



Global Communities

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Teacher's
Resource

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Global Communities

Student Book pages 8–15

In *Global Communities*, students learn about features of the environment and the ways people live in different global communities. The Student Book takes a detailed look at three specific communities: Salvador, Brazil; Seoul, South Korea; and Enugu, Nigeria. Throughout the unit, students are encouraged to consider how these communities compare to each other, as well as to their own community. Students will consider the unit’s Big Question: How does the environment affect the way people live around the world? They will return to and reflect on this question throughout the unit, through each chapter’s Learning Goal and Chapter Question (Connor Wonders ...). During the Unit Inquiry task at the end of this unit, students will investigate a global community of their choice, considering details such as its environment, how people live, and how the community compares to their own.

Introducing the Unit

Have students examine the Student Book cover, read the title, and talk about what they see. Students can then make predictions about what they think they will learn in this unit based on the cover image. Explain that the cover shows children in a global community in Brazil. Have students make connections to this photo.

With students, read the title and first paragraph of Student Book page 2, and examine the photos. Discuss what students see in these photos. Then, ask what they think a global community is. You may want to record their responses and return to these later in the lesson.

Introduce students to the structure of their Student Book using Student Book pages 6–7. Introduce the book’s features by reading the description of each feature and having a volunteer find an example of the feature in *Global Communities*.

Reading and Discussing the Text

Global Communities

Have students read the title on Student Book page 8. Ask students to recall from Grade 1 what a community is (a place where people live, such as a town, city, or reserve). Note that students will also be familiar with the term *community* used to describe a group of people who are connected, for example a school community or a church community. Show students a globe. Help students understand that the round shape of the globe mimics the shape of Earth. Prompt students to make the connection between the words *globe* and *global*. Remind students of their earlier discussion about what a global community might be. Ask again:

- **What is a global community?** (*a place where people live on Earth*)

Ask students what they know about maps and why we use maps. If students don’t make the connection between a globe and a map, help them to do so (e.g., a map is what the globe would look like if we flattened it out). Discuss how we can “read” maps to gain information and use a map’s features (e.g., title, legend,

Global Communities Resources

- Student Book pages 2–7, 8–15
- Global Communities, Activity Cards 1, 2
- BLMs 0.1, 0.2, 4.1, 4.2, 4.3, 4.4, 4.5

Home/School/Community Connection

Read and discuss with students BLM 0.1: *Global Communities* Letter Home. Discuss how students will take this letter home and share with family members what they will be learning.

♥ Sensitivity Note

Discuss with students how, throughout this unit, they should remember that a few photos and lines of text can reveal only a small part of a community. It is important not to draw false conclusions that might lead to stereotyping the community or its people. In order to understand a global community, students should ask themselves questions and view many different photos. They should find other information to support the facts and ideas they are gathering and forming. To help students understand the need for multiple pieces of information, you might show them a photo of your community on a sunny spring day. Discuss how details in this photo may be different depending on the time of day or year.

Vocabulary Development

With students, begin a social studies word wall for this unit with the words *continent*, *global community*, *legend*, and *compass rose*. What other words would they suggest for the word wall?

symbols) to help us to better understand it. Introduce the map on Student Book pages 8–9. Discuss what students think this map is about and how they know. Discuss the map's features using questions such as the following:

- **What is the title of this map? What does it tell us?** (*Continents of the World; the map shows different continents*)
- **What does the legend tell us?** (*the blue on the map is water*)
- **How can you tell where land is on the map?** (*land is all the coloured areas on the map, except blue*)
- **What questions do you have about this map?**

With students, read the paragraph on Student Book page 8. Discuss the map and text using questions such as the following:

- **What are the names of the continents?** (*North America, South America, Europe, Africa, Asia, Australia, Antarctica*)
- **What continent do we live on?** (*North America*)
- **What do you already know about continents? What questions do you have?**

Discuss the compass rose and cardinal directions. Note that this may be the first time students see a compass rose. Briefly explain what a compass rose is, saying that it tells the reader directions. Introduce the scale, pointing out that it helps the reader of a map measure how far one place is from another. The Inquiry lesson Let's Look at Maps in Chapter 1 will provide an opportunity to introduce both concepts more fully.

Point out the Big Question at the bottom of Student Book page 8. Explain to students that this question reflects the important learnings for this unit. Have students read the Big Question. Discuss the question, encouraging students to share what they already know about the environment. Record their ideas on chart paper.

If necessary, define the word *environment* and add it to the social studies word wall. Discuss how this word can mean different things depending on how it is used, but that essentially it means everything that surrounds us. Ask students how they can describe their environment, using all their senses. Have them consider both natural and built features, including elements such as weather. If necessary, review from Grade 1 the terms *built feature* and *natural feature*.

As they think about the Big Question, students can predict some of the things they will discover in this unit. They can record their predictions and any preliminary answers to the question. You may wish to establish a Global Communities bulletin board to record the Big Question and other information.

Countries

Have students read the title and introductory paragraphs on Student Book page 10. Explain or review new vocabulary, such as *leader*, *laws*, or *national anthem*. Discuss what a country is, referring to Canada and asking about other countries students may know. If necessary, clarify that “open spaces” in this context means areas where there are no communities and no people. Have students examine the map on Student Book pages 10–11, focusing on the title. If necessary, model examining and analyzing this map.

Using the map, students can point to Canada and then the three countries they will be learning about: Brazil, Nigeria, and South Korea. Ensure students understand that there are many countries in the world, but that only the three they will learn about in this unit (and Canada) appear on the map. Tell students that as they learn about these countries and communities within them, they will be thinking about how their own community and country compares.

Make connections to the map on the previous pages, discussing how this map shows some of the same information, as well as different information. Help students read each annotation on this map and discuss each one. Add new vocabulary to the social studies word wall (e.g., *border*, *equator*, *hemispheres*, and *poles*).

Review the continents introduced on the map on Student Book pages 8–9. Ask students to identify the countries on the map on Student Book pages 10–11. How do they know they are countries? (*pale yellow as shown in the legend*) Check that students understand the difference between a continent and a country.

Encourage students to use map features to help them understand the map. For example, they can use the compass rose to understand why the northern hemisphere and southern hemisphere have those names.

Discuss any connections students can make to the map, as well as any questions they have. If necessary, model some connections you can make and questions you have. For example, say:

- **During March break, lots of people like to travel to places near the equator because it is hot. I wonder why the weather is so much warmer near the equator than it is here.**

Again, show students a globe and point out the equator, as well as how the globe is tilted. Using a flashlight to represent the Sun, show how sunlight strikes the equator directly but strikes Canada and the Arctic and Antarctic more obliquely. Connect this demonstration to a discussion of our climate. Encourage students to make predictions about the climate at different times of the year for other places.

Support students by creating a classroom library for global communities. Provide resources related to Canada and other global communities, especially for Brazil, Nigeria, South Korea, and the two new global communities in the Activity Cards, Australia and Lithuania. You might also want to use the interactive whiteboard Unit Opener lessons provided on the Online Teaching Centre.

Note that in the maps on Student Book pages 8–9 and 10–11, the label for Australia refers to the continent that comprises the country of Australia as well as several other countries, including New Zealand, Fiji, and Micronesia. Explain to students that this continent is sometimes also referred to as Oceania.

Let's Talk

Have students read the labels on Student Book pages 12–13. Discuss how the photos represent each of the countries in this unit.

Point out the photo of the child with the speech bubble on the top left of Student Book page 12. Tell students that Connor will be guiding them through this unit as they learn about global communities. Students can think about Connor's I Wonder ... statement on Student Book page 12 as they examine and discuss these photos.

Activity Card Connection

Working independently, in pairs, or in small groups, students can use Global Communities, Activity Card 1: Some Communities in the World.

You may want to prompt students to recognize that there are two additional countries shown on this map, Lithuania and Australia. To help students understand the concept of cities and towns within a country, help them locate your community on the world map. Help students recognize the six global communities shown on the map on this card, one within each country.

Literacy Connection

Model analyzing images using a photo of your community. Together, carefully examine the photo. Discuss what students notice in the photo, how it makes them feel, and how they think it connects to global communities.

Give students time to examine each photo and share their points of comparison in small groups. For the photo of Canada, encourage students to use their own prior knowledge to expand on what the photo depicts. Discuss:

- **What words can you use to describe the scene in each photo?**
- **What can you learn about this country from looking at the photo?**
- **Using the map on Student Book pages 10–11, describe the location of the country in each photo. Describe how much water surrounds the country.** (e.g., *Brazil: I can tell from the map that Brazil is in South America, near the equator; it is mostly in the southern hemisphere and it has a lot of water on one side*)
- **What does the map on Student Book pages 10–11 tell you about the size of each country compared to the other countries shown on the map?** (*Canada is much larger than South Korea and Nigeria, and a bit bigger than Brazil*)

If students have not done so already, encourage them to use the photos to describe what they can tell about the environment in each country (ensuring students understand that one photo cannot give a complete picture of the country).

Help students compare these photos. Work together to create a graphic organizer that can be added to the Global Communities bulletin board. For the graphic organizer, you may wish to have students suggest categories for their comparison, for example, weather, recreational activities, and so on. Encourage students to make connections between these photos and activities they enjoy.

As you work through the unit, return to the Let's Talk discussion, focusing on new learning and ideas. For example, after reading about Brazil, you might refer students back to this lesson and discuss what they know now that helps them make connections to the photos.

You may now distribute BLM 0.2: *Global Communities* Passport to the class. Talk with students about what a passport is, explaining that they will be adding information to their passport as they visit (learn about) different global communities in this unit.

Vocabulary

Have students turn to Student Book page 14. Read each label and caption together, giving students time to examine the photos. Discuss what students can learn about each vocabulary term by reading the caption and examining the photo. For the word *climate*, you may wish to clarify for students that “usual weather” means the weather that an area experiences regularly (e.g., in Ontario, it snows in winter). Add these words to the social studies word wall. You might have students create their own personal dictionary for this unit and add it to their portfolio.

Active Citizens

Before reading the Active Citizens section on Student Book page 15, have students turn to Student Book page 3. Read this section together, discussing volunteers' responses to the questions in the circle diagram. Then read the text at the top of Student Book page 15. Discuss any questions students have about the text, making sure they understand the meaning of *active citizens*. Add this term to the social studies word wall. Then, have students examine the photo and read the caption. Discuss the following questions:

Math Connection

Students may need support as they look at each country and describe its size in relation to other countries. If necessary, supply students with slips of tracing paper so they can trace the shape of each country. The papers can then be labelled with the country's name and organized by size. Some students may need help with this task. You might have students place unit cubes or other math manipulatives on the countries to help them make more accurate estimates.

Literacy Connection

Discuss strategies students can use when they come across an unfamiliar word. For example, they can use picture clues, read before and after the word, or look for words they know within a word. At this point, remind students of the glossary on Student Book page 61.

You might also suggest strategies students can use to help them remember new words, for example, picturing an image when thinking about the word or connecting it with an action.

- **How are the students in the photo active citizens?** (*helping the environment by composting food rather than throwing it in the garbage*)
- **How are you active citizens in our community?**

Looking Ahead to the Unit Inquiry

Have students read this section on Student Book page 15. Discuss the task generally, noting that activities throughout the Student Book will help them prepare for the Unit Inquiry task (on Student Book pages 58–60). Explain to students that when they compare two things, they are identifying how the things are the same, and how they are different. Point out that students will eventually select a global community for their investigation, and that as they go through this unit, they should consider which global community interests them. Turn to Student Book page 4 to review the parts of the inquiry process. You may also wish to review the questions relating to the social studies thinking concepts on Student Book page 5. Post these questions for student reference throughout the unit.

As students complete the Chapter Inquiry tasks, or other tasks in the chapters, encourage them to add their work to their portfolio. BLM 4.2: Portfolio Checkbric is provided to help you keep track of student work.

The Unit Inquiry Task and Assessment

The Unit Inquiry: Investigating Global Communities relates to the unit's Big Question and provides an opportunity for students to apply and demonstrate their learning about the unit content, the social studies thinking concepts, and the inquiry process. Students are asked to select a global community and find out how the environment affects how people live. They then compare this community to their own community.

Students develop one or more inquiry questions to guide their inquiry. They then gather information from the Student Book, as well as any information stored in their portfolio and other texts and sources. In this unit, students gain a deeper understanding of the social studies thinking concepts of significance, cause and consequence, patterns and trends, and interrelationships. Students apply these concepts to help interpret and analyze the information they have gathered. They then draw conclusions about the communities being compared and communicate their findings to the class. They conclude by reflecting on their learning.

A variety of organizers and self-assessment tools are provided to support students as they complete the Chapter Inquiry tasks. Based on evidence of students' achievement and the use of BLM 4.1: Unit Inquiry Rubric and BLM 4.5: Investigating Global Communities, you will have the opportunity to evaluate, summarize, and communicate what students know and can do with respect to the overall Curriculum Expectations.

Learning Skills and Work Habits

Learning skills and work habits are an integral part of a student's learning. You will assess, evaluate, and report on students' demonstration of learning skills and work habits, separate from their demonstration of social studies expectations. Learning skills and work habits should be assessed over time, such as over the course of this unit. It is important to work with students to ensure they understand the learning skills and work habits, and explain how they will be assessed and evaluated. Review BLM 4.3: Self-Assessment: Learning Skills and Work Habits. Note that these sample behaviours are intended to assist, but not limit, you as you work with students to develop meaningful success criteria.

Activity Card Connection

Working independently, in pairs, or in small groups, students can use Global Communities, Activity Card 2: What Is Precipitation? To support students as they examine the graphs, encourage them to read each graph's title and the labels on both axes to help them figure out what the graph shows. Then, have them describe the data using mathematical language (e.g., in March, Tyendinaga gets 7 cm of precipitation); from March to June, Sydney gets more rain than the other communities.

Assessment Tools for Global Communities

The following tools have been provided for assessment and self-assessment:

- BLM 4.1: Unit Inquiry Rubric
- BLM 4.2: Portfolio Checkbric
- BLM 4.3: Self-Assessment: Learning Skills and Work Habits
- BLM 4.4: Self-Assessment: Inquiry Check-In
- BLM 4.5: Investigating Global Communities

Learning Goal

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

Chapter Overview

In this chapter, students learn about natural features and resources in Brazil, with a focus on the city, or community, of Salvador. Throughout the chapter, students are encouraged to consider how this community compares to their own community. They learn about how people are connected to their environment, and how the natural resources and physical features of a region affect the types of homes people build, what people eat, and what recreational activities people enjoy. The chapter's Inquiry lessons focus on analyzing maps and asking questions [**formulate questions**]. The lesson plans provide opportunities for students to apply the social studies thinking concepts of cause and consequence, interrelationships, and significance. In the Pulling It Together lesson, students consider how the environment helps us meet our wants and needs.

Chapter Question: How do people in Salvador use the environment?

About the Chapter Inquiry

The Chapter Inquiry task at the end of the chapter has students create a KWL chart for the community of Salvador, Brazil. Students list what they already know about Salvador, as well as what they wonder. They follow the steps for asking questions that they learned about on Student Book page 24. They reflect on whether their questions help them understand global communities. They are encouraged to ask thick questions that will lead to a deeper understanding of the subject. To prepare for the Chapter Inquiry task, review Student Book pages 28–29.

Chapter Summary Chart

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
Brazil Student Book pages 16–17 Teacher's Resource pages 9–11	Application <ul style="list-style-type: none"> describes how communities have adapted to location, climate, and physical features Inquiry <ul style="list-style-type: none"> analyzes and constructs maps interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> identifies continents, bodies of water, the equator, and hemispheres using maps identifies and uses cardinal directions on a map identifies locations of communities extracts information on location and climate from photos and maps describes similarities and differences between communities 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Significance 	<ul style="list-style-type: none"> Language Mathematics

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
Where Do People Live? Student Book pages 18–19 Teacher’s Resource pages 12–14	Application <ul style="list-style-type: none"> compares communities around the world, in terms of lifestyles and how people meet their needs describes how communities have adapted to location, climate, and physical features demonstrates understanding of the importance of sustainability in people’s interrelationships with the environment Inquiry <ul style="list-style-type: none"> interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> identifies human needs and describes how people meet these needs 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Significance 	<ul style="list-style-type: none"> Language Science
What Do People Eat? Student Book pages 20–21 Teacher’s Resource pages 15–17	Application <ul style="list-style-type: none"> describes how communities have adapted to location, climate, and physical features Inquiry <ul style="list-style-type: none"> interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> identifies human needs and describes how people meet these needs describes similarities and differences between communities 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships 	<ul style="list-style-type: none"> Language Health and Physical Education
Inquiry: Let’s Look at Maps Student Book pages 22–23 Teacher’s Resource pages 18–20	Inquiry <ul style="list-style-type: none"> gathers and organizes information analyzes and constructs maps interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> identifies bodies of water and the equator using maps identifies and uses cardinal directions on a map extracts information on location and climate from photos and maps 	<ul style="list-style-type: none"> Interrelationships 	<ul style="list-style-type: none"> Language Mathematics
Inquiry: Let’s Ask Questions Student Book pages 24–25 Teacher’s Resource pages 21–23	Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations Understanding Context <ul style="list-style-type: none"> identifies human needs and describes how people meet these needs 	<ul style="list-style-type: none"> Significance 	<ul style="list-style-type: none"> Language

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
Here and There Student Book pages 26–27 Teacher’s Resource pages 24–26	Application <ul style="list-style-type: none"> compares communities around the world, in terms of lifestyles and how people meet their needs Inquiry <ul style="list-style-type: none"> interprets and analyzes information relevant to investigations evaluates and draws conclusions Understanding Context <ul style="list-style-type: none"> describes communities with reference to some aspects of culture describes similarities and differences between communities 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships 	<ul style="list-style-type: none"> Language Mathematics Health and Physical Education
Pulling It Together Student Book pages 28–29 Teacher’s Resource pages 27–29	Application <ul style="list-style-type: none"> describes how communities have adapted to location, climate, and physical features Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations gathers and organizes information analyzes and constructs maps interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> identifies human needs and describes how people meet these needs 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Significance 	<ul style="list-style-type: none"> Language



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Components at a Glance

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ISBN-13: 978-0-17-689888-5
ISBN-10: 0-17-689888-3



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