

Canada & Beyond

The Local Community

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This resource is written by experienced elementary teachers. Canada & Beyond meets the overall and specific expectations as outlined in the revised Ontario Social Studies Curriculum, Grades 1-6. Assessment and evaluation tools and strategies reflect the philosophy of the *Growing Success* document.

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Program Overview

Canada & Beyond provides students with the opportunity to learn in a variety of ways. Engaging lessons are accompanied by relevant, sequential, and age-appropriate activities that encourage each student to utilize his/her strengths to reach his/her full potential.

The Goal

The goal of Canada & Beyond is to provide a comprehensive, teacher-friendly program that develops students' "understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live" (Ontario Social Studies Curriculum, 2013). The program is designed to allow students to acquire the factual and explicit knowledge necessary to have success during inquiry investigations.

The Inquiry Process

By presenting students with relevant and age-appropriate learning opportunities, they will have the ability to pose their own powerful inquiry questions. Canada & Beyond is designed to follow the five components of the inquiry process:

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analysing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings

Students will develop and acquire skills to empower them to think critically, solve problems, draw informed conclusions, and effectively communicate their ideas.

Differentiation

Canada & Beyond recognizes the individual and diverse needs of today's classroom. Suggestions for differentiation are included in each lesson.

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Lesson 1: What is a Map?

In this introduction to mapping, students will activate their existing schema and create a list of questions they have about maps and mapping. They will learn, first hand, how maps can make our lives easier.

Materials

- a variety of maps including maps of countries, cities, communities, amusement parks, and the school
- chart paper
- markers
- 4 small containers of prizes (e.g., stickers, erasers, pencils, bookmarks, etc.), colour-coded
- simple, drawn map of the hiding area OR series of written directions/clues
- *Treasure Hunt Reflection* template (p. 8)
- sticky notes
- pencils
- Cooperative Group Work checklist (p. 9)
- Cooperative Group Work checklist blank (p. 10)

Engaging Lesson

Part 1 – Activate Your Knowledge

- ✓ *Teacher Note: Before students enter the room, post a number of maps around the classroom. These can include maps of countries, cities, communities, amusement parks, and the school.*

Assemble the students on the carpet and ask them to look around the room. Invite them to share what they see. Now create a KWL (Know, Want to Know, Learned) organizer on chart paper.

K	W	L

Tell them that they will be learning about maps and mapping for the next while in class. Begin to fill in the K section of the chart by asking the students:

- What do you know about maps?
- Why do we use maps?
- How can they help us?
- Have you or your family ever used a map?
- What types of people would use a map for their job?
- Does anyone know any parts of a map?

Tell the students that we will continue to fill in information on this chart throughout our studies. Post the chart paper in a visible, accessible location so that you (or the students) may add to it whenever needed.

Part 2 - This Is My Friend

- ✓ *Teacher Note: Before beginning the lesson, hide four small containers of treasures (e.g., stickers, erasers, pencils, bookmarks, etc.) in four different hiding spots. Colour-code the containers so that each group is searching for one specific coloured container. You may choose to hide them within the classroom or somewhere else in the school. If you are hiding them elsewhere in the school, be sure to let other staff members know that students will be searching throughout the hallways!*

Tell the students that before they came into class today, you hid treasures in a colour-coded container in the class/somewhere in the school. They will now go on a *Treasure Hunt* to find it! Divide the students into four groups and assign each group a colour. Tell them that their group will only look for their specific colour. If they happen to find another coloured container, they will keep it a secret! Ask them:

- Who is up for the challenge?

Send students on their way, one or two groups at a time. Have students report back after two or three minutes. The students have been sent off without a map and will most likely not be able to find the *treasure*. When they return, ask the groups if they would like another chance to find the treasure. Ask them:

- What would make your job easier?
- How might a map help you find the treasure?
- How might having instructions lead you in the right direction?

Now, give the students the simple map OR series of instructions you have prepared. Encourage the groups to go off again and use the tool(s) you have given them to find the *treasure*.

When groups have been successful, reflect on how maps make finding certain things/places easier. At this time, you may wish to add dot jots to the “L” section of the KWL chart. Possible responses may include:

- the map helped us to know where the treasure was buried
- the instructions were like a recipe to help us find the treasures
- if you don't have a map, it's hard to know where to begin
- maps help us find things faster

Enjoy the treasures!

Showcase Your Learning

Using the Treasure Hunt Reflection template provided, invite students to share their thoughts about the treasure hunt activity they just completed, using words or pictures.

Extension

Give each student a sticky note and ask them to think of a question they have about maps or

mapping. Invite students to write the question on the sticky note and then bring it to the KWL chart. They will stick it under the *W* heading as knowledge they hope to acquire. Tell the students that our goal by the end of our mapping studies is to be able to answer all your wonderful questions. Let's see if we can do it!

Differentiation

Create the questions for the *W* column of the chart as a whole group rather than having students write their own questions.

Have students use illustrations to communicate their question(s) for the *W* section of the chart.

Assessment

Share the criteria for cooperative group work with the students or co-create criteria to be recorded on the Cooperative Group Work checklist, provided. Circulate while students work in their cooperative groups. Use the checklist to record your observations.

Name: _____

Treasure Hunt Reflection Template

I thought the treasure hunt was _____.

When I didn't have a map...

When I had the map...

My favourite part was _____
_____.

Draw a picture!



