

*Ontario*

*hands-on*  
**social studies**  
*An Inquiry Approach*

**Grade 2**

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**Hands-On Social Studies for Ontario**

*Hands-On Social Studies for Ontario, Grade 2  
An Inquiry Approach*

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# **Introduction to *Hands-On Social Studies, Grade 2***

# Introduction to *Hands-On Social Studies*

## Program Introduction

The *Hands-On Social Studies* program focuses on developing students' knowledge, skills, and attitudes through active inquiry, problem solving, and decision making. Throughout all activities, students are encouraged to explore, investigate, and ask questions to heighten their own curiosity about, and understanding of, the world around them.

## What Is Social Studies?

Social studies is an interdisciplinary study that draws from such traditional disciplines as history, geography, political studies, economics, and law. It involves the examination of communities, both locally and globally. In essence, social studies allows students opportunities to learn about the world around them, helping them become active citizens. Social studies also involves the development of disciplinary thinking, as well as inquiry, communication, and spatial skills. Students apply these skills to develop an understanding of their world by investigating and analyzing different perspectives, which enables them to make decisions and solve problems in everyday life.

The foundational background for social studies includes citizenship, disciplinary thinking, inquiry process, big ideas, framing questions, and spatial skills.

## The Goals of Social Studies

The *Hands-On Social Studies* program has been designed to focus on the goals of the Ontario Social Studies Curriculum as identified by the Ontario Ministry of Education (2013). These goals are:

- to develop the ability to use the concepts of disciplinary thinking to investigate issues, events, and developments
- to develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgments
- to develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life
- to build collaborative and cooperative working relationships
- to use appropriate technology to help students gather and analyze information, solve problems, and communicate
- to develop the skills, strategies, and habits of mind required for effective inquiry and communication

## The Inquiry Approach to Social Studies

As students explore social studies concepts, they should be encouraged to ask questions to guide their own learning. The inquiry model is based on five components:

1. formulating questions
2. gathering and organizing information, evidence, or data
3. interpreting and analyzing information, evidence, or data
4. evaluating information, evidence, or data, and drawing conclusions
5. communicating findings

Using this model, the teacher becomes the facilitator of the learning process, and students initiate questions, gather information, evaluate findings, and communicate their learning. As such, the process focuses on students' self-reflections as they ask questions, discover answers, and communicate their understanding.

## ***Hands-On Social Studies*** **Concepts and Expectations**

The Ontario Social Studies curriculum for all grade levels is organized into two strands: “Heritage and Identity” and “People and Environments.” The overall expectations, related concepts of social studies thinking, and big ideas for each grade and strand can be found in a chart in the introduction to each unit of the ***Hands-On Social Studies*** program. This chart identifies the following components:

### **Overall Expectations**

The overall expectations describe the general knowledge and skills that students are expected to demonstrate at the end of the strand. These are presented in chart form in the introduction to each unit.

### **Concepts of Social Studies Thinking**

The six underlying concepts of all social studies learning are:

- 1. Understanding historical and spatial significance:** Students examine and identify the importance of something, whether it is an event, process, person, object, or location. The determination of significance is usually related to the impact on people or places.
- 2. Cause and consequence:** Students evaluate how events and interactions affect society and/or the environment.
- 3. Continuity and change:** Students compare and evaluate past and present events to determine how some things stay the same, while other things evolve or change over time.
- 4. Patterns and trends:** Students examine characteristics and traits of environments to identify patterns and, over time, to identify trends.

- 5. Interrelationships:** Students explore connections between natural and human systems.
- 6. Perspectives** (both historical and geographic): Students analyze and evaluate sources to identify whose perspectives are being represented, and to determine the importance of considering different perspectives when gathering information, data, and research.

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**NOTE:** The Ontario Elementary Social Studies Teachers Association (OESSTA) has developed success criteria for the concepts of social studies thinking, for all strands and units in grades 1 to 6. This document is a useful resource in supporting teachers as they infuse the concepts of social studies thinking into their classroom programs. The OESSTA success criteria are included as a chart at the beginning of each unit.

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### **Big Ideas**

Big ideas are the enduring understandings that students carry with them into the future. Big ideas are often transferable to other subjects and real-life experiences.

### **Specific Expectations**

Specific expectations for each strand are presented in chart format in the introduction to each unit. Alongside each specific expectation, corresponding lessons are identified.

### **Hands-On Social Studies Program Principles**

- Effective social studies programs involve hands-on inquiry, field studies, problem solving, and decision making.
- The development of students’ understanding of concepts of social studies thinking, skills, and attitudes form the foundation of the social studies program.

- Children have a natural curiosity about the world around them. This curiosity must be maintained, fostered, and enhanced through inquiry and active learning.
- Social studies activities must be meaningful, worthwhile, and connect to real-life experiences.
- Teachers should encourage students to ask questions and should themselves model inquiry by formulating and asking their own questions. The teacher’s major roles in the social studies program are to facilitate activities and to encourage thinking and reflection.
- Social studies should be taught in correlation with other school subjects. Themes and topics of study should integrate ideas and skills from several core areas whenever possible.
- The social studies program should encompass a wide range of educational resources, including nonfiction research material, primary source documents and photos, audio-visual resources, technology, as well as people and places in the local community (such as the local neighbourhood, historic sites, museums, Elders, witnesses to historic events).
- Assessment of student learning in social studies should be designed to focus on performance and understanding, and should be conducted through meaningful assessment techniques carried on throughout the units of study.

## Program Implementation

### Program Resources

The *Hands-On Social Studies* program is arranged in a format that makes it easy for teachers to plan and implement. Units are the selected topics of study for the grade level.

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 31 and 119), which complement those established in the Ontario Social Studies Curriculum document (2013). Units are organized as follows:

### Curriculum Correlations

Four charts are included in this section:

1. Unit Overview. This includes overall expectations, social studies concepts, and Big Ideas.
2. Curricular Expectations. This provides correlations between lessons and expectations.
3. Concepts of Social Studies Thinking: Success Criteria. This chart reflects the curriculum focus on concepts of social studies thinking and the application of success criteria for student learning.
4. Cross-Curricular Connections. This presents a synopsis of correlations between lessons in the unit and other subject areas, including Language Arts, Mathematics, Science, the Arts, and Physical Education/Health.

Teachers are encouraged to review these charts prior to beginning the unit, and to refer back to them throughout the teaching and learning process.

### Books for Students and Websites

The curriculum charts are followed by a list of student books and several annotated websites that relate to the unit topic.

### Introduction to the Unit

Each unit begins with an introduction to the topic of study. This introduction provides a general outline for the unit, brief background information for teachers, planning tips for teachers, and vocabulary related to the unit. It also suggests a culminating task for the end of the unit that the class will work toward.

## Lessons

The unit activities are organized into topics based on the specific expectations. Each lesson includes:

### Lesson Description

This section describes the lesson and its purpose, including Guided Inquiry Questions, Learning Goals, and the Concepts of Social Studies Thinking upon which the lesson focuses. The Learning Goals are an integral part of the assessment process. From these, students and teachers co-construct success criteria for the lessons, which students will use to monitor their learning.

### Information for Teachers

Some lessons provide teachers with content knowledge that focuses specifically on the topic of study. Such information is presented in a clear, concise format.

### Materials

A complete list of materials and resources required to conduct the activities is provided. The quantity of materials required will depend on how teachers conduct the activities. If students are working individually, teachers will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the identified items are for the teacher to use for display purposes or to make charts for recording students' ideas. In some cases, visual materials have been provided with the activity in the form of photographs, illustrations, maps, sample charts, and diagrams to assist the teacher in presenting ideas and questions and to encourage discussion. A black-and-white thumbnail reference is included in the appendix. Colour images of these thumbnails can be downloaded from the Portage & Main Press website (go to: <[www.portageandmainpress.com/product/HOSSBANKGR2/](http://www.portageandmainpress.com/product/HOSSBANKGR2/)>). Use the password \_\_\_\_\_ to access this free download.

**NOTE:** Image banks may be projected or printed for use in the lessons. Some activities require that students work with hard copy prints. Other images are intended for use in a slide show or displayed/projected for the whole class. Teachers can choose to use various options based on the availability of projectors, as well as on the needs of their students.

### Activating Prior Knowledge

This includes strategies to connect with prior knowledge and experiences related to the learning goals for the lesson, to establish a positive learning environment, and to set the context for learning. The strategies often involve questions that are a starting point, to be augmented by students' own questions and observations.

### Activity

Instructions are given step by step. This procedure includes higher-level questioning techniques and suggestions for encouraging discussion, inquiry, decision making, and problem solving. It also introduces new learning and provides opportunities to practise and apply learning.

Most lessons include activity sheets for students to use to communicate their learning. At the discretion of the teacher, the activity sheets may be completed by individual students, pairs of students, or small working groups. As an option, activity sheets can be projected and completed together as a class.

In some lessons, inquiry guides are provided. These are to be used to model the presentation of content for students, and to ensure the generation of inquiry questions on specific topics. As with activity sheets, inquiry guides can be completed by individual students, pairs of students, small working groups, or projected and completed together as a class.

### **Consolidate and Debrief**

Students are provided with ways to demonstrate what they have learned through consolidation and reflection. This process allows for synthesis and application of inquiry and new ideas.

### **Extending the Learning**

This section includes optional activities intended to extend, enrich, and reinforce the expectations.

### **Assessment Suggestions**

Throughout each lesson, assessment suggestions are provided. These assessment strategies focus specifically on the learning goals of the lesson. In the next section, on page 12, assessment is dealt with in detail. Keep in mind that the suggestions made in the lessons are merely ideas to consider – you may also refer to the other assessment strategies presented in the next section, or use your own techniques.

### **Accommodating Diverse Learners**

It is important to consider the unique learning styles and needs of each student in the social studies classroom. In order to ensure that all students meet with success, including students with special needs and English-language learners, accommodations should be made during activities and assessment. Please see the *Ontario Curriculum for Social Studies*, pages 37–43, for accommodation guidelines.

### **Classroom Environment**

The classroom environment is inclusive of the diverse backgrounds and learning needs of all students. The strengths students bring to school are identified, nurtured, and used to promote student achievement. Students are encouraged to ask questions, and different perspectives are appreciated.

The classroom environment must also foster the conditions that are required for inquiry and discussion. To promote inquiry in the classroom, consider doing the following:

- Foster an atmosphere that is non-threatening, so that all students are comfortable asking questions.
- Provide lots of opportunities for students to reflect on the questions and discuss their ideas with one another and the teacher.
- Model for students how to gather the information they need so they have an adequate foundation for discussion.
- Ensure questions are clear and vocabulary is appropriate to learners.
- Avoid dominating discussion.
- Provide equal opportunities for all learners to participate.
- Model good questions and questioning strategies.
- Guide students in discovering answers to questions.

The classroom setting is an important component of the learning process. An active environment – one that gently hums with the purposeful conversations and activities of students – indicates that meaningful learning is taking place. When studying a specific topic, the room should display related objects and materials: student work; pictures and posters, maps, graphs, and charts made during activities; and anchor charts of important concepts, procedures, skills, or strategies that are co-constructed with students. Visuals serve as a source of information and reinforce concepts and skills that have been stressed during social studies activities, and also serve to support those students who are visual learners. Charts outlining success criteria are also displayed in the classroom.

## Planning Units (Time Lines)

No two groups of students will cover topics and material at the same rate. Planning the duration of units is the responsibility of the teacher. In some cases, the activities described herein will not be completed during one block of time and will have to be carried over. In other cases, teachers may observe that the students are especially interested in one topic, and they may choose to expand upon it. The individual needs of students should be considered; there are no strict time lines involved in the *Hands-On Social Studies* program. It is important, however, to spend time on every unit in the program so that students focus on all of the curriculum expectations established for their grade level.

## Classroom Management

Inquiry is emphasized throughout this program; the manner in which these experiences are handled is up to the teacher. In some cases, teachers may have all students working with materials and resources individually; in other cases, teachers may choose to use small-group settings. Small groups encourage the development of learning skills and social skills, enable all students to be active in the learning process, and mean less cost in terms of materials and equipment. Again, classroom management is left up to the teacher – it is the teacher who, ultimately, determines how the students in his or her care function best in the learning environment.

## Social Studies Skills: Guidelines for Teachers

While involved in the *Hands-On Social Studies* program, students will use a variety of skills while asking questions, conducting inquiry, solving problems, and making decisions. The following provide some guidelines for teachers

when encouraging students' skill development in social studies.

## Communication

In social studies, one communicates by means of visuals, maps, diagrams, graphs, charts, models, symbols, as well as with written and spoken language. Communicating spatial and statistical information through visuals includes:

- examining and discussing visuals, and making inferences
- drawing pictures and labelled diagrams
- reading, interpreting, and annotating a variety of maps and globes
- making and labelling maps
- examining and discussing artifacts, and making inferences
- reading and interpreting data from tables and charts
- making tables and charts
- reading and interpreting data from graphs
- making graphs
- making models
- using oral and written language

## Visuals

Students should be given many opportunities to examine and discuss visuals related to topics of study. Visuals include illustrations, artwork, photographs, satellite images, aerial maps, and diagrams; in history, it will include primary documents and photographs (originals created during the time period being studied). Observation skills are developed by examining and analyzing such visuals. In turn, students should be encouraged to create their own visuals (e.g., drawings and diagrams) to communicate their understanding of concepts and ideas.

### Spatial Skills

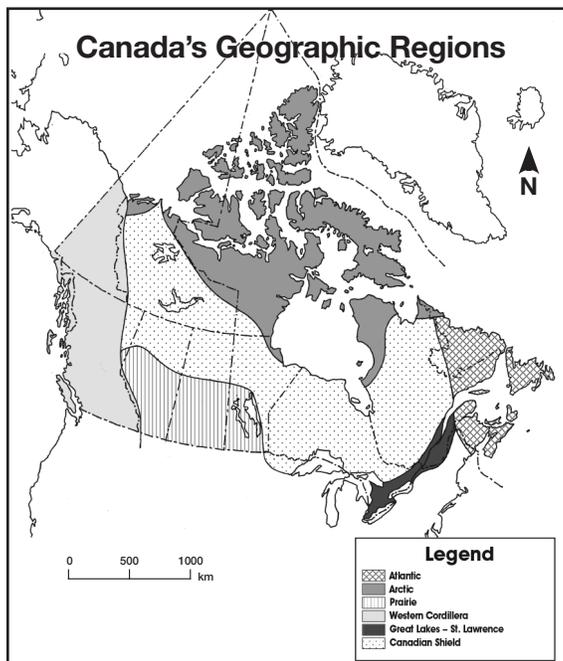
Spatial skills involve the use of maps, globes, graphs, and related language.

### Maps

When presenting maps or when students make their own maps as part of a specific activity, there are guidelines that should be followed. Maps should have an appropriate title that indicates specifically the information being presented. Maps may also have:

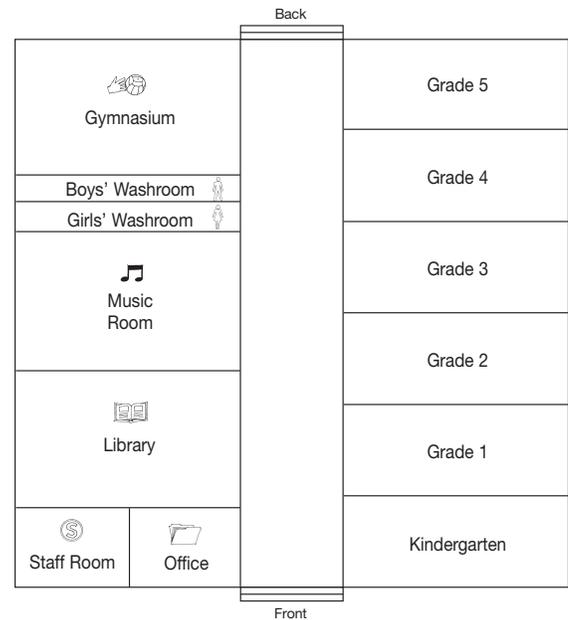
- a compass rose, which is used to identify directions
- a legend, which describes the symbols used on the map
- a scale, which communicates relative area and distance

As students progress through the grade levels, they should become proficient in reading maps and in producing maps that include the above-mentioned components, as in the following example:



In the early grade levels, students begin mapping their classroom, school, and local community.

### Nicole's School



Students progress to reading provincial/territorial maps, as well as maps of Canada and the world. To develop these skills of communication in social studies, students should be provided with opportunities to use, read, and construct a variety of maps.

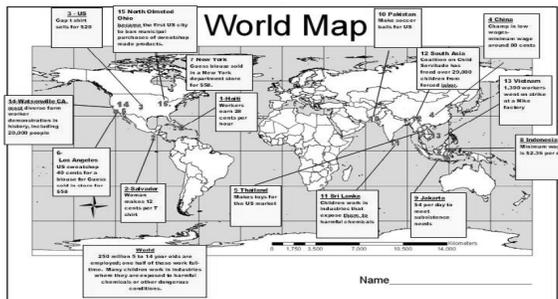
Mapping skills are best integrated within student inquiries, rather than as discrete topics. Students should be encouraged to ask simple geographic questions, such as the following:

- Why is that town there?
- How are landforms and waterways used?

Mapping activities should also include the use of geotechnologies. There are many digital websites that teachers and students can use to map and analyze communities and their characteristics (see Websites, pages 38 and 125).

### Spatial Journals

A spatial journal, which is used in geography, is a type of annotated map. It is useful as a teaching and learning strategy for connecting text to maps. It is a visual representation, or map, that includes information relevant to specific locations. In its simplest form, the development of a classroom spatial journal might involve attaching sticky notes – with inquiry questions and answers (or interesting anecdotes related to the topic of study) – to a wall map. Map locations are numbered and correspond to numbers on the notes. The notes and locations are also connected with lines (which could be made of string or wool), as in the example below:



Technology such as Google Earth or ArcGIS Explorer can also be used to create spatial journals.

**NOTE:** Spatial journals are especially useful when addressing concepts related to the People and Environments strand of the Ontario Social Studies curriculum. However, annotated maps are also useful when exploring the units in the Heritage and Identity strand.

### Charts

Charts require appropriate titles, and both columns and rows need specific headings. All of these titles and headings should be capitalized. A chart can be in the form of a checklist or can include room for additional written information and data. For example:

### Data Chart

Occupation Tools		
Name	Occupation	Tools
Mrs. Zimmerman	dentist	drill, mirror
Mr. Singh	carpenter	hammer, saw, level
Ms. Bautista	seamstress	sewing machine, needle, thread
Mr. Easey	fisher	boat, nets

### Checklist Chart

Ontario Communities		
Community	City	Town
Toronto	✓	
Kapuskasing		✓
Ottawa	✓	
Sioux Lookout		✓

### Tally Charts

Tally charts are commonly used in early grades to record data by counting groups of five. In the following example, the tally chart represents the results of a class survey about pets. As in other types of charts and graphs, a title is included, and rows and columns are labelled. The main words in titles are capitalized, and all headings in rows and columns are also capitalized.

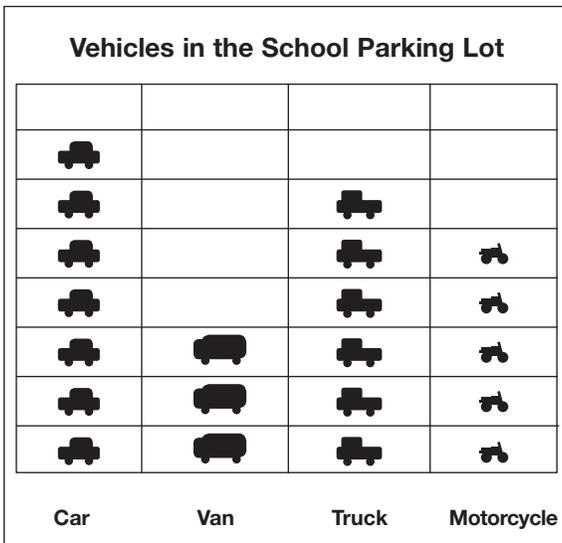
Family Pets		
Pets	Tally	Total
Dogs	### III	8
Birds	### II	7
Fish	IIII	4
Cats	### IIII	9
		28

### Graphs

There are guidelines that should be followed when presenting graphs or when students are constructing graphs.

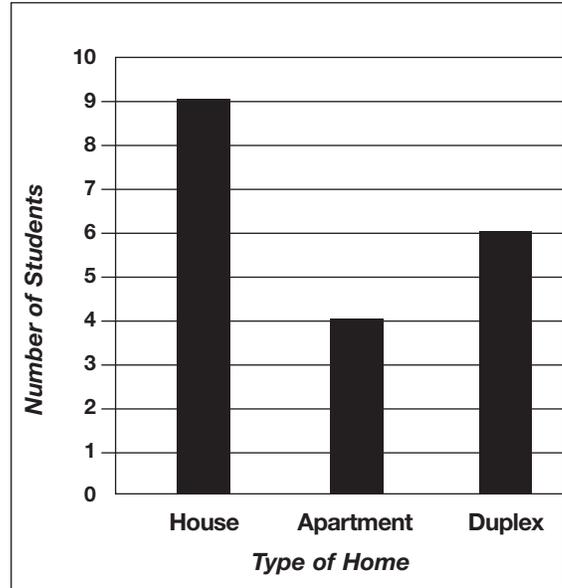
**Pictograph:** A *pictograph* is a common form of communication used in the early grades. A pictograph has a title on one axis that denotes the items being compared. There is, generally, no graduated scale or heading for the axis representing numerical value (see below).

Pictograph



**Bar Graph:** A *bar graph* is also a common form of communication used in the early grades. Bar graphs should always be titled so that the information communicated is easily understood. The title should be capitalized in the same manner as one would title a story. Both axes of the graph should also be titled and capitalized in the same way. In most cases, graduated markings are noted on one axis, and the objects or events being compared are noted on the other. On a bar graph, the bars must be separate, as each bar represents a distinct piece of data.

Bar Graph



### Models

When students are given the opportunity to construct models, they present their learning in a concrete manner. Modelling also serves as an excellent precursor to more abstract tasks. For example, when students build a concrete model of a community and look at the model from above, they better understand how maps are created to communicate physical locations.

### Vocabulary

Communicating involves using the language and terminology of social studies. This can be complex, because it often includes technical terms and words from many languages. Students should be encouraged to use the appropriate vocabulary related to the topics of study (e.g., *community, province, country, culture, tradition, origin, urban, and rural*). As well, teachers should use, and encourage students to use, vocabulary related to the inquiry model and spatial skills.

Vocabulary related to spatial skills includes the language of location. Descriptions of relative location use terms such as *near, far, close,*

*beside, above*; as well as cardinal directions (*north, east, south, west*); and intermediate directions (*northeast, northwest, southeast, southwest*), which are introduced in higher grade levels. Absolute location uses terminology that is not related to another location; for example, *latitude, longitude, address, and postal code* are examples of absolute location.

Students should use the vocabulary and terminology both orally and in written form, as appropriate to their developmental stages. Consider developing word walls and whole-class or individual glossaries whereby students can record the terms learned and define them in their own words. Glossaries can also include sketches, labelled diagrams, and examples.

### Geographic Definition

In defining geography, Charles Gritzner (2002, 38–40) notes that all geographic inquiry should begin with the question, “Where?” He suggests that geographers, and learners of geography, also investigate why they are where they are, or why events happen where they happen. And, because these events, features, and conditions have impact on humans, it is worthwhile to consider why they are important to us. Gritzner has condensed these ideas into a short but meaningful phrase: “What is where, why there, and why care?”

For teachers, the use of the geographic definition is valuable when exploring geographical issues, and can be considered when posing questions to students. For example:

- When exploring the local community, have students identify places of significance and discuss why specific places are located where they are (e.g., Why is the grocery store located where it is? How is the location of the store important to us?)

- When investigating provincial parks, discuss where they are located, why they are located in those places, and how humans impact the natural environment in those parks.

These kinds of inquiries generate thoughtful discussion related to geographical issues while fostering connections to students’ real-life experiences.

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**NOTE:** The geographic definition is directly connected to concepts in the People and Environments strand of the Ontario Social Studies Curriculum. As such, in the introduction to these units, specific details are provided to assist teachers and students in exploring the geographic definition as it relates to the unit of study.

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### Research

Research is to be done within an inquiry approach. Research involves the following:

- asking questions
- locating information from a variety of reliable sources
- organizing the information
- interpreting and analyzing information
- presenting findings

To enhance the learning experience, teachers should always provide a structure for the research that highlights student-generated questions, as well as a format to be followed. It is also essential that teachers review research resources (both print and online) to ensure that they are appropriate for student use. Suggestions for research guidelines are presented regularly throughout the **Hands-On Social Studies** program.

# ***Hands-On Social Studies*** **Assessment Plan**

## **The Hands-On Social Studies Assessment Plan**

The *Hands-On Social Studies* program provides a variety of assessment tools that enable teachers to build a comprehensive and authentic daily assessment plan for students. Based on current research about the value of quality classroom assessment (Davies 2011), suggestions are provided for authentic assessment, which includes assessment *for* learning, assessment *as* learning, and assessment *of* learning.

Ontario's policy on assessment is outlined in the document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (see <[www.edu.gov.on.ca/eng/policyfunding/success.html](http://www.edu.gov.on.ca/eng/policyfunding/success.html)>). The document outlines a fundamental shift in the roles of teachers and students in the learning process:

In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner,” providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

The primary purpose of assessment is to improve student learning. Assessment *for* learning provides students with descriptive feedback and coaching for improvement. Assessment *as* learning helps students self-assess by developing their capacity to set their own goals, monitor their own progress, determine their next steps in learning, and reflect on their learning. Assessment *of* learning is summative in nature and is intended to identify student progress in relation to learning expectations. The challenge for educators is to integrate assessment seamlessly with other learning goals. The Ontario assessment model uses the following process:

- **Establish learning goals from curriculum expectations:** Lessons include learning goals in student-friendly language that have been developed from curriculum expectations. These learning goals are to be shared with students and used to guide instruction.
- **Develop success criteria:** These descriptors are written in student-friendly language to help students understand what successful learning looks like. Criteria can be established by the teacher, using assessment task exemplars of student work, or by using the Achievement Chart from the Ontario Curriculum for Social Studies, grades 1 to 6 (page 16). Success criteria can also be determined in collaboration with students.
- **Provide descriptive feedback:** In conversation with students, identify what criteria they have and have not met, and provide any needed instruction. At this stage, teachers work with students to identify next steps to determine how students may improve. This may include differentiating instruction.

- **Use information for peer and self-assessment:** Students assess their own work and the work of others to determine what still needs to be done.
- **Establish individual goals:** Students determine what they need to learn next and how to get there.

The **Hands-On Social Studies** program provides assessment suggestions, rubrics, and templates for use during the teaching/learning process. These suggestions include tasks related to assessment for learning, assessment as learning, and assessment of learning.

### Assessment for Learning

It is important for teachers to assess students' understanding before, during, and after a social studies lesson. The information gathered helps teachers determine students' needs and then plan the next steps in instruction. Students may come into class with misconceptions about social studies concepts. By identifying what they already know, teachers can help students make connections and address any challenging issues.

To assess students as they work, use the assessment-for-learning suggestions provided with many of the activities.

When assessment *for* learning is suggested in a lesson, the following icon is used:



While observing and conversing with students, teachers may use the **Anecdotal Record** sheet and/or the **Individual Student Observations** sheet to record assessment-for-learning data.

- **Anecdotal Record:** To gain an authentic view of a student's progress, it is critical to record observations *during* social studies activities. The **Anecdotal Record** sheet,

presented on page 18, provides the teacher with a format for recording individual or group observations.

- **Individual Student Observations:** When teachers wish to focus more on individual students for a longer period of time, consider using the **Individual Student Observations** template, found on page 19. This template provides more space for comments and is especially useful during conferences, interviews, or individual student performance tasks.

Students should have a method to monitor this feedback from the teacher. Students may use the **Social Studies Journal** (a template for the journal is included with lesson 1), add notes to their portfolios, or keep online social studies blogs or journals to record successes, challenges, and next steps related to the learning goals.

### Assessment as Learning

It is important for students to reflect on their own learning in relation to social studies. For this purpose, teachers will find a **Student Self-Assessment** sheet on page 23, as well as a **Student Reflections** sheet on page 24. In addition, the **Social Studies Journal** will encourage students to reflect on their own learning.

**NOTE:** Depending on students' literacy levels, students may complete the assessment in various ways. For example, the sheets may be used as guides for oral conferences between teacher and student, or an adult may act as a scribe for the student, recording his or her responses. Alternatively, students may complete the sheets independently or with guidance and support as needed.

When assessment *as* learning is suggested in a lesson, the following icon is used:



# Sample Rubric

**Social Studies Activity:** Mapping the Local Community

**Social Studies Topic:** The Local Community

**Date:** January 28

- 4 - Surpasses provincial standard
- 3 - Meets provincial standard
- 2 - Approaches provincial standard
- 1 - Below provincial standard

Student	Criteria				Rubric Score /4
	Appropriate Title	Identifies Important Places	Clear Symbols	Descriptive Legend	
Jesse <small>Portage &amp; Main Press, 2014, Hands-On Social Studies, Grade 2, ISBN: 978-1-55379-512-4</small>	✓		✓	✓	3
Suon	✓	✓	✓	✓	4

SAMPLE

# Curricular Expectations

<b>Overall Expectation</b>	
<b>A1. Application</b> By the end of Grade 2, students will: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations.	
<b>Specific Expectations</b> By the end of Grade 2, students will:	<b>Lesson</b>
A1.1 compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions.	6, 7, 11, 12
A1.2 compare their family's structure and some of their traditions and celebrations with those of their peers' families.	5, 6, 7, 11, 12
A1.3 compare some of the past and present traditions and celebrations of different ethno-cultural groups in their local community, and identify some of the main reasons for the change.	3, 6, 7, 10, 11, 12
<b>Overall Expectation</b>	
<b>A2. Inquiry</b> By the end of Grade 2, students will: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong.	
<b>Specific Expectations</b> By the end of Grade 2, students will:	<b>Lesson</b>
A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong.	6, 7, 8, 10, 11, 12
A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them.	4, 6, 7, 8, 10, 11, 12
A2.3 analyze and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community.	1, 2, 8, 9, 11
A2.4 interpret and analyze information relevant to their investigations, using a variety of tools.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
A2.5 evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>Overall Expectation</b>	
<b>A3. Understanding Context</b> By the end of Grade 2, students will: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups.	
<b>Specific Expectations</b> By the end of Grade 2, students will:	<b>Lesson</b>
A3.1 identify and describe different types of families..	5
A3.2 identify some different groups in their community, and describe some of the ways in which they contribute to diversity in Canada.	3, 8, 9, 10
A3.3 identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map.	1, 2, 8, 9
A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada.	6, 8, 10, 11, 12



A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community.	4
A3.6 identify some ways in which heritage is passed on through various community celebrations and events.	3, 6, 7, 8, 9, 10, 11, 12
A3.7 identify some ways in which heritage is passed on through various family celebrations and practices.	3, 6, 7, 8, 10, 11, 12

# Concepts of Social Studies Thinking: Success Criteria

Significance	<ul style="list-style-type: none"> <li>■ I can identify different types of families.</li> <li>■ I can identify different groups in our community, and describe how they add to the diversity of Canada.</li> <li>■ I can show how a certain tradition can be celebrated differently by different groups of people (for example, birthdays, marriages).</li> </ul>
Cause and Consequence	<ul style="list-style-type: none"> <li>■ I can explain the reason for a tradition or celebration.</li> <li>■ I can demonstrate how traditions and celebrations can change between different groups and/or over time.</li> <li>■ I can use my understanding of traditions and celebrations to recognize characteristics and symbols connected to certain celebrations.</li> </ul>
Continuity and Change	<ul style="list-style-type: none"> <li>■ I can gather information to compare and contrast past and present traditions and celebrations.</li> <li>■ I can explain why a tradition or celebration has changed or stayed the same.</li> <li>■ I can determine what I think is the most important part of a tradition or celebration and how it has changed and/or stayed the same over time.</li> </ul>
Interrelationships	<ul style="list-style-type: none"> <li>■ I can identify the countries or regions of a variety of traditions and heritage and locate them on a map or globe.</li> <li>■ I can explain how different groups in our community pass their traditions on to future generations.</li> <li>■ I can determine how traditions and heritage can be important to certain groups.</li> </ul>
Perspective	<ul style="list-style-type: none"> <li>■ I can gather information about different celebrations.</li> <li>■ I can identify the traditions and celebrations that belong to different groups of people.</li> <li>■ I am able to compare and contrast my family's traditions and celebrations with those of their peers.</li> </ul>

Source: Ontario Elementary Social Studies Teachers Association

# Cross-Curricular Connections

Lesson	Lesson Name	Subject				
		Language Arts	Math	Science	Arts	Physical Education/ Health
1	Launching the Unit: What's in a Name?	x	x			
2	Investigating Countries of Origin	x	x	x		
3	What Is Culture?	x	x	x		x
4	Family Time Lines	x	x			
5	Family Diversity	x			x	
6	Family Traditions	x			x	
7	Changing Times	x				
8	Community Diversity	x			x	
9	Changes in My Community	x			x	x
10	Community Traditions and Celebrations	x			x	
11	Celebrations Over Time	x			x	x
12	Culminating Activity: A Class Celebration	x	x	x	x	x

# Curricular Expectations

<b>Overall Expectation</b>	
<p><b>B1. Application</b> By the end of Grade 2, students will: 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.</p>	
<b>Specific Expectations</b> By the end of Grade 2, students will:	<b>Lesson</b>
B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs.	4, 5, 6, 7, 8, 9, 11, 12, 13
B1.2 describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features.	3, 4, 5, 6, 7, 8, 9, 11, 12, 13
B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions.	8, 9, 10, 13
<b>Overall Expectation</b>	
<p><b>B2. Inquiry</b> By the end of Grade 2, students will: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live.</p>	
<b>Specific Expectations</b> By the end of Grade 2, students will:	<b>Lesson</b>
B2.1 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.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
B2.2 gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
B2.3 analyze and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13
B2.4 interpret and analyze information relevant to their investigations, using a variety of tools.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the ways of life of people in those communities.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

<b>Overall Expectation</b>	
<p><b>B3. Understanding Context</b> By the end of the Grade 2, students will: identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities.</p>	
<b>Specific Expectations</b> By the end of the Grade 2, students will:	<b>Lesson</b>
B3.1 demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways.	1, 2, 3, 4, 9, 13
B3.2 identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe; print, digital, or interactive maps; and/or a mapping program.	1, 2, 13
B3.3 identify cardinal directions on a map (i.e., N, S, E, W), and use these directions when locating selected communities, countries, and/or continents.	2, 13
B3.4 identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related.	1, 2, 3, 4, 13
B3.5 demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps.	1, 2, 3, 4, 13
B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs.	5, 6, 7, 8, 9, 11, 12, 13
B3.7 describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture.	8, 9, 10, 12, 13
B3.8 describe similarities and differences between their community and a community in a different region in the world.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

# Concepts of Social Studies Thinking: Success Criteria

Concept of Social Studies Thinking	Success Criteria
Significance	<ul style="list-style-type: none"> <li>■ I can use a tool (map, globe, etc.) to locate countries, continents, and bodies of water around the world and explain their importance.</li> <li>■ I can show how a person lives in a different community in different parts of the world.</li> <li>■ I can discuss how physical features affect the ways of life for people in select communities around the world.</li> </ul>
Cause and Consequence	<ul style="list-style-type: none"> <li>■ I can explain how people in different parts of the world have adapted to the location, climate, and physical features of their region to meet their needs.</li> <li>■ I can demonstrate the similarities and differences between the ways in which people around the world adapt to meet their needs.</li> <li>■ I can use my understanding of the needs of people and their environment to solve problems (e.g., a person in an arid region would not necessarily be a farmer).</li> </ul>
Patterns and Trends	<ul style="list-style-type: none"> <li>■ I can identify repeating characteristics in how people live and react to their environment.</li> <li>■ I understand patterns that exist in the natural and/or human environment and how they influence how people live in the different communities around the world.</li> </ul>
Interrelationships	<ul style="list-style-type: none"> <li>■ I can explain how people live in their environment around the world.</li> <li>■ I am able to identify relationships between where people live and how they live (e.g., if you live closer to the equator, your clothes would be different from clothing worn in Canada, different forms of transportation).</li> <li>■ I can determine how people living in their community can be helpful and/or harmful in relation to the natural and/or human environment.</li> </ul>

Source: Ontario Elementary Social Studies Teachers Association

# Cross-Curricular Connections

Lesson	Lesson Name	Subject				
		Language Arts	Math	Science	Arts	Physical Education/ Health
1	Launching the Unit: Our World	x			x	
2	Getting Around the World with Atlases, Maps, and Globes	x				
3	Exploring Cold and Hot Regions of the World	x	x	x		
4	Living in Different Climates	x	x	x		
5	Meeting Our Needs: Clothing	x			x	
6	Meeting Our Needs: Shelter	x		x		
7	Meeting Our Needs: Food	x		x		
8	Meeting Our Needs: Water	x	x	x		
9	Natural Environments and Ways of Life	x		x	x	
10	Plants and Animals Around the World	x		x	x	
11	Daily Life Around the World	x	x			
12	Inquiry Through Interview	x				
13	Culminating Activity: Our World's Fair	x	x	x	x	x

# Unit 2A

## **Changing Family and Community Traditions**

# Introduction to the Unit

In this unit, students will explore how they and their families are connected to the global community. Through this exploration, they will develop an understanding of how traditions, celebrations, and families change over time. They will also develop a sense of change and how it impacts their families, homes, communities, and the world around them. Students will be exposed to a variety of teaching and learning strategies to gather and assess information as it relates to various aspects of their heritage and culture.

In the culminating task, students will consolidate their learning by creating a component of a new classroom celebration. They will incorporate a variety of elements from the unit into their celebration as a way to demonstrate their learning and understanding of culture and heritage. Furthermore, in order to investigate how school traditions and celebrations change over time, students will use what they have learned throughout the unit to compare and contrast school celebrations of the past with those of today.

## Planning Tips for Teachers

Since this unit focuses on heritage and identity, teachers are encouraged to share their personal stories, traditions, and connections to the global community. It is also useful to include background material to refer to during lessons. Prior to teaching this unit:

- Write a letter to all students' families to explain the topics being covered. This will provide an opportunity for families to begin talking to their children about family heritage, traditions, celebrations, and countries of origin. Also, be sure to use this opportunity to invite and encourage family members to present to the class or share a tradition.

**NOTE:** Be sure to have the letter translated for families that do not speak or read English.

- Collect a variety of materials for use throughout the unit such as:
  - magazines and newspapers for pictures of global communities, heritage, culture, and traditions
  - reading materials, both fiction and nonfiction, at a range of reading levels. If possible, also allow time for students to peruse websites about various cultures and traditions.
  - historical maps and atlases. *The Historical Atlas of Canada* provides easy-to-understand maps about Canada's population growth and changing boundaries.
  - menus from a variety of local restaurants, especially those that reflect the community's cultural diversity
  - large wall map of the world
  - digital cameras
- Plan a community walk by preparing a simple map and route for students and an adult supervisor to follow.
- Arrange for guest speakers from the community to speak about the changes in the community over time. Suggested guest speakers include a parent, an Elder, an archivist, and a local historian.
- Check the link for any websites included in a lesson prior to the start of the lesson to ensure that they are still active.

## Vocabulary Related to this Unit

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: *holiday, tradition, culture, celebrations, generations, origin, history, global, community, local, movement, tally, graph, data, time line.*

Also, consider including vocabulary related to the social studies inquiry model. This includes vocabulary associated with:

- asking questions
- gathering and organizing information
- analyzing and interpreting information
- evaluating and drawing conclusions
- communicating learning
- taking action based on learning

The vocabulary of the inquiry process may include terminology such as: *ask, predict, observe, find, brainstorm, collect, create, develop, follow, identify, improve, estimate, measure, select, record, survey, tally, graph, compare, order, investigate, connect, describe, recognize, consider, explore, access, respond, explain, repeat, research, plan, gather information, organize information.*

As well, students should be encouraged to use vocabulary related to spatial skills such as: *bar graphs, pictograph, data, map, globe, atlas, elements of maps (e.g., title, symbols in a legend, direction, scale [non-standard], colour), country, location, climate, physical characteristic, region, continent, body of water, equator, poles, hemisphere, cardinal directions, north, south, east, west.*

Furthermore, as appropriate, teachers should use, and encourage students to use, language related to the concepts of social studies thinking such as: *cause, consequence, change, result, significance, importance, interrelationships, perspective, pattern, trend.*

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**NOTE:** A success criteria chart for the concepts of social studies thinking is included on page 33 to guide teachers in their focus of these concepts during this unit of study.

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Throughout the course of this unit, a glossary is referred to, where students are encouraged to record new terminology, along with definitions, examples, and illustrations (see Template A: Glossary on page 47) (A.1.3).

As well, a social studies word wall can be created on a bulletin board or a piece of poster paper. Record on the board or paper the vocabulary that is introduced throughout the unit, along with related visuals, examples, and definitions. Ensure that the word wall is placed in a location within the classroom where all students can see and access the vocabulary.

# 6 Family Traditions

The purpose of this lesson is to have students explore their own family traditions and the family traditions of their peers.

## Guided Inquiry Questions:

- What is a family tradition?
- What are the traditions celebrated by my family and my classmates' families?

## Learning Goal:

- We are learning about family traditions.

## Concepts of Social Studies Thinking:

- Perspective
- Cause and Consequence
- Continuity and Change
- Interrelationships
- Significance

## Information for Teachers

*Tradition* is defined as the handing down of statements, beliefs, legends, customs, and so on from generation to generation.

## Materials

- Image Bank: Family Traditions (See appendix, page 211. Print a full-page copy of each colour image.)
- chart paper
- markers
- index cards
- student dictionaries
- Activity Sheet: Family Traditions (A.6.1) (Also, make an enlarged version of the activity sheet or one that you can project.)
- projector (optional)
- large paper circles (about 1 metre in diameter) cut from mural paper
- glue stick
- metre sticks
- scissors
- pencils

## Activating Prior Knowledge

Display each photograph depicting family traditions from the Image Bank. As a class, discuss what each photo is about. Have students share their ideas and questions. Record these ideas and questions on chart paper. Ask:

- What do all of these photos show?
- What kinds of things does your family do that are similar to what is being shown in the photos?

As a class, brainstorm a list of family traditions. Record these on index cards.

Challenge students to determine ways to sort the cards, categorizing the traditions in various ways.

## **αFI** Assessment for Learning

Observe students' abilities to examine and discuss the photos, and to share family traditions with the class.

## Activity: Part One

On chart paper, record the term *tradition*. Ask:

- What do you think this word means?

Have students share their ideas, check student dictionaries, and co-construct a class definition for the term. Record this definition on chart paper, along with examples, and display it in the classroom as an anchor chart for the unit.

Display an enlarged or projected version of Activity Sheet: Family Traditions (A.6.1). Use this version to model some of the traditions in your own family. Include traditions such as:

- family sayings
- family beliefs
- family foods
- family celebrations
- family stories/legends
- family customs

## 6

Onto each piece of the circle, record, in larger or capital letters, the title of a different category of family traditions (e.g., “Sayings” or “Foods”). Then, record, in smaller letters, any details specific to your own family traditions (e.g., “Waste not, want not,” or “We don’t eat any fish or shellfish when my dad is around, because he is very allergic.”) After modelling this process, ask:

- What other categories could be presented on the circle chart?

Record students’ responses on chart paper. Encourage students to share their own family traditions under each category shown on the modelled chart, as well as any new categories they suggest. For example:

- On our birthdays, we always have a family party.
- We have a family reunion picnic every May long weekend.
- Every Sunday, we eat dinner at Baba’s house with all of our aunts, uncles, and cousins.
- We make special *hamantaschen* cookies on Purim.
- Every year, our family makes potato pancakes on Good Friday.
- On Chinese New Year, we hang red money.
- We wear costumes on Halloween and go trick-or-treating.

Give students plenty of time to share their personal family traditions with the class. Record these on chart paper.

### Activity: Part Two

Give each student a copy of Activity Sheet: Family Traditions (A.6.1). Have students take the sheet home and with their family members discuss, share, and record family traditions. Encourage students to collect photos or images to represent each tradition.

### Activity Sheet

Directions to students:

Ask family members about some of your family traditions. Record one tradition in each section of the circle chart. Find a photograph or image for each tradition (A.6.1).

### Activity: Part Three

Once students have completed the activity sheet, provide each student with a large paper circle cut from mural paper. Also, provide pencils, metre sticks, markers, scissors, and glue. Have students recreate their activity sheets onto the paper circles.

**NOTE:** Guide students in finding the centre of the circle, and then dividing the circle into sections to record their traditions.

Have students record each tradition and attach a corresponding photo or image to represent each one. Students may also draw illustrations if photos or images are not accessible.

### Assessment for Learning

Observe students as they discuss traditions and record their family traditions. Focus on their abilities to identify and describe details of family traditions.

### Activity: Part Four

Bring students together to share their work. Provide each student with an opportunity to display and discuss his or her family tradition circle chart. As a class, discuss similarities and differences in family traditions. Encourage students to ask questions of their peers in order to expand their knowledge of traditions within their classroom, school, and local community.

# 6

## Consolidate and Debrief

As a class, select three different family traditions, and discuss how they are similar to and different from one another. Encourage students to interpret and draw conclusions about why these traditions are significant.

### **aAI** Assessment as Learning

Have students work in pairs to reflect on and share what they learned about their own family traditions, as well as what they learned about their partner's family traditions.

## Extending the Learning

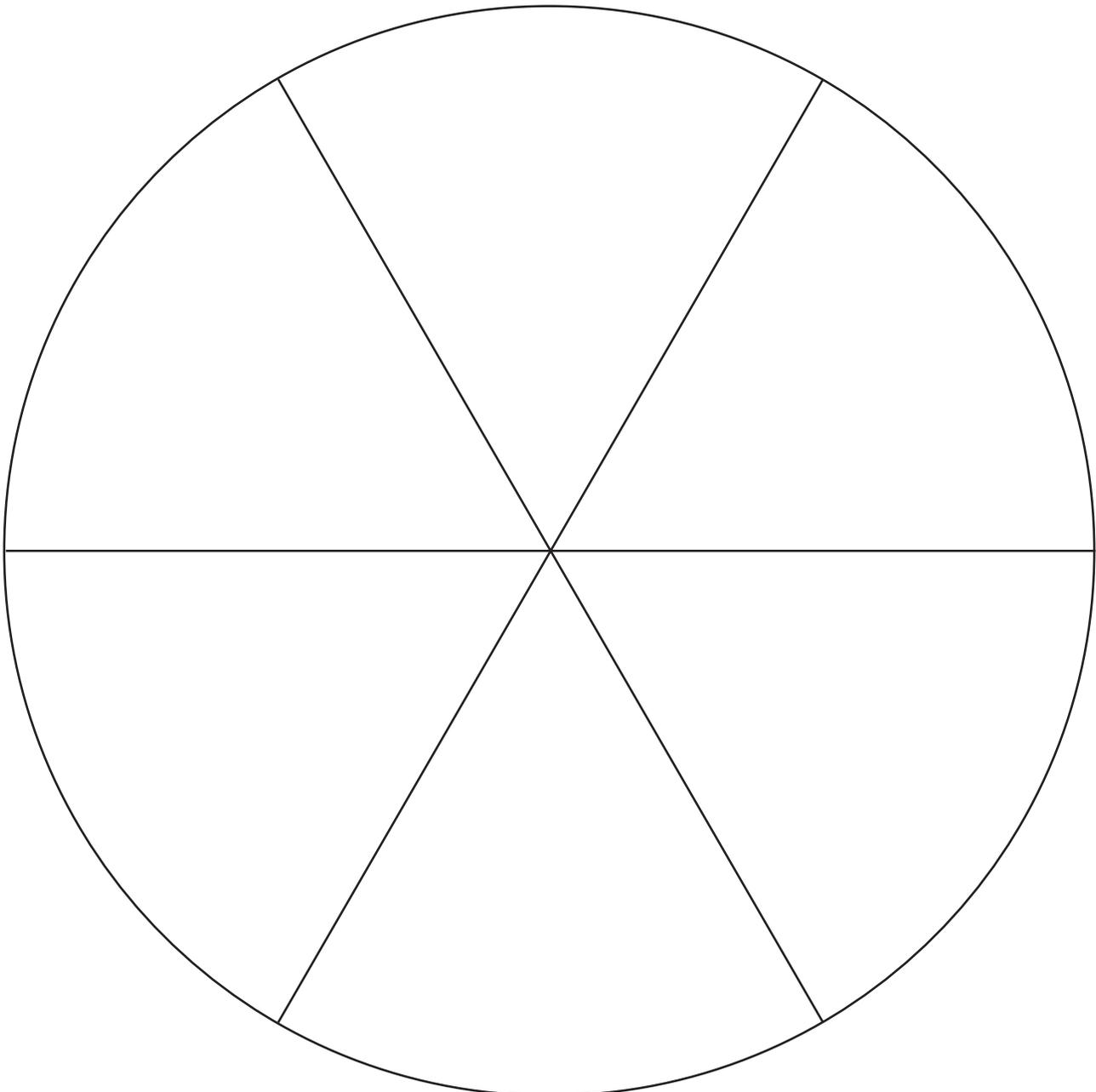
- Add new and important vocabulary from the lesson to the social studies word wall, along with related visuals and examples.
- Have students use their personal glossaries to record, illustrate, and provide examples of new and important terminology from the lesson.
- Have students use their social studies journals to record their activities, ideas, conceptual understandings, learning goals, and ongoing questions.
- Add to the class annotated map as new locations and related ideas are explored.
- Have students invite family members to share traditions with the class. This might include cooking a special dish, learning a dance, or making a craft.

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

Name(s): \_\_\_\_\_

# Family Traditions

**Traditions** include family sayings, beliefs, foods, celebrations, stories, legends, and customs. What are some of your family's traditions?



# Appendix: Image Banks

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Images in this appendix are for image bank photos referenced in the lessons. Corresponding full-page, high-resolution images can be printed or projected for the related lessons, and are found on the Portage & Main Press website at: <[www.portageandmainpress.com/product/HOSSBANKGR2/](http://www.portageandmainpress.com/product/HOSSBANKGR2/)>. Use the password **OURWORLD2** to access the download for free. This link and password can also be used to access the reproducibles for this book.

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3. Select Add to Cart.
4. Select View Cart.
5. Select Proceed to Checkout. No coupon code is required.
6. Enter your billing information or log in to your existing account using the prompt at the top of the page.
7. Select Place Order.
8. Under Order Details, click the link for your download.
9. Save the file to the desired location on your computer.

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**NOTE:** This is a large file. Download times will vary due to your internet speeds.

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## Lesson 6: Family Traditions

### Family Traditions



1. Birthday celebration



2. Baptism ceremony



3. Powwow



4. Bar Mitzvah



5. Graduation ceremony



6. Wedding traditions



7. Decorating Christmas tree



8. Celebrating Chinese New Year



9. Eid al Fitr feast at end of Ramadan



10. Decorating Ukrainian Easter eggs

**Photo Credits:**

1-10 - iStock

## About the Contributors

**Jennifer Lawson, PhD**, is the originator and senior author of the Hands-On series in all subject areas. Jennifer is a former classroom teacher, resource/special education teacher, consultant, and principal. She continues to develop new Hands-On projects, and also serves as a school trustee for the St. James-Assiniboia School Division in Winnipeg, Manitoba.

**Byron Stevenson** is an elementary school teacher in Toronto with a variety of teaching qualifications and classroom experiences. He has taught from grade 4 to grade 8. As Instructional Leader for Toronto District School Board, he supports teachers as they integrate inquiry, concepts of disciplinary thinking, and current assessment and evaluation strategies into their programs.

**Lorraine Bailey** is an elementary teacher with the Toronto District School Board. She has spent most of her teaching career at the junior intermediate level, teaching mostly the core subjects. She also has experience working with primary students and has written two integrated units for the TDSB with a focus on heritage and culture.

**Karen Michael**, B. Ed., is an elementary classroom teacher in Brantford, Ontario. All of her teaching experience has been with Grades 2 and 3 students. She has been a reading specialist and has a background in humanities. Karen worked in a variety of other professions before teaching and brings a wealth of authentic experience to her classrooms. She is firmly committed to learning through inquiry and strongly promotes learning as fun in her classes.

**Denise MacRae**, BHEc, EdCert, is a former primary school teacher who taught nursery to grade 3 for 29 years in the inner city of Winnipeg. She currently works as a faculty advisor for the University of Manitoba. She lives in Winnipeg, Manitoba.