

Global Communities



**SAMPLE
MATERIAL**

Sample Material Overview



Guide your students through the exciting world of social studies to help them become more thoughtful, knowledgeable, and learn to value the differences and similarities people share. Delivered in two modules per grade, *Nelson Social Studies* provides you with everything you need in one convenient place.

This package provides a sample of Unit 2: Global Communities, from *Nelson Social Studies* Grade 2. Additional components for Chapter 1: Brazil, include:

- 1 complete Lesson Plan
- 1 Blackline Master
- 1 Activity Card



To learn more about the series and to view sample material from other grades, visit us online at www.nelson.com/nelsonsocialstudies today!



Global Communities

Series Advisor

Stanley Hallman-Chong

Series Authors

Mary Cairo
Luci Soncin

Series Consultant

Jennette MacKenzie

Social Studies Consultant

Angelo Bolotta

Contributing Writers

Tara Harte
Elizabeth MacLeod

Consultants and Contributors

Mary Bender,
Assessment Contributor

Michael Borop,
Cartography Reviewer

Wilfred Burton,
Indigenous Content Consultant

Nancy Christoffer,
Bias Reviewer

Fran Craig,
Assessment Consultant

Lynnita-Jo Guillet,
Indigenous Content Consultant

Byron Moldofsky,
Cartography Reviewer

Dyanne Rivers,
Social Studies Reviewer

Reviewers

Beverley Archer, *Simcoe County DSB*

Jennifer Chamberland, *Halton DSB*

Lori Flynn, *Toronto DSB*

Krista Frey, *Waterloo Region DSB*

Lisa Galvan, *Greater Essex County DSB*

Kelly Hackett, *Lambton Kent DSB*

Lori Haeney, *Peel DSB*

Kerri Hardy, *York Region DSB*

Kim Jackson, *Durham DSB*

Blair Janzen, *DSB of Niagara*

Margaret Jarvis, *Kawartha Pine Ridge DSB*

Anne Labonté, *Ottawa-Carleton DSB*

M. Love, *Hastings and Prince Edward DSB*

Debra MacLean, *Halton DSB*

J. McMaster, *Upper Canada DSB*

Jamie Nyland, *Upper Canada DSB*

Anne Powers, *Limestone DSB*

Byron Stevenson, *Toronto DSB*

Elizabeth Ugolini, *Peel DSB*



What Are You Going to Learn? 2

Exploring *Nelson Social Studies 2* 6

Global Communities 8

Chapter 1 Brazil 16

Chapter 2 South Korea 30

Chapter 3 Nigeria 44

Unit Inquiry Investigating Global Communities 58



What Are You Going to Learn?

This unit is called **Global Communities**. In this unit, you will explore different communities around the world.



Becoming an Active Citizen

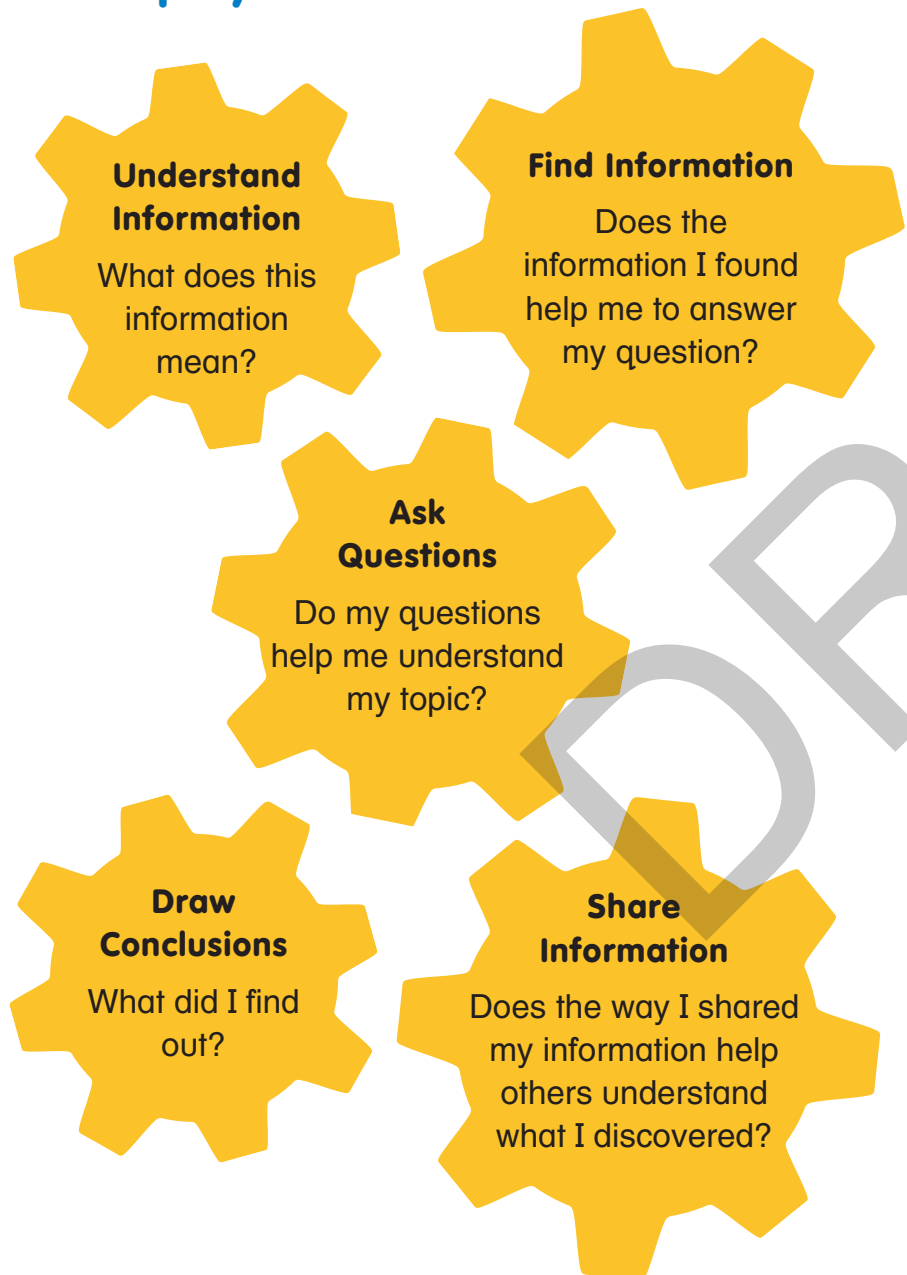
You learn social studies to become a better member of your community. Learning about Canada and the world helps you to become an active citizen. An **active citizen** is someone who cares about others. Active citizens also care about nature and the world around them. Ask yourself the questions below to figure out how you are an active citizen.



How Are You Going to Learn?

The inquiry process can help you investigate topics. You may not use all of the parts of the inquiry process during every investigation.

The Inquiry Process



Thinking about Social Studies

The following questions can help you think about **Global Communities**:

What natural features are important to people living in this community?

How do the community's natural features affect how people live?

How do people affect the natural features of this community?

Global Communities

How is this community like my community?

How are communities around the world connected?



Exploring Nelson Social Studies 2

The Student Book will help guide young learners through the exciting world of social studies. Here are some of the features they will see.

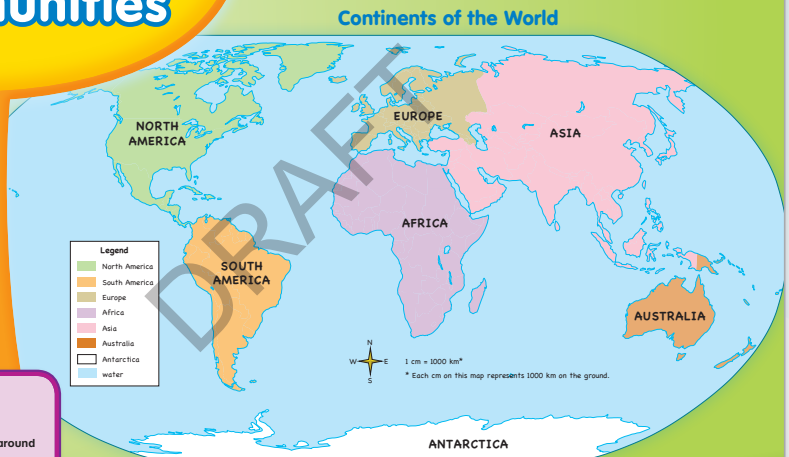
The **Unit Opener** introduces the unit.

Global Communities

People live in communities all over the world. These are called **global communities**. The world is made up of seven continents. **Continents** are huge pieces of land.

BIG Question

How does the environment affect the way people live around the world?



8 Global Communities

Unit Opener 9

The **Let's Talk** pages help students connect their thinking with imagery found in the unit.

Let's Talk



Hi, I'm Connor. I wonder what children in other countries do for fun.



12 Global Communities

Unit Opener 13

Throughout the resource, unit **vocabulary words** appear in bold and are introduced with supporting images. They also appear in the Glossary.

Vocabulary

Environment



The environment is everything around us. The environment includes air, land, water, and weather.

Location



Location is the place, or position, where something is. Canada's location is in North America.

Climate



The climate is the usual weather for an area.

Natural Features



Natural features are part of the environment. They are not made by people. Mountains are a natural feature.

Active Citizens

Active citizens care about other people and the environment. They do what they can to help.



These children are putting fruits and vegetables into a compost bin. A compost bin turns food products into soil.

Looking Ahead to the Unit Inquiry

At the end of this unit, you will investigate a global community that you are curious about. You will find out how the environment affects how people live. You will compare this community with where you live. You will share what you discover.

Students are introduced to (an aspect of) the Citizenship Framework as they think about how they can be **active citizens** in their communities.

Looking Ahead to the Unit Inquiry introduces students to the Unit Inquiry task they will complete at the end of the unit.

Chapter 1

Brazil

Brazil is a country on the continent of South America. Salvador is one community in Brazil.

Natural Features of Brazil



Legend

- rainforest
- mountains
- river
- community
- border

Learning Goal

In this chapter, you will explore how people use the environment to meet their needs.

Brazil is near the equator. Its climate is mostly hot and humid. When the weather is **humid**, the air can feel sticky.

From October to April, the weather is very hot in Salvador.

From May to September, the weather is still hot, but a bit cooler.



These children are playing outside in Salvador. This photo was taken in March.

In Salvador, it is hot enough to play soccer outside all year. This photo was taken in June.



Connor Wonders...

How do people in Salvador use the environment?



The **Learning Goals** tell students what they will learn in the chapter.

Exploring Nelson Social Studies 2

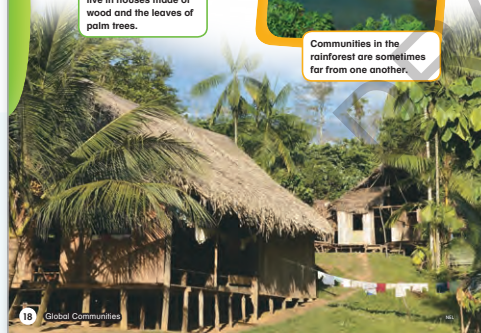
Where Do People Live?

Some areas of Brazil are covered by rainforest. The **rainforest** is a forest with lots of tall trees. The rainforest is very warm and gets a lot of rain. Not many people live in the rainforest.

In the rainforest, people live in houses made of wood and the leaves of palm trees.



Communities in the rainforest are sometimes far from one another.



Most people in Brazil live in cities. Salvador is a very big city in Brazil. Salvador has lots of beaches.

In cities like Salvador, many people live in apartment buildings. Some people live in houses.

This photo shows tall apartment buildings in Salvador. The smaller buildings are houses.

I Wonder ...

Why are the homes in Brazil different from one another?



I Wonder... questions allow for reflection and discussion.

Inquiry pages focus on the inquiry process and other skills.

Inquiry

Let's Ask Questions

Asking **thick questions** helps you find out about a topic. **Thick questions** do not have simple answers.

Steps for Asking Questions

- 1 Choose a topic. For example, one topic is water in Brazil.
- 2 Think about what you already know about your topic. Think about what you want to find out.
- 3 Write down the questions you have about your topic.
- 4 Choose a thick question to investigate.

Connor Investigates

I want to find out more about water in Brazil.



Connor created a KWL chart to think about what he already knew and what he wanted to find out.

What I KNOW	What I WANT to Find Out	What I LEARNED
<ul style="list-style-type: none"> The rainforest in Brazil gets a lot of rain. There are many rivers in Brazil. Many fruit crops grow near water. 	<ul style="list-style-type: none"> What other crops grow near water? Do people take care of the rivers in Brazil? How do people take care of the rivers? How do people use water in Brazil? 	

Connor decided to investigate this question: How do people use water in Brazil?

Try It

What questions would you add to Connor's KWL chart?

Which question is thickest?

Try It questions encourage reflection and practice.

Here and There

People in all countries like to play sports. The environment can affect the sports they play.

Many people in Canada play ice hockey outside in winter.



In every season, people in Brazil play field hockey outside.



Soccer is the most popular sport in Brazil.



I Wonder ...

How does climate affect the sports we play?

Soccer is popular in Canada, too.

Here and There pages provide an opportunity for students to compare aspects of two global communities.

Pulling It Together pages help students consolidate their learning in the chapter.

It's Up to You helps students connect the chapter topic to their role as an active citizen.

Pulling It Together

IT'S UP TO YOU

REFLECT

How do you use the environment every day?

TAKE ACTION

Choose one way to show your respect for the environment.

There are many ways that people in Salvador use the environment to meet their needs. For example, they grow fruits like oranges and pineapples to eat. Some people catch and eat fish.



Chapter Inquiry

- 1 Look back through Chapter 1. What else do you want to know about Salvador?
- 2 Make a KWL chart to help you ask questions.
- 3 Choose a thick question you would like to investigate.



The Chapter Inquiry task allows students to practice the inquiry skills they learned in the chapter. It also prepares students for the Unit Inquiry task.



Nelson Social Studies Grade 1 coming Fall 2016!

To learn more about the series and to view sample material from other grades, visit us online at www.nelson.com/nelsonsocialstudies today!

04/16