

Around the World



Teacher's Notes

Ontario Social Studies Curriculum Grades 1 to 6, 1998
Strand: Canada and World Connections
Topic: Features of Communities Around the World
Grade: 2

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Developed by T. Tasker

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Overall Expectations:

- demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles
- use maps and globes to locate countries as part of a comparative study of families from countries from different continents
- describe how the environment affects the ways in which needs are met (eg. influences of climate on food, clothing, and shelter).

* All specific expectations are covered by this unit and are mentioned at the end of each activity.

Materials Box

- books describing countries around the world in your classroom Social Studies library
- simple maps
- a large map of Canada
- a globe
- a large map of the world
- Gifts by Joe Ellen Bogart and Illustrated by Barbara Reid (ISBN 0-590-24935-5)
- items from around the world (including: coins, stamps, posters and pictures of various countries. If possible: a battery, an accordion, lawn mower, a kiwi fruit, a basketball, a ball point pen, a Lego piece, a toy/model snowmobile for G2CCactivity004)
- magazine or newspaper clippings about countries around the world
- A Country Far Away by Nigel Gray and Illustrated by Philippe Dupasquier (ISBN0-531-07024-7) to introduce the homework assignment
- Toot & Puddle by Holly Hobbie (ISBN 0-439-06167-9)
- a box to make into a mail box
- Heritage Minutes from Historica (www.histori.ca or 1-800-567-1867)



Dear Parent or Guardian,

We are beginning our Social Studies Unit, Canada and World Connections: Features of Communities Around the World. By the end of this unit, your child will:

- demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles
- use maps and globes to locate countries as part of a comparative study of families from countries from different continents
- describe how the environment affects the ways in which needs are met (eg. influences of climate on food, clothing, and shelter).

As outlined in the Social Studies Curriculum, Ministry of Education, 1998.

Home Links:

To help your child further their understanding of this social studies unit, here are some fun activities for you and your family:

- look at a variety of maps and globes.
- watch television programs that discuss other countries (like travel shows).
- read newspaper or magazine articles that discuss other countries.



Happy Adventures,

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Features of Communities Around the World Our New Social Studies Words

Grade 2 CCglossary covers:
CC6: use appropriate vocabulary (eg. globe, model, distances, sphere, hemisphere, culture, countries, regions, equator, polar regions) to describe their inquiries and observations
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Features of Communities Around the World Looking at Maps

Maps use symbols to communicate where things are. Look at the map below and find some symbols. Draw the symbols and what you think it means in the Legend box.



Used with permission from the World of Maps Map Store (www.worldofmaps.com)

Legend	

What other symbols could be used on a map?

Where is the World of Maps? _____

**** Have a big map of Canada on the wall. Before they do the next activity have them compare that map and the map in their book.****

What country is in the map below? _____

Colour the water BLUE.

Circle the compass rose on the map.

What is the capital of Ontario? _____

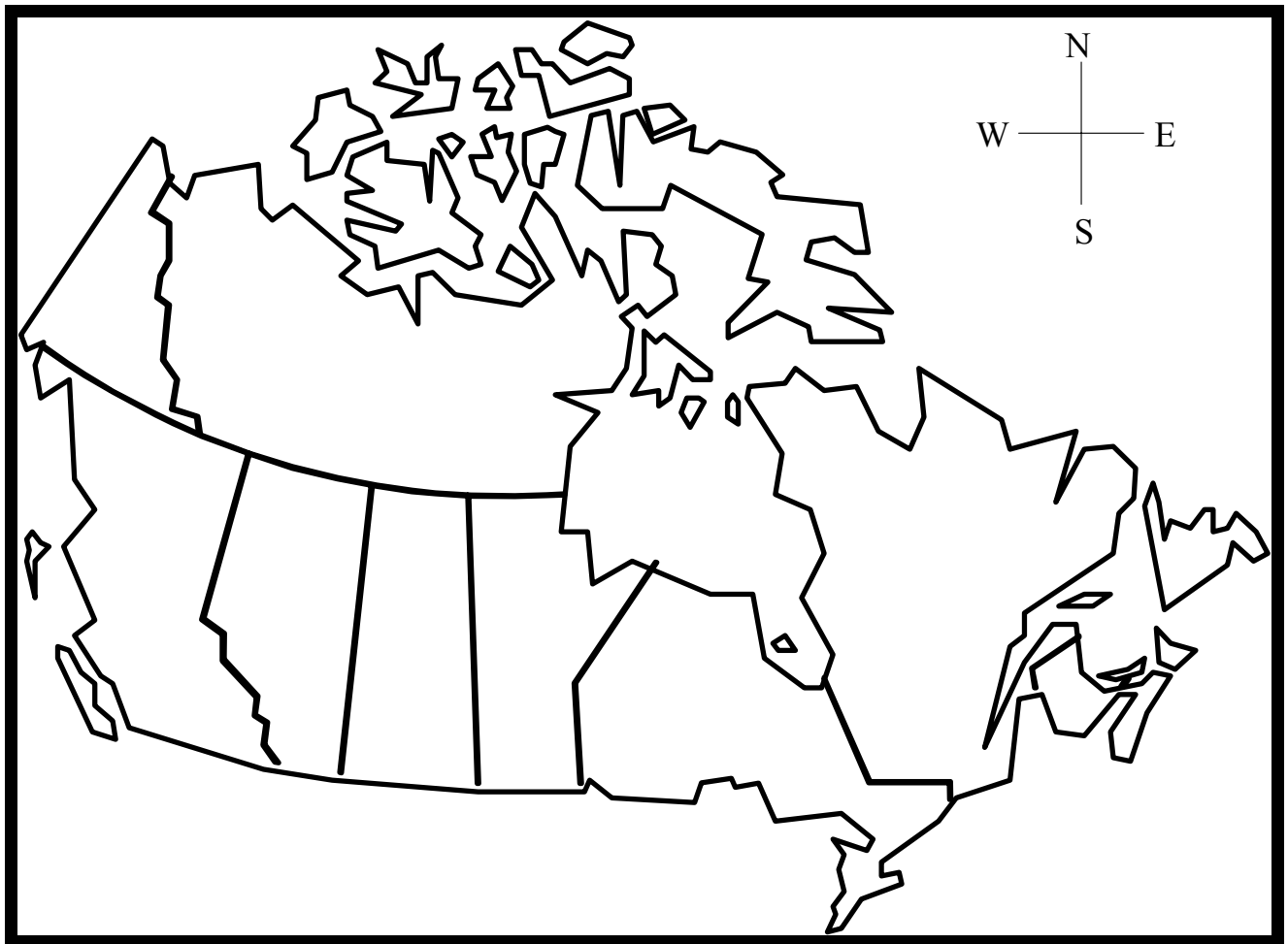
Put a GREEN dot on the capital of Ontario.

What is the capital of Canada? _____

Put a RED dot on the capital of Canada.

What is your home town? _____

Put a PURPLE dot on your hometown.



Grade 2 CCactivity001 covers:

CC12:use symbols, colour, and cardinal directions (i.e. N, S, E, W) on maps of Canada and other countries

CC16:use legends (eg. blue line/river) and recognize pictorial symbols (eg. for homes, roads) on simple maps

CC18:locate their local community, as well as Toronto, Ontario, Canada, and the various countries studied on a globe or map

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Features of Communities Around the World All Around the World



What shape is the earth? *Sphere*

If we cut the earth in half, what would we call that shape? *Hemisphere*

What do we call the line that cuts the earth in half? *Equator*

Colour the North Pole BLUE and the South Pole RED.

What is at the North Pole? _____

Arctic, Polar Ice Caps, polar bears

What is at the South Pole? _____

Antarctica, penguins

What kind of weather do they have at the North and South Poles?

cold

What kind of clothes would you want to wear there?

Where is the HOT weather?

Grade 2 CCactivity002 covers:

CC2:demonstrate an understanding of the relationship between location and climate (eg. warmer climates occur near the equator)

CC13:identify the earth as a sphere and half the earth as a hemisphere

CC14:demonstrate an understanding that the globe is a model of the earth

CC15:identify the equator and polar regions on a map and/or globe

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Features of Communities Around the World

It's a Small World After All



There are many countries in the world. As a class let's make a list of all the countries we know. Write the list on your special notepad below (remember your commas).

A rectangular box representing a notepad. At the top center is a small globe icon held by two hands. Below the icon are ten horizontal lines for writing, spaced evenly down the page.

On the next page there is a map of the world, let's locate the countries we know and colour them in. Remember to put in our compass rose!

**** After everyone has coloured and put their compass rose on their map, have the students find a country that they listed and then tell you whether another country is N, S, E or W of the first.****

Grade 2 CCactivity003 covers:

CC1:demonstrate an understanding that the world contains many countries, including Canada

CC17:use cardinal directions when locating and recording information (eg. Australia is south of Africa)

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Features of Communities Around the World

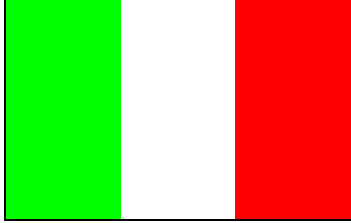

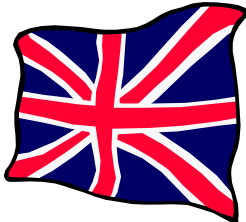
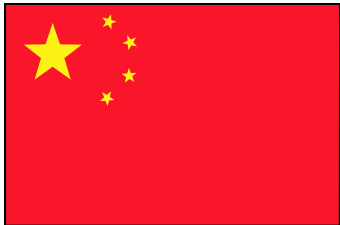
Everyday Things from Around the World

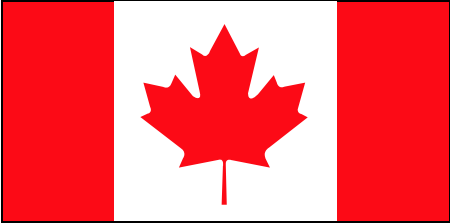
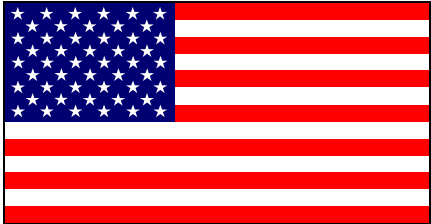

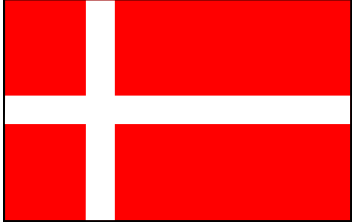



As a class let's read Gifts by Jo Ellen Bogart and Illustrated by Barbara Reid.

As a class let's watch the Heritage Minutes "Basketball" and "Joseph-Armand Bombardier" (© Historica, 1999).

We import a lot of things from around the world. As a class let's read where the various items originated and glue their flag in the chart below.

Item	Country of Origin	Flag <i>(answers are below)</i>
Battery (1800)	Physicist Alessandro Volta invents the electric battery, the first to be made of zinc and copper plates in Pavia, Italy.	
Accordion (1822)	Friedrick Buchman of German invents the accordion one year after he invents the harmonica.	
Lawn Mower (1830)	The horse-drawn cylindrical blade lawn mower was invented in England by Edwin Budding.	
Kiwi also know as a Chinese gooseberry (1845)	Is native to the Yangtze River valley of northern China. However, it was brought over to New Zealand in 1906 where it is now extensively grown.	

<p>Basketball (1891)</p>	<p>Canadian physical education teacher Dr. James A. Naismith invents basketball at the International YMCA College in Massachusetts.</p>	
<p>Air Conditioning (1902)</p>	<p>Willis Carrier of the United States develops a system of air conditioning which works by circulating air through cold water, a method still in use today.</p>	
<p>Ball point pen (1938)</p>	<p>Hungarian-born brothers Laszlo and Georg Biro invent the ballpoint pen.</p>	
<p>Lego (1955)</p>	<p>Invented in Denmark by Godtfred Christiansen. The name lego is derived from leg godt, meaning “to play well.”</p>	
<p>Snowmobile (1959)</p>	<p>Invented and marketed by Canadian Joseph Armand Bombardier.</p>	

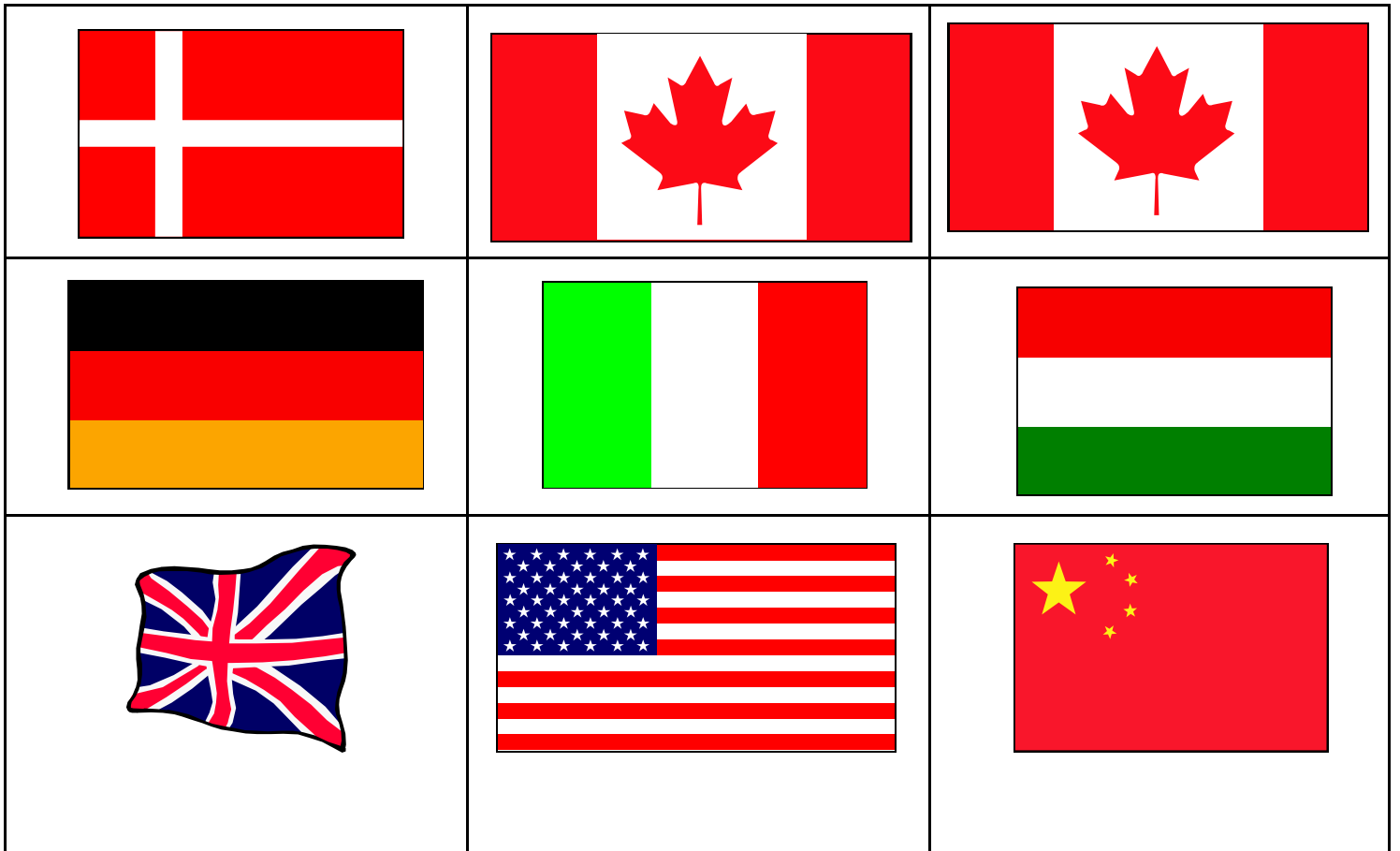
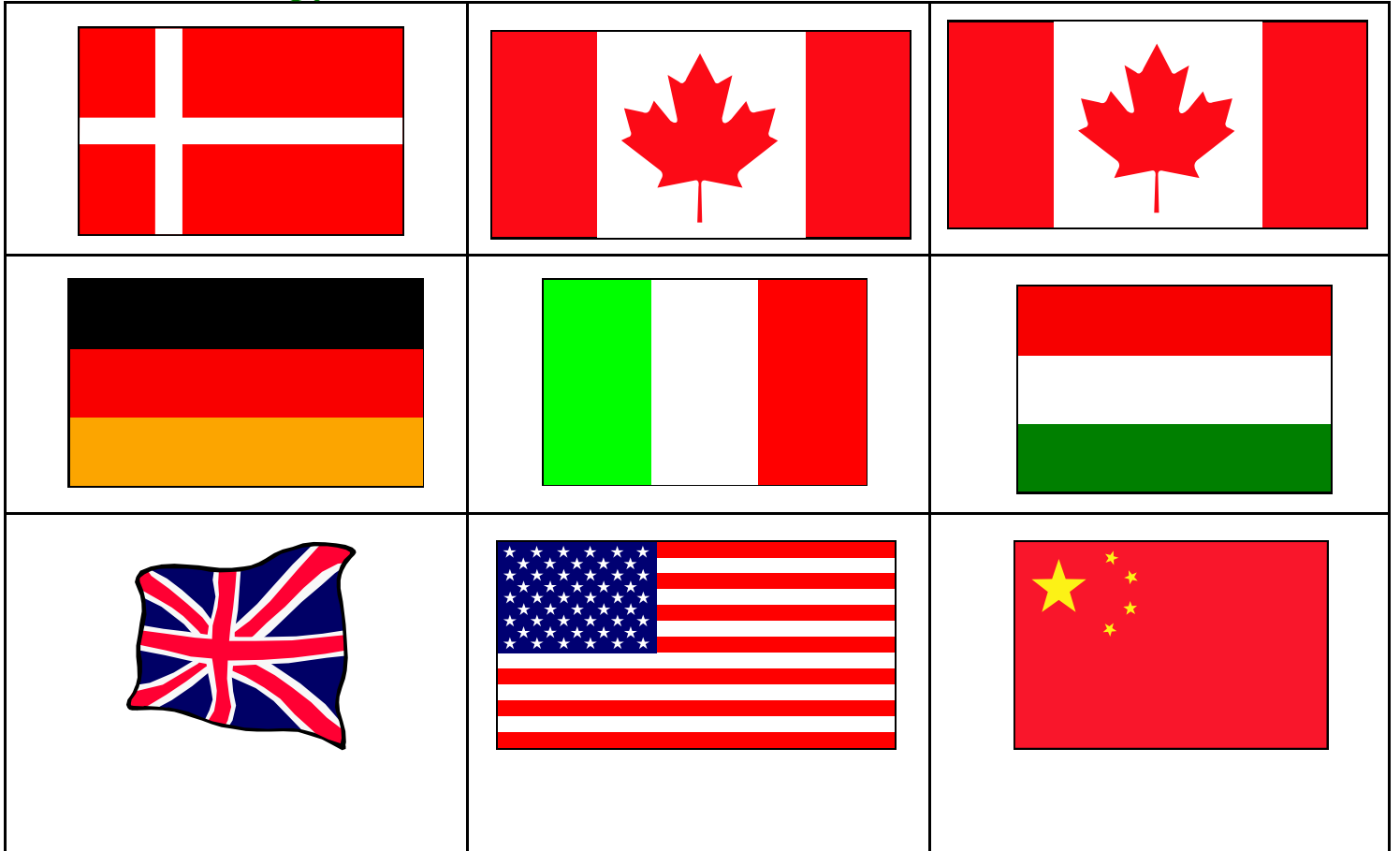
Grade 2 CCactivity004 covers:

CC20: describe some everyday items and identify the countries or origin of these items.

CC24: compare symbols that represent the countries studied with symbols of their own country (eg. flags, symbols on stamps and coins)

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****Photocopy for students****





Features of Communities Around the World The Environment and Us

How did you choose what to wear when you woke up this morning?

Discuss fashion, cultural influences, activities for that day (do they have physical education?), and weather/temperature.

Different countries have different climates. Some countries are HOT and some countries are COLD. Let's fill out the chart below.

****Help guide the students to construct their own ideas.****

	☀ Hot Climate	❄ Cold Climate
What would you wear in a . . .		
What would you eat in a . . .		
Where would you stay in a . . .		
What would you do in a . . .		
How would you travel in a . . .		

Do you think weather influences the lives of people all around the world?

Write a story about how weather has affected you . . .

Grade 2 CCactivity005 covers:

CC3: identify the ways in which climate affects how needs (eg. the need for food, recreation, shelter) are met in different communities around the world
CC4: demonstrate an understanding that there are similarities and differences in the ways communities around the world meet their needs (eg. food, shelter, clothing)

CC8: interpret data and draw simple conclusions (eg. establish connections between climate and clothing, or among artefacts, games, and celebrations)

CC9: sort and classify information using more than one criterion (eg. by how environment affects the ways needs are met)

CC22: identify factors that influence choice of clothing (eg. weather, culture, temperature, activity)

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Features of Communities Around the World You Have Mail!

****You will need the homework assignment finished and hanging up before you start this activity.****

As a class let's read Toot & Puddle by Holly Hobbie.

POSTCARD BUDDIES:

Pick a name from the box that is going around the room. Make sure the name is not yours. The name you picked out is your postcard buddy. You will be writing them three postcards over the next few days from the country you studied in your homework assignment. Just like Toot & Puddle!

MY ADDRESS BOOK:

Below write down the correct address to your postcard buddy.

****You may want to use the school address and room number for everyone, or create an imaginary address.****

Postcard Buddy:

Address:

MAIL CHECKLIST

Be sure to check that your postcard is complete using the checklists below:

Postcard ONE	Postcard TWO	Postcard THREE
<ul style="list-style-type: none"> - I decorated the front with a picture from the country I studied. - I wrote the correct address on the back for the postmaster. - I placed a stamp on my postcard. - I checked my capitals. - I checked my periods. - I checked my spelling. 	<ul style="list-style-type: none"> - I decorated the front with a picture from the country I studied. - I wrote the correct address on the back for the postmaster. - I placed a stamp on my postcard. - I checked my capitals. - I checked my periods. - I checked my spelling. 	<ul style="list-style-type: none"> - I decorated the front with a picture from the country I studied. - I wrote the correct address on the back for the postmaster. - I placed a stamp on my postcard. - I checked my capitals. - I checked my periods. - I checked my spelling.







When everything has been checked off, place your postcard in the mail box. It will be delivered to your postcard buddy overnight.

Grade 2 CCactivity006 covers:

CC11: communicate information, using media works, oral presentations, and written notes and descriptions (eg. drawings to compare clothing and food in polar and equatorial countries)

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MY STAMPS

**** Photocopy on card stock or thick paper and cut it out for students. They will use both sides. Please note there are two options.****

The image shows a worksheet template designed for use on both sides of a piece of paper. A thick black border frames the entire page. A vertical line runs down the center, dividing the page into two columns. On the left side of this line, there are ten horizontal lines spaced evenly down the page. On the right side, there are four horizontal lines, also spaced evenly. In the top right corner of the right-hand column, there is a rectangular box with a thin black border, intended for a student's name or other identifying information.



Four horizontal lines stacked vertically, serving as a template for text or data entry. The lines are evenly spaced and extend across the right side of the page.



Around the World Certificate

This certificate hereby certifies

as a Grade 2 Around the World expert.

Principal

Teacher

Share your social studies booklet with at least one family member at home. After you have shared complete the following:

- 1) Cut out your Around the World Certificate.
- 2) Get the person you shared your social studies booklet with to fill out the form below, detach it and bring it back to school.

7

_____ shared their social studies booklet with the following family members:

Parent's Signature



Features of Communities Around the World Homework

Name: _____

DUE: _____

In preparation of our homework assignment as a class let's read:
A Country Far Away by Nigel Gray and Illustrated by Philippe Dupasquier.

Research a country of your choice and complete the activities.

Flag:

COUNTRY:

Activity ONE - Getting the FACTS

1) What kind of transportation could you take to get to your country?

2) How long would it take?

3) What would you see?

4) What would you eat?

5) What would you wear?

6) What would you do?

7) What's the weather like?

Activity TWO - Similarities and Differences

1) What is the same between Canada and the country you studied?

2) What is different between Canada and the country you studied?

Activity THREE - Making a Poster

Make a poster showing off the country you studied. The posters will be displayed in the class and hallways.

Activity FOUR - A Snapshot

Draw a picture of yourself in the country you studied.



Grade 2 CChomework covers:

CC5:identify similarities and differences (eg. in food clothing homes, recreation, land use, transportation, language) between their community and communities in other parts of the world.

CC7:ask simple questions and use a variety of means for obtaining information about communities around the world

CC10:construct and read a variety of graphs, charts, diagrams, maps and models for specific purposes (eg. make graphs to compare the homes in various world communities)

CC19:record information on charts or data bases related to children around the world, including countries of origin, languages, food, clothing, homes and games

CC23:describe long distances in terms of travel time (eg. the distance between Toronto and England is equivalent to seven hours' flying time)

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