

SHARING THE PLANET

Fourth Grade

2020-2021

LET'S MEET OUR COMMUNITIES

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ABSTRACT

The purpose of our action is to express that communities are important because they are everywhere, and they are not as nearly appreciated as not indigenous societies. Also, we consider that instructing other people about the different communities is special. We have learned from Masais and Ticunas and, to identify their differences and similarities.

We want to carry out our research into communities, and their similar interactions, even though there are different. Also, we want to show people their traditions, culture, food, religion, beliefs, and many other aspects. We had findings in both knowledge which includes the ones done in the research, and findings in the process of the PYP Exhibition, they were found in the general process of the Exhibition. Finally, the information was written in a blog, and it was presented to first and third graders.

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INTRODUCTION

Communities are a very important social topic to be investigated. The investigation is based on the line of inquiry "The balance that must exist between responsibilities and rights inside a community". Considering this, we are capable of answering the question: Why is it important to have knowledge regarding cultures?"

Communities are diverse in different aspects, such as, location, religion, beliefs, traditions, Cultural aspects (clothing, culinary, arts, music...), Role of women when kids, teens and adults in each of the communities. As girls of fourth grade is important to know about communities because you can see that they are everywhere and can be anything. As a theme seen in first grade it is good to learn it again, so we can learn new facts or things that we did not know or remember. Girls from the school community may research about communities because they can learn more and open their knowledge.

CULTURES AND COMMUNITIES ARE DIFFERENT

The project presents a specific investigation about communities and their characteristics. Research was about changes and differences between communities. It was chosen because these cultures are interesting, and people can learn a lot from them. Safe resources are necessary in research to reflect a real investigation, such as Gale in context, Wikipedia, National Geographic, and Google search, and the process was quicker and easier working in collaborative groups. The project is very important for the PYP Exhibition; it needs to be planned carefully and with intelligence.

It was also decided that the action will be a Blog about Masais in Africa and Ticunas in Brazil. The information was taken from a questionnaire filled with facts about Masais and Ticunas, which was done during the process of researching. Those questions were prepared by Carlos Pastor Vega, the group's mentor. Communities was the research topic, the group had different resources that helped collect information.

Masais and Ticunas are important to be investigated because they reflect and show the theme of investigation. It is important to have knowledge of cultures because all of them are special and can teach many facts about the world, the world has a lot of people, and it is important to know the most that you can about them.

It is important to know about these communities because they can teach us new ways to live without having a lot of problems and being like a great community, and they can teach about the ancient world. Some communities are separated or

disconnected from the actual world, that is why some people commonly ignore or do not know about Masais and Ticunas.

MASAIS AND TICUNAS

Masais are an African community located in Kenya and in Northern Tanzania. Masais eat milk, butter, honey, cattle blood, and meat. But they also sometimes eat rice, potatoes, cabbage, and mealie meal, which is a type of cornmeal.



IMAGE 1

For more than 400 years, the Maasai have lived based by their cattle. Maasai women milk the cows. Warriors protect the cattle. Warriors are young men and older boys. They keep lions, cheetahs, and leopards away from the cattle. Men also herd the cattle. They lead the animals to water and pastureland. Information was taken from National Geographic and from previous knowledge.



IMAGE 2

The Ticunas are an Amazonian community which habitat between Peru, Colombia, and Brazil. They are most in Brazil. The traditional food of the Ticunas is fish, manec flour (made from yucca), assai juice and wine, bananas and tapir and caiman roasted meat.



IMAGE 3

They wear little clothing. The Ticunas celebrate the ritual of the Pelazon in which occurs when a girl develops. This ritual lasts several months during which the woman maintains isolated on a platform under the roof of the house, they paint black her body and cut her hair. Their traditional economic activities have been agriculture, hunting and fishing. They are also involved in the trade with their handcrafts made of wood and yanchama or tree bark cloth.



IMAGE 4

INVESTIGATION AND ACTION

The group was divided in two temporary groups to researching into Masais and Ticunas Communities. The Investigation was about some countries and topics that, in some ways are related to the big topic “Communities”.

Individual experiences are reflected in this investigation, real contact with Masais and their amazing culture. Comparing an African culture and a South American culture was interesting because it will instruct girls about the world. Ticunas were chosen because it will be great to compare an African community with a Colombian or South American community; also, Ticunas community was interesting for the investigation because they are spread into three different countries (Brazil, Colombia, and Peru).

The action of our project was a blog, which contained relevant information regarding the Masais and Ticunas communities. The group met with first and third graders so they interact with the group, and everyone could learn. These communities are interesting and were related to the message that would be expressed, the communities are different between them but at the end both are special and with a great background to explore. The interaction with these grades, having their opinions, questions, and teaching them about those important communities was good because they give the group another perspective of view different from ours, also, they learn something new thanks to all the effort and compromise we add in the procedure of the blog and during the action.

The experience with first graders was successful because we discover it feels so exiting to talk and interact with the little ones from primary school. The presentation was especial because the girls had seen the theme of communities a few weeks ago before the action. It was also especial because it was the first time, they used Kahoot. So, it was attractive to be the first ones to teach the girls how to use Kahoot, but at the same time it made it longer before the game started.

With third graders was also successful because the group had the opportunity to compare little girls with more grown-up girls, which were more advanced in English, and which were more adapted to technology. They had already used Kahoot, so the process of the game was quicker and easier. And it was grateful to review third graders the theme of communities, because we teach them things from Masais and Ticunas and review main details from communities.

As well as the PYP Exhibition, that is based on doing a great process, the action is an important part of the project in which students have an action that aims to find an issue that is needed to be touched in current society and try to inform others regarding it.

CONCLUSION

Since communities are different in many ways, citizens of the world have a responsibility when living inside a community. The interactions between two or more communities, must be balanced and respectful. Communities can be anywhere in the world, or even in the space. Our blog helped the school community be aware of the importance of communities' diversity and the richness and relevance of communities' interactions. The project was successful because of the interaction with first and third graders since they showed us a different perspective of view than ours. Also, it was grateful to teach them about new communities such as, Masais and Ticunas.

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IMAGE 3

Mujeres Ticunas [Consultado 05 de mayo de 2021]. Tomado de:

<https://etniasdelmundo.com/c-peru/ticuna/>

IMAGE 1

Mujeres Masai [Consultado el 05 de mayo de 2021]. Tomado de:

<https://nottstv.com/former-nottingham-students-film-documents-maasai-warrior-cricket-team/maasai-women/>

IMAGE 4

Hombre Ticuna [Consultado 05 de mayo de 2021]. Tomado de:

<https://etniasdelmundo.com/c-peru/ticuna/>

IMAGE 3

Mujer Masai [Consultado 05 de mayo de 2021]. Tomado de:

<https://i.pinimg.com/originals/70/0c/d2/700cd25c048db594324e7a1b7f1d9623.jpg>

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