

# Global Communities

## *People and Environment Series*

———— Grade 2 ————

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This resource has been developed to cover the overall expectations of the Ontario Ministry of Education Social Studies People & Environment: Global Communities curriculum. This unit can be used as a whole to fulfill the overall expectation requirements or it can be used by activity to compliment other resources and activities.

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## Overall Expectations

**Application:** describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions.

**Inquiry:** use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people live in them.

**Understanding Context:** identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities.

## Big Ideas

The climate and physical features of a region affect how people in that region live.

Different people have adapted to similar climate and physical features in similar ways.

The world is made up of many different regions, which have distinct characteristics.

## Framing Questions

How do physical features and climate contribute to differences in the ways people around the globe live?

How does the natural environment affect the ways in which people meet their needs?

Why do people live where they live?

What are some of the ways in which different regions of the world are distinct?

Taken from The Ontario Curriculum, Social Studies 2013





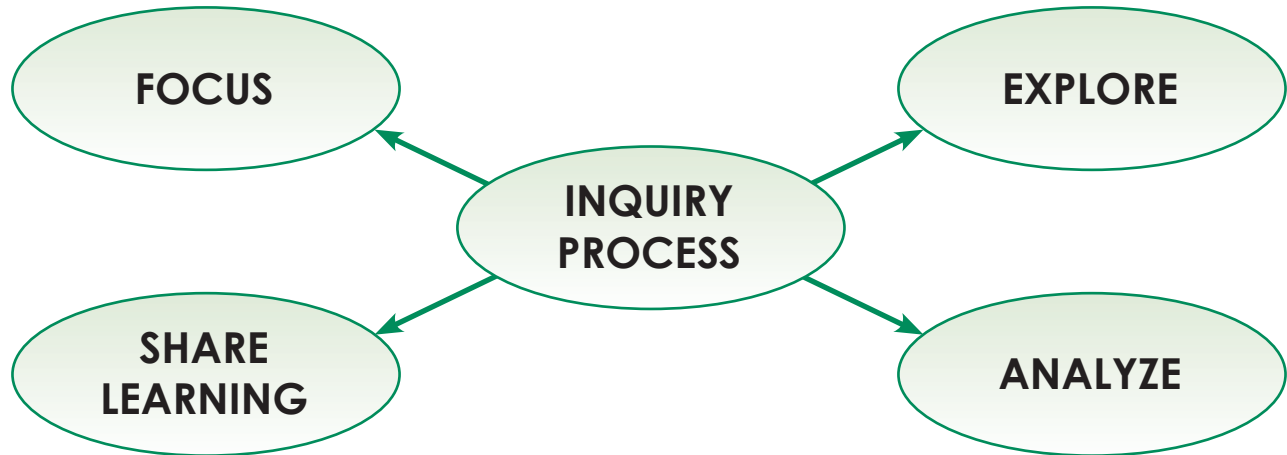
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## Introduction

The following unit of study is designed to support teachers and students as they work through the Social Studies Inquiry Process. The first section of this resource is setting the foundational skills for student research. There is a heavy focus on the use of infographics during the Foundation Setting. These are designed to assist students in building the knowledge needed with the use of graphics and text that contains key information.














The second section focuses on the inquiry process. This is a cyclical process as outlined below:



Some of the benefits of a student inquiry are that the students take ownership of their own learning which should increase engagement and interest. It also sets a solid basis for research skills for the future.

This resource focuses on the big ideas in the Social Studies curriculum and has a mix of concrete and open-ended lessons so that the teacher has flexibility in planning. The inquiry process has been scaffolded for teachers and/or students new to the process. There are also extensions and cross-curricular activities included.

## Goals and Objectives

-  Identify and locate various physical features around the world
  -  Demonstrate that there are a variety of countries, continents, physical features and bodies of water around the world
  -  Identify cardinal directions on a map and use these directions when locating selected communities, countries and/or continents
  -  Identify the location of selected countries around the world
  -  Identify continents, significant bodies of water, the equator, poles and hemispheres
  -  Identify basic human needs
  -  Compare selected communities from around the world, including their own community, in terms of the lifestyle in those communities
  -  Describe some of the ways in which two or more communities have adapted to their location, climate and physical features
  -  Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live
  -  Gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of peoples in these communities
  -  Interpret and analyse information to their investigations
  -  Communicate the results of the inquiries using the appropriate vocabulary.
-  **Note – Letters to parent/guardian(s) should always be translated into first languages if necessary.**



## TOPIC: Setting The Foundation

### Materials Needed

- Infographic – An Introduction to Global Communities & Global Communities
- Map or Globe
- Explorer Journal (one for each student)
- Explorer Journal – Teacher exemplar

**Vocabulary:** compass rose, continent, climate, location, physical features, globe, map, country, population, hemisphere, oceans, bodies of water

*\*As you use and define these words you may wish to add them to your class word wall. You could place these words on different coloured paper or use different coloured markers to differentiate them from your other word wall words.*

## LESSON TWO

### Activating Prior Knowledge


- ◆ **Sample Teacher Talk:** Last lesson, we started our exploring adventure by looking at our maps. We discovered some interesting features on our maps (give examples). Today, we have this infographic that we are going to read together. (Read through introduction together – discuss points of interest as they arise).
- ◆ Last lesson we talked about how explorers also made journals to keep track of their travel information. We are going to create our own explorer’s journal to keep track of our learning.
- ◆ Today and last class, we talked about how we use maps and globes to find places. Did anyone write about the compass rose yesterday or notice it on their map? Let’s take a look at one of our maps to see if we can find that symbol. (Work with the students to locate the compass rose on the map). There it is! The page we read said that it shows directions. Can anyone remember the directions? (Write down the 4 directions as listed.)

### During Lesson

- ◆ **Teacher Talk:** This picture of the compass rose doesn’t say North it has an N. I think that means the compass rose uses short forms. (Work through the other directions). We are going to fill in our own compass rose to help remind us of the directions. This way when we explore, we will know what direction things are located.
- ◆ In our explorer’s journal today we are going to fill in our personal information (have yours completed to show class) and complete our own compass rose.
- ◆ Students will complete the compass rose in their explorer’s journal – you may want to do this whole class or circulate to support as needed.

### Wrap Up

- ◆ Explain that turning the page doesn’t mean that north moves. Show them which direction is north in the room.
- ◆ Ask students to place their compass rose in the direction of north and then identify where objects in the classroom are, i.e. which direction is the guided reading table?

 **Note** – the last page of the explorer’s journal is an **I Wonder Page**. Students should be encouraged to write down any questions they might have throughout the foundational lessons.



## An Introduction to Global Communities

The world is a big place filled with lots of different people, places and countries. There are almost **200 countries** in the world and over **7 billion people**. How do we know the location of these places and people?

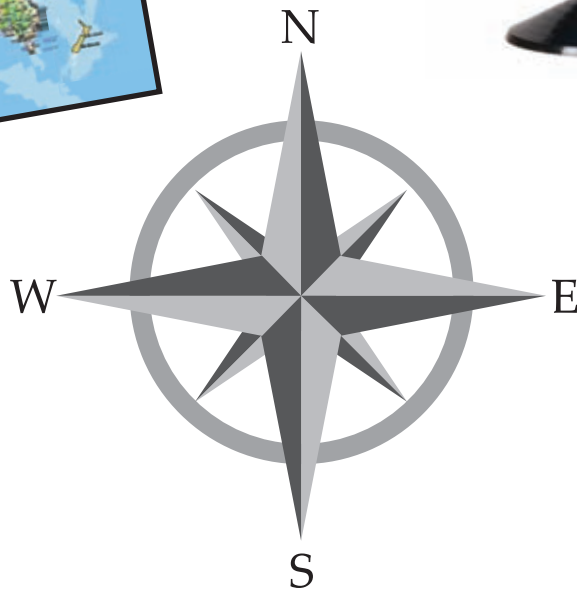


People have divided the Earth into **countries**, **continents**, and **hemispheres** to help us find our way around. We also use directions to help locate places and people. The directions are: **North**, **East**, **West** and **South**.

We use **maps** and **globes** to help us locate places in the world.



**Compass Rose**  
A **compass rose** is a design on a map that shows the directions.



**THERE ARE OVER 7,000 WAYS TO SAY HELLO IN THE WORLD!**



# Global Communities

## The World

People live all over the world. The world is divided into **continents**.

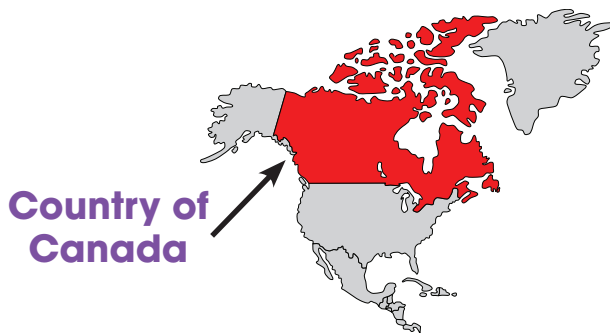
Each **continent** is divided into **countries**.

Each country has its own language, customs and beliefs.



## How Do We Live?

The location, climate and physical features of an area play a role in how people live, work and dress.



Country of Canada



Continent of North America

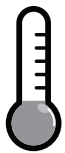
## Canada

**Canada** is a country. It is located in the continent of **North America**.

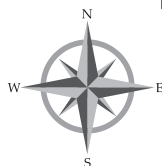
There are **10 provinces** and **3 territories**.

The **provinces** are: **Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta** and **British Columbia**.

The **territories** are: **Yukon, Northwest Territories** and **Nunavut**.



**Climate** is the common type of weather in an area, i.e. the climate in the desert is dry.



**Location** is where someone lives. People can live anywhere. They can live by water, in the mountains or the desert.



**Physical Features** are things found in a country like mountains, deserts, rivers and oceans.

**MORE THAN 200 LANGUAGES ARE SPOKEN IN CANADA BUT WE ONLY HAVE 2 OFFICIAL LANGUAGES: FRENCH & ENGLISH**





# Language Arts Extensions



## WRITING

### GENRE ACTIVITIES

- ◆ **Narrative:** Have students pretend that they are explorers who have encountered a new land.
- ◆ **Procedure:** Write the procedure for making a map of your classroom.
- ◆ **Explanatory:** Why someone going on a trip would need to use a map.
- ◆ **Persuasive:** Have students write to a parent trying to persuade them to take them on a trip to another continent (or see the ocean).
- ◆ **Report:** Students could select an ocean or a continent and write a report on that ocean or continent. Focussing on the animals would be a good way to engage students.

## MEDIA LITERACY

### ACTIVITY ONE

- ◆ Students can use PicCollage or ThingLink to demonstrate their knowledge of the continents/major bodies of water. Have them use a blank map as an image and they can annotate the image.

### ACTIVITY TWO

- ◆ **Green Screen:** writing activities, such as report, procedure, can also be completed with the use of a Green screen app. Students will select appropriate images for their green screen background and orally present their piece. Again, this allows oral communication skill development.



# Physical Education Extension



## PHYSICAL EDUCATION

### ACTIVITY ONE

- ◆ **Continents and Oceans.** As a warm-up activity, tell the students the cardinal directions in the gymnasium. Call out a continent and the directions, i.e. Go North to North America, students then run to the location. Optional, add in oceans, i.e. go to the Southern Ocean – it's so cold there – you'd better keep moving or have students make shivering gestures to their run.

<sup>1</sup> Any software or apps listed do not reflect the suggestions of the authors. They are merely examples of some of the software available. We do not list all software and apps. The best source of suggestions for appropriate software and apps should come from a qualified professional and/or Board personnel with the appropriate background.







## People and Environments: Global Communities

The next section of our focus involves a teacher scaffolded Social Studies Inquiry format. The areas that we will be focusing on in the inquiry process include:

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analysing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings

Again, all elements of the inquiry are supported and scaffolded in this grade in order to support the Social Studies inquiry process.

Each segment of the inquiry process of these lesson plans are set up as one day. Depending on your students and their familiarity with the inquiry process, some of the lessons could take extra time. The research phase in particular will probably take 2 or more classes. In the Inquiry Process students are encouraged to revisit and refine their questions. This could easily lengthen the process. Give yourself and your students the time they need to explore.







### TEACHER TIPS FOR THE INQUIRY PROCESS

- ◆ Ask questions of the students in order to get them to develop their own thinking.
  - *Why is this important for us to consider?*
  - *Why would we need to learn about this topic?*
- ◆ Link curriculum objectives to the students' interests.
- ◆ Allow for students with different abilities, or language levels, to have strategic roles in the groups.
- ◆ Listen carefully to the students' ideas and feedback. Allow them to guide the process.
- ◆ Allow enough time for reflection. Ensure that the students have time to process information and refine their search.
- ◆ Document the learning journey as well as the destination. Keep records, photos, audio clips to celebrate the process.



## TOPIC: Setting The Foundation

### Learning Objectives

-  Compare selected communities from around the world, including their own community, in terms of the lifestyle in those communities.
-  Describe some of the ways in which two or more communities have adapted to their location, climate and physical features.
-  Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live.
-  Gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of peoples in these communities.
-  Interpret and analyse information to their investigations.
-  Communicate the results of the inquiries using the appropriate vocabulary.

### Materials Needed

- Exploring Our World Booklet
- Explorer's Journal – I Wonder Page (if full – make a new copy for student use)
- Venn Diagram BLM

**Vocabulary:** compass rose, continent, climate, location, physical features, globe, map, country, population, hemisphere, oceans, bodies of water, culture

\*As you use and define these words you may wish to add them to your class word wall. You could place these words on different coloured paper or use different coloured markers to differentiate them from your other word wall words.

## LESSON ONE

### Activating Prior Knowledge

- ◆ **Sample Teacher Talk:** We have learned a lot about how to use a map and how we can find places on a map. We have become excellent explorers. Today, we are going to read about some children from around the world. They are going to tell us a little about their life stories.

### During Lesson

- ◆ As I read, I would like you to use your I Wonder pages to write down any questions you may have about this information. When we wonder and ask questions it is called an inquiry. (Teacher may wish to add the words – wonder and inquiry on the whiteboard or chart paper)
- ◆ Read through Exploring Our World Booklet. NOTE – save page 6 for start of next lesson. Stop and discuss as needed or model any think alouds you may have.

### Wrap Up

- ◆ There are some very interesting places in our world. Some are very different from each other and our own community. I have a Venn Diagram here that we are going to use to compare two communities (teacher may choose two communities from the booklet or their own community and one in the booklet).
- ◆ Work with students to compare communities, i.e. location, climate, physical features, clothing and bodies of water, etc.
- ◆ Once completed, have some students read their I Wonder questions. Based on what you are wondering about it sounds like we are interested in learning more about our world. Let's find out why people choose to live where they live. Let's look at some communities around the world and see how people have adapted to their environment.
- ◆ **Extension:** Have a word wall that lists the different ways to say hello. Start with the ones listed in the booklet. This could also be completed using a wall map.



# G'Day!

My name is Matt and I live in the country of Australia. I live in Gold Coast City.



Photo credit: Steven Bostock/Shutterstock.com



There are a lot of beaches and people come here to surf. It is warm all year round and we have lots of rain in the summer.



My family owns a little hotel here and we live in it. We meet people from all around the world.

**Research Questions:** What is the population of Australia? What is the capital city? Which animals are unique to Australia?

