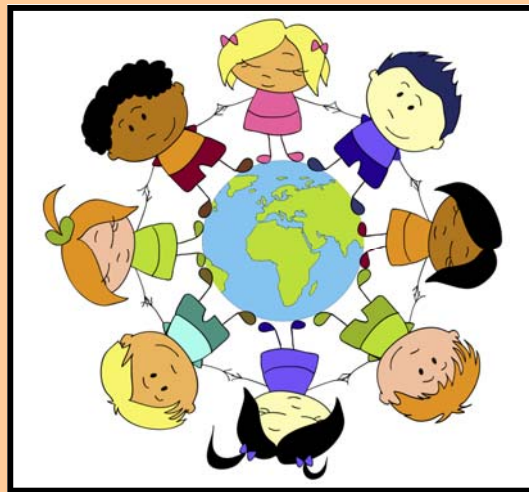




Primary Success Publications

Successful Social Studies Grade Two



By Jean Roberts

Practical and sequential lessons
to teach Social Studies



Primary Success Publications®

#305, 4965 Vista View Crescent
Nanaimo, BC
V9V 1S1

www.primarysuccesspublications.com

Successful Social Studies - Grade Two By **Jean Roberts**

Copyright © 2007 Primary Success Publications

All Rights Reserved

images © www.clipart.com and Shutterstock

Copies of student pages may be reproduced by the classroom teacher
for classroom use only.

Lesson Index

Part 1 - Our Friends, Our Classroom

Lesson 1 - The Classroom Rules.....	Page 9
Lesson 2 - We are responsible	12
Lesson 3 - We are responsible for our actions.	15
Lesson 4 - We have rights.....	18
Lesson 5 - Problem solving - Part 1.....	21
Lesson 6 - Problem Solving - Part 2.....	24
Lesson 7 - Mapping our classroom	27

Part 2 - Our School

Lesson 8 - The school rules	32
Lesson 9 - School rights and responsibilities...	35
Lesson 10 - Map of the school	38
Lesson 11 - Map symbols and the legend	40
Lesson 12 - Responsibilities of school people ..	42
Lesson 13 - Schools are different and alike	45
Lesson 14 - Schools change over time	48

Part 3 - Learning About Maps

Lesson 15 - Land features	53
Lesson 16 - Water features	56
Lesson 17 - Symbols and the legend	59
Lesson 18 - Cardinal directions	63
Lesson 19 - A map of an island	67

Part 4 - Our Neighbourhood

Lesson 20 - A map of our neighbourhood	73
Lesson 21 - Getting around the neighbourhood .	75
Lesson 22 - Land and water features	78
Lesson 23 - A model of our neighbourhood	79

Part 5 - Our Community

Lesson 24 - Map of our community	84
Lesson 25 - The physical features	87
Lesson 26 - The people in our community	90
Lesson 27 - People have needs and wants	93
Lesson 28 - Occupations in the community	96
Lesson 29 - Interdependence of people	99



Lesson 30 - Services in the community	102
Lesson 31 - Buildings and infrastructure	105
Lesson 32 - What is history?	108
Lesson 33 - Why is our community here?	112
Lesson 34 - The history of our community	115
Lesson 35 - Our community government	118
Lesson 36 - How can we contribute?	121
Lesson 37 - What should we know?	124

Part 6 - Other Communities

Lesson 38 - Communities are different	129
Lesson 39 - Communities are similar	132
Lesson 40 - Urban living	133
Lesson 41 - Rural living	136

Part 7 - Our Province and Country

Lesson 42 - Our country is Canada	141
Lesson 43 - The provinces of Canada	144
Lesson 44 - Learning the provinces	147
Lesson 45 - Our province	151
Lesson 46 - Our province - symbols	166
Lesson 47 - Our province - capital, government ..	168
Lesson 48 - A province project	171
Lesson 49 - Canada - diverse people	174
Lesson 50 - Land and water features of Canada	176
Lesson 51 - Canadian symbols	179
Lesson 52 - The Queen	184



Part 8 - Our World

Lesson 53 - Maps of the world	189
Lesson 54 - The continents	192
Lesson 55 - The oceans	195
Lesson 56 - The countries of the world	198
Lesson 57 - The interdependence of countries..	201

Part 9 - Our Culture

Lesson 58 - What makes you you?	204
Lesson 59 - First Nations	205
Lesson 60 - Canada as a multicultural society	206

Lesson 8: The school rules

Review: Review the classroom rules.

Discussion:

There are classroom rules and school rules. Do the students think they the same? Do the children know the school rules? What do they think the school rules should be? Make a list of what the students think the school rules are (or should be).

If possible, ask the principal to come into your classroom to discuss the school rules and how they should be followed. Are there consequences to the rules being broken? What happens if the rules are not followed?

Make sure the students can read the words in the school rules and understand the words clearly.

Put the school rules on a chart and discuss each. How do they apply to each student? How do they apply to **you**? Why are these rules good to have? How do the rules make the school a better or nicer place to be? What might happen if the school did not have rules?

Discuss safety. Some rules are there to help keep us safe. Think about ways that rules do this at your school. We have the right to be safe at school - one of our 'rights'!

Rules may require the students to have respect for the school, belongings and people in the school - both classmates and adults. Discuss the word 'respect' and any other words in the rules that the students may not completely understand. Discuss how good manners help us to follow the rules.

Exercise:

Print the school rules. Draw a picture of the principal talking to you.



Additional Ideas

Discuss problems that could arise. Are any of these happen because people are not following the school rules?

Take words that are in the school rules and teach a lesson to clarify the meanings. Respect, responsibility, etc., may need further explanation. Put each school rule into simpler language.

Illustrate each of the school rules.

Brainstorm other places and times where everyone has rules. There are rules for driving, for playing games, for spelling, for cleaning your desks and the classroom, for manners, etc.



Lesson 9: School rights and responsibilities

Review: Review the school rules.

Discussion:

The school rules may ask the children to be responsible for their behaviour, their work and their manners. Truthfulness, courtesy and consideration for others is part of this responsibility.

Ask the students what rights they should have at school. Brainstorm a list. Then bring the ideas into the following headings. They are similar to the classroom rights that were discussed previously:

- to learn
- to be safe
- to have personal space
- to be treated with respect

How do these compare with the school rules? If your classmates follow the school rules will that ensure that all of your rights are upheld?

We have rights, but we also have responsibilities at school. What are each of the students responsible for? Again, brainstorm a list. They are responsible for doing their best work, for following the school and classroom rules, for behaving appropriately, for playing safely, for keeping the school and the playground tidy, etc.

Review the word 'respect'. Everyone has a right to be treated with respect. Some students say or do things that are not respectful to their classmates. If you see specific problems in your class, do more and follow-up lessons on the problem solving steps. If you see any bullying, do the lesson on the following page.

Exercise:

Complete the sentence: At school I am responsible for _____ . Illustrate the sentence.

When the students are finished, discuss the concepts they used. These completed sheets can be put on a bulletin board.



Additional Ideas:

Students must feel safe at school. When might we not feel safe? Playground bullying can be discussed. What is bullying? It is physical violence and attacks, spoken name-calling and put-downs, threats, extortion or stealing, and can be exclusion from a peer group. The last is very prevalent with primary children, especially girls, and it should be understood that it is bullying, too.

How does it feel when someone bullies you? Why is it wrong? What should you do if you are being bullied? Often we feel frightened when this happens, and scared of 'tattling'. People who bully others are preventing their rights to feel safe and be treated with respect. If you feel that you are being bullied, it is not your fault! And there are things you can do about it.

Review the solving problems steps. Put the problem into words, think about the size of the problem, stop and think about ways of solving it and then try to solve it. If the problem makes you feel scared or unhappy, the problem is serious. If the problem cannot be solved easily, the first thing is to realize that the bully is infringing on your rights. You have the right to be safe and to be treated with respect, so telling the teacher or other adult what is happening is appropriate. Review the 'wrinkled heart' and how hurts stay with us forever.

Bullies are often strong people whom others follow. Why do some people follow a bully? Do you find it unpleasant when a classmate says or does something that hurts another? What can you do about it?

Sometimes children who bully have immature social skills, do not handle anger and frustration in acceptable ways, lack empathy for others, and fail to accept responsibility for their actions. Other bullies are more mature with strong leading personalities, but again, lack empathy and often fail to take responsibility. If you notice students in your class behaving in inappropriate ways, have classroom lessons that hopefully will open their eyes to the harm they do - and give the other students appropriate ways of responding. The Second Step and other programs teach this quite well.



Name _____

At school I am responsible for _____

_____.

Lesson 10: Map of the school

Review: Review the school rules.

Discussion:

If you have internet in your classroom and Google Earth installed, print in your school address and see the school from above. If you live in a city you will likely have a sharp picture - less sharp if you are in a rural area. The students will be fascinated with this if they haven't see it before and may want to see their homes and streets, too. This is a good way to bring in a discussion of a map. Look at the school from above and discuss the shape. Where would your classroom be?

Get a floor plan of the school and white-out or cut out any words or symbols, so the plan is simple and clear. Photocopy it for each of the students. Enlarge the plan by using the overhead projector and drawing the image.

Discuss the meaning of the word 'map'. Put up your large copy of the school plan. Discuss the idea of the 'bird's eye view'. Where is the main school door? Where is our classroom? Where are the bathrooms? The library? The gym? The Principal's office? Etc.

Have the students go on 'errands'! Have them walk their fingers on the big map from the classroom to the office, from the gym to the library, from the front door to the classroom, etc. You can make up stories of why these trips are necessary..... "The class was playing in the gym, and Katie had to go to the bathroom. Katie, show where you walked!"

Exercise:

Give the students their own map of the school. Have them colour a path to your specifications: for example, draw a red line from the front door to our classroom. Draw a blue line from our classroom to the gym, draw a dotted line from the office to the library, etc.



Additional Ideas

Using a fresh school map, colour the rooms to match a list you give..... for example, colour the office blue, our classroom green, the halls purple, etc.

Make an outline model of the school plan using lego or other blocks. Put in furniture - other blocks or scraps of paper the right shape. 'Walk' through the school using the fingers or small paper figures.

Print off the school shape from Google Earth. Mark off the classrooms and other areas.



Lesson 11: Understanding symbols and the legend

Review: Review the word 'map' and the 'bird's eye view'.

Discussion:

Begin with the bare map of the school again.

Can the students think of a simple picture or symbol for each important person/room? A book for the library, a computer screen for the lab, a phone or desk for the office - or an S for secretary, a P for principal, and classroom door numbers on the rooms or grade numbers, a ball for the gym, etc. Use the word 'symbol' for these. A symbol tells us something without using words. Discuss what would be a good symbol for that room of the school.

What if someone who was not familiar with the school looked at the map. Would they understand all the symbols? Some of them may not be clear. We should tell this person what the symbols mean.

Now write out the 'legend'. Use the word, telling the students that it sometimes means 'story', but on a map it means 'list' or 'table'..... the words have more than one meaning. Put the symbol and the words in a list: P = Principal's office - Mr. Jones the picture of the book = the library, Mrs. Smith..... etc.

How would the person use the legend? Practice referring to the legend and then to the part of the map with that symbol.

Exercise:

Give each student a bare map of the school and have them put on the symbols and then make a legend below.



Additional Ideas

There are many books in teachers' stores that have simple outline maps with legends. Do a number of different ones, practicing reading the legend and using the symbols.

Make a map of your bedroom or living room with shapes for the furniture. Put a symbol on each and make a legend to show what the symbols mean. Letters or numbers can be used as symbols, as well as pictures.

Print off the school and school yard from Google Earth and then draw a picture to match. Give copies of this drawing/map to the students and have them use symbols to label the map and a legend to explain the symbols.

SCHOOL



Lesson 12: The responsibilities of the people in the school

Review: Review the school map and the words 'symbol' and 'legend'.

Discussion:

This lesson may be stretched over several Social Studies periods.

Who are the people who work in the school? Brainstorm the people's names and the jobs they do. In larger schools you may want to keep this to the people the children interact with regularly.

Discuss ways we could find out about the work and responsibilities of the school secretary. The best way, of course, would be to ask her! What do the students think that she does? Write these down to compare with reality.....

What would the class ask the secretary about her job and the work she does and her responsibilities? What would they like to know? Write down on a chart the questions that could be asked. Ask if each is a good question that will give interesting information.

Make an appointment with the school secretary. Go as a class to the school office and let the students ask the questions. Have your digital camera and take a picture of the secretary at her desk. Back in the classroom compare and contrast the answers that the secretary gave with the list of things the students previously thought about her responsibilities. The picture and the responsibilities can be put up on a bulletin board or put on a page of a book of school personnel.

On other days, go through the same procedures for the Principal, the librarian, the computer teacher, the P.E. teacher, the custodian, etc.

Exercise:

Give each student the name of one of the staff members to write about (there will be several children doing the same staff member). Give them the sheet on the next page or another paper.

Have them print using the following frame:

This is (person's name). (He/She) is the (job title). (He/She) is responsible for _____. For example..... This is Mr. Smith. He is the P.E. teacher. He is responsible for teaching P.E. to all the classes. The games and exercises keep us fit.



Additional Ideas

Put the students in groups and give each group a staff member to interview. Discuss what you would like to find out about that person's responsibilities. Brainstorm good questions. Have the group write a list of good questions for that person.

The students do a short interview with the staff member and take a few digital pictures of him/her, and then come back to the classroom and together write a few sentences or a paragraph about that person.

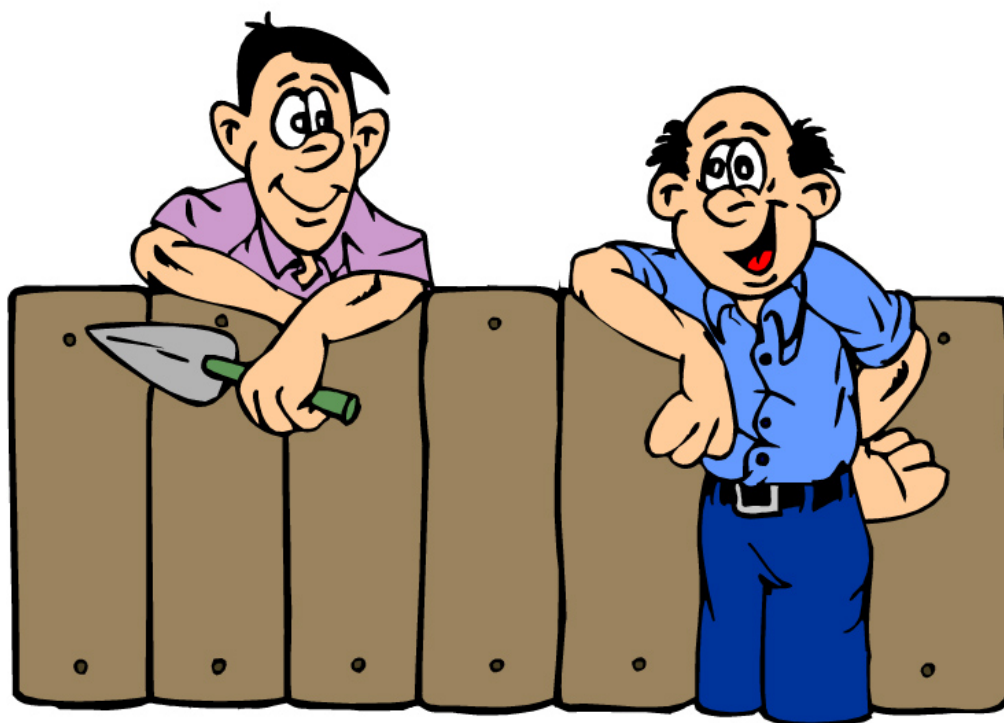
You can print out the best picture and this can be put with the writing to make a bulletin board display.

It is fun to do a pre-interview writing about what the students think the responsibilities or duties of a staff member are. The kids can come up with some funny and interesting ideas!

Draw each staff member and write a sentence about each.



Our Neighbourhood



Expected Outcomes for this unit:

Understanding the words 'neighbourhood' and 'neighbour'.

Working with a map of your local school neighbourhood.

Following directions using key words -north, south, east and west, and left and right.

Understanding the land and water features of your neighbourhood.

Building a model of the neighbourhood to approximate scale.



Lesson 20: A map of the neighbourhood

Review: Review land and water forms and the cardinal directions.

Discussion:

What is a 'neighbourhood'? Who are called neighbours? What might be considered the school neighbourhood?

Go to Google Earth and find the school. Discuss the playground from above and the neighbouring streets. Print off a picture of your school neighbourhood. (If the Google Earth pictures of your neighbourhood are not clear enough to use and you do not have an aerial photo, go to the next step.)

Now go to a mapping site:

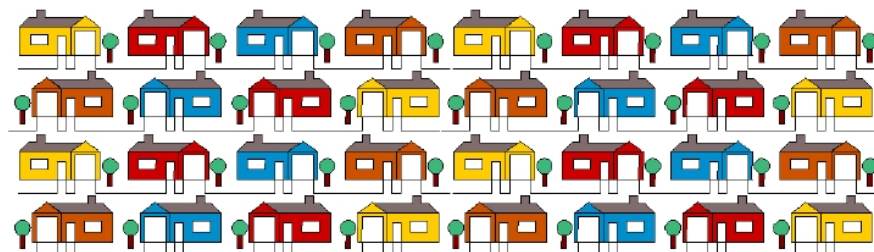
<http://maps.google.ca> and print in your town or city and then zoom in on the school area. Schools are not shown, but all the streets are. Bring it to the size you want and print off the street map and see how it compares to the Google Earth picture. Enlarge the map. You could also use a street map of your area and enlarge the map portion of the neighbourhood on the overhead projector. Draw in the school and the playground features.

Ask the students if they live on this map. What are the names of the streets near the school? Label them if they are not on already. Where are the houses of students who live close by? Make little house symbols and print the names on the homes. Are there other important buildings in the neighbourhood? You can include stores, playgrounds, libraries, parks, museums, etc., if they are in the immediate neighbourhood. You could add trees and cars, traffic lights and fire hydrants..... if you wish.

Put letters or symbols for the features you have shown. A flag or S for the school, a drawing of a house or a slide for a playground, Make a legend box beside the map.

Exercise:

Give the students a smaller copy of this neighbourhood street map and have them put on the street names, school, playground, houses, etc. You may want to do this all together rather than letting the students do it independently. It could also be done in small groups so the children can help each other. Keep the maps for Lesson 22.



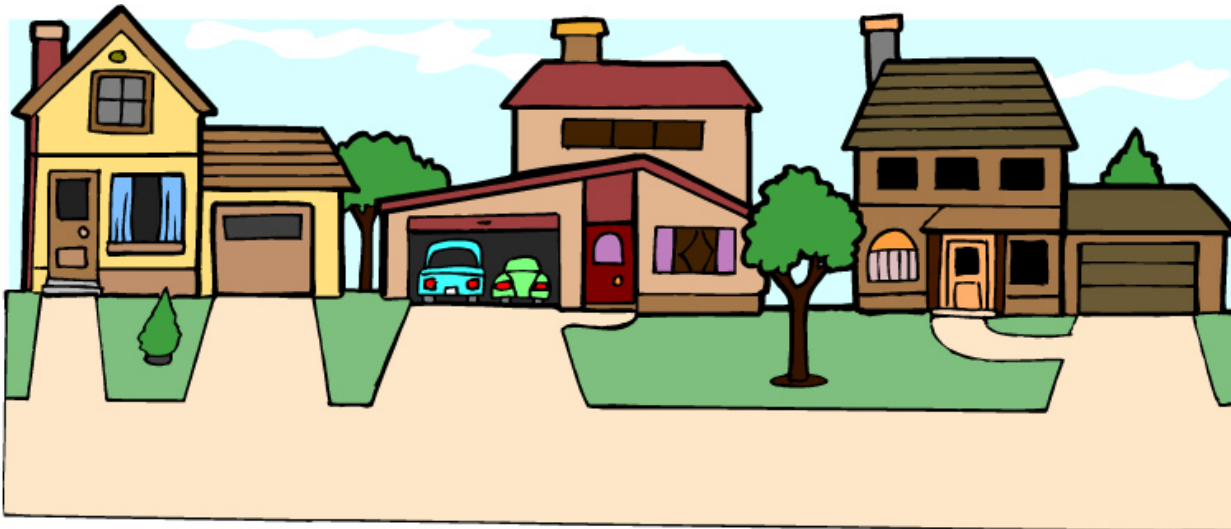
Additional Ideas

Brainstorm a list of all the features of the neighbourhood. Find the places on the map. Put little pictures or symbols where these features are.

Make a bulletin board sized map of the neighbourhood. Have the students draw and cut out houses, other buildings, trees, cars, stop signs, etc., and glue them on.

Write a story about your neighbourhood. Tell the main features and why you like to live here.

Talk about the people who live in the neighbourhood. These are our neighbours.



Lesson 21: Getting around the neighbourhood

Review: Review the map begun yesterday.

Discussion:

Continue using the map from the last lesson of the school neighbourhood. Ask the students where north is on the map, and the other directions, and put N, S, E and W on the map.

Practice using the map and the cardinal directions to go places. Say, for example, "You are at school. Tell us how you would get home." Use the directions to help.... "I walk west from the school to Jones road and turn north. I walk north 2 blocks to Peters Street and turn to the east. My house is second from the corner on the south side of the street." Make sure the students understand the word 'block'.

We can give directions this way, or we can say 'turn left' or 'turn right'. To do this we must imagine ourselves on the street walking forward to think of the turning direction. Some children will find this confusing, so this could be illustrated by using a cut-out figure (like a paper doll) facing along the street.

Do a number of these in two ways..... how do you get from your house to the school? and having the students explain the directions, and by following your directions to get to a mystery place.

Exercise:

Have the students write out directions from the school to a given point on your map of the neighbourhood. When they are finished, these can be followed in a group or with a partner. Who gets to the right place? Who gets lost?

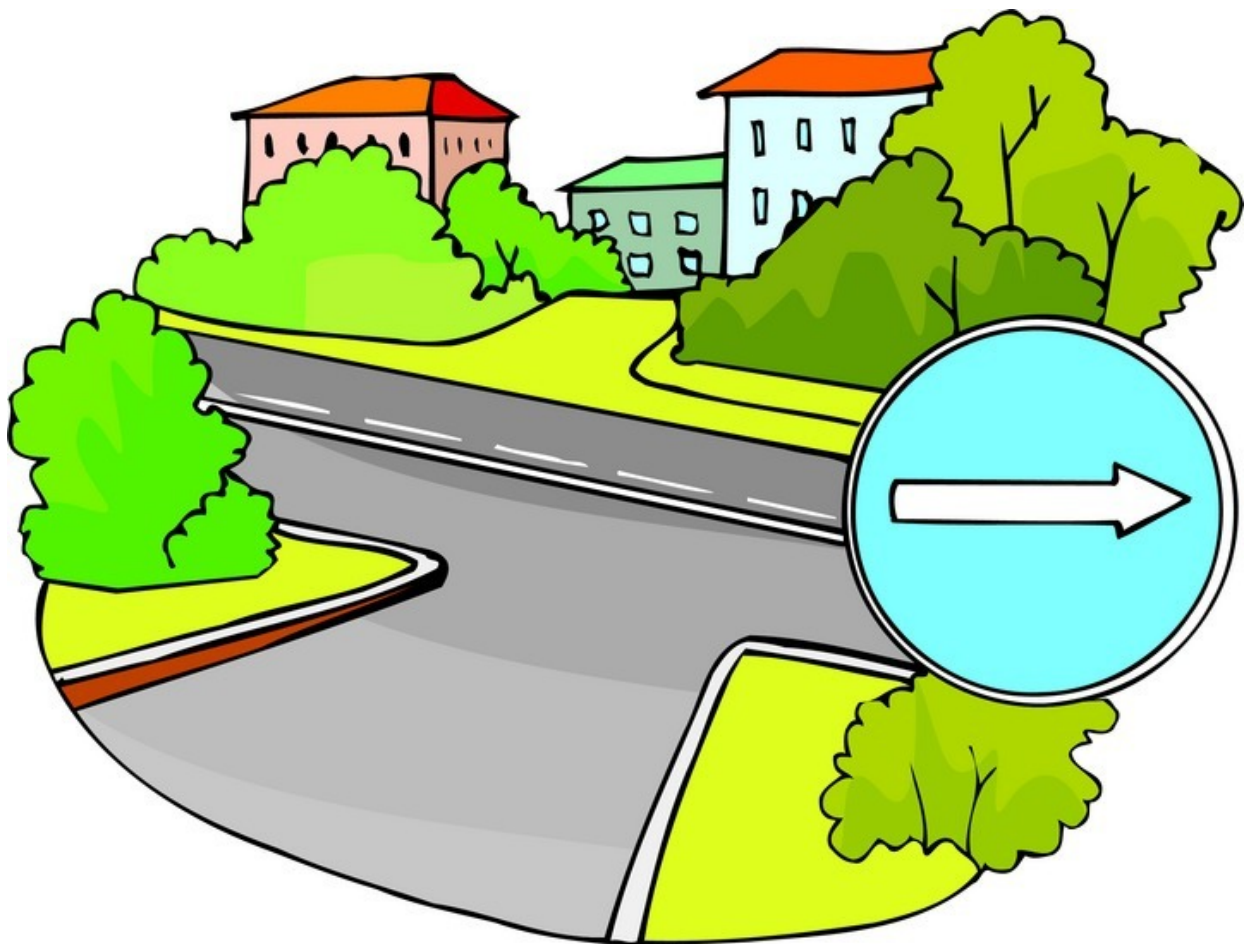


Additional Ideas

Write out how you get to school or go home from school. Tell someone how to get from their house to yours. Do this using the cardinal directions only, or right/left only - or both.

Have the students make a map of their street, putting on the houses and other features.

Play a game - imagine that you have hidden a treasure somewhere in the neighbourhood. Write out the directions and see how many students can find it.



Name _____

I don't know your neighbourhood. Please tell me how to get from
your school to _____.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 15 times.

Lesson 22: The land and water features of our neighbourhood

Review: Review the neighbourhood map.

Discussion:

Today we will look at the map of the neighbourhood from another viewpoint. Review the land and water features that were taught in previous lessons. What land and water features are in the school neighbourhood?

Begin with the simple street map and add the school again. What are the land features in this area? Is it flat, or does this neighbourhood have any hills or valleys? Are there any water features in this area? After you have discussed these, ask how these could be shown on a map.

Then open an atlas to a physical map of your province or other area. This will show where there are mountains - can the students tell you how these are shown? Height is shown in colours. The lowest is usually green, through yellow sometimes to browns or oranges. Discuss how the school neighbourhood map could be coloured to show height. Is part of the area higher than another?

What other way could we show some features? Mountains near the neighbourhood could be drawn in with symbols, as they are on the picture below.

Draw in water features on the neighbourhood map and discuss their colour - blue, of course.

Note: There may not be any land or water features in your neighbourhood! If there are none other than flat ground - discuss this briefly and talk about an area with features.

Exercise:

Colour the neighbourhood map to show water and land features. You may want to do this all together, talking about each step and making sure that all the students understand. Show how to colour the map with pencil crayons neatly.



Lesson 23: A model of our neighbourhood

Review: Review the land forms in the neighbourhood.

Discussion:

The model can take several forms. You could do it with a simple butcher paper base on a table or the floor, or on a piece of plywood so it can be moved. If on plywood you can build up the land forms with paper mache - this is fun, but a lot of work! - but can lead to interesting discussions of the terrain.

It would likely be best if you sketch in the streets and the school to approximate scale. You can print off the actual neighbourhood from Google Earth and use that as a guide, or put this onto the overhead projector and trace the important features to make sure the scale is correct. Then the students can make houses and other buildings, and the school in three-D. You can use the house pattern on the following page, making it larger or smaller on your photocopier to suit the model's scale. Copying them on tag will make the buildings more stable. The students can colour them, draw in doors and windows, cut them out and glue them together.

If you make a tree or a car and make it much bigger than the scale and then again much smaller - talk to the students to see if they can approximate how big things should be. A dog should not be the size of a house or a stop sign smaller than a dog. Discussing this with your silly objects will help them to make things in better sizes.

The stop sign and the tree have only been included to show how these can stand up - the tab at the bottom has a line in the center - cut on it and fold half forward and half back and glue to the model. This will keep them standing up. Colour both sides of the items.

Talk about the model of the house and how it works. Your students should be able to think of the four sides of a building and the tabs for gluing and make their own. Add cars, people, the school playground, street signs, stores, park playground equipment, etc.



