

TOPIC: Setting The Foundation

Materials Needed

- Infographics – Equator and the Environment; Hemispheres and the Poles
- Explorer Journals
- Equator, Hemispheres and Poles BLM
- What Am I? Activity

Vocabulary: compass rose, continent, climate, location, physical features, globe, map, country, population, hemisphere, poles, oceans, bodies of water

LESSON FIVE

Activating Prior Knowledge

- ◆ **Sample Teacher Talk:** Last time we talked about human needs and we know that clothing is a need. We wear different clothing in different types of weather. (Show the page with different clothing. Have students sort the clothing by seasons.) Depending on where people live in the world, the weather can be very different so then the clothing needs can be very different. We have an infographic today that explains why this happens.
- ◆ Read through the 2 infographics with the class.

During Lesson

- ◆ **Teacher Talk:** Today we are going to update our explorer's journal to show the equator, the hemispheres and the 2 poles. Show completed teacher example and BLM.
- ◆ Circulate to help as needed.
- ◆ As students complete the activity, individually or in partners/small group, have students investigate the What Am I? activity using their explorer journals.

Wrap Up

- ◆ Gather students together as a whole class to work through the What Am I? answers. Discuss some of the riddles that were generated by the students.
- ◆ Take this time to look at the I Wonder pages to see if students still have any unanswered questions. If yes, write them down on a class chart for future use.



Equator and the Environment

Northern Hemisphere

Background Information

The **Equator** is the point halfway between the **South Pole** and the **North Pole**.



Two Hemispheres

The **Equator** divides the earth into the **Northern Hemisphere** and **Southern Hemisphere**.

Southern Hemisphere

Seasons

Near the **equator** the seasons are not really that different. It is hot all the time. People who live there have a **dry season** and a **wet season**. There are some mountains near the equator too. The people who live in the mountains do not have the heat and rain of the other areas. The **mountain** areas have different climates. They can be **cool** and **dry**.



Photo credit: Valeriya Anufriyeva/Shutterstock.com



Which Countries?

The **equator** passes through **13 countries: Ecuador, Columbia, Brazil, Sao Tome & Principe, Gabon, Democratic Republic of the Congo, Uganda, Kenya, Somalia, Maldives, Indonesia and Kiriba.**



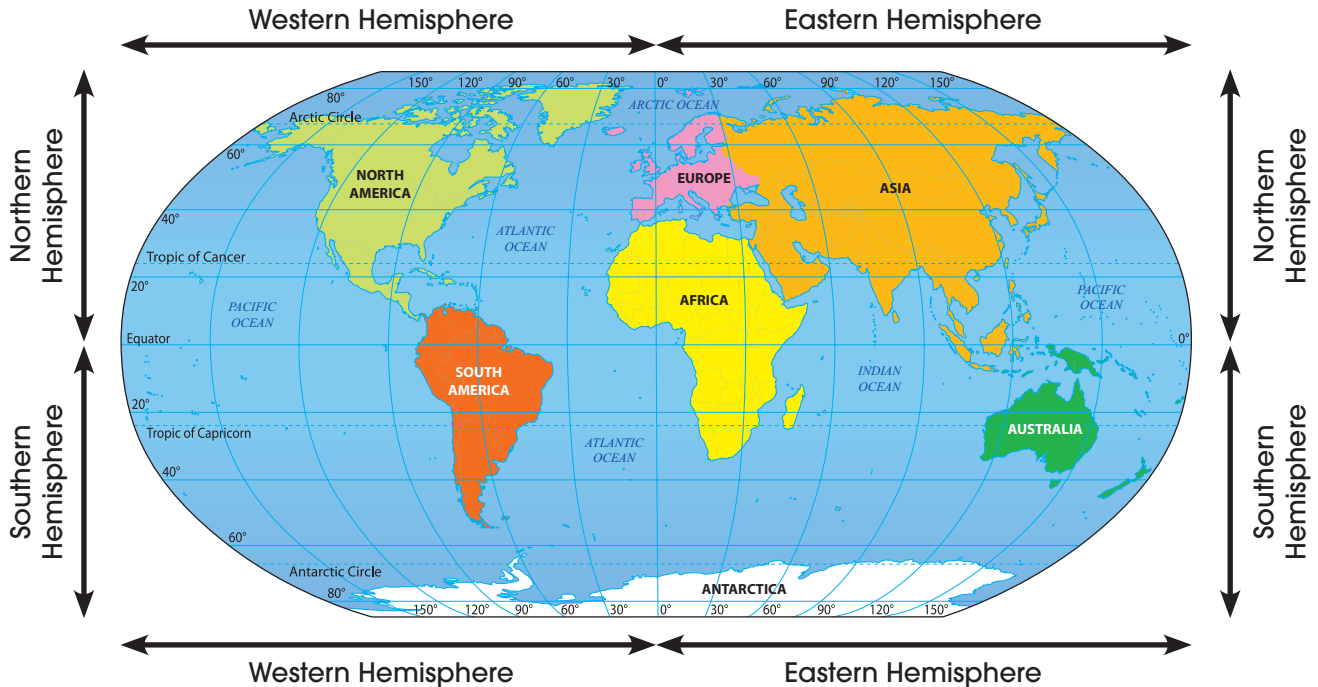
Hemispheres and the Poles

Western & Eastern

The earth is actually divided into **4 hemispheres**. The **prime meridian** divides the earth into the **Western** and **Eastern Hemispheres**.

Northern & Southern

The **equator** divides it into the **Northern** and **Southern Hemispheres**.



The North Pole

The **North Pole** is the most **Northern Point** on the earth. There isn't any land at the North Pole - it is covered in a thick layer of ice.

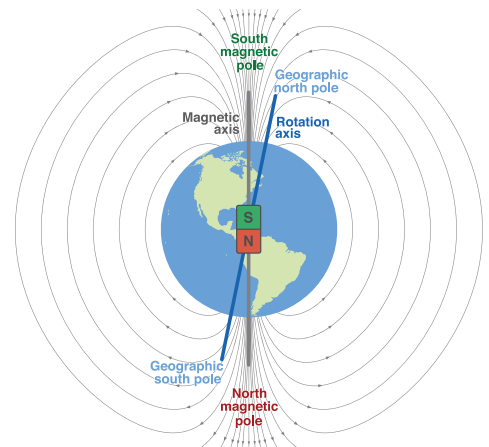
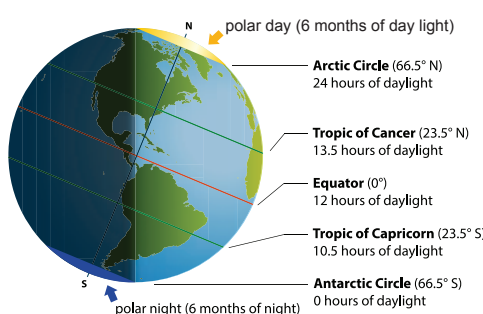
The South Pole

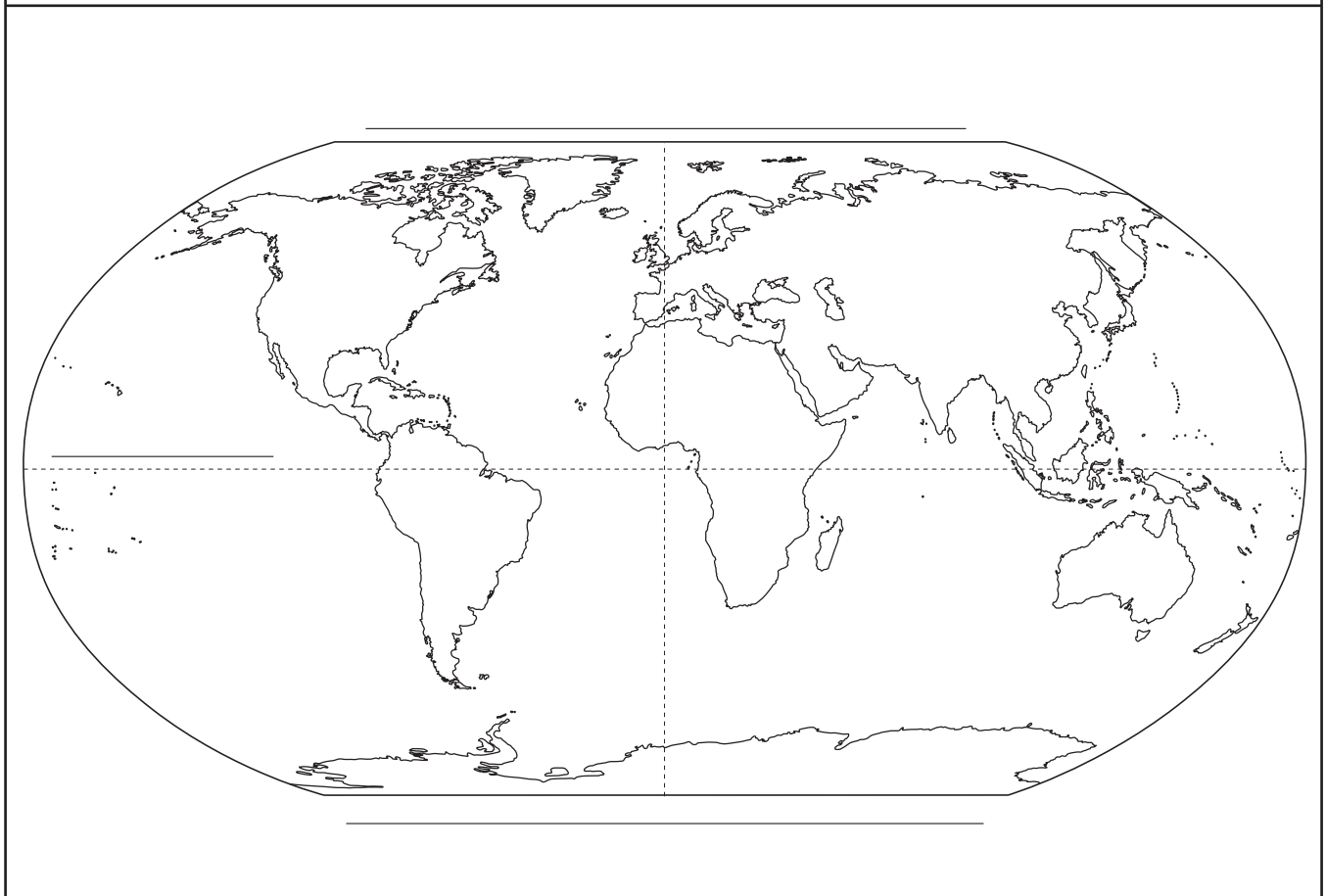
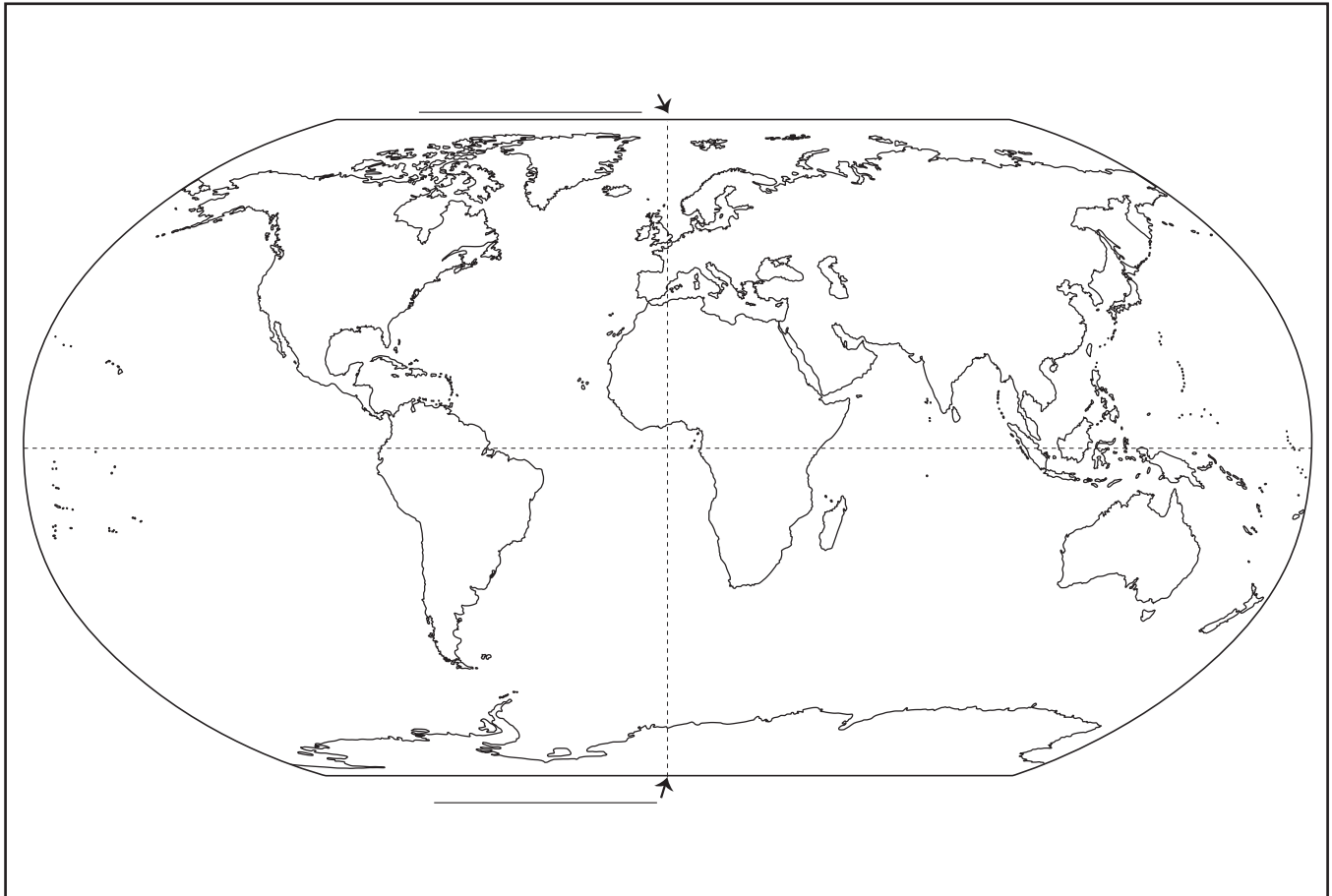
The **South Pole** is the most **Southern Point** on the earth. It is in **Antarctica**. The South Pole is colder than the North Pole.



A **Hemisphere** is half of a ball or a sphere.

summer solstice (June 21)





What Am I?

Use your explorer's journal and classroom displays to figure out the following clues.

I am the invisible line that runs around the circumference of the planet Earth. I am the _____.

I am one half of the Earth. I am a _____.

I am the rounded object that represents the Earth. I am a _____.

I am the coldest place on Earth. I am the _____.

Write your own What am I? riddle:



**Here's your
FREE
lesson!**



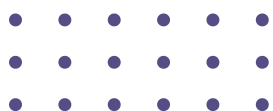
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Global Community
Heritage and Identity
Grade 2 Ontario Social Studies

In this resource, students will learn about Global Communities. The resource covers the overall expectations of the Ontario Social Studies curriculum. Lesson topics cover the continents, oceans and other bodies of water, countries, equators, the environment, and daily life around the world. This resource includes detailed lesson plans with vocabulary, teacher talk to get kids thinking and activate their prior knowledge, during the lesson teacher talking prompts and wrap up lesson dialog and ideas.

Section One: Setting the Foundation:

The first section of this resource is setting the foundational skills for student research. There is a heavy focus on the use of infographics during the Foundation Setting. These are designed to assist students in building the knowledge needed with the use of graphics and text that contains key information.

Becoming Explorers Lessons:

Lesson One: Explorer's Map Observations

Lesson Two: An Introduction to Global Communities & Global Communities

Lesson Three: The Continents

Lesson Four: Bodies of Water & Basic Human Needs

Lesson Five: Equator and the Environment; Hemispheres and the Poles

Extension Activities

A) Math:

- Number Sense - #1 Fractions and Percent and #2 Ordinal Numbers
- Measurement: Temperature
- Geometry and Spatial Sense: Data Management #1 Graphing

B) Language Arts Extensions

- Writing: Genre and Media Literacy Activities

C) Physical Education Extension

D) The Arts Extensions

- Visual Arts
- Drama
- Music

G) Science: Life Systems

Second Section: World Explorers

The second section focuses on the inquiry process. Some of the benefits of a student inquiry are that the students take ownership of their own learning which should increase engagement and interest. It also sets a solid basis for research skills for the future. This resource focuses on the big ideas in the Social Studies curriculum and has a mix of concrete and open-ended lessons so that the teacher has flexibility in planning. The inquiry process has been scaffolded for teachers and/or students new to the process. There are also extensions and cross-curricular activities included.

Six lessons covering these learning objectives:

- Compare selected communities from around the world, including their own community, in terms of the lifestyle in those communities.
- Describe some of the ways in which two or more communities have adapted to their location, climate and physical features.
- Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live.
- Gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of peoples in these communities.
- Interpret and analyze information to their investigations.
- Communicate the results of the inquiries using the appropriate vocabulary.

World Explorers Lessons:

Lesson One

Lesson Two

Lesson Three

Lesson Four

Lesson Five

Lesson Six

World Explorer Extensions Activities:

A) Math: Measurement and Data Management

B) Language Arts Extension Activities:

- Writing Genres
- Media Literacy

C) The Arts – Visual Arts

D) Physical Education

E) Multiple Intelligence Choice Chart Activities

Goals of this resource include:

- *Identify and locate various physical features around the world*
- *Demonstrate that there are a variety of countries, continents, physical features and bodies of water around the world*
- *Identify cardinal directions on a map and use these directions when locating selected communities, countries and/or continents*
- *Identify the location of selected countries around the world*
- *Identify continents, significant bodies of water, the equator, poles and hemispheres*
- *Identify basic human needs*
- *Compare selected communities from around the world, including their own community, in terms of the lifestyle in those communities*
- *Describe some of the ways in which two or more communities have adapted to their location, climate and physical features*
- *Formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live*
- *Gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of peoples in these communities*
- *Interpret and analyze information to their investigations*
- *Communicate the results of the inquiries using the appropriate vocabulary.*