

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 in.

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



Table of Contents

	Page
At a Glance.....	2
Teacher Assessment Rubric.....	4
Student Self Assessment Rubric.....	5
Introduction.....	6
Parent Letter.....	7
Setting the Foundation: Becoming Explorer’s (5 lessons).....	8-30
Setting the Foundations: Becoming Explorer’s Checklist	31
Setting the Foundations: Becoming Explorer’s - Extensions and Connections.....	32-35
Inquiry Process Overview	35
Inquiry: World Explorers (6 lessons).....	36-54
Inquiry: World Explorers - Rubric & Self Assessment Pages.....	55-57
Inquiry: World Explorers - Extensions and Connections.....	58-60
Vocabulary BLM	61
Teacher Resources	63-64



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 colour 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.



EXPLORING OUR WORLD



This is my world





Ni hao!

My name is Ling and I live in the country of China. There are over one billion people living in China.

China is the second largest country in Asia but it has the most people in it. Since my country is so big, we have lots of different weather.



Photo credit: Testing/Shutterstock.com



I live in the capital city of Beijing. My home is in a tall apartment building.



Photo credit: Brian Kinney/Shutterstock.com

Research Questions: What is the largest country in Asia? Which languages do people in China speak? What are some common foods in China?

