

hands-on
**social
studies**

Grade 1

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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.

The Goals of Social Studies

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



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Mapping the Classroom

Background Information for Teachers

In this lesson, students are introduced to maps, using a story and pictures of an amusement park. They learn to describe how a side view, a bird's-eye view, and a map of the park differ. In a bird's-eye view, for example, objects such as people, cars, and birds will be visible. On a map, these objects are not indicated. A map will also include a legend to describe locations within the area.

Materials

- story titled, *Abigail's Adventure* (included) (2.2.1)
- side view, bird's-eye view, and map of amusement park (included) (Make an overhead transparency of these sheets. You may want to colour these with overhead markers.) (2.2.2-2.2.4)
- overhead projector
- simple outline of the perimeter of the classroom drawn on a large sheet of mural paper
- objects to use for building a model of the classroom, such as wooden blocks, building blocks, and small boxes
- digital or regular camera
- grid paper (2.2.5)
- markers
- clipboards
- sample maps of familiar community locations, such as a map of the school, a local zoo, a shopping mall

Activity: Part One

Read Part One of the story *Abigail's Adventure*. Show the students the overhead of the side view of the amusement park. Talk about what the students can see from a side view of the park.

Read Part Two of the story. Show the students the bird's-eye view of the amusement park. Ask:

- How is this different from the side view?
- What can you see now that you couldn't see from the side view?
- What part of the carousel do you see?
- What shape is the top of the carousel?

Read Part Three of the story. Show the students the map of the amusement park. Ask:

- What do you notice?
- How is this different from the bird's-eye view? the side view?
- Do you see any people? cars? birds?
- What does the legend tell you?

As a class, look carefully at the map and identify locations within the area. Ask:

- Where is the carousel?
- How do you know this is the carousel?
- Can you use the legend to find something else on the map?

Activity: Part Two

Display as many maps as possible of areas that might be familiar to the students; for example, a map of the local zoo, a school map, and a shopping centre map. Ask the students:

- What are these called?
- What is the same about them?
- When would you use a map?

Display the large outline of the perimeter of the classroom. Tape it to the floor or on a table. Assist the students in labelling the front and back of the classroom, the doorway, and other areas that will help to orient them around the perimeter of the classroom. Use wooden blocks, building blocks, or boxes to add such features in the room as furniture, computers, shelves, and so on.

2

With a digital or regular camera take a bird's-eye view picture of the model classroom. Display the picture and model together, and ask students to discuss their observations. Ask:

- If you look at the model from the side, what can you see?
- What can you see from the top?
- What part of the desks/tables do you see?
- How is it different from what you can see from a bird's-eye view?

As a class, use the model to draw a map of the classroom on a large sheet of grid paper. Label the various features of the classroom.

Give students copies of the activity sheet (2.2.5) to make their own map of the classroom. Allow them to stand on chairs around the class model to get a bird's-eye view. Have them draw in features, referring to the model that you built together. You may have to limit the number of students working at this task as they will need a clear bird's-eye view. Make the task easier for them by providing them with clipboards.

Activity Sheet

Directions to students:

Look carefully at the model you built of the classroom. Draw a map of the classroom on the grid paper, using the model as a reference (2.2.5).

Activity Centre

Have students draw a bird's-eye view of an aquarium, ant farm, or gerbil cage. Be sure to place the object on the floor or low table to allow students to view it from the top.

Extensions

- Challenge students to draw an object from different angles. For example, have them examine, and then draw, the side, top, and bottom of their shoe. Discuss what you can or cannot see from each angle.
- Have the students imagine that the roof of their house is made of glass. Have them take home a blank sheet of paper and draw a bird's-eye view of a room in their house.

Assessment Suggestion

Observe students as they draw maps of the classroom. Focus on their ability to position classroom objects on the map. Use the Anecdotal Record sheet on page 9 to record results.

Abigail's Adventure

Part One

Abigail's mom had promised to take her to a new amusement park. Abigail loved to go on rides and was anxious to get to the park. When she arrived, she stood at the entrance. Beyond the tall gates she could see some flags, a tall tower, and the top of a large tent. She could hear the music from the carousel and the sounds of children playing. She could smell freshly popped popcorn and hot dogs cooking on a grill.

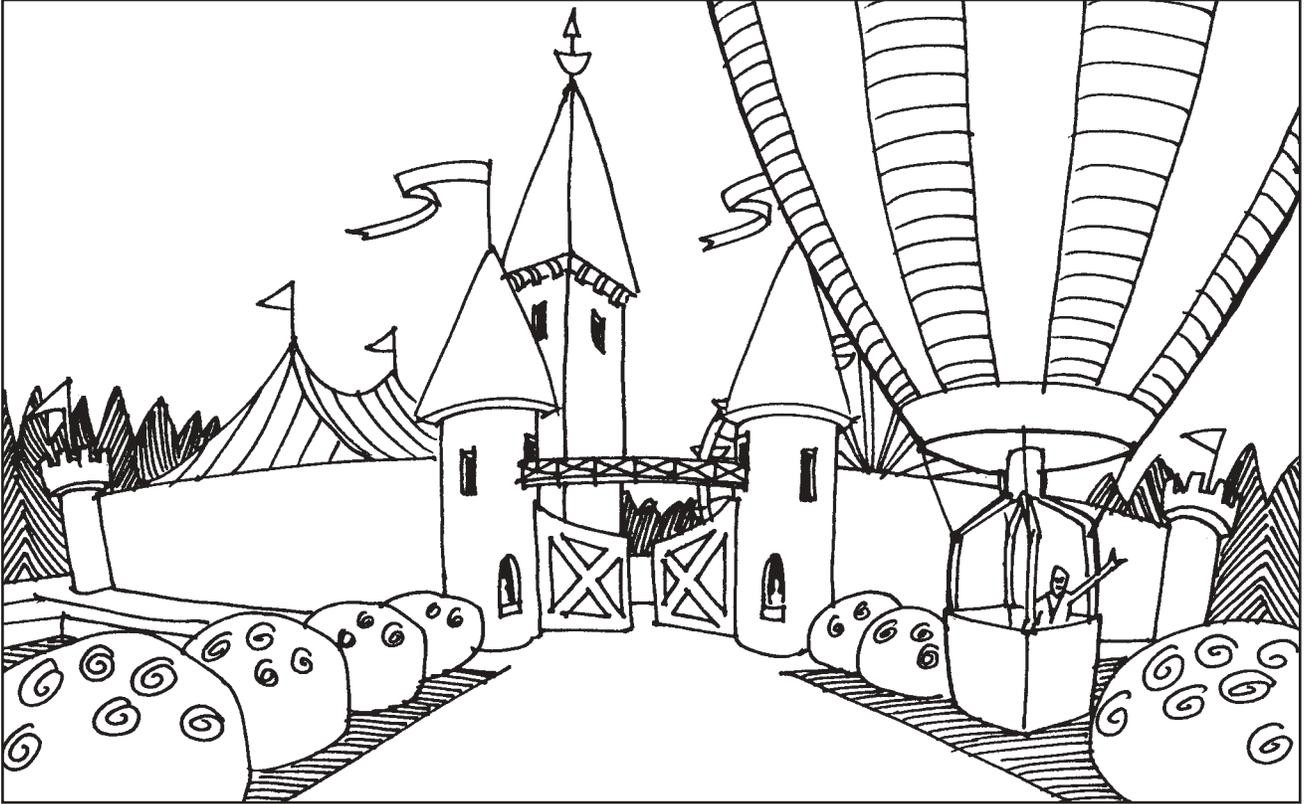
Part Two

Just outside the park entrance, Abigail noticed a hot air balloon tied to stakes that had been hammered into the ground. The balloon, a beautiful rainbow colour, swayed in the warm spring breeze. Abigail couldn't believe how enormous the balloon was. She asked her mom if they could go for a ride in the hot air balloon. Her mom agreed and paid the balloon man. Both Abigail and her mom were a little frightened, but very excited. Slowly, the balloon floated up over the park. Soon, they could see the whole park. Abigail thought that this must be the way birds see the park.

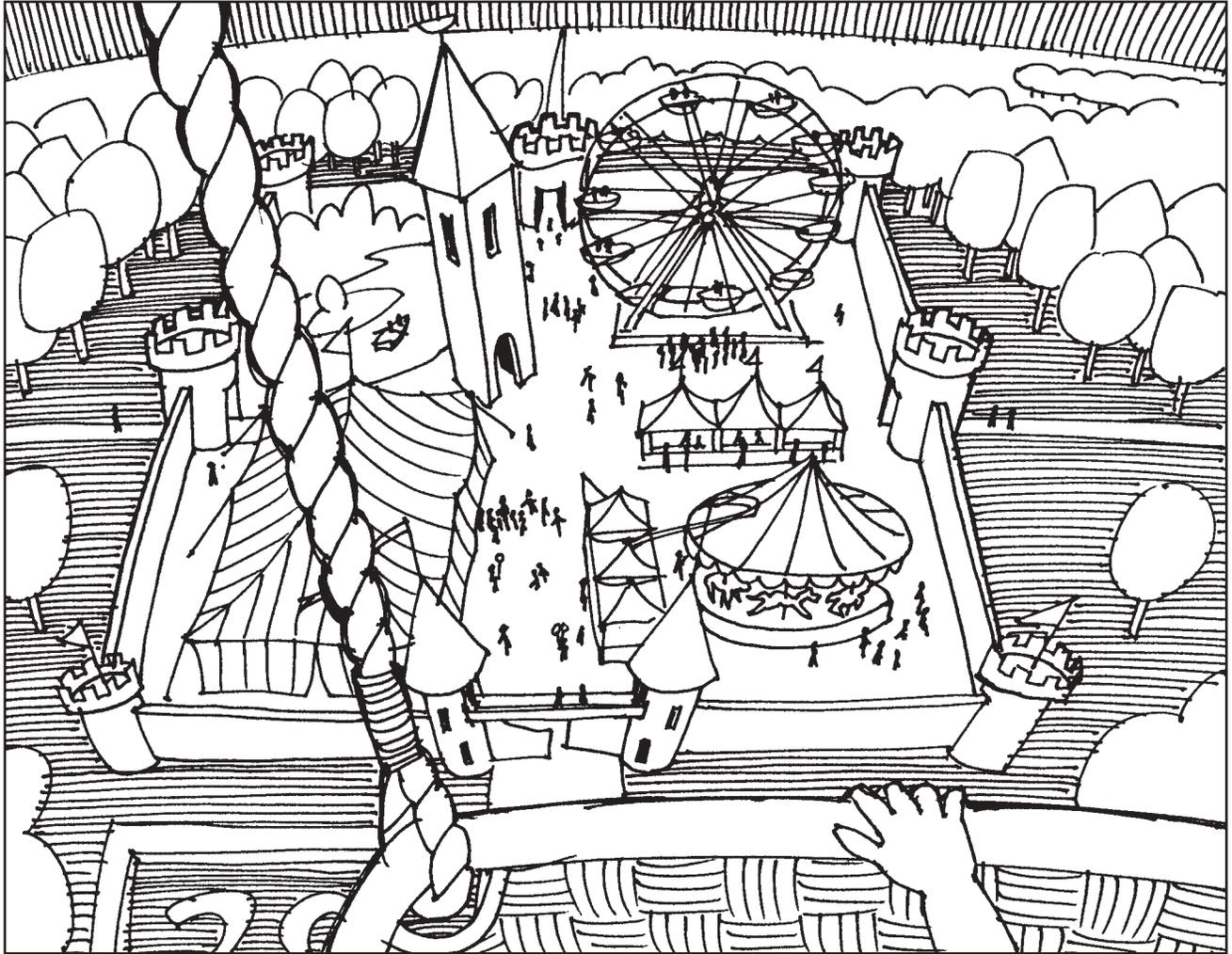
Part Three

What an adventure! As the balloon drifted to the ground, Abigail and her mother thought the ride was the most exciting thing they had ever done. They thanked the balloon man and began to walk back toward the entrance to the park. As they entered, a friendly clown handed them a map of the park. They couldn't wait to have another adventure.

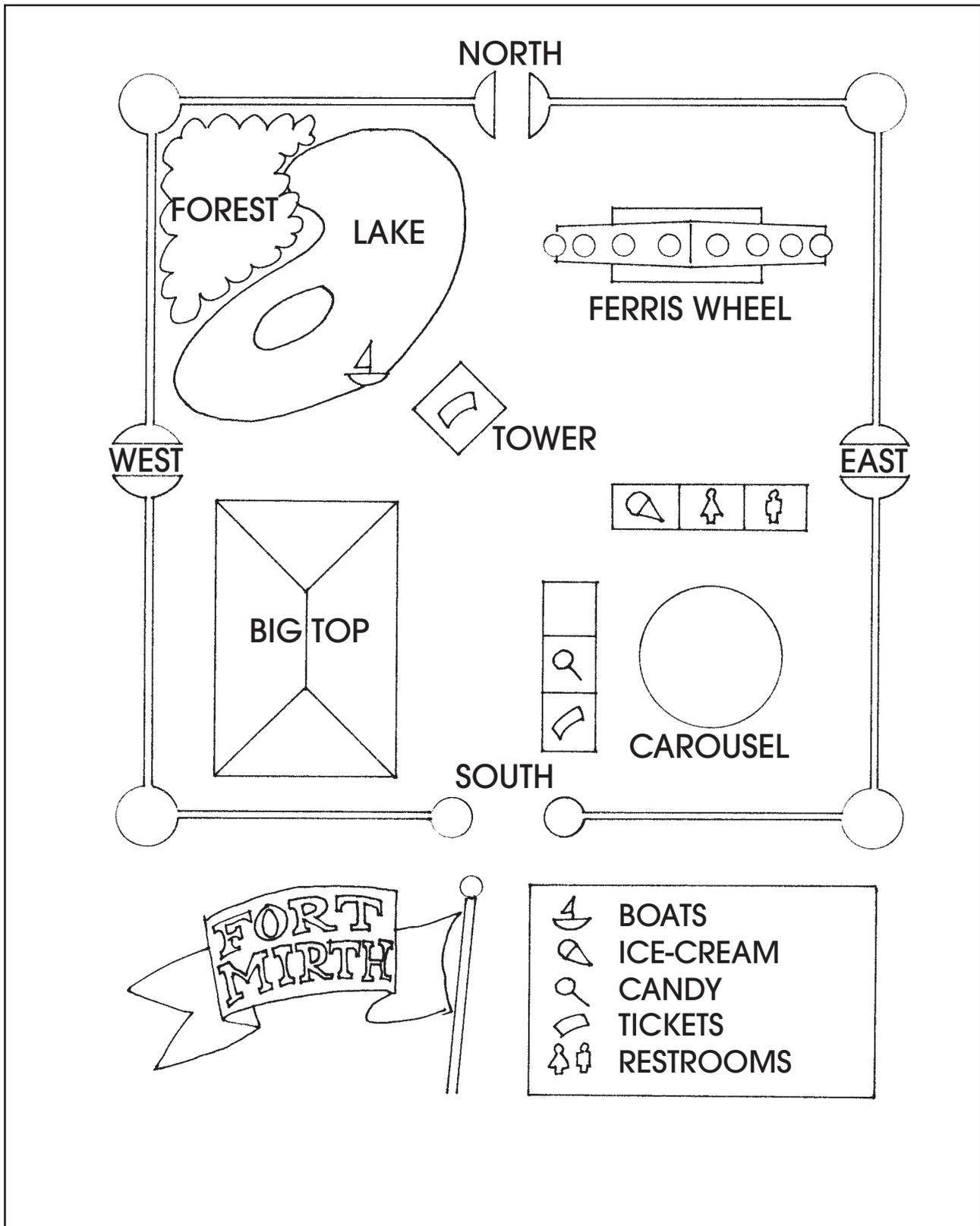
Side View of Amusement Park



Bird's-Eye View of Amusement Park



Map of Amusement Park



Date: _____

Name: _____

A Map of My Classroom
