools, machines are needed to do the job?
- Does the job appeal to you? Explain your thinking.

4. DRAMA CHALLENGE

FOCUS OR KEY IDEA

This drama activity gives the students an opportunity to use clothing and props as a source for developing and presenting an occupation in role. This drama activity allows the students to reflect on their Safari Niagara experience and any further research they have completed on a particular occupation.

SPECIFIC EXPECTATIONS

The following expectations are from The Ontario Curriculum Grades 1-8: The Arts:

- Demonstrate an understanding of a character's point of through writing and speaking in role, and through using body movement in role
- Demonstrate the ability to concentrate while in role in drama

- Assign or have each student choose a zoo occupation.
- Have the students assume the role of their zoo occupation.
- Students must prepare for their roles by:
 - Sketching themselves in role(must have details that explain various aspects of their job)
 - Recording as much as able on the following- this information can be obtained from the Safari Niagara' visit or further research.
 - Job title
 - Location of the job
 - Job responsibilities
 - Job routines
 - Job uniform (clothing)
 - With whom does the person work?
 - What tools, machines are needed to do the job?
 - Why is the job so appealing? Explaining your thinking.
 - How essential is their job to the functioning of the zoo.
- Students must dress in role.
- Student are to present themselves and their job at a "Zoo Convention". While the students are in role, they must tell or meet as many other zoo coventioneers as possible and exchange orally information about their occupations. While sharing their information, the students are partaking of animal crackers, zoo punch and other zoo related food. The listener may direct questions to the person in role

ZOO OCCUPATIONS

- Zoo director
- Zoo curator
- Zoo veterinarian
- Gardener (care of the zoo grounds)
- Secretary
- Manager
- Gate keepers
- Cashiers
- Head keeper
- Keepers for each exhibit
- Architects
- Food supplier
- Hospital technicians
- Exterminator
- Engineers
- Animal trapper
- Guides/escorts
- Gift, souvenir shop
- Tram driver
- Plumber
- Carpenter
- Electrician
- Metalworker
- Welder
- Painter
- Craftsperson
- Security
- Information handler
- First aid
- General supplies
- Groundskeeper (pick up trash, sweep, waste)
- Exhibit designer
- Dietician
- Advertiser
- Truck driver
- Scientist
- Administration(pay bills, hire)

Title	Author
Zoo	Gail Gibbons
Zoo At Night	Martha Robinson
Zoo At Night	Michael Rosen
Zoo Crew	Tom Arma
Zoo Keepers	Tami Deedrick
ZooLooking	Mem Fox
Zookeepers	Willaim Russell
Zookeeper's Bad Day	Ken Hovey
Zookeepers care for Animals	Amy Moses
Zookeeper's Sleepers	Frank B. Edwards
I Am a Zookeeper	Cynthia Benjamin
The Keeper	Gerald Durrell
Zoos Past and Present	Graham Meadows
Zoos	John Perry
New Zoos	Madelyn Klien Anderson
If I Ran the Zoo	Dr. Seuss
Inside a Zoo In The City	Alyssa Capucilli & Ted Arnold
My Visit to the Zoo	Aliki

HOME AWAY FROM HOME

FOCUS OR KEY IDEA

This unit of study is designated to enhance the third goal of science and technology education which states that students are “to relate scientific and technological knowledge to each other and to the world outside the school.” This unit will assist students with further explorations, experiences, and perhaps consolidation of the knowledge and skills, as outlined in the Structures and Mechanisms Strand: Stability that are outlined in The Ontario Curriculum Grades 1-8 Science and Technology document.

CONSTRUCTION OF THE UNIT STUDY

- Expectations that will be addressed in the unit of study
- Pre-visit knowledge and skills
- Pre-visit introductory challenges
- On-site challenges
- Post-Visit challenges
- Glossary of terms
- Bibliography

PLEASE NOTE:

Structure does not refer to the “structure” or building, but the analysis of the way in which it is built. A structure has to be able to support its own mass.

EXPECTATIONS ADDRESSED
STRUCTURES AND MECHANISMS
GRADE THREE: STABILITY

OVERALL FOCUS EXPECTATIONS

Students will:

- Further develop their understanding of the concept of stability in structures
- Design and build zoo structures that are rigid and strong
- Gain understanding of the concept of balance
- Analyze the way in which the zoo structures are built

SPECIFIC EXPECTATIONS

Students will:

- Describe ways to improve the strength and stability of a frame structure (e.g. use of triangulation or a cross-member)
- Describe, using their observations, the role of struts (e.g. to resist compression and ties- to resist tension in structures under load)(e.g. describe the effect of adding a strut to a wooden frame)