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## **SPATIAL SKILLS/ACTIVITIES**

### **GRADE 2: PEOPLE AND ENVIRONMENTS:**

### **GLOBAL COMMUNITIES**

#### **ABSTRACT:**

Students will explore how different people have adapted to similar climates and physical features in similar ways.

#### **GUIDING QUESTION:**

The climate and physical features of a region affect how people in that region live.

- How do physical features and climate contribute to differences in the ways people around the globe live?

#### **SPATIAL SKILLS FOCUS:**

- Extracting information from images

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## **LEARNING GOALS**

- We are learning to identify repeating characteristics in how people live and react to their environment.
- We are learning to explain how people live in their environment around the world.

#### **CONCEPTS OF DISCIPLINARY THINKING:**

Cause and Consequence:

This concept requires students to determine the factors that affect or lead to something (e.g., events, situations, actions, interactions, etc.) as well as the resulting impact or effect of these factors. Students study the causes and consequences of various types of events, situations, and interactions in both the natural environment and human society.

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## **OVERALL EXPECTATIONS**

**B1** Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions.

## SPECIFIC EXPECTATIONS

**B1.2** Describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features (e.g., in Arctic Canada, where it is cold, people wear warm clothes made with fur and hide or insulated with down or fleece; in Hawaii some schools start early in the morning and end before it gets really hot in the afternoon)

**Sample Questions:** “Why don’t farmers in Ontario grow bananas or pineapples?”  
“How do people stay cool in very hot places like South Asia?”

**Student talk:** “It’s too cold to farm in the Arctic. Inuit people hunt seals and whales from ice. They sometimes travel by a dog sled or snow-mobile because you can’t drive a car on the ice.”

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## PRIOR TO THE SPATIAL SKILLS ACTIVITY

- Read a variety of books that illustrate what life is like in another part of the world (see resources list)
- Observe how people live by analyzing the natural environment and the responses to the environment. This will identify patterns. For example, how does a cold climate impact clothing? This discussion relates to cause and consequence
- Watch a short National Geographic video about climate and weather:  
[http://www.youtube.com/watch?v=zz\\_CRzclT-Q](http://www.youtube.com/watch?v=zz_CRzclT-Q)
- Select a few images of different countries from Fotopedia Heritage (free app) or the website <http://www.fotopedia.com/reporter/magazine> to examine, compare, and discuss. Record the important vocabulary that is generated to add to a social studies word wall

Alternative site: <http://travel.nationalgeographic.com/travel/country-pictures/>

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## SPATIAL SKILLS ACTIVITY

- Discuss the framing question: How do physical features and climate contribute to differences in the ways people around the globe live?
- Explore the concept of cause and consequence and how it helps us to think about the impact of environment on how we live.
- Consider creating a graphic organizer:

Feature or Climate (Interaction Cause) in one column arrow to next column impact on us – consequence, and a column that says how do we adapt i.e cold weather – we could freeze – so we wear warm clothes

[http://www.teacherfiles.com/downloads/graphic\\_organizers/Cause\\_and\\_Effect.pdf](http://www.teacherfiles.com/downloads/graphic_organizers/Cause_and_Effect.pdf)

- Use Living Earth app (World Time and Weather) or <http://www.theweathernetwork.com> to compare and contrast current temperatures in cities around the world:  
<http://www.metoffice.gov.uk/education/teachers/key-stage2/lessonplan-world>
- Students will match images and descriptions and temperature data to learn about the climate in a variety of holiday locations
- Discuss the images on National Geographic Education climate section:  
[http://education.nationalgeographic.com/education/encyclopedia/climate/?ar\\_a=1](http://education.nationalgeographic.com/education/encyclopedia/climate/?ar_a=1)
- How do the climate and the physical features of an area affect how people live? How is it similar or different from life in Canada? How have the people adapted based on the physical features of their regions? (e.g., farming in prairies, house design in the Mediterranean, cattle ranching in Argentina)
- During these inquiries begin to build vocabulary. Identify the focus of the interaction with the environment (mountains, rivers, climate) which leads to an effect or consequence <http://kids.nationalgeographic.com/kids/places/find/> to look at different countries and see where they are located on a map.
- What are some of the physical features that make countries and regions unique (mountains, located next to water, mountains)? Use <http://www.ifitweremyhome.com/index/CA> to compare different countries
- Using Smart Ideas or on chart paper, construct a Venn diagram to compare two countries learned about.
- Consider using PIXIE software: <http://www.tech4learning.com/pixie>

Are students able to describe a region using key vocabulary from previous lessons?

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## ASSESSMENT



[http://www.metoffice.gov.uk/media/pdf/4/q/metofficeeducation\\_ks2\\_world\\_activity\\_cards.pdf](http://www.metoffice.gov.uk/media/pdf/4/q/metofficeeducation_ks2_world_activity_cards.pdf)

Children work in groups with a set of photo cards, tourism cards and climate cards. They need to match each photo with the corresponding climate and tourist activity

[www.oessta-teachers.com](http://www.oessta-teachers.com)



card. Monitor their understanding of the countries, climates, and physical features of the regions they are learning about.

Monitor how students are able to describe a region using key vocabulary.



As part of the consolidation of learning, students may assess their own progress. It is suggested that teachers co-construct success criteria with the class to help the students respond to the following:

- How can I improve my work?
- What do I want to learn more about?
- What questions do I have?
- What information am I able to learn from looking at a photograph of a country?

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## ADDITIONAL RESOURCES

Living Earth (app) <http://www.livingearthapp.com/>  
SMART Ideas (software)

Books:

*For You are a Kenyan Child* by Kelly Cunnane ISBN # 068986194X

*Maps and Mapping: Where We Live* by Susan Hoe ISBN # 0836892020

*Duncan's Way* by Ian Wallace ISBN # 0888993889

*No Two Snowflakes* by Sheree Fitch ISBN # 1551432277

*Far From Away* by Robert Munsch ISBN # 1550373978

*One Hen* by Katie Smith Milway ISBN # 9781554530281

*Mama Do You Love Me?* by Barbara Joosse ISBN # 087701759X

*Papa Do You Love Me?* by Barbara Joosse ISBN # 018842657

Links:

[https://www.youtube.com/watch?v=zz\\_CRzclT-Q](https://www.youtube.com/watch?v=zz_CRzclT-Q)

This video explores climate and weather.

<http://www.ifitweremyhome.com/index/CA>

IfItWereMyHome.com is your gateway to understanding life outside your home.

<http://kids.nationalgeographic.com/kids/places/find/>

Use the search engine to explore different places around the world.