

# Learning About Our Global Community

## TEACHER'S GUIDE

A central goal in primary social studies education is for young students to understand that they are part of a global community, filled with people who are similar and different from them. The *Learning About Our Global Community* series supports this understanding by examining how people around the world meet their basic needs and live their daily lives in similar, but different, ways. The *Learning About Our Global Community Teacher's Guide* cultivates a global perspective with lesson plans that encourage students to understand the basic needs that all people have, and embrace the diversity of life in our world as all people meet their needs in different ways. Lessons inspire critical thinking, environmental awareness, and celebration of diversity.

These inquiry-driven lesson plans in this guide are developed for grades 2-3, and are designed to promote critical thinking about the ways in which global communities live based on the climate and environment of their location. In exploring the similarities and differences across global communities, students are able to see patterns, interrelationships, changes, and develop a larger global perspective of the world they live in.

The lessons in this guide are designed to follow a sequential order to build on previous understandings and allow for an in-depth exploration of global communities. Lessons can also be modified to stand alone. Each of the lesson's big ideas are focused around at least one of the books within the series. Reproducible worksheets and assessment tools accompany each lesson plan.

The titles *Learning About Our Global Community* include:

**Art in Different Places**

**Birthdays in Different Places**

**Clothing in Different Places**

**Foods in Different Places**

**Homes in Different Places**

**New Year Celebrations in Different Places**

**Schools in Different Places**

**Sports in Different Places**

**Transportation in Different Places**

**Toys and Games in Different Places**



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# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary	
Our Homes and Homes Around the World	3 class periods *	basic need community environment neighborhood rural temperature	climate energy homes pollution shelter urban
Global Schools	2 class periods	community pollution roles transportation	neighborhood responsibility rural urban
Protecting Earth	2-3 class periods	community environment pollution renewable urban	energy neighborhood responsibility rural
Do I Grow Here?	1-2 class periods	basic need community landforms markets rural urban	climate goods local nutritious transportation vehicles
Pollution and Solutions Part 1: What is Pollution? and Pollution and Solutions Part 2: Eating Local	4-5 class periods	basic need community goods local non-local pollution vehicles	climate environment import markets nutritious transportation
Pack a Suitcase	1-2 class periods	basic need community environment rural urban	climate culture equator traditions weather
Dear Pen Pal	1-2 class periods	basic need community environment rural transportation	climate culture neighborhood tradition urban
Global Communities Scrapbook	3-4 class periods	basic needs community global temperature	climate culture landforms transportation

\* 1 class period = 40-60 minutes

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying timelines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## Our Homes

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2, and B3
- Specific Expectations B1.3, B2.1, B2.5 and B3.6

#### Ontario Language Arts

Grades 2-3 Writing

- Overall Expectation 1
- Specific Expectations 1.1, 1.2, 1.3 and 1.4

#### Common Core History/Social Studies

CCSS.ELA-LITERACY Grade 2 RI.2.1, RI.2.4, RI.2.6.

CCSS.ELA-LITERACY Grade 3 RI.3.2, RI.3.4.

#### C3 Framework

D2.Geo.8.K-2

### Materials

- *Homes in Different Places (Learning About Our Global Community)*
- Chart paper
- Marker
- Whiteboard or Blackboard
- *My Home Brainstorm Web Worksheets*
- *My Home Rubric*
- *My Home Exit Ticket*
- *My Home Worksheet*

### Objectives

Students will be able to:

- Identify the basic needs that humans need to survive.
- Understand that although our homes may look different, they all provide us with basic needs.
- Understand that homes fulfill our basic need for shelter.
- List the basic needs that our homes provide for us.

### Setting the Stage

Class discussion: “What do people need to survive?”

Create a mind map of students’ responses on chart paper, whiteboard, or blackboard. If students do not mention homes and shelter as something people need to survive, guide them to this answer.

Let students know that today, we will focus on our basic need for shelter and how homes help us meet that need. We will also look at different kinds of homes.

Take students on a walk around the school neighborhood. Prior to the walk, tell students to keep an eye on the different types of homes they see and their features.

For example:

- ▶ Type of dwelling
- ▶ Windows
- ▶ Doors
- ▶ Height
- ▶ Roofs
- ▶ Size
- ▶ Types of building materials

When walk is complete, have students sit facing a piece of chart paper, whiteboard, or blackboard and brainstorm what they noticed about the homes in their neighborhood.

Use prompts such as:

- ▶ What kind of different homes did you see?
- ▶ What were some features you saw?
- ▶ Did every home look the same?
- ▶ What do homes and shelters provide for us?

## Activity

Instruct students to brainstorm pictures and words that show what their home provides for them. They will record their brainstorm on the *My Home Brainstorm Worksheet*. Have students brainstorm at least six words and/or pictures in 10-15 minutes. They can use some words that were brainstormed as a class.

Students might mention:

- ▶ A place to sleep
- ▶ Love
- ▶ Warmth
- ▶ Entertainment
- ▶ Safety
- ▶ A place to eat
- ▶ A place to be with friends and family
- ▶ To keep dry and cool

Once students are finished their brainstorm, hand them *My Home Worksheet*. Instruct them to draw a picture of what their home looks like. Ask them to close their eyes and visualize what the front of their homes look like. Ask them a series of questions and let them know they are not to answer out loud but just to visualize their answers.

Possible question prompts:

- ▶ What kind of home do I live in; a house, an apartment, a townhouse?
- ▶ How many windows does the front of my house have?
- ▶ What color is my front door?
- ▶ Do I have lights on the front of my house?
- ▶ Are there stairs leading up to my front door?

After students visualize the specific details about their homes, show them an example of a picture you've drawn of your home. Go through a few details on your drawing to show them that the picture needs to show specific features of their own homes.

Under the drawing, instruct students to write two sentences explaining what their home provides for them using the words and/or pictures they used on their brainstorming sheet.

## Extensions

Invite students to look through the *Homes in Different Places* book and compare their homes to a home in the book. Ask them to come up with points on how their homes are different and in what their homes are the same. If students are having troubles coming up with similarities, guide them towards what homes provide for us.

## Wrap-Up

Have students partner up and share their work with each other. After students share their work with a partner have them complete a *Homes Exit Ticket*.

Have students hand in their writing activities as well as the *My Home Brainstorm Worksheet* for assessment. Ask students to hand in the exit ticket once they have completed it.

## Assessment

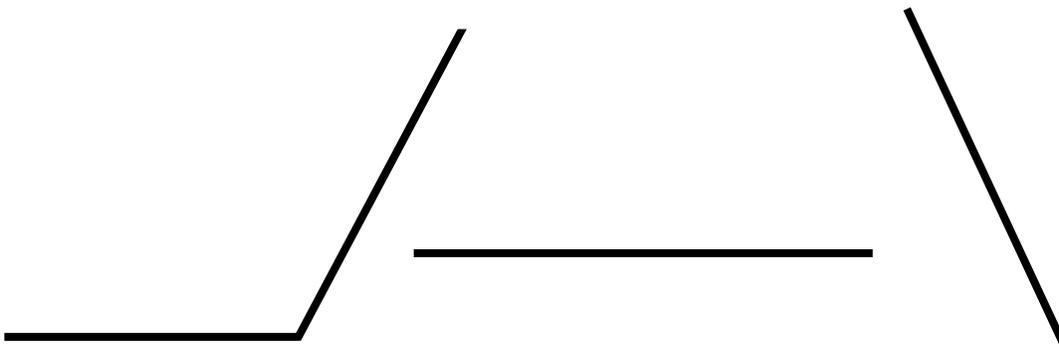
Assess exit tickets for understanding of main learning objective for lesson: we all live in different types of homes, and they all provide us with various basic needs. Assess students' understanding during lessons using observational and anecdotal notes. Use the rubric attached to assess students on their writing activity. Review students' work to clarify misunderstandings as needed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

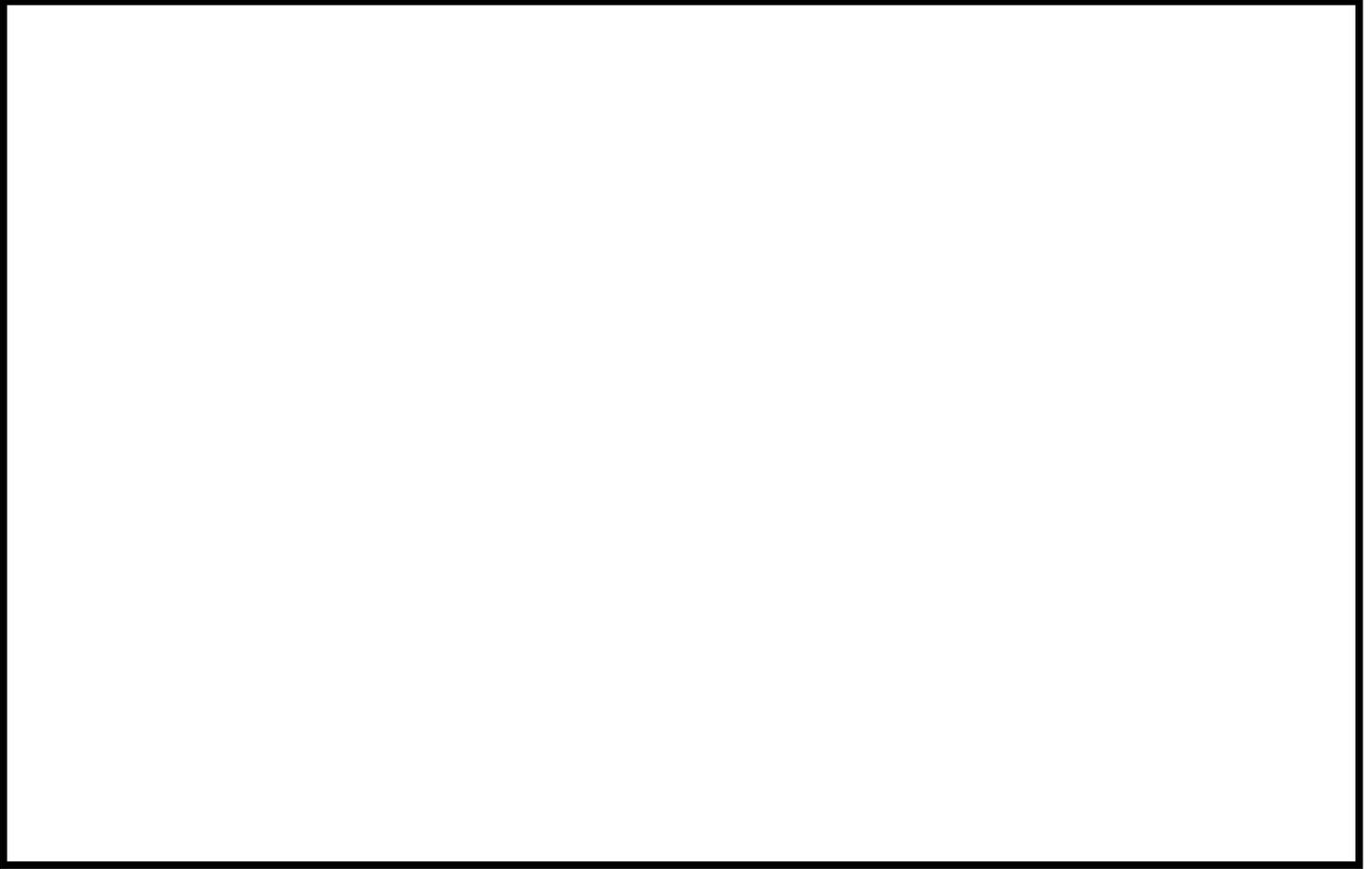
## My Home Brainstorm

Brainstorm what your home provides for you by using pictures or words.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Home



My home provides me with

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## Homes Exit Ticket

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

What are two things your home had in common with your partner's home?

1. \_\_\_\_\_.

2. \_\_\_\_\_.

What is one thing that makes your home different from your partner's home?

\_\_\_\_\_.

## Homes Exit Ticket

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

What are two things your home had in common with your partner's home?

1. \_\_\_\_\_.

2. \_\_\_\_\_.

What is one thing that makes your home different from your partner's home?

\_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>My Home Rubric</b>				
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Drawing</b>	The student's drawing is not detailed, realistic, and neat.	The student's drawing is somewhat detailed, realistic, and/or neat	The student's drawing is detailed, realistic, and neat.	The student's drawing is exceptionally detailed, realistic, and neat.
<b>Sentence Structure</b>	Sentences are incomplete and/or do not relate to the topic.	Sentences are somewhat complete and appropriate. Or The student has written one complete sentence. The sentence is somewhat well written.	The student has written two complete sentences. The sentences were detailed and well written.	The student has written more than two complete sentences. The sentences completed were detailed and well written.
<b>Connections</b>	The student's sentences are unclear and/or are not relevant to the writing assignment.	The student supports their answer with evidence taken from their brainstorm worksheet, however the response is somewhat unclear and/or terms used may not be appropriate.	The student supports their answer with evidence taken from their brainstorm worksheet. The student's response is clear and used appropriate terms.	The student supports their answer with evidence taken from their brainstorm worksheet. The student response is strong and clear and used appropriate terms.
<b>Punctuation and Grammar</b>	Student's writing has 5 or more punctuation and/or grammar errors.	Student's writing has 3-4 punctuation and/or grammar errors.	Student's writing has 1-2 punctuation and/or grammar errors.	There are no punctuation and grammar errors.

# LESSON 2

## Homes Around the World

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2, and B3
- Specific Expectations B1.1, B1.2, B2.1, B2.2, B2.4, B2.5, B3.4, B3.5, B3.6, and B3.8

#### Ontario Language Arts

Grades 2-3 Writing

- Overall Expectation 1
- Specific Expectations 1.1, 1.2, 1.3, and 1.4

Grades 2-3 Reading

- Overall Expectation 1
- Specific Expectations 1.1, 1.4, 1.5, and 1.6

#### Common Core History/Social Studies

RI.2.1 - RI.2.2, RI.2.4 - RI.2.6, and RI.2.8 – RI.2.9.

RI.3.1, RI.3.2 and RI.3.4

#### C3 Framework

D2.Geo.8.K-2

D2.Geo.10.K-2

### Materials

- *Homes in Different Places (Learning About Our Global Community)*
- Chart Paper (one per group)
- Marker (one per group)
- *Build a Home Worksheet*
- *Build a Home Exit Ticket*
- *Build a Home Rubric*

### Objectives

Students will be able to:

- Understand that homes around the world are different.
- Understand that a person's location and local climate will influence what kind of house they live in.
- Understand that even though houses are different, they all provide us with the shelter that we need to survive.

### Setting the Stage

Activate students' prior knowledge on what they had learned about homes in the previous lesson. Discussion prompts:

- "Who can remind the class what homes provide for us?"
- "Do all homes look the same?"
- "If we were to leave our country and travel to another country, do you think the homes would be different or the same?"

Let students know that there are different kinds of homes around the world. Some of these homes are similar to the ones we have in our country and others look different and are made out of different materials.

Ask students, "Why do you think homes around the world look different and are made out of different materials?" Use "Think, Pair, Share" to share answers and write them on a chart paper, blackboard or whiteboard. Record all student answers without directing discussion or correcting errors.

### Activity 1

Divide the class into groups. Each group will receive a photocopied page from *Homes in Different Places* that focuses on a different type of home.

- Number of groups will depend on how many of the homes you want to explore *Homes in Different Places* and/or if you wanted to add any other type of home that was not mentioned in the book.
- Number of groups may also depend on class size.

Potential homes that could be used include:

- ▶ Houseboats
- ▶ Homes on the Water
- ▶ Rural Homes (living in caves)
- ▶ Cold Places
- ▶ Hot Places
- ▶ Urban/City Homes

Each group will read the photocopied page about their type of home. Instruct students to read the pages individually, then converse as a group to highlight the points that are the most important.

Provide students with questions prompts in order for them to extract 3 main points.

- What are some main features of the home?
- Why do they have those features?
- Where in the world can their home be found?

Have students record 3 main points on a piece of chart paper. A mini lesson on how to write on chart paper might be helpful to ensure they utilize the space, add a title, have their names present and write neatly. You may want to model the activity first so that they understand the expectations.

Have students present the main points they wrote on the chart paper. After they are done, hang their work in a place that students can easily see. To ensure students stay on task and put their best effort into this activity you might want to tell them that today they will be the teacher (just like you) and they are responsible for teaching the class! Circulate the room checking in on groups ensuring they are picking out the most important points.

After each group has taught the class about their different kind of homes, revisit the “Think, Pair, Share” answers. Re state the question “Why do you think homes around the world look different and are made out of different materials?” Write down new answers next to the original ones and have a class discussion that compares the answers.

New answers should reflect the idea that climate and weather affect how houses are made, and that available resources affect the materials that are used. Prompts to guide understanding:

- Why are rural homes bigger and more spread out than urban homes?
- Are houses built near water different than those that are not near water? Why?
- Do you think people who live in the Arctic can live in houseboats? Why or why not?

## Activity 2

Assign each student a different location on Earth. Locations can be taken from the book and can include:

- City
- Countryside
- Beach
- Arctic
- Waterway
- Tropical

To ensure that there is a variety of student work and that the selection process is fair, have students pick a location out of a hat.

Hand students *Build a Home Worksheet*. Instruct them to draw a picture of a home that they would build in that location. They also need to write two sentences explaining why they decided to build that type of home.

For example, a student with an Arctic location could draw a house with a slanted roof so heavy snow can roll off the roof. To help students with this task they can reference the chart papers as well as *Homes in Different Places*.

## Extensions

Have students compare the similarities and differences between two homes that were presented to the class. Have them explain why they think these differences exist and what they provide for each home.

## Wrap-Up

Set up students’ completed worksheets as a gallery walk and have students walk through, looking and reading their peers’ work.

Instruct students to complete the *Build a Home Exit Ticket* that asks them to write what they think was the most important point of this lesson.

## Assessment

Assess exit tickets for understanding of main learning objective for lesson: a person’s location and local climate will influence the kind of house they live in. Assess students understanding during lesson using observational and anecdotal notes. Use the *Build A Home Rubric* to assess students on their *Build A Home Worksheet*. Review students’ work to clarify misunderstandings as needed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Build a Home Worksheet

Location: \_\_\_\_\_



Name two special features you built on your house and explain why you chose to add them.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Build a Home Exit Ticket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do you think the most important point of this lesson is?

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## Build a Home Exit Ticket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do you think the most important point of this lesson is?

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## Build a Home Exit Ticket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do you think the most important point of this lesson is?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Build a Home Rubric

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Drawing</b>	The student's drawing is not detailed, realistic, and/or neat.	The student's drawing is somewhat detailed, realistic, and/or neat.	The student's drawing is detailed, realistic, and neat.	The student's drawing is exceptionally detailed, realistic, and neat.
<b>Sentence Structure</b>	Sentences are incomplete.	Sentences are somewhat complete and appropriate. Or The student has written one complete sentence. The sentence is somewhat well written.	The student has written two complete sentences. The sentences were detailed and well written.	The student has written more than two complete sentences. The sentences completed were detailed and well written.
<b>Connections</b>	The student's sentences are unclear and/or are not relevant to the writing assignment.	The student supports their answer with evidence taken from the book and/or information given by their peers, however the response is somewhat unclear and/or may not be accurate or relevant.	The student supports their answer with evidence taken from the book and/or information given by their peers. The students' response is clear and accurate.	The student supports their answer with evidence taken from the book and/or information given by their peers. The student response is clear and accurate, and shows insight on the topic.
<b>Punctuation and Grammar</b>	Student's writing has 5 or more punctuation and/or grammar errors.	Student's writing has 3-4 punctuation and/or grammar errors.	Student's writing has 1-2 punctuation and/or grammar errors.	There are no punctuation and grammar errors.

# LESSON 3

## Global Schools

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2 and B3
- Specific Expectations: B1.1 B1.2, B2.1, B2.2, B2.5, B2.6, B3.6, B3.8

#### Ontario Language Arts

Grade 2 Reading

- Overall Expectation 1
- Specific Expectations 1.3, 1.4, 1.6

#### Common Core History/Social Studies

RI.2.1, RI.2.4, RI.2.5, RI.2.6

RI.3.1, RI.3.2

#### C3 Framework

D2.Geo.8.K-2

D2.Geo.10.K-2

### Materials

- *Schools in Different Places (Learning About Our Global Community)* pages 6-19
- Chart Paper
- Markers, pens, or pencils
- *Schools Around the World Exit Tickets*
- *Schools Around the World Checklist*

### Setting the Stage

On a large piece of chart paper, draw a blank Venn diagram with the two circles labeled “My School” and “Other Schools.”

Facilitate a class discussion about their typical school day. Question prompts:

- How do you get to school?
- What are some of the subjects you take at school?
- What sort of materials do we have in our classroom?
- What does our school building look like?
- What schedule do we have?
- Do we have any classroom jobs?

Record answers on the Venn diagram in the section labeled “My School.”

Explain that today, we will be learning about the school day for other children around the world. We will read sections of a book called *Schools in Different Communities* and will be thinking about similarities and differences between other children’s schools and our own school. We will then share what we read with the class and will fill out the rest of the Venn Diagram together.

Take-away concepts:

- ▶ We learn about our world through examining the daily lives of people across global communities.

### Objectives

Students will be able to:

- Discuss how children around the world receive an education.
- Examine similarities and differences of a school day in rural and urban communities.
- Examine aspects of a school routine such as transportation, rules, and responsibilities in schools across various global destinations.

## Activity

Hold a class read-aloud of the following sections of *Schools in Different Communities*. Instruct students to record on a blank piece of paper any similarities or differences between their school and the schools in the book, as they listen to the read-aloud.

- A place to learn p.6-7
- Getting to School p.8-9
- School Buildings p. 10-11
- Inside the Classroom p. 12-13
- Subjects p.14-15
- Rules and Responsibilities p.16-17
- Schedules p.18-19

It is the teacher's choice as to how the readings are divided amongst the classroom. Stop after each section and hold a class discussion about the similarities and differences they saw. As students share answers, record their responses on the Venn Diagram.

Discussion prompts:

What are some things that all schools have?

- Do they all have routines?
- Do they all teach subjects?
- Do all students have ways to travel to school?
- Do all schools have a structure for students to follow?
- Do all schools have special jobs for students?

What are some ways schools are different?

- Did the ways students travelled to school change?
- What were some subject differences?
- Were there any differences in classroom rules and responsibilities?
- Did all schools have the same schedule?
- Did all school buildings look the same?

## Extensions

Invite students to conduct their own research to find other examples of similarities and differences between the schooling experiences of children around the world. They can do so through reading other books and asking people they know who have attended school in a different country.

Invite students to think about how the kids that attend their school travel to school. Do they drive? Do they walk? Which mode of transportation do they think is better for Earth? This will allow the students to begin to think about how some schools around the world have better environmental practices that we can learn from.

## Wrap-Up

Review the Venn diagram created as a class. Ask the students to turn and talk to a partner about the most important or most interesting similarity or difference between their own school and other global schools. What can we learn from studying other schools around the world?

Pass out *Schools Around the World Exit Ticket*. Ask students to hand in the exit tickets at the end of the lesson.

## Assessment

Use the *Schools Around the World Checklist* to assess exit tickets for understanding of how schools are similar and different around the world using the checklist provided. Assess student understanding during lesson using observational notes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Schools Around the World Exit Ticket

Name a similarity that your school has with a school in a different community. Why do you think all schools have this in common?

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Name one way a school in a different community is different from your school. Why is this difference interesting? Why might it be important to learn about differences in schools?

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Why is it important to learn about children's school days in other communities?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Schools Around the World Checklist

	Yes	No
<b>In class discussion and on exit ticket, student was able to describe at least one similarity between their school and other global schools using evidence from both the text and class discussion.</b>	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<b>In class discussion and on exit ticket, student was able to describe at least one difference between their school and other global schools using evidence from both the text and class discussion.</b>	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<b>Student was able to provide an appropriate reason as to why it is important to learn about children's school days in other communities (ex. To learn about children in other communities, to understand how people live around the world, to understand how where we live impacts our daily lives).</b>	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

# LESSON 4

## Protecting Earth

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B3
- Specific Expectations: B1.3, B3.8

#### Ontario Language Arts

Grade 2: Reading

- Overall Expectations 1 and 2
- Specific Expectations 1.2, 1.4, 1.6, 1.8, 2.1, 2.2, 2.3, 2.4

Grade 2: Writing

- Overall Expectations 1, 2, and 3
- Specific Expectations 1.1, 1.2, 1.3, 1.6, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 3.6, 3.7, 3.8

#### Common Core History/Social Studies

RI.2.6, RI.2.7, RI.2.8, RI.2.9

RI.3.2

#### C3 Framework

D2.Geo.10.K-2

### Materials

- *Schools in Different Places (Learning About Our Global Community)* page 20
- Other books, kid friendly articles, stories, pictures that focus on kids positively impacting their environment
- Chart paper
- Whiteboard or blackboard
- White paper
- Markers, pencils, pencil crayons
- *Protecting Earth Poster Checklist*

### Setting the Stage

Review concepts from previous lesson: How are schools similar and different? What can we gain from learning about other schools around the world?

Tell students that even though these schools are all over the world, we all share the same Earth. We need to protect Earth so that it is a clean and safe place for everyone.

Class discussion: How can we protect Earth? What can we do to protect Earth at school? Record student's answers on a chart paper, whiteboard, or blackboard. Possible answers might include:

- ride bikes or walk to school
- recycle
- pack litterless lunches
- turn off the lights when you leave a room
- complete assignments online
- use the back of paper when possible.

Read page 20 of *Schools in Different Communities*. Ask the students how the children who attended the school in this book helped protect Earth.

Tell the students that today, they will be creating posters that will show other members of their school community how they can protect Earth. The posters will be hung around the school.

Demonstrate the components of a poster by creating a poster as a class. A poster should:

- Share information with an audience
- Include a title and a slogan
- Include some written information and some pictures
- Be eye-catching and colorful.

A checklist can be co-created or provided for the students to help them ensure they are including all of the necessary components.

### Objectives

Students will:

- Demonstrate an understanding of how practices at school can impact the environment positively or negatively.
- Discover environmental practices at other schools that positively impact the environment in that community.
- Explore different environmental practices that can positively impact their own school community.
- Share their knowledge about what they have learned with the greater school community.

## Activity

Students will create a poster describing ways they can help the earth at school. Students are encouraged to use the ideas the class generate, read stories for more ideas, or use other materials, such as other books, stories, articles, and pictures provided by the teacher, to come up with new ideas to add detail to their posters.

Teacher can choose to show an example of a poster, if needed.

## Extensions

Have students create a journal entry about their poster and write about how they think displaying their poster in the school can impact their school community.

## Wrap-Up

Invite students to hang their posters outside of the classroom and take a gallery walk to see all of their classmates' posters.

Create a class promise of 3 things they will do at their school to help protect Earth. The class promise can be recorded on chart paper and displayed in the classroom for all students to read.

## Assessment

Assess posters using the *Protecting Earth Poster Checklist*. Assess student understanding during lesson and the creation of the classroom promise using observational notes.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Protecting Earth Poster Checklist

	Yes	No
<b>Title</b> is written in clear, large letters.	_____ Notes: _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____
A <b>catchy slogan</b> is included to capture the interest of the audience.	_____ Notes: _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____
<b>Information</b> is added to the poster to tell the audience about how they can help protect the environment at school.	_____ Notes: _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____
<b>Pictures and color</b> are added to provide visual interest to the poster.	_____ Notes: _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____
The poster is <b>neat, clear, and detailed</b> .	_____ Notes: _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____
There are <b>no punctuation or spelling mistakes</b> .	_____ Notes: _____ _____ _____ _____ _____	_____ Notes: _____ _____ _____ _____ _____

# LESSON 5

## Do I Grow Here?

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2, and B3
- Specific Expectations B1.1, B1.2, B2.1, B2.2, B2.4, B2.5, B3.4, B3.5, B3.6 and B3.8

#### Ontario Language Arts

Grades 2-3 Writing

- Overall Expectation 1
- Specific Expectations 1.1, 1.2 and 1.3

Grades 2-3 Reading

- Overall Expectation 1
- Specific Expectations 1.1 and 1.5

#### Common Core History/Social Studies

RI.2.1 - RI.2.2, RI.2.4 - RI.2.6, and RI.2.8 – RI.2.9

RI.3.1, RI.3.2 and RI.3.4

#### C3 Framework

D2.Geo.8.K-2

D2.Geo.10.K-2

### Materials

- *Food in Different Communities (Learning About Our Global Communities)* p. 10 and 12
- Chart Paper
- Marker
- *Do I Grow Here? Game Cards*
- Sticky notes and/or exit ticket
- Banana Story Props
- *Do I Grow Here? Rubric*

### Setting the Stage

Review the basic needs that people need to survive (i.e. shelter, clothing, water, food).

Pose the question, “What does food provide for us?” and have students popcorn answers. Possible responses may include: food helps us grow, helps us stay healthy, brings people together, and allows us to learn about different cultures.

Ask students to turn to a partner and share what their favorite kind of food is. Then, have each student share their partner’s favorite food. Make a class list of favorite foods.

Pose the question, “What does food need to grow?” Have students popcorn answers. Possible responses may include: water, soil, sunlight, seeds, fertilizers, farmers.

Bring students’ attention to the list of their favorite foods and tell them that although we get to enjoy these foods, many of them actually come from other countries. Read page 10 of *Food in Different Communities*.

The rest of the lesson is written for places with four seasons. You may need to adjust the lesson based on your location and climate because that will determine which foods can be grown locally.

Tell students that many of the fruit and vegetables that we eat cannot be grown locally because our climate does not allow them to grow. Some foods need very dry and hot climates to grow while others need very wet and warm climates to grow. Ask students if anyone grows fruits or vegetables at home. Ask students what happens to their gardens when it is winter. Let students know that since we have colder climates for a part of the year, certain types of foods cannot grow here.

### Activity

Play a game called “Do I Grow Here?” The class can work together on one card at a time, or students can be put into groups and work on one card as a team.

Each playing card has a picture of a food and a list of its growing conditions. The students will have to work together and decide whether or not they think that this food is grown locally.

Before playing the game, discuss with your students what climate is and what type of climate you live in. The foods you choose to put on the playing cards will also depend what can grow in your region and what cannot.

### Objectives

Students will:

- Understand what plants and food need in order to grow.
- Understand that some of the foods we eat are not grown where we live.
- Understand that some foods are imported in from other countries. (i.e. bananas)
- Understand that climate affects what kind of food can grow where.
- Understand how food is imported into countries.

Example of a playing card:

**Do I grow here?**



- I grow in very warm climate
- Cold or freezing climates will stop me from growing
- I grow out of the ground and I will not grow if the ground is frozen

**Do I grow here?**



- I grow in warm, humid, and tropical climates?
- I need 10 to 15 months to grow
- I can not grow in cold or freezing temperatures

If students reviewed playing cards in groups, have them present answers to the class and review whether the students guessed right or wrong.

Place all the cards that can grow locally together and all the cards that cannot grow locally together. You can organize this information in the form of a t-chart.

Ask students if they have ever eaten or seen the non-local foods. Pose the question, "If we do not grow these foods locally, how are we able to enjoy them?"

Read page 12 of *Food in Different Communities*. Explain to students that countries import, or bring in, foods from other countries. In order to have access to the foods that can't be grown locally, we rely on importing.

Show students a final playing card that no group had. The final card in this lesson shows a banana. (If bananas grow locally than change it to a food that does not grow locally). Read the playing card to the class and have the students decide whether or not bananas grow locally. After it has been decided that bananas do not grow locally, explain to students the steps of how bananas end up in their homes.

#### **Journey of a Banana: from tropical tree to our homes!**

- ▶ Bananas are grown in warm tropic climates (i.e. the Caribbean).
- ▶ After they are finished growing they are harvested (picked) while they are still green.
- ▶ They are placed in trucks and transported to shipping docks.
- ▶ They are then packed onto refrigerated ships and travel to various countries around the world.
- ▶ After they make it to their destinations they are picked up by trucks and driven to various grocery stores.
- ▶ You then go to the grocery store buy bananas and eat them.

In order for students to visualize this journey you may want to create puppets or a map that outlines this journey.

### **Assessment**

Assess students understanding during lessons using observational and anecdotal notes. You could choose to use the extension activity as a writing activity, and use *Do I Grow Here? Rubric* to assess. Review students work to clarify misunderstandings as needed.

### **Extensions**

Have students choose a food that they are interested in and have them research if that food is grown locally or if it is imported. Have them create their own game cards and continue playing the Do I Grow Here? with their peers.

### **Wrap-Up**

Pose the question, "Do you think importing food is good for our environment?" "Why or why not?" Have students write their answer on a sticky note and/or an exit ticket. Have students hand those in and separate them by yes or no in a t-chart.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Do I Grow Here? Rubric</b>				
	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Clues</b>	The student has written 3 clues.	The student has written 2 clues.	The student has written 1 clue.	The student has not written by clues.
<b>Connections</b>	The student's clues are accurate and appropriate. They are clearly written and are related to whether or not the food item can be grown locally or not.	The student's clues are accurate and appropriate. They are related to whether or not the food item can be grown locally or not.	The student's clues are somewhat accurate and/or appropriate. They are somewhat related to whether or not the food item can be grown locally or not.	The student's clues are not accurate and/or appropriate. They are not related to whether or not the food item can be grown locally or not.

# LESSON 6

## Pollution and Solutions Part 1 - What is Pollution?

### Curriculum Correlations

#### Ontario Social Studies

- Grade 2 Strand B People and Environments: *Global Communities*
- Overall Expectations B1, B2 and B3
- Specific Expectations: B1.1, B1.2, B1.3, B2.1, B2.2, B2.5, B2.6, B3.4, B3.6

#### Ontario Language Arts

- Grade 2 Reading
- Overall Expectation 1
- Specific Expectation 1.2, 1.4, 1.5, 1.6

#### Common Core

- CCSS.ELA-LITERACY Grade 2 RI.2.4
- CCSS.ELA-LITERACY Grade 3 RI.3.1, RI.3.4

#### C3 Framework

- Geography: Human Population: Spatial Patterns and Movements D2.Geo.8.K-2
- Geography: Global Interconnections Geo.10.K-2

### Materials

- *Food in Different Communities (Learning About Our Global Communities)* p. 10 and 12
- Chart Paper
- Markers, pens, or pencils
- Whiteboard or chalkboard
- Sticky Notes
- *Police Pollution Worksheets*
- *Sticky Note Rubric*

### Objectives

Students will:

- Examine the harmful effects of importing goods on the environment.
- Explore locally grown food as a solution to reducing pollution.
- Make connections as to how growing and trading food is a global issue.

### Setting the Stage

Revisit the question “Do you think importing is good for the environment?” Invite students to turn and talk to a partner about why they chose yes or no. Ask a few students to share.

Ask the class if they know what the word “pollution” means. On a piece of chart paper, write the definition for pollution.

- Pollution is anything that makes Earth unhealthy. Pollution can affect land, air, and water.

Ask the class what sorts of things can cause pollution. Have the students popcorn ideas and record their ideas on the chart paper. Responses could include:

- littering
- dumping chemicals
- releasing gas into the air when driving
- releasing oil in the water when boating.

### Activity

Revisit the Journey of a Banana (or a non-local fruit of your choice).

Hand out the Pollution Police Worksheet. Ask the students to be the pollution police! Have them examine each of the travel steps and search for anything that could cause pollution.

The students may find that pollution is caused in:

- ▶ Step 3 as bananas travel in trucks to shipping docks by the gas emissions of the trucks.
- ▶ Step 4 as bananas travel in refrigerated ships to various locations around the world.
- ▶ Step 5 as bananas are driven to food terminals where stores buy them and then transport them to their own stores.
- ▶ Step 6 as shoppers drive to the stores to buy their fruit

## Extensions

Students can write about why they think we import goods. Students may write about how even if importing does cause pollution, different climates allow for different food production and plant growth and that is one of the reasons as to why we chose to continue to import and export goods.

## Wrap-Up

Facilitate a class discussion on the causes of pollution along the travel steps of a banana. If the students forget any of the steps, prompt them to think about these additional causes of pollution.

Prompt students to think about how overall, getting fruit from other parts of the world to come all the way to our grocery stores can be harmful to Earth. Pose the question, "What could we do to help lessen the pollution people create when buying food?"

Have students record answers on sticky notes and hand them in as an exit ticket. These answers will promote discussion for the following lesson.

## Assessment

Assess *Pollution Police Worksheets* and sticky note exit tickets, using *Sticky Note Rubric*, for understanding. Does the student appear to understand what causes pollution? What can help relieve pollution? Assess students' understanding during lesson using observational notes. Review the definition of pollution to clarify misunderstandings as needed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pollution Police Worksheet

It is up to you to solve the crime of pollution!  
Color the boxes where pollution is created in the travel steps of a banana.

### Journey of a Banana



1. Bananas are grown in warm tropic climates. (i.e. the Caribbean)



2. After they are finished growing they are harvested (picked) while they are still green.



3. They are placed in trucks and transported to shipping docks.



4. They are then packed onto refrigerated ships and travel to various countries around the world.



5. After they make it to their destinations they are picked up by trucks and transported to stores.



6. People drive to the grocery store to buy bananas and eat them.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Sticky Note Rubric

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Connections</b>	Student demonstrates an excellent understanding of how importing food globally can contribute to pollution and provides a well-articulated and thoughtful solution for reducing the amount of pollution created.	Student demonstrates an understanding of how importing food globally can contribute to pollution and provides a solution for reducing the amount of pollution created.	Student demonstrates some understanding of how importing foods globally can contribute to pollution. Student somewhat connects this problem to a solution for reducing the amount of pollution created.	Student demonstrates a lack of understanding of how importing food globally can contribute to pollution. Student does not offer a reasonable solution for reducing the amount of pollution created.

# LESSON 6

## Pollution and Solutions Part 2 - Eating Local

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2, and B3
- Specific Expectations B1.1, B1.2, B1.3, B2.1, B2.2, B2.6, B3.4, B3.5, B3.6, B3.8

#### Ontario Language Arts

Grade 2 Reading

- Overall Expectation 1, 2
- Specific Expectation 1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4

#### Common Core

RI.2.3, RI.2.4, RI.2.5

RI.3.1, RI.3.4

#### C3 Framework

D2.Geo.8.K-2;

D2.Geo.10.K-2

### Materials

- *Foods in Different Places (Learning About My Global Community Series)*
- Markers, pens, pencils, pencil crayons, crayons
- Additional materials for story props if desired (construction paper, popsicle sticks, glue sticks)
- Whiteboard or chalkboard
- Sticky notes
- Journey of a Banana (Can use Pollution Police Worksheets from previous lesson)
- *Local Foods Organizer (optional)*
- *Journey of a Local Food Story Wheel (optional)*
- *Journey of a Local Food Story Rubric*
- *Journey of a Local Food Story Instructions Handout*
- *Star and Wish Peer Feedback Form*

### Setting the Stage

Revisit sticky note answers to the previous lesson's question, "What could we do to help lessen the pollution people create when buying food?"

If the suggestion, "Eat foods grown locally" does not come up, guide students towards this suggestion. Ask students if they think as much pollution would be created if we ate local foods. Tell the students that we will explore the journey of a locally grown fruit or vegetable and compare it to the journey of the banana (or another non-local fruit of choice) to see if eating locally grown fruits can help decrease pollution.

### Activity

Remind students to think about what plants need to grow (soil, water, sunshine), and that certain plants grow only in certain environments. Ask the class what types of foods they have seen grown in their area. Come up with a list of vegetables/fruits that are locally grown. Discussion prompts:

- Does anyone know someone who has a garden? What do they grow there?
- Have you ever been to a farmer's market? What foods were sold?
- Have you ever been to a local farm or orchard? What plants were grown?

Teacher can also give students time to research local plants in books or online. Students should identify plants and how they are sold, or how they get into people's homes. Students can use the *Local Foods Organizer* to help them organize information.

When the class has developed a list of plants that are grown in their area, each student will choose a local fruit or vegetable and create a "Journey of a \_\_\_\_" story that describes the steps it takes for the local fruit or vegetable to get from where it is grown to their homes.

Pass out *Journey of a Local Food Story Instructions Handout* and *Journey of a Local Food Story Wheel* (if decided). Students should follow the instructions to write the story and, if desired, present the journey on the story wheel. It may be helpful to provide articles, images, or story books about locally grown food to help students find information.

Compare students' stories with *The Journey of a Banana*. Discussion prompts:

- How are the steps similar?
- How are the steps different?
- Which method of getting food causes less pollution? Students may mention that growing local food positively impacts the environment as food does not need to be shipped to and from global locations, resulting in less pollution emitted by cars and boats.

### Objectives

Students will:

- Examine the harmful effects of importing goods on the environment.
- Explore locally grown food as a solution to the pollution importing can cause.
- Make connections as to how growing and trading food is a global issue.

## Extensions

If accessible, the class may benefit from visiting a local farmers market or orchard. This could provide an experiential learning opportunity for the students to learn about locally grown food.

The class can additionally grow a fruit or vegetable garden and discuss the steps it takes to grow the seeds and eat the plants. Ask the class questions such as, “Which steps contribute to pollution?” and “Would this cause less pollution than importing food?” This can provide an experience to increase their understanding of the benefits of growing local food.

## Wrap-Up

Students will present their stories about the journey of their local food item in small groups. Using the *Star and Wish Peer Feedback Form*, students will provide a star (compliment) and a wish (constructive comment) for their classmates’ presentations.

The teacher can explain that they will be using their comments as a way to learn more about their presentations.

- The star comment is where you write about something you liked or something new you learned about your group mates’ presentation.
- The wish comment is where you put a comment that could help your peer improve. This comment should be helpful; not a put down.
- It may be helpful to provide an example of a star and a wish comment to your students if they have not seen this format before. For example, a star comment could be something such as, “I really liked how you spoke clearly and shared how the apple is grown on an apple tree.” A wish comment could be something like, “I wish you had spoken more about how the story of the apple is different than the story of the banana.”

## Assessment

Students can be assessed either during their presentations or by collecting their stories and Use the *Journey of a Local Food Story Rubric* to assess the stories. Students can also provide a star and a wish for their classmates as a peer assessment method which can help the teacher gain a better understanding of each of the student’s presentations.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Local Foods Organizer

Food Name	Growing Conditions	How the Food is Sold

## Star and a Wish Peer Feedback Form

**My Name:** \_\_\_\_\_ **Presenter's Name:** \_\_\_\_\_

Star: I liked when ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wish: I wish that ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Star and a Wish Peer Feedback Form

**My Name:** \_\_\_\_\_ **Presenter's Name:** \_\_\_\_\_

Star: I liked when ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wish: I wish that ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Star and a Wish Peer Feedback Form

**My Name:** \_\_\_\_\_ **Presenter's Name:** \_\_\_\_\_

Star: I liked when ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wish: I wish that ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Journey of a Local Food Story Instructions**

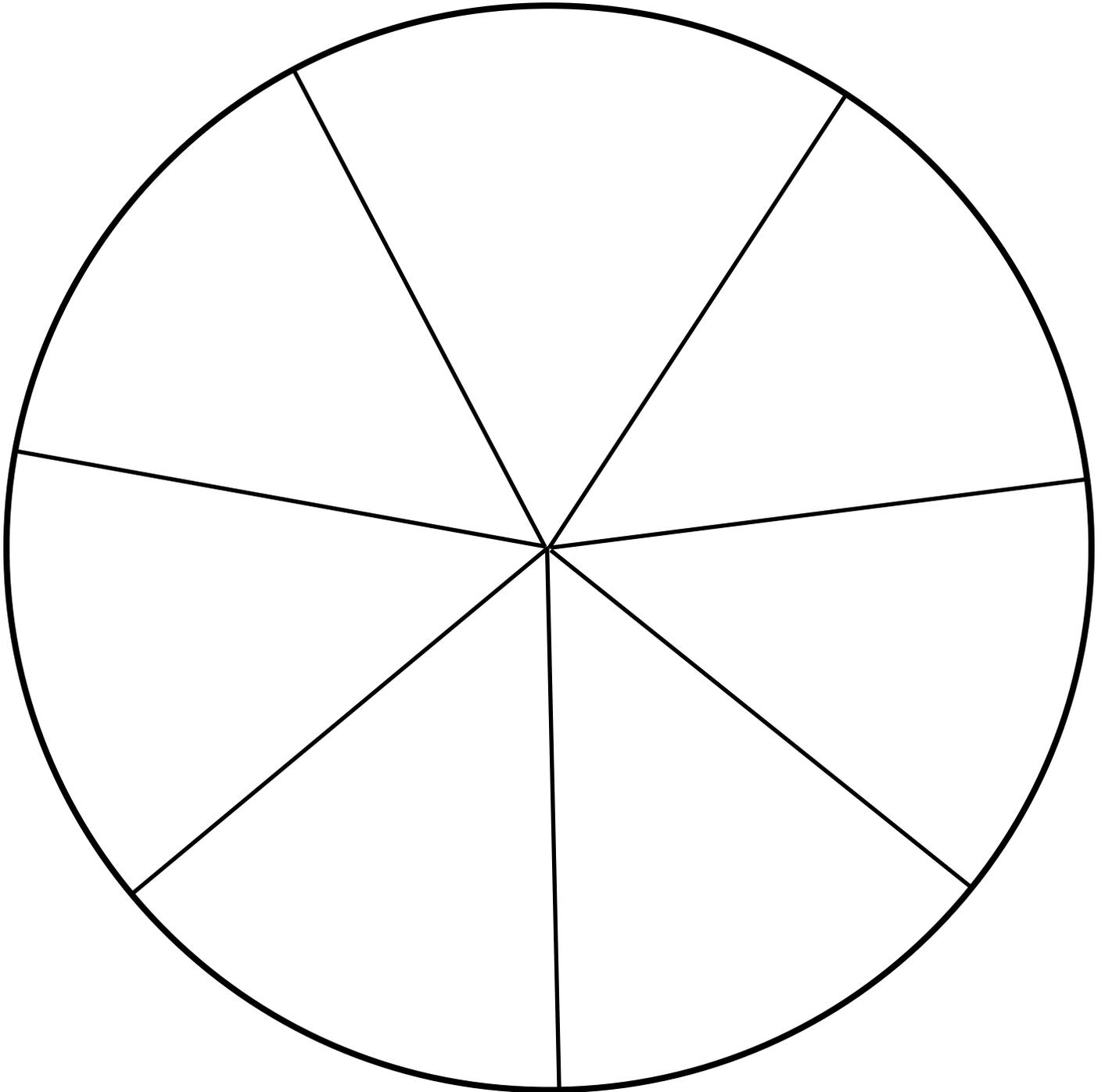
Create a story about a chosen local fruit or vegetable. Make sure to include the following in your story:

- 1.** Page 1: Cover Page- Include the name of your fruit or vegetable along with a picture of the food item.
- 2.** Page 2: What does it need to grow?
- 3.** Page 3: Where is it grown?
- 4.** Page 4: How is it planted?
- 5.** Page 5: How is it harvested (picked for selling)?
- 6.** Page 6: How is it sold?
- 7.** Page 7: Compare it to the life cycle of a banana. How is it similar? How is it different? Which growing method is less likely to cause pollution?

You will present your story to a small group. You can be as creative as you want by adding pictures or props to your story and presentation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Journey of a \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Journey of a Local Food Rubric</b>				
	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Story format</b>	The student's story was exceptionally well written and detailed including all the steps of their chosen food's journey from beginning to end.	The student's story was well written and detailed including all the steps of their chosen food's journey from beginning to end.	The student's story is somewhat well written and/or is missing some steps of their food's journey.	The student's story is missing most and/or all components of their chosen food's journey.
<b>Sentence Structure and Writing</b>	The student has written complete sentences that eloquently explain the journey of their chosen food.	The student has written complete sentences that explain the journey of their chosen food.	The student has written sentences that somewhat explain the journey of their chosen food.	The student has written sentences that do not accurately explain the journey of their chosen food.
<b>Content Connections</b>	The student explains in great detail how the story of their food item compares to the story of the banana. The student shows thoughtful consideration of how locally grown foods positively impact the environment.	The student explains how the story of their food item compares to the story of the banana. The student shows consideration of how locally grown foods can positively impact the environment.	The student explains in some detail the story of their food item and how it compares to the story of the banana. The student shows some consideration of how locally grown foods impact the environment.	The student has not explained how their food item compares to the story of the banana. The student does not show any consideration for how locally grown foods impact the environment.
<b>Punctuation and Grammar</b>	There are no punctuation and grammar errors	Student's writing has 1-2 punctuation and/or grammar errors.	Student's writing has 3-4 punctuation and/or grammar errors.	Student's writing has 5 or more punctuation and/or grammar errors.

# LESSON 7

## Pack a Suitcase

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2 and B3
- Specific Expectations B1.1, B2.1, B2.2, B2.3, B2.5, B2.6, B3.3, B3.4, B3.5, B3.6, B3.7, B3.8

#### Ontario Language Arts

Grade 2 Reading

- Overall Expectation 1
- Specific Expectations 1.5, 1.6

#### C3 Framework

D2.Geo.8.K-2

D2.Geo.10.K-2

### Materials

- *Learning About My Global Community Series*
- World Map
- Markers, pens, or pencils
- Whiteboard or chalkboard
- *Pack a Suitcase Worksheet*
- *Pack a Suitcase Exit Tickets*
- *Pack a Suitcase Rubric*

### Objectives

Students will:

- Examine how the land features, culture, and climate impact the ways in which people live around the world.
- Given a chosen location and critically think about how climate, land features, and culture impacts the clothing, food, and activities there.
- Examine one's own sense of place and location and explain how this impacts human activity in their community.

### Setting the Stage

Ask students to imagine they are traveling to a destination. They can choose any location in the world! It can be any location from one of the books in the *Learning About My Global Community* series, a place that is special to them, or a place they would like to travel to.

Tell the students they will have to pack a suitcase to travel to this location for a one-week vacation. When packing their suitcase they need to think about:

- ▶ The weather: What type of clothing would they need to be comfortable?
- ▶ Activities: What sorts of activities are popular in this destination? What clothing, shoes, and other items would you need to participate in these activities?
- ▶ Extra items: What other items would you need for this trip? What might they not have in this location that you might want to bring? Would you want to bring a camera to take pictures of special animals or landforms in this location? What would these be?

The teacher may want to list these items and questions on a chart paper or on the board for the students to refer to as they are completing their suitcase assignment.

Post a World Map at the front of the classroom and have students come up and locate their destination on a map. Talk about that destination's climate and land features by looking at the map. Additional books and images may be used to give more information about destinations.

## Activity

Provide each student with a *Pack a Suitcase Worksheet* and have them complete the suitcase picture independently.

## Extensions

Ask students to pack a suitcase for someone who is visiting their community. What sorts of items should they bring to feel comfortable? What sorts of clothing, extra items, and activities would they need to have fun in your location?

## Wrap-Up

Students can share their suitcase with a classmate. Students should explain why they decided to pack what they chose for their destination. Students will complete and hand in the *Pack a Suitcase Exit Ticket*.

## Assessment

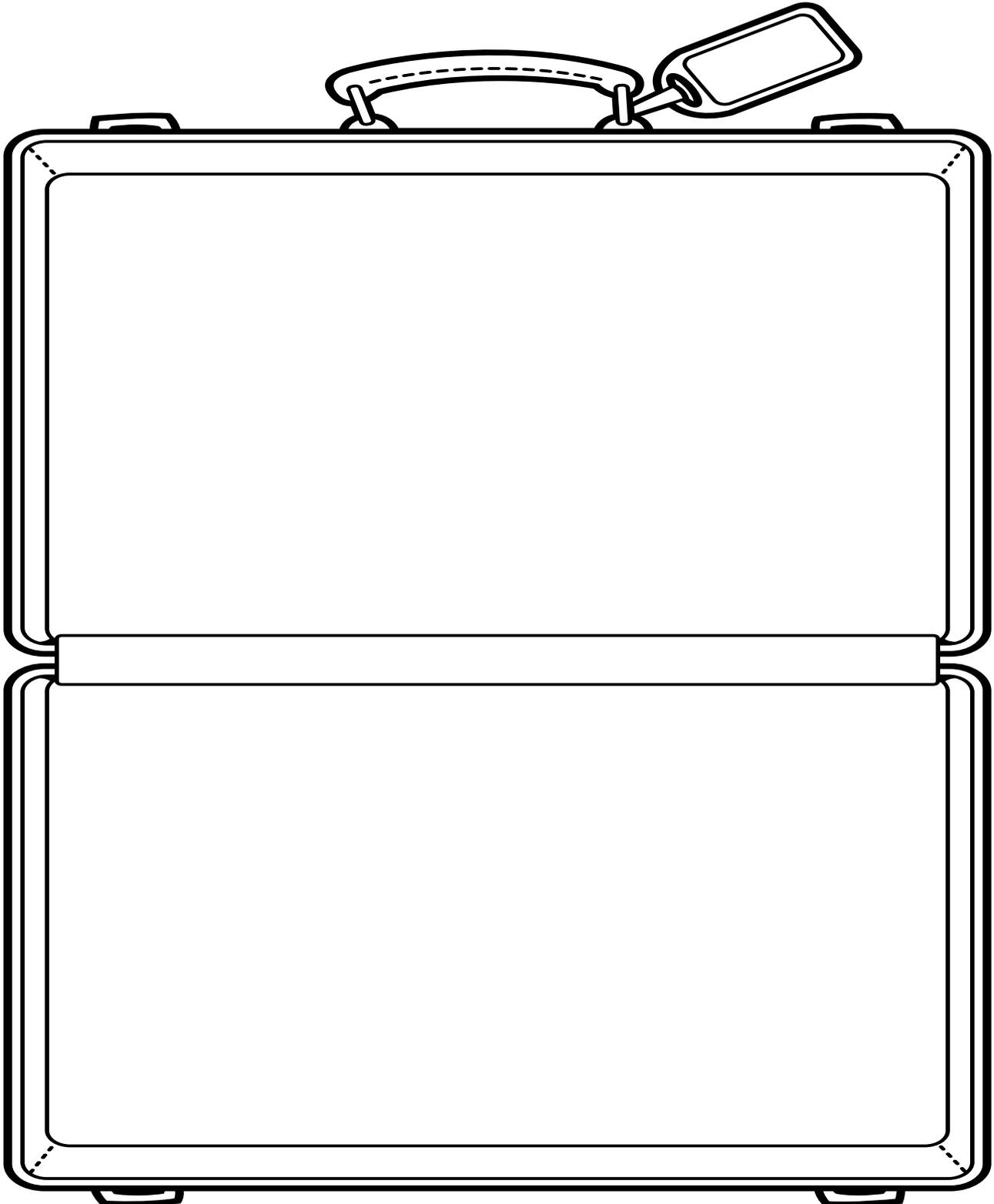
Use *Pack a Suitcase Rubric* to assess *Pack a Suitcase Worksheets* and *Exit Tickets* for understanding of factors that impact ways of life in communities around the world. Assess student understanding during lesson and partner presentations using observational notes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Pack a Suitcase Worksheet

I am going on a trip to \_\_\_\_\_.

Pack your suitcase by drawing pictures of the items you will need to bring for your vacation. Remember to include items that are appropriate for the climate, weather, land, and activities of the place you are going to! Make sure to label your drawings.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pack a Suitcase Exit Ticket

What was your favorite item you chose to pack in your suitcase? Why did you decide to bring that item?  
Provide examples from books to prove why this item was important to bring.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pack a Suitcase Exit Ticket

What was your favorite item you chose to pack in your suitcase? Why did you decide to bring that item?  
Provide examples from books to prove why this item was important to bring.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Pack a Suitcase Rubric

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Content Connections</b>	<p>Student demonstrates thorough consideration of their chosen destination's climate, physical features and culture in the items they choose to "pack" in their suitcase. Their exit ticket extensively describes why their item was necessary for their chosen location.</p>	<p>Student demonstrates consideration of their chosen destination's climate, physical features, and culture in the items they choose to "pack" in their suitcase. Their exit ticket describes why their item was necessary for their chosen location.</p>	<p>Student demonstrates some consideration of their chosen destinations' climate, physical features, and culture in the items they chose to "pack" in their suitcase. Student has left out some of these components. Their exit ticket somewhat describes why their item was necessary for their chosen location.</p>	<p>Student demonstrates a lack of consideration in their chosen destination's climate, physical features, and culture in the items they chosen to "pack" in their suitcase. The items they chose to pack may not fit these components of their destination's location. Their exit ticket does not explain why their item was necessary for their chosen location.</p>
<b>Text Connections</b>	<p>On exit ticket, student provides multiple examples of textual evidence to support all of the items they chose to pack and includes interesting facts.</p>	<p>On exit ticket, student provides examples of textual evidence to support most of the items they chose to pack.</p>	<p>On exit ticket, student provides few examples of textual evidence to support the items they chose to pack.</p>	<p>On exit ticket, student provides little to no examples of textual evidence to support the items they chose to pack.</p>

# LESSON 8

## Pen Pal Writing

### Curriculum Correlations

#### Ontario History

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2 and B3
- Specific Expectations B1.1, B1.2, B2.1, B2.2, B2.4, B2.5, B3.4, B3.5, B3.6 and B3.8

#### Ontario Language Arts

Grades 2-3 Writing

- Overall Expectation 1 and 2
- Specific Expectations 1.1, 1.2, 1.3, 1.6, 2.1 and 2.2

Grades 2-3 Reading

- Overall Expectation 1
- Specific Expectations 1.1, 1.4, 1.5 and 1.6

#### Common Core History/Social Studies

RI.2.1 - RI.2.2, RI.2.4 - RI.2.6 and RI.2.8 – RI.2.9.

RI.3.1, RI.3.2 and RI.3.4

#### C3 Framework

D2.Geo.8.K-2

D2.Geo.10.K-2

### Materials

- *Children Just Like Me* by Anabel Kindersley & Barnabas Kindersley
- *Learning About My Global Community Series*
- Lined paper
- Chart paper
- Marker
- Pencils
- *Pen Pal Letter Writing Rubric*

### Objectives

Students will:

- Understand how other children live around the world.
- Understand how where they live impacts their lives.
- Show their understanding of the content that was taught throughout the unit in the form of a pen pal writing assignment.

### Setting the Stage

Choose two or three story entries to read aloud from the book *Children Just Like Me* by Anabel Kindersley & Barnabas Kindersley. After each story, work together as a class to describe what the entry taught us about life for that child (i.e. where they live, how do they get food, what food is popular, what kind of home do they live in). Write these points on chart paper and hang them in a place where students can easily reference.

### Activity

Have students choose one of the three stories and have them write a pen pal letter back to the child in the story.

Students should write about their lives and how they meet their basic needs. They should also ask the pen pal questions about their life. Have students come up with questions to ask their pen pal based on the information in the story. Students can refer to the *Learning About My Global Communities Series* to think of different questions and refresh their memories on different basic needs that are common across global communities. Questions could include:

- What foods do you eat?
- What is the weather like?
- What is your school like?
- How do you travel around?
- What type of clothing do you wear?
- What kind of home do you live in?

Before students are sent off to write their letter you may need to teach or remind students how to properly write a formal letter. Post the components of a letter in a place students can see and refer to. Teacher could also model the writing of a letter before students begin.

- Heading
- Greeting
- Body
- Closing
- Signature

## Extensions

Set up a WorldVuze account at [www.worldvuze.com](http://www.worldvuze.com). This website allows classrooms to connect to other global communities around the world. Students can go on and post questions for a variety of audiences and have other students around the world answer the questions and asks questions back.

## Wrap-Up

After students have written their letters, invite students to share their letters with the class.

Ask students, "What was similar between their pen pal's life and their life?"

Take-away concept: All global communities have basic needs, but they differ in how they meet those basic needs

## Assessment

Use the *Pen Pal Letter Writing Rubric* to assess students on their writing activity. Use observational and anecdotal notes to assess students' understandings during their work period. It may be helpful to hold one-on-one meetings with students halfway through their writing to ensure that they are on the right track and that their questions are answered. Review students work to clarify misunderstandings as needed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pen Pal Letter Writing Rubric

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Letter Format</b>	The student's letter is exceptionally well written and has all components (heading, greeting, body, closing and signature).	The student's letter is well written and has all components (heading, greeting, body, closing and signature).	The student's letter is somewhat well written and/or is missing some components of a letter.	The student's letter is missing most and/or all components of a letter.
<b>Sentence Structure and Writing</b>	The student has written complete sentences that eloquently explain their way of life. They have discussed all of the basic needs that have been explored in previous classes. They have asked thoughtful and relevant questions based on their pen pal's story.	The student has written complete sentences that explain their way of life. They have discussed most of the basic needs that have been explored in previous classes. They have asked relevant questions based on their pen pal's story.	The student has written sentences that somewhat explain their way of life. They have discussed some of the basic needs that have been explored in previous classes. They have asked questions to their pen pal.	The student has written sentences that do not accurately explain their way of life and/or how their basic needs are met.
<b>Punctuation and Grammar</b>	There are no punctuation and grammar errors.	Student's writing has 1-2 punctuation and/or grammar errors.	Student's writing has 3-4 punctuation and/or grammar errors.	Student's writing has 5 or more punctuation and/or grammar errors.

# LESSON 9

## Global Communities Scrapbook

### Curriculum Correlations

#### Ontario Social Studies

Grade 2 Strand B People and Environments: Global Communities

- Overall Expectations B1, B2 and B3
- Specific Expectations B1.1, B2.2, B2.5, B2.6, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B3.8

#### Ontario Language Arts

Grade 2 Reading

- Overall Expectation 1, 2
- Specific Expectation 1.1, 1.3, 1.4

Grade 2 Writing

- Overall Expectations 1, 2, 3
- Specific Expectations 1.2, 1.3, 1.6, 2.6, 2.7, 2.8, 3.4, 3.5, 3.6, 3.7, 3.8

#### Common Core

RI.2.2, RI.2.5, RI.2.6

RI.3.1, RI.3.2

#### C3 Framework

D2.Geo.8.K-2

D2.Geo.10.K-2

### Materials

- *Learning About My Global Community Series*
- White board or chalk board
- Markers, pencils, pencil crayons, crayons
- Scissors
- Glue Sticks
- Different colored paper
- White paper
- Additional decoration materials (stickers, felt, tin foil, sandpaper, etc.)
- 3 Hole Punch
- Ribbon
- *Global Community Scrapbook Rubric*

### Setting the Stage

Revisit the basic needs that all people need to survive. Ask students about other aspects of daily life they learned in this unit. Write responses on the board.

Ask students how these needs and daily lives look the same and different around the world. Use question prompts such as:

- Do homes look the same where we live compared to homes in the Arctic?
- Are schools the same in every place?
- Do we grow the same foods in different places?
- Why do basic needs and daily lives change across different countries? (They change based on the country's location, physical features, cultural, and climate).

Tell students that they will create a class scrapbook about different countries and their basic needs. They can use the books from the *Learning About Our Global Community Series*, maps, images, and online resources to write about the location, climate, landforms, and basic needs across different locations.

Teacher can either co-create a success criteria or present the success criteria to the students. It is suggested to include the following success criteria:

1. Each chapter must clearly represent a chosen country.
2. Each chapter must include a minimum of 6 pages.
  - Page 1: Location and physical features of the country
  - Page 2: Homes
  - Page 3: Food
  - Page 4: Clothing
  - Page 5: School
  - Page 6: Transportation
3. Each page must include three to five sentences about the topic.
4. Each page must have a title, and must be written in your best printing.
5. Each page must have pictures and/or decorations that are relevant to the topic.
6. Optional: Each chapter can include an extra page about art, New Years, birthdays, toys and games, or sports if all other pages in the chapter are completed.

### Objectives

Students will:

- Create a class scrapbook about how global communities around the world meet their basic needs and live their daily lives.
- Keep scrapbook as a celebration of learning to culminate their understandings from the unit.

## Activity

Divide students into small groups. Group size is at discretion of teacher. Each group selects a country and creates a chapter in the scrapbook.

Have the groups divide the different sections for each chapter amongst their group. Each group member should be responsible for one page, to be assessed on. Remind students to put their name on the page(s) they work on. Each person in the group must contribute to their chapter in the scrapbook. The group will decide together how to design their pages.

The group members should edit the work to make sure it is their best work. Once they are done, each group will hand in their chapter to the teacher, who will bind all of the chapters together to create one global communities scrapbook.

## Extensions

Journal Entry: Students can write about why they selected their chosen country. Why is this place important to them?

Students can create an extra page about any of the other topics covered in the series including art, New Years, birthday, toys and games, and sports. This will allow them to further explore different traditions across different communities.

## Wrap-Up

The class will read the scrapbook together. Each student can choose to read a page to the class or the teacher can read the whole book to the class.

Discuss similarities and differences students notice across the different communities included in their scrapbook. The scrapbook should be kept in the classroom library for the students to read and remember all they have learned throughout the unit on global communities.

## Assessment

Assess students using the *Global Community Scrapbook Rubric*. The rubric is based on the success criteria that is predetermined within this rubric. If the success criteria is co-created as a class, then the rubric should reflect the criteria created by the class.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Global Community Scrapbook Rubric

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Overall Construction</b>	The overall construction of the page was extremely neat, detailed, an exceedingly well thought out.	The overall construction of the page was neat, detailed, and well thought out.	The overall construction of the page was somewhat neat and detailed. Some thought went into its construction.	The overall construction of the page needs more attention to detail and neatness. Little thought went into its construction.
<b>Sentence Structure and Connections</b>	Sentences are exceptionally written and are complete. They provide great detail and connect to the course concepts. Sentences flow smoothly together.	Sentences are well written and are complete. They provide good detail and connect to the course concepts. Sentences flow together.	Sentences are somewhat well written and the majority of them are complete. They are somewhat detailed and connect to some of the course concepts. Sentences somewhat flow together.	Sentences lack appropriate detail and seldom connect to course concepts. Sentence lack flow and the majority are not complete.
<b>Visuals</b>	Visuals provided were relevant and appropriate to topic and theme. They were neatly placed and/or hand drawn. They were placed in an interesting and visually appealing way.	Visuals provided were relevant and appropriate to the topic and theme. They were neatly placed and/or hand drawn.	Most of the visuals provided were relevant and appropriate to the topic and theme. They were somewhat placed neatly and/or hand drawn.	Most visuals provided were not relevant and/or appropriate to the topic and theme. More attention was needed to the placement and neatness of the pictures.
<b>Collaboration</b>	Students worked exceptionally well together as a group. All group members contributed equally.	Students worked well together as a group. All group members contributed.	Students had some difficulties working together as a group. All group members contributed .	Students had difficulties working together as a group. Not all students contributed to the project.