

hands-on
**social
studies**

Grade 2

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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 in order 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, and economics. It involves the examination of communities, both locally and globally. In essence, social studies helps students learn about the world around them.

Social studies also involves the development of concepts as well as skills of inquiry and communication. Students apply these skills to develop an understanding of their world and to enable them to make decisions and solve problems in everyday life.

Topics of Study in the *Hands-On Social Studies* Program

The *Hands-On Social Studies* program has been designed with units and topics of study common to those taught in early years classrooms. The outcomes of the *Western/Northern Canadian Protocol's Common Curriculum Framework (2002)* have been considered in the establishment of units. In addition, several current provincial social studies curriculum documents have been consulted in the program's development. Efforts have been made to ensure that students are exposed to the core concepts, skills, values, and attitudes of an exemplary social studies program. The units, or grade level topics of study, are as follows:

Grade One

1. I Belong in My World
2. My Community
3. Connecting With Others: Citizenship

Grade Two

1. Our Local Community
2. Communities in Canada
3. The Canadian Community

Grade Three

1. Connecting With Canadians
2. Exploring My World
3. Communities of the World
4. Exploring an Ancient Community

Grade Four

1. Geography of Canada
2. Living in Canada
3. Life in Canada's North



Unit 1

Our Local Community

Introduction

This unit on the local community gives students an opportunity to explore their own community. They will identify and describe key characteristics of their community. They will become aware of the natural environment and the ways in which it supports daily life. Students will have an opportunity to explore both their own cultural heritage and that of their community. Through interviews, students will also explore and value their connections to the past. As community members, they will examine their responsibilities and rights. Students will also study the roles of leaders in their communities, while developing their own leadership skills.

Social Studies Vocabulary

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: *country, province, territory, community, urban, rural, city, town, village, reserve, goods, services, natural environment, natural resources, cardinal directions, north, south, east, west, legend, culture, cultural groups, cultural origins, time line, ancestor, elder, respect, mayor (reeve, chief), responsibility, and rights.*

14

Rights, Responsibilities, and Rules

Materials

- index cards
- markers
- pocket chart
- chart paper

Activity: Part One

Begin by reviewing the rules in your own classroom. If you have the rules posted, refer to this list. Otherwise, record the rules on chart paper. Ask:

- Why do you think we need rules?
- What would happen if we had no rules?
- Do you think the rules are similar in other classrooms?
- How could we find out what the rules are in other classrooms?

Have students decide how they will find out what the rules are in other classrooms (e.g., make a verbal request, write a letter, ask the teachers, go in and copy posted rules). Provide opportunities for the students to obtain the rules from other classrooms.

Once the rules have been obtained from all classrooms, copy them onto index cards. As a class, review and sort the rules. As rules are sorted, place them in groups in the pocket chart. For example, the following rules might be grouped together because they help keep the students safe:

- Solve problems peacefully.
- Keep your hands to yourself.
- Do not run in the classroom or hallways.
- Behave in a safe manner.

Sort all of the rules and, as a class, determine a heading or label for each group of rules. For example:

Safety
Noise Level
Learning
Respect for Property
Respect for Feelings
Punctuality

Ask students:

- Why do you think these rules are needed?
- Why do most classes have these types of rules?

On chart paper, record the following sentence:

All students have the right to learn, to be safe, and to be happy at school.

Read and discuss this idea with the students. Explain that a right is something that all students deserve. This means that all students are also responsible for following the rules so that others can learn and be safe and happy at school.

Activity Sheet A

Directions to students:

Reflect on rules, responsibilities, and rights at school. Then fill in the circle, and answer the question (1.14.1).

Activity: Part Two

Focus now on rules in the community. Ask:

- What are some rules that all people in the community must follow?

On chart paper, record the students' ideas. Ask:

- What are these rules called? (laws)
- Who helps to make sure that these laws are followed? (e.g., police, R.C.M.P., tribal police, security guards)
- What happens to people who break the law?
- What do you think would happen if we had no police or laws in our community?
- Would we be safe? Would we be happy?

Discuss the fact that all people in the community have the right to be safe and happy, so everyone has the responsibility to obey the law.

Activity: Part Three

Focus specifically on the ways in which people solve problems or conflicts. Ask:

- Have you ever had a problem or disagreement with a friend, brother, or sister?
- How did you solve your problem?
- Was this a good way to solve the problem?

Have students share their experiences with conflict. Discuss their problems, actions, and solutions. Stress the importance of solving conflicts peacefully.

Now divide the class into working groups. Challenge each group to act out a conflict and show how the conflict could be solved in a good way. Provide plenty of time for the groups to discuss and practice their role-playing.

Activity Sheet B

Directions to students:

Use words and drawings to describe examples of conflicts at school, at home, and in the community. Describe how each conflict could be solved peacefully (1.14.2).

Extensions

- Invite the school principal to talk to the students about the importance of following rules at school and the consequences when rules are not followed.
- As a class, review the classroom rules. Ask the students if they would like to make any changes and why.
- Invite local police, R.C.M.P., or tribal police to talk to the students about the importance of obeying the law and the consequences when laws are not obeyed.

Assessment Suggestions

- As students are preparing for their role-playing presentation (solving conflicts peacefully), observe their ability to work together as a group. Use the Cooperative Skills Teacher Assessment sheet on page 14 to record results.
- Have students complete the Cooperative Skills Self-Assessment sheet on page 16 to reflect on their ability to work together.

Date: _____

Name: _____

Rights

All students
have the right to
learn, to be safe,
and to be happy
at school.

Rules

Responsibilities

All students
have a
responsibility
to follow rules.

What happens when school rules are not followed?

Date: _____

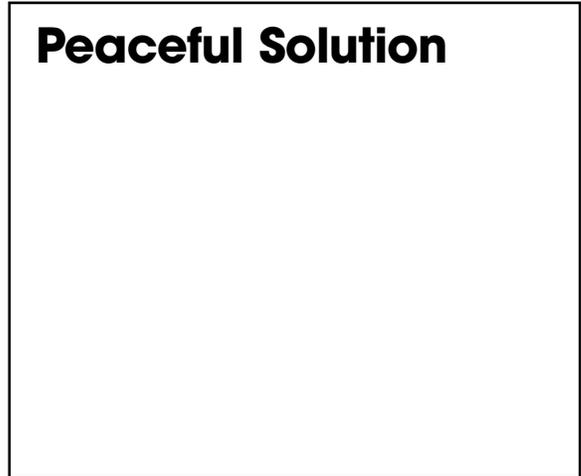
Name: _____

Solving Conflicts

Conflict at School



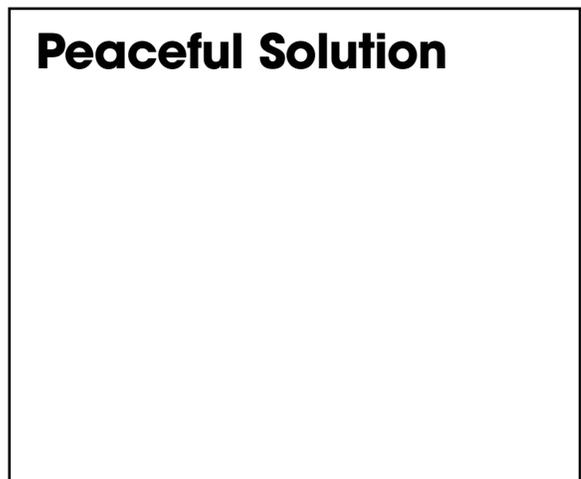
Peaceful Solution



Conflict at Home



Peaceful Solution



Conflict in the Community



Peaceful Solution

