Grade 2 Social Studies Unit
HERITAGE AND IDENTITY: Global Communities

	Curriculum Expectations	Pages
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	64-78, 80-85, 99-113
B1.2	Describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features	79, 86-98, 114-124, 133-135
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	79, 86-98, 114-122, 125-128, 133-134, 136
B2.1		128
B2.2	people in these communities, including at least one contemporary First Nation, Métis, or Inuit community	128
B2.3	Analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities	26-32, 99-107, 123-124
B2.4	Interpret and analyse information relevant to their investigations, using a variety of tools	66, 71, 76
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, including at least one contemporary First Nation, Métis, or Inuit community	137-139
B2.6	Communicate the results of their inquiries, using appropriate vocabulary and formats	61, 67, 72, 77, 135-136, 140-142

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	Curriculum Expectations	Pages
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 (e.g., using globes; print, digital, and/or interactive maps; mapping programs; electronic images)	7-39, 42-50, 61
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	10-32, 35-41, 61
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	40-41, 47-50, 53
B3.4	Identify the location of selected countries, cities, and/or towns around the world, including at least one contemporary First Nation, Métis, or Inuit community, and describe how their location and climate are related (e.g., Mexico is warm year-round because it is close to the equator; Canada has four seasons because it is far from the equator; Winnipeg is usually colder than Toronto in the winter because it is farther north)	43-50, 53-60
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	8, 34, 43-60, 64, 69, 74, 99-107
B3.6	Identify basic human needs (e.g., for food, water, clothing, transportation, shelter), and describe some ways in which people in communities around the world meet these needs (e.g., food: hunting, fishing, farming, shopping at grocery stores; water: taps, water treatment facilities, wells, rivers, freshwater lakes; transportation: on foot, using animals, using motorized vehicles, using bicycles, by water)	79-85, 79-96, 136, 140-142
B3.7	Describe selected communities around the world, including at least one contemporary First Nation, Métis, or Inuit community, with reference to their major physical features, wildlife, and some aspects of their culture (e.g., physical features such as mountains, lakes, rivers; native animals; cultural practices related to food, clothing, recreation, the arts; structures such as houses)	64-78, 97-98, 108-113, 114-134, 136
B3.8	Describe similarities and differences between their community and a community in a different region in the world (e.g., with respect to food, clothing, housing, beliefs, climate, flora and fauna, recreation, agricultural practices)	64-78, 108-113, 137-142

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GLOBAL COMMUNITIES



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Name: _____ 7

Curriculum Connection
B3.1

Continents

What is a Continent?

Put a * above words you don't know

A **continent** is big area of land. Continents are separated from each other by water or mountains. We live on the North American continent. There are seven continents on Earth that are displayed by size and number of people.



	Biggest to Smallest
1	Asia
2	
3	
4	merica
5	
6	Europ
7	Australia

	By Number of People
1	Asia
2	Africa
3	Europe
4	South America
5	North America
6	Australia
7	Antarctica

PREVIEW

ble the globe each time you read the text

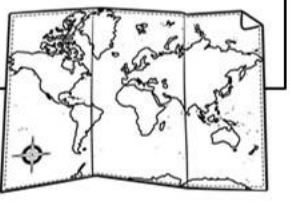




Fill in the Blanks

What word is missing

1. The largest continent is _____
2. Not many people live on the _____
3. Continents are _____ areas of land separated by water or _____.
4. There are _____ continents on Earth.



Questioning

Write two questions you have about continents.

_____

_____

_____

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Curriculum Connection
B3.1, B3.5

Mapping The Continents Of The World

Word Bank

Asia Europe North America Antarctica

Africa Australia South America



PREVIEW

Curriculum Connection
B3.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Put the continents in order from biggest to smallest: Number 1-7.

	America
	ustra
	Anta
	Europe
	South America
	Asia

Name: _____ Mark

Put the continents in order from biggest to smallest: Number 1-7.

	North America
	Africa
	Australia
	Antarctica
	Europe
	South America
	Asia

Name: _____ Mark

Put the continents in order from biggest to smallest: Number 1-7.

	North America
	Africa
	Australia
	Antarctica
	Europe
	South America
	Asia

Name: _____ Mark

Put the co ts from biggest to sm -7.

	North Ameri
	Africa
	Australia
	Antarctica
	Europe
	South America
	Asia

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Curriculum Connection
B3.1, B3.2

Continent – North America

Put a * above words you don't know

Where is North America?

North America is the third largest continent in the world. It has the Pacific and Atlantic oceans beside it. North America has three bigger countries and 20 smaller island countries. The three big countries are Canada, Mexico, and the United States. Some isla[illegible]untries are Cuba, Jamaica, and the Bahamas.



Cities in [illegible]erica

Toro[illegible]n Canada. New York City is the biggest city in the Unite[illegible]est city in North America is in Mexico. It is nam[illegible]ico Ci[illegible]r 8 million people live there!

Climates in North Ameri[illegible]

North America has different [illegible]tes. [illegible]l year round in Mexico and the Caribbean islands. In Canada and mo[illegible]e USA [illegible]the globe each time you read the text the summers are warm, and the winters are co[illegible]

PREVIEW

Questions	Circle the correct answer.

1) North America is home to which three big countries?		
2) Which city is the largest in North America?		
3) What two oceans are beside North America?		
4) Is the climate in North America the same for all countries? Explain.		

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Curriculum Connection
B3.1, B3.2

Researching Continent | Answer the questions below.

North America



1) List 4 countries in North America.	
2) List 4 cities in North America.	
3) List 4 bodies of water in North America (lakes or rivers).	
4) What oceans surround North America?	
5) List 4 animals that live in North America. Beside each, write	

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Curriculum Connection
B3.1, B3.2

Continent – Africa

Where is Africa?

Put a * above words you don't know

Africa is the second biggest continent after Asia. Africa is between the Atlantic and Indian Oceans. The northern part of Africa is covered by the Sahara Desert. The Sahara Desert is very dry and hot! The eastern part of Africa is home to the longest river in th rld, the Nile River.

Animals i D

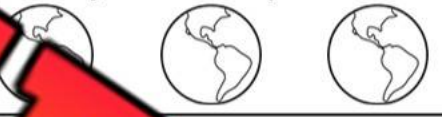
Afric f It is one of the only continents to still have larg mam e ex mples of these mammals are lions, giraf elep d cheetahs.



Countries in Africa

Africa has 54 countries in it unt the most people are Nigeria, Ethiopia ypt.

Colour the globe each time you read the text



PREVIEW

Multiple Choice

Circle the correct answe

1) Africa is the _____ largest continent.	econ	Third
2) Nigeria is a _____.	ntin	ry
3) Africa has how many countries?	5	54
4) Africa is home to many large _____.	Mammals	Stores
5) The Nile River is on the _____ side of Africa.	West	East

Rhyming

Write rhyming words from the words below.

Word	Rhyming Words
River	
Nile	
Wildlife	

Word	Rhyming Words
Lion	
Dry	
Apes	

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Curriculum Connection
B3.1, B3.2



Africa

Researching Continent | Answer the questions below.

1) List 4 countries in Africa.	
2) List 4 cities in Africa.	
3) List 4 bodies of water in Africa (lakes or rivers).	
4) What oceans surround Africa?	
5) List 4 animals that live in Africa. Draw each animal.	

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Curriculum Connection
B3.1, B3.2

Continent – South America

Put a * above words you don't know

Where is South America?

South America is the fourth largest continent. It has the Pacific and Atlantic Oceans bordering it. It is mostly in the southern hemisphere. This means it is towards the bottom of a map! South America is just south of North America.



Wildlife

South A[illegible] to many different animals. **The Amazon Rainfo[illegible]** is in S[illegible]ica and is home to 50 million different species!

Climate in So[illegible]

Most of South Ame[illegible] ans it rains a lot. But, there is also a desert in South America, [illegible] sert. This desert is one of the driest places in the world! South Am[illegible]ca is [illegible] average temperature in South Amer[illegible] 30° C.

[illegible]our the globe each time you read the text

PREVIEW

True or False

Is the statement true or false?

1) The Amazon Rainforest is in South America.	[illegible]	False
2) The Amazon Rainforest is home to 100 million different spe[illegible]	[illegible]	False
3) Deserts are dry places on Earth.	[illegible]e	False
4) South America is above North America.	True	False
5) South America is in the southern hemisphere.	True	False

Question

What makes the Amazon Rainforest special?

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Curriculum Connection
B3.1, B3.2



South America

Researching Continent | Answer the questions below.

1) List 4 countries in South America.	
2) List 4 cities in South America.	
3) List 4 bodies of water in South America (lakes or rivers).	
4) What oceans surround South America?	
5) List 4 animals that live in South America. Beside each animal	

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Curriculum Connection
B3.1, B3.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct answer.

1) Largest rainforest in South America?	Amazon
	Atacama
2) South America is in which hemisphere?	Northern
	Southern
3) Main climate in South America?	Cold
	Tropical
4) Driest place in South America?	Atacama
	Sahara

Name: _____ Mark

Circle the correct answer.

1) Largest rainforest in South America?	Amazon
	Atacama
2) South America is in which hemisphere?	Northern
	Southern
3) Main climate in South America?	Cold
	Tropical
4) Driest place in South America?	Atacama
	Sahara

Name: _____ Mark

Circle the correct answer.

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2) South America is in which hemisphere?	Northern
	Southern
3) Main climate in South America?	Cold
	Tropical
4) Driest place in South America?	Atacama
	Sahara

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Curriculum Connection
B3.1, B3.2

Continent – Europe

Put a * above words you don't know

Where is Europe?

Europe shares the big landmass beside North America with Asia. Europe is on the west side. Europe is separated from Asia by mountains and water. The Atlantic and Arctic oceans are around Europe. Europe is in the northern hemisphere, on the top of a map. It is also in the eastern hemisphere.



Countries in Europe

Europe has some tiny countries. Russia is a country that is in both Europe and Asia. The countries with the most people are Russia, France, United Kingdom, Italy, and Spain.
A lot of people live in Europe. They have 750 million people!

Climate

The climate in Europe is just like the climate in Canada. They have cold winters and warm summers. Some countries in the southern parts of Europe are close to the equator, so they stay warm all year.

Use the globe to find Europe as you read the text



PREVIEW

Fill in the Blanks

What word is missing?

1) Europe has _____ million people.

2) Russia belongs to two continents, both _____ and _____.

3) Europe is in the _____ hemisphere, on the _____ of the map.

4) In the _____ parts of Europe, it stays warm all _____.

5) Europe is separated from Asia by _____ and water.

6) Europe is home to _____ countries.

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Curriculum Connection
B3.1, B3.2

Researching Continent Answer the questions below.



Europe

1) List 4 countries in Europe.	
2) List 4 cities in Europe.	
3) List 4 bodies of water in Europe (lakes or rivers).	
4) What oceans surround Europe?	
5) List 4 animals that live in Europe. Draw each animal.	

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Name: _____ 21

Curriculum Connection
B3.1, B3.2

Continent – Asia

Put a * above words you don't know

Where is Asia?

Asia is beside Europe on the large land mass above Australia. Asia is the largest continent, and it has the most people living there. Asia has the Arctic Ocean above it, the Indian Ocean below it, and Pacific Ocean beside it. Asia shares borders with Africa and Europe.



Land Features

Asia is home to the tallest mountain in the world, Mount Everest. Asia has deserts like the Gobi desert. The Gobi desert is cold but it is still very much because a desert has very little water. Asia is also home to Japan, which is an island.

Countries in Asia

Over half of Earth's people live in Asia. The most populated countries are China, India, Indonesia, and Pakistan. China has more people than North America, South America, and Australia combined!



PREVIEW

Multiple Choice Circle the correct answer.

1) Asia is beside which continent?	North America	Europe
2) Japan is an...	Continent	Island
3) The Gobi Desert is...	Hot	Cold
4) The Indian Ocean is to the _____ of Asia.	South	North
5) Which country is the largest in Asia?	China	India
6) What is the tallest mountain in the world?	Mount Logan	Mount Everest
7) Which ocean is above Asia?	Arctic Ocean	Pacific Ocean
8) Which ocean is beside Asia?	Atlantic Ocean	Indian Ocean

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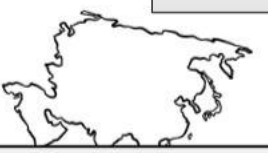
Curriculum Connection
B3.1, B3.2

Researching Continent Answer the questions below.



1) List 4 countries in Asia.	
2) List 4 cities in Asia.	
3) List 4 bodies of water in Asia (lakes or rivers).	
4) What oceans surround Asia?	
5) List 4 animals that live in Asia. Draw each animal.	

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Curriculum Connection
B3.1, B3.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Asia is the second-largest continent on Earth.	T / F
2) China is the largest country in Asia.	T / F
3) The Gobi Desert is a cold desert with little snow.	T / F
4) Asia has more people than North and South America combined.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Asia is the second-largest continent on Earth.	T / F
2) China is the largest country in Asia.	T / F
3) The Gobi Desert is a cold desert with little snow.	T / F
4) Asia has more people than North and South America combined.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Asia is the second-largest continent on Earth.	T / F
2) China is the largest country in Asia.	T / F
3) The Gobi Desert is a cold desert with little snow.	T / F
4) Asia has more people than North and South America combined.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Asia is the second-largest continent on Earth.	T / F
2) China is the largest country in Asia.	T / F
3) The Gobi Desert is a cold desert with little snow.	T / F
4) Asia has more people than North and South America combined.	T / F

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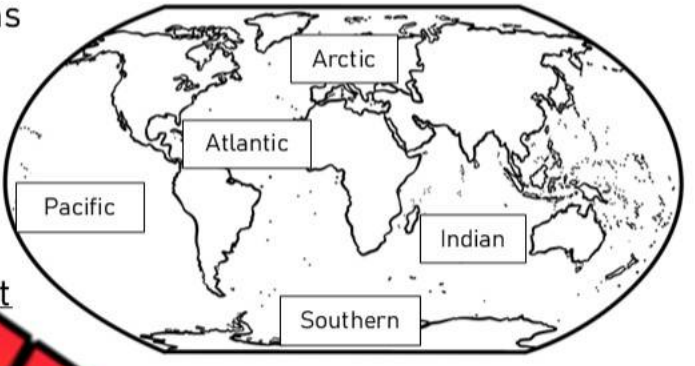
Curriculum Connection
B3.1

Oceans

Put a * above words you don't know

What is an Ocean?

An **ocean** is a big area of water between continents. Oceans are not just regular freshwater. Instead, oceans are made of salt water. We can't drink saltwater. The animals that live in oceans must be able to survive in salt water. Sharks, whales, starfish, a[illegible]phins live in oceans. Oceans cover m[illegible]arth.



Earth[illegible]ans

The Earth has [illegible]re[illegible]ocea[illegible]hey have been displa[illegible]orde[illegible]m[illegible]st to largest below.

Arctic Ocean	Southern Oce[illegible]	I[illegible]	[illegible]tlantic Ocean	Pacific Ocean

All five oceans flow into each other. [illegible]er, the[illegible] can be seen as the world's one big ocean.

Col[illegible]lobe each time you read the text



PREVIEW

True or False

Is the statement true or false?

1) Oceans have a lot of fresh drinking water.		[illegible]lse
2) Oceans are filled with salt water.	T[illegible]	False
3) There are 6 oceans.	True	False
4) The largest ocean is the Pacific Ocean.	True	False
5) The most northern ocean is the Arctic Ocean.	True	False

Making Connections

What does this reading remind you of?

_____

_____

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Name: _____

Curriculum Connection
B3.1, B3.5

Oceans – Mapping Activity

Word Bank

Arctic Pacific Indian [illegible] Atlantic



PREVIEW

Name: _____ 35

Curriculum Connection
B3.1, B3.2

Memory Game – Continents & Oceans

Objective

What are we learning about?

Students will identify and match the names of continents and oceans with their descriptions. This activity helps students learn about Earth's land and water while improving [illegible]ory and critical thinking skills.

Materials

[illegible] you need for the activity?

- Set of Mem[illegible]ards [illegible]h group (provided)
- A small table or clear ar[illegible] flo[illegible]



Instructions

How will you comple[illegible] activity?

1. Divide the class into groups of 3 or 4. Give e[illegible] grou[illegible] [illegible]ry Game cards. (Provided)
2. Have each group lay all the cards face down in a grid o[illegible]ble[illegible]
3. The students take turns flipping over two cards at a time, trying [illegible]ching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

PREVIEW

Name: _____ 36

Curriculum Connection
B3.1, B3.2

Cards | Memory Game Cards



Asia

Mount Everest is here, and it is the largest continent with millions of people.



Africa

Home to the Sahara Desert and Nile River, with animals like giraffes and lions.



North America

[illegible]a, [illegible]cky Moun[illegible], a[illegible] [illegible]at Lakes are [illegible]s varied contin[illegible]nt.



South America

It has the Amazon Rainforest, and tall Andes Mountains to explore.

PREVIEW

Name: _____ 37

Curriculum Connection
B3.1, B3.2

Cards | Memory Game Cards



tarctica

Covered in ice, penguins live here. It's the coldest place with strong, freezing winds.



Europe

Famous for castles and art, it includes countries like nce, Germany, and Italy.



Australia

ountry
wit al
deserts,
animals like kangaroos.



Pacific Ocean

Largest ocean, touching Asia and the Americas. Home to tropical islands and big waves.

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Name: _____ 38

Curriculum Connection
B3.1, B3.2

Cards | Memory Game Cards



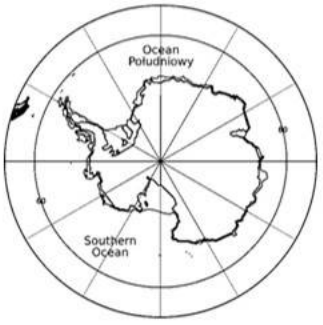
tic Ocean

Stretches between North America and Europe. Known for icebergs, fishing, and busy shipping lanes.



Indian Ocean

Surrounds India, Africa, and Australia. Warm waters hold colourful co eefs and many fish.



Southern Ocean

C und Antarc with eas and icy wat ns swim through thick ice.



Arctic Ocean

Smallest and shallowest ocean near the North Pole. Polar bears walk on sea ice.

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Name: _____ 40

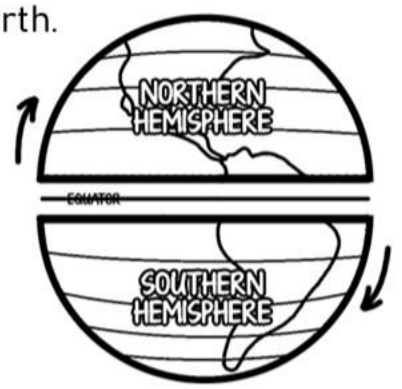
Curriculum Connection
B3.2, B3.3

The Equator & Prime Meridian

Put a * above words you don't know

What is the Equator?

The **equator** is an imaginary line around the middle of the Earth. The equator's line cuts the Earth into two parts, called **hemispheres**. If you live above the equator's line, you live in the **north[illegible]emisphere**. If you live below the equator, you live in th[illegible]**n hemisphere**.





[illegible]h and South Pole

[illegible]e eq[illegible]is in between the **north pole** and **south pole**. The [illegible]pole[illegible]a[illegible]s you can get away from the equator. The p[illegible]r[illegible]very

Climate on the Equator

The word **climate** means weather over a long p[illegible] of t[illegible]lf you live near the equator, you will have weather[illegible]s hot[illegible]w It may rain a lot and you may see a lot of thunders[illegible] The further you live from the equator, the colder it is!





Prime Meridian

The **prime meridian** is just like the equator. It is an imaginary line that runs north and south around the middle of the Earth. The prime meridian cuts the Earth into two hemisphere, the **eastern hemisphere** and the **western hemisphere**.

In Canada, we live in the western hemisphere. Australia, Europe, Asia, and Africa are all in the eastern hemisphere.

Colour the globe each time you read the text



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Curriculum Connection
B3.2, B3.3

Visualizing

What did you picture while reading? Describe it.

	_____ _____ _____ _____

Multip[illegible]

[illegible]cle the correct answer.

1) Is the equat[illegible]ma[illegible]ry line?	Real	Imaginary
2) The northern h[illegible]here[illegible]n or bottom?	Top	Bottom
3) Living near the equat[illegible]n, the w[illegible]r will be	Hot	Cold
4) The North and South Pole[illegible]	Hot	Cold
5) The weather near the equator is h[illegible]	Cold	Wet
6) The prime meridian is a line that runs...	N[illegible]South	East & West
7) If you live far from the equator, the weather[illegible]	[illegible]	Warmer
8) The equator splits the Earth into...	Two	Three

PREVIEW

Questions

Answer the questions below.

1) Since Canada is further from the equator than Mexico, is it warmer or colder?

2) Which hemispheres are Canada in?	
3) Near the equator, you may see a lot of...	
4) The equator runs which direction?	
5) The prime meridian runs which direction?	

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Curriculum Connection
B3.1

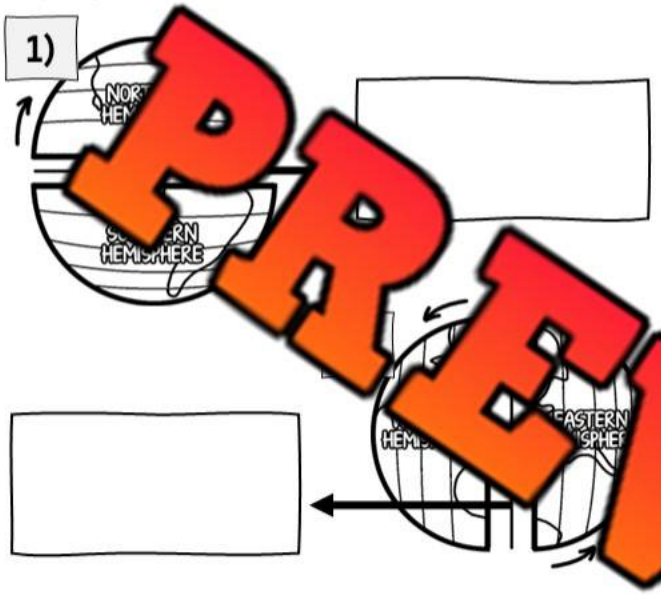
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Label the lines that separate the Earth.

1)

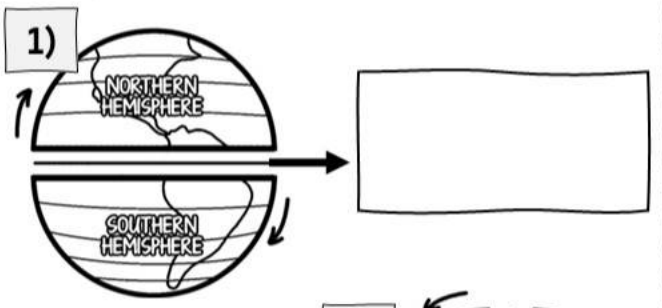


2)

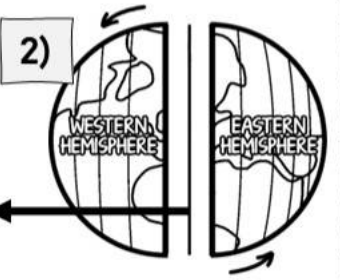
Name: _____ Mark

Label the lines that separate the Earth.

1)



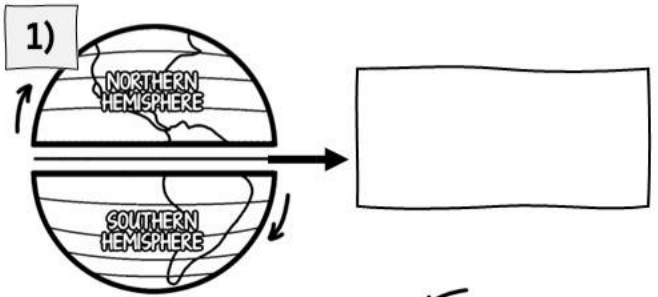
2)



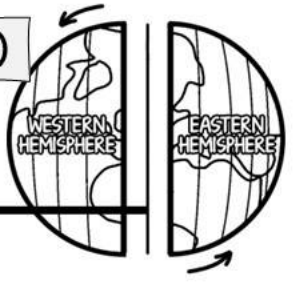
Name: _____ Mark

Label the lines that separate the Earth.

1)



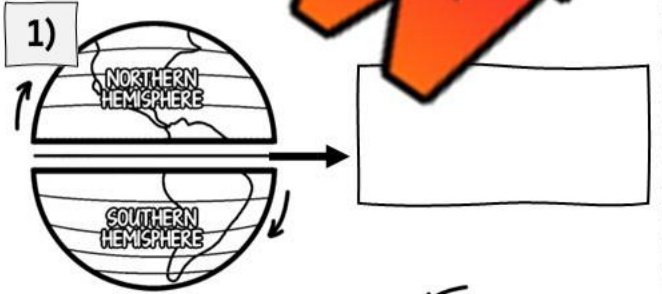
2)



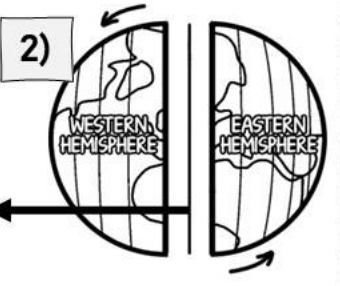
Name: _____ Mark

Label the lines that separate the Earth.

1)



2)



PREVIEW

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Name: _____ 47

Curriculum Connection
B3.1, B3.3, B3.4, B3.5

World Map – Countries – Climates



PREVIEW

Questions

- Which continent is ea[illegible]untry i[illegible]
- What is the climate like in this c[illegible]ry? W[illegible]cold or both?

	Country	Continent	[illegible]limate[illegible] Cold, Both
1)	Spain		
2)	Canada		
3)	Brazil		
4)	China		
5)	South Africa		
6)	United Kingdom		
7)	Russia		
8)	India		
9)	Australia		
10)	Argentina		
11)	Mexico		
12)	Congo		

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Name: _____ 48

Curriculum Connection
B3.1, B3.3, B3.4, B3.5

Colour Identify and colour the countries below on the blank map. Use a different colour for each country.



Brazil
India
Algeria
Mexico
France
South Africa
United States
Canada
Argentina
Australia

PREVIEW

© Super Simple Sheets

Name: _____ 49

Curriculum Connection
B3.1, B3.3, B3.4, B3.5

World Map – Cities – Climates



PREVIEW

Questions

- Which country is eac[illegible]n?
- What is the climate like in this c[illegible]Warm, [illegible]or both?

	City	Country	[illegible]limate[illegible]t, Cold, Both
1)	Cairo		
2)	Moscow		
3)	Paris		
4)	Nairobi		
5)	Oslo		
6)	Buenos Aires		
7)	Cape Town		
8)	Los Angeles		
9)	Lisbon		
10)	Melbourne		
11)	Edmonton		
12)	Bogotá		

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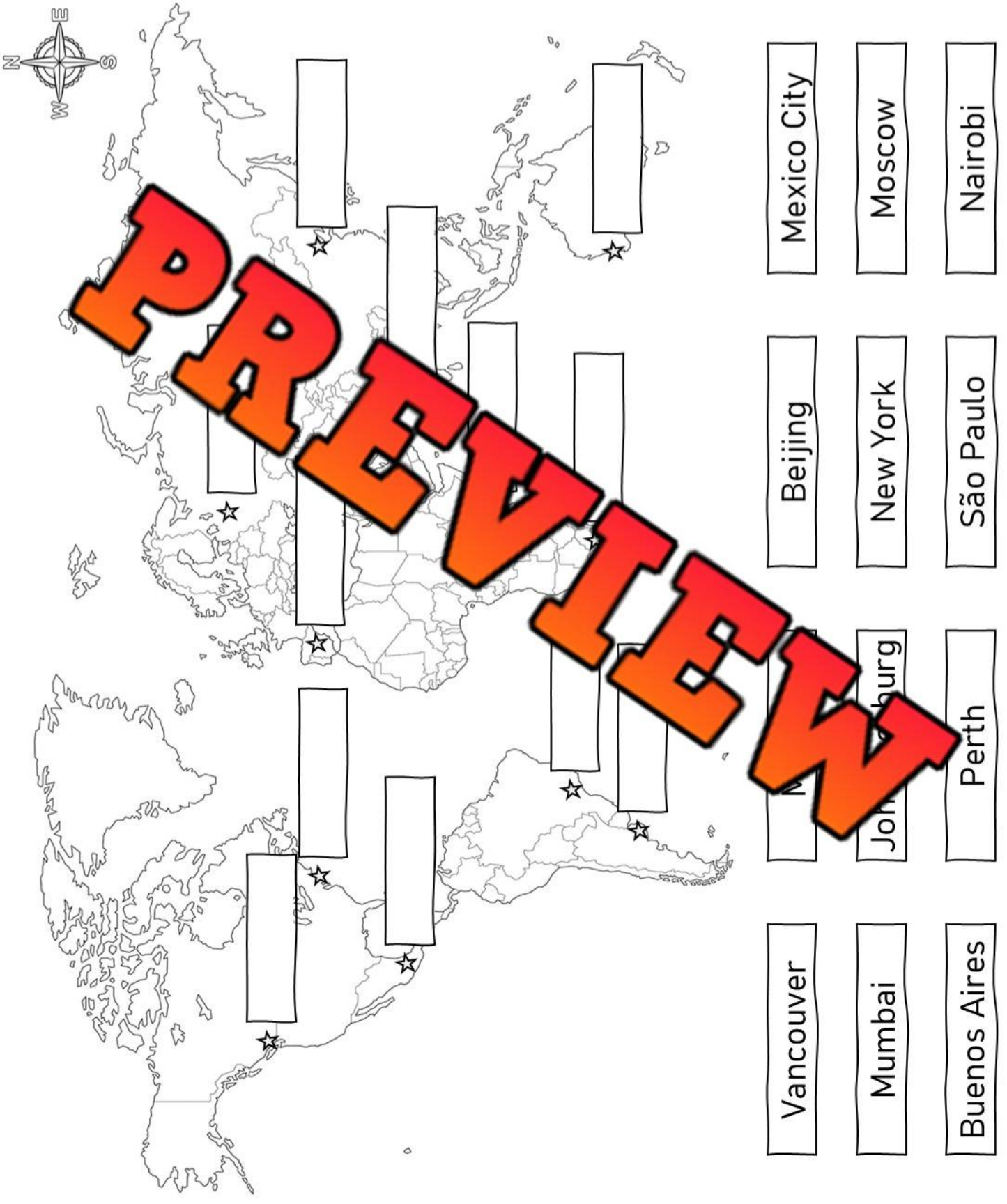
Name: _____ 50

Curriculum Connection
B3.1, B3.3, B3.4, B3.5

Label Write the names of the pinned cities from the word bank in the correct places on the blank map.



PREVIEW

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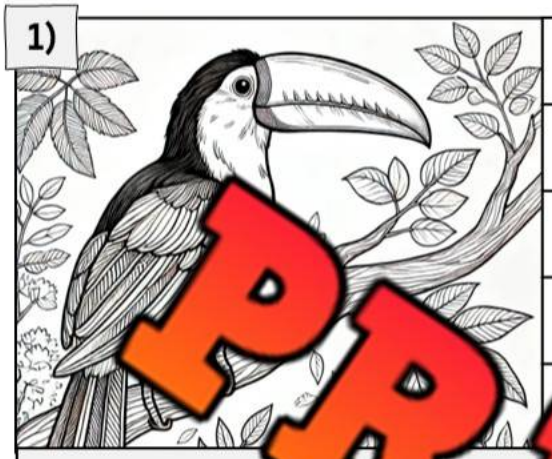
Name: _____ 51

Curriculum Connection
B3.5

Examining Pictures – Animal Clues

Multiple Choice Answer the questions by looking at the pictures.

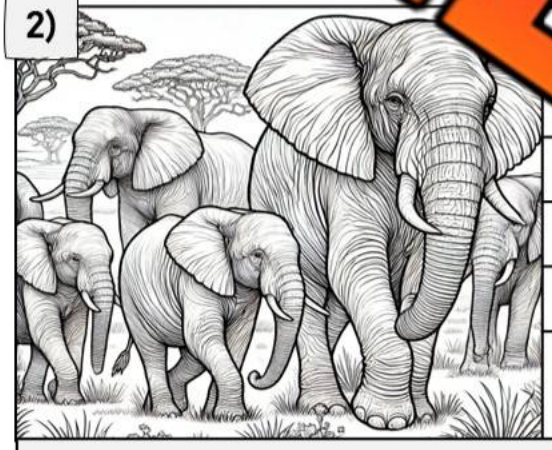
1)



1) Which Continent?	Antarctica	South America
2) Climate	Warm	Cold
3) Distance from equator?	Close	Far
4) Habitat	Desert	Rainforest
5) Animal?	Eagle	Toucan

What other anima[illegible] this [illegible]

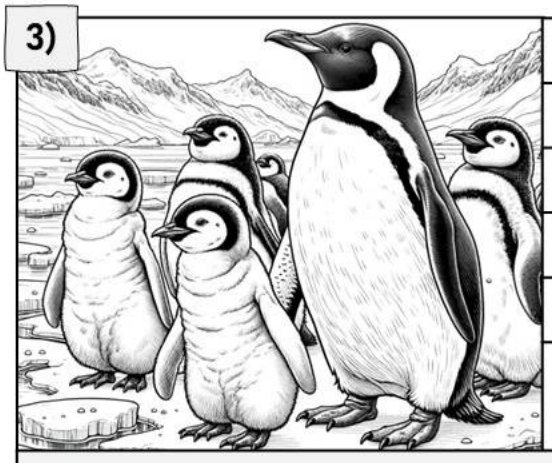
2)



[illegible]	Africa	South America
2) Clim[illegible]	Warm	Cold
3) Dist[illegible] from e[illegible]	Close	Far
4) Habitat	[illegible]	Rainforest
5) Animal?	Rhino	Elephant
6) Distance from the north or south poles?	Clos[illegible]	[illegible]

What other animals live in this area?

3)



1) Which Continent?	Antarctica	North America
2) Climate	Warm	Cold
3) Distance from equator?	Close	Far
4) Habitat	Desert	Rainforest
5) Animal?	Seal	Penguin
6) Distance from the north or south poles?	Close	Far

What other animals live in this area?

PREVIEW

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Name: _____ 54

Curriculum Connection
B3.3, B3.4, B3.5

Cardinal Directions – Canada

Put a * above words you don't know

What are the Cardinal Directions?

Cardinal directions are the four main points on a compass – **north, east, south, west**. A compass tells us which direction is north or up on a map. It will also tell us which direction is east, south, or west. We use cardinal directions to understand where we [illegible] compared to other places on the Earth.





Canad[illegible]

- Ca[illegible]a is **so**[illegible] Arctic Ocean
- Canada is [illegible] Pac[illegible]an
- Canada is **west**[illegible]
- Canada is **north** of t[illegible] Stat[illegible]

PREVIEW

Directions If you were driving from [illegible] to th[illegible]nces below, which direction would you be going?



[illegible]n	N,E,S,W
[illegible]bec	
Manit[illegible]	
Nunavut	
New Brunswick	
British Columbia	
Prince Edward Island	
Alberta	
Newfoundland	
Saskatchewan	

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Name: _____ 55

Curriculum Connection
B3.3, B3.4, B3.5

Cardinal Directions – World Map

Directions If you lived on the first continent, which direction would you travel to get to the second continent?



PREVIEW

Continent 1	Continent	
North America	South America	
Asia	Australia	
Africa	Europe	
Australia	Asia	
Antarctica	Africa	
Asia	Europe	
North America	Asia	
Australia	South America	
South America	Africa	
Asia	North America	
Antarctica	Europe	
South America	Antarctica	

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Curriculum Connection
B3.3, B3.4, B3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Which direction would you travel to reach the places below? Write N, S, E, or W in the box.

1)	Ca	Mexico	
2)		pe	
3)	Ontari	rta	
4)	Asia	stra	
5)	France	Cana	
6)	Europe	Asia	

Name: _____ Mark

Which direction would you travel to reach the places below? Write N, S, E, or W in the box.

1)	Canada	Mexico	
2)	Africa	Europe	
3)	Ontario	Alberta	
4)	Asia	Australia	
5)	France	Canada	
6)		Asia	

Name: _____ Mark

Which direction would you travel to reach the places below? Write N, S, E, or W in the box.

1)	Canada	Mexico	
2)	Africa	Europe	
3)	Ontario	Alberta	
4)	Asia	Australia	
5)	France	Canada	
6)	Europe	Asia	

Name: _____ Mark

Which direction would you travel to reach the places below? Write N, S, E, or W in the box.

1)	Canada	M o	
2)	Africa	Europe	
3)	Ontario	Alberta	
4)	Asia	Australia	
5)	France	Canada	
6)	Europe	Asia	

PREVIEW

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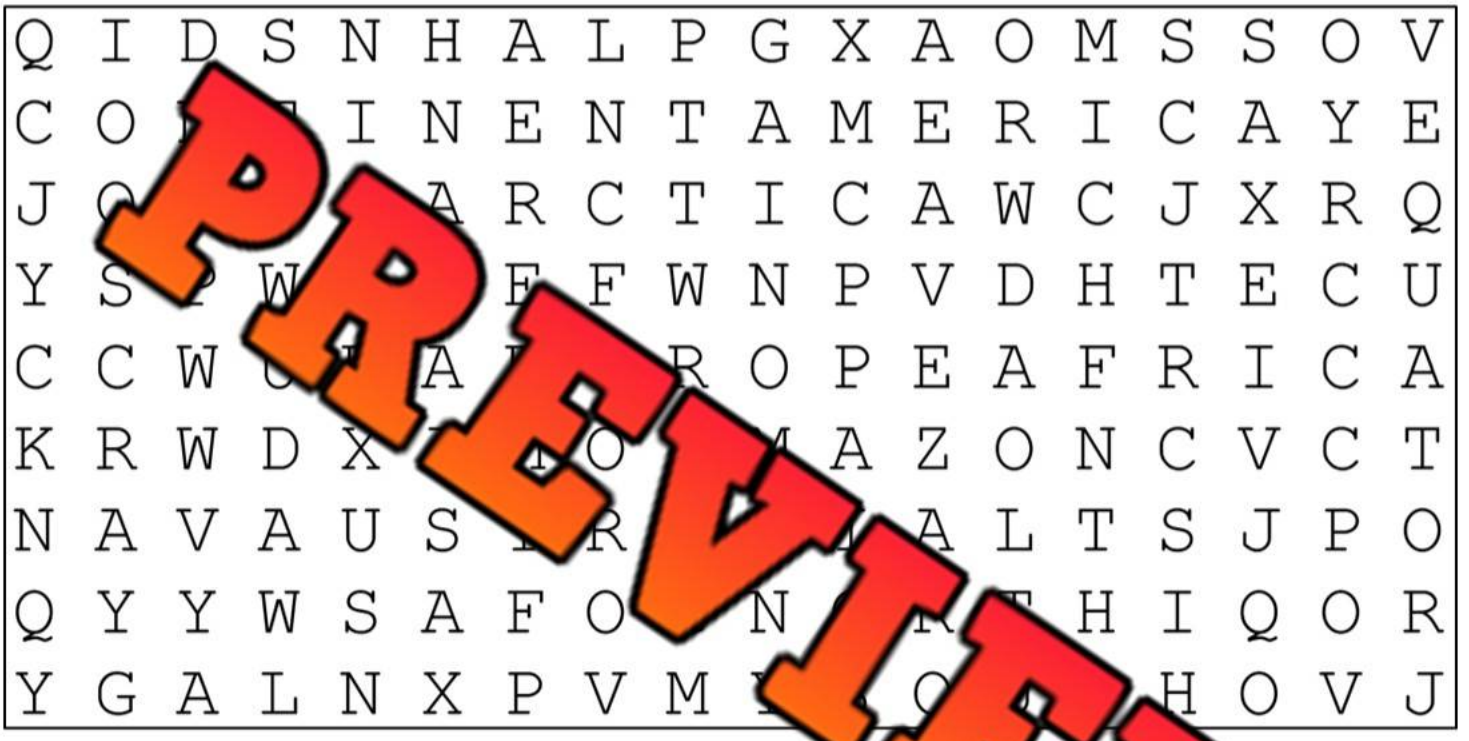
Name: _____ 61

Curriculum Connection
B2.6, B3.1, B3.2, B3.3

Word Search

Find the words from the word bank.

Word Bank: Words Related to Global Communities					
Arctic	Asia	Europe	South	Australia	Amazon
Continent	Africa	North	America	Antarctica	Equator



PREVIEW

Word Scramble

Unscramble the words from the word bank.

ONNCEITTN		CIRAAF	
EREUPO		MECAARI	
OZAANM		ACCRIT	
NACAICATTR		QUOERAT	
ASAI		USIALRATA	
TNHOR		SOHUT	

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Name: _____ Date: _____

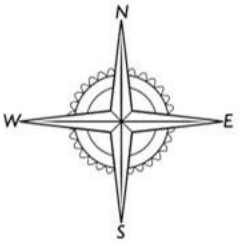
Total
/

Unit Test – 1
Global Communities

Mark
/

Multiple Choice Circle the correct answer

1) The coldest continent is? a) South America b) Antarctica c) Europe d) Austra	2) Which ocean is the largest? a) Indian b) Pacific c) Atlantic d) Arctic
3) Ca s in whic here? a) Northern b) Southern c) Both d) Neither	4) Which direction is up on a compass? a) West b) East c) South d) th
5) Home to the tallest mountain in the w a) Africa b) Europe c) Asia d) North America	Are t are closer to the equator are... a) Co b) c) W y d) Frozen
7) If you were in Canada, which direction would you go to get to the United States? a) North b) East c) West d) South	8) If you were in Asia, ould you go to get to the E a) North b) East c) South d) West
9) Which fruit doesn't grow in Canada? a) Strawberries b) Apples c) Bananas d) Grapes	10) Which climate zone do penguins live in? a) Polar b) Temperate c) Tropical d) Dry



PREVIEW

Countries

Label the continents on the map.

Mark /

North America	South America	Australia	Europe	Asia	Antarctica	Africa

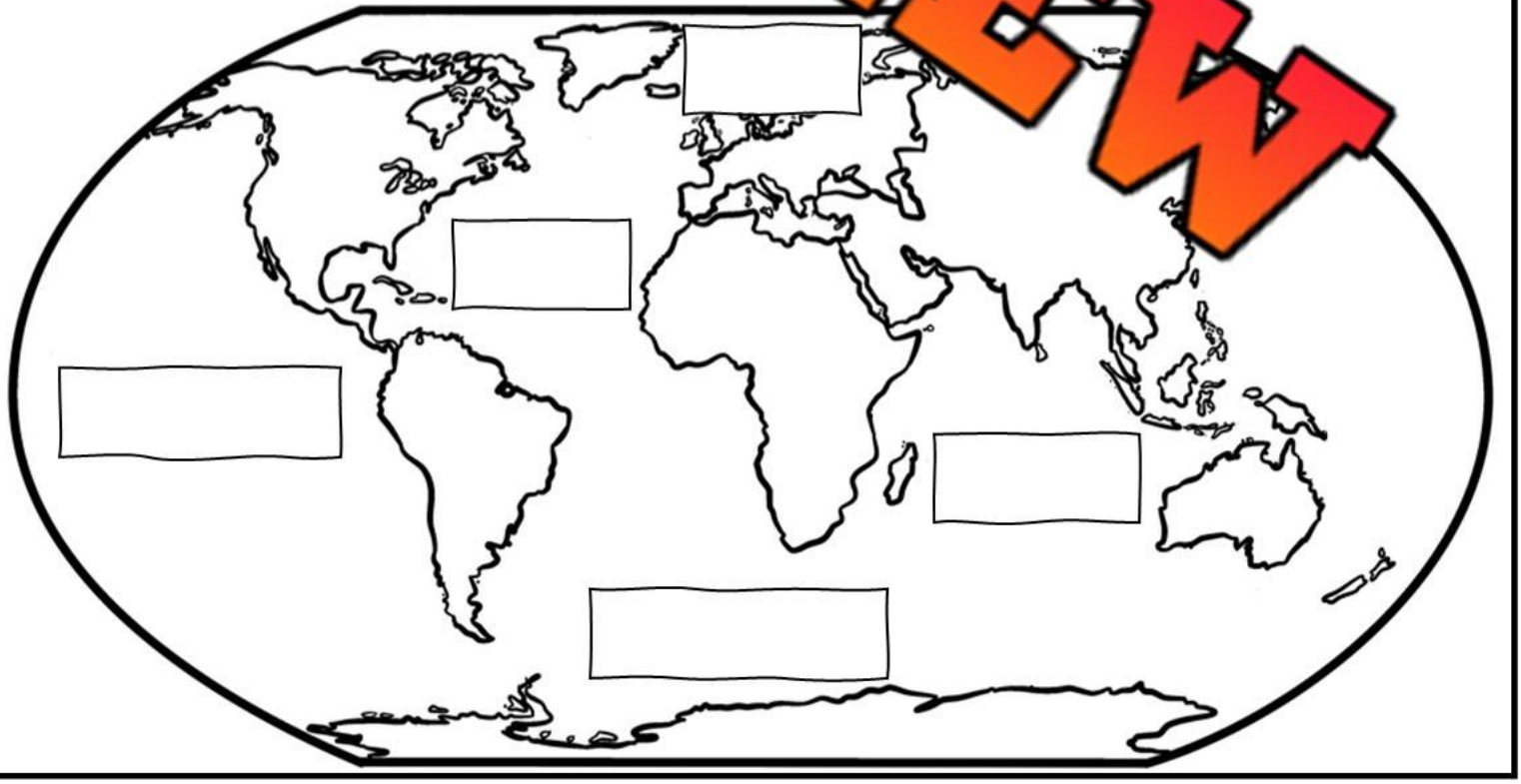


Oceans

Label the oceans on the map.

Mark /

Arctic Ocean	Southern Ocean	Indian Ocean	Atlantic Ocean	Pacific Ocean



PREVIEW

Name: _____ 64

Curriculum Connection
B1.1, B3.5, B3.7, B3.8

Japanese Community

The Japanese community live on the Island of Japan which is 26 times smaller than Canada. Even though the island is smaller, Japan has almost 3 times more people than Canada.

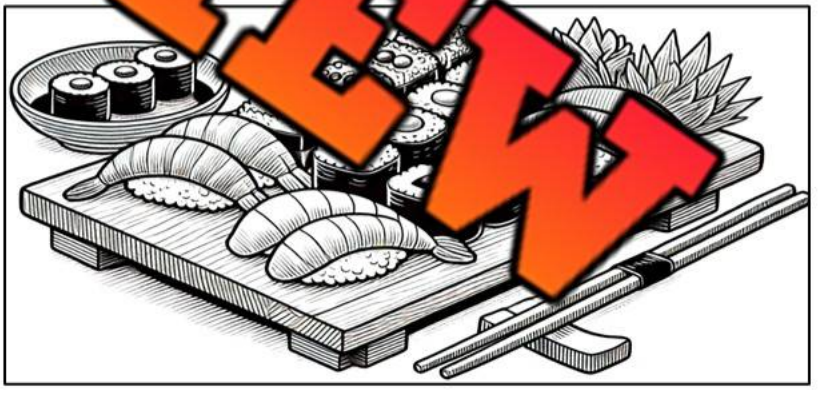
Questions Look at the pictures from Japan and circle the words that reflect what you see in the pictures.

PREVIEW

Landscape				
	ents	Traffic	Forests	Crowded
Farmland	es	Countryside	Shopping	Buildings



Food	
Pizza	Seaweed
Hotdogs	Chop Sticks
Rice	Shrimp
Fish	Yellow egg
Noodles	Hamburgers





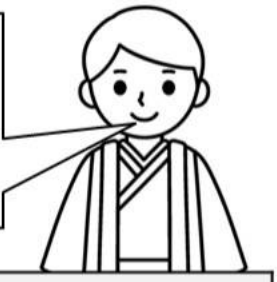
Clothing	
Kimono (Long dress robe)	Haori (Short sleeve jacket)
Jeans	T-shirt
Obi (Wide waist belt)	Hat
Sneakers	Zori (Open-toe sandals)
Kanzashi (Flower hair clip)	Baseball Cap

Name: _____ 65

Curriculum Connection
B1.1, B3.7, B3.8

Japanese Community – Day In The Life

Hi, my name is Haru and I live in Tokyo, Japan. I am a 7 year old boy. I have written what an average day looks like for me. I wonder if it is similar or different to your day.



Tim	Activity
7:30	• I wake up at 7:30am and eat breakfast. I normally eat fish and rice or miso soup with pickles. 'm in a rush, I eat cereal made from granola, nuts, and
8:00am – 8:30am	Japan wear kimonos, but I have to wear a pants with a collared shirt and a black
8:30am – 2:00pm	• I go to nd then for one hour after lunch. • Kids must go ool when they can look for a job. • I have 40 kids in my cl • We learn math, Japanese, health, crafts and home economics (nd
2:00pm – 6:00pm	• I head home to my family's condo. • I make a snack of sushi which is rice and up with seaweed. • I love watching Anime, so I usually sit and watch ew shows until dinner.
6:00pm – 6:30pm	• For dinner, we usually have sashimi which is raw fish that is cut thinly. We often have noodles or rice with it.
6:30pm – 8:30pm	• We play games as a family. I love playing computer games or playing karaoke with my family.
8:30pm – 7:30am	• Time for bed! I unfold my mattress and go to sleep. We call this style of bed a futon. It saves space for us in our small apartments.

PREVIEW

Name: _____ 66

Curriculum Connection
B1.1, B2.4, B3.7, B3.8

Comparing Japanese Community To Mine

Complete the Venn Diagram below comparing your life to Haru's. Use pictures or words to show your thinking.





My Life

Haru's Life

Similarities





PREVIEW

Question	Would you want to live in a Japanese community? C[illegible]p[illegible]nd then write why.

YES **NO**

Name: _____ 67

Curriculum Connection
B1.1, B2.6, B3.7, B3.8

Word Search

Find the words from the word bank

Word Bank: Japanese Community Related Words				
Seaweed	Noodles	Rice	Traffic	Skyscraper
Dress	Sushi	Futon	Karaoke	Kimonos

T	E	V	P	Q	E	L	L	U	U	K	I	M	O	N	O	S	N
Q	J			J	J	C	J	R	U	J	E	F	P	R	H	F	B
R	W			J	R	T	H	H	X	K	F	V	D	V	T	T	
D			Y		O	B	W	P	W	O	T	P	R	Q	R	E	
R	R	C					O	S	E	A	W	E	E	D	A	S	
N	M	E	N					S	P	R	D	R	E	Z	F	U	
A	H	C	S	F	R					A	P	H	C	B	F	S	
O	I	E	P	S	F	U	T				Z	Q	I	M	I	H	
S	K	Y	S	C	R	A	P	E				R	D	C	I		

PREVIEW

Matching

Draw a line from the word to the exp[illegible]

Sushi ◯	◯ A traditional piec[illegible] looks like a robe
Futon ◯	◯ A game where people s[illegible]g along to the words on a screen
Karaoke ◯	◯ Rice and vegetables wrapped up in seaweed
Kimonos ◯	◯ A staple food that is used in stir-fry and sushi
Rice ◯	◯ Men and women wear these during festivals
Yukata ◯	◯ A type of bed that folds up to save space

Curriculum Connection
B1.1, B3.7, B3.8

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Guess who I am and write the answer!

Sushi	Kimono
Futon	Karaoke

Mark

1) I am a long dress that people wear at festivals.	
2) I am a type of food made of rice, fish, and seaweed.	
3) I am a fun activity where people sing along to music.	
4) I am a soft mattress that folds up to save space.	

Name: _____

Guess who I am and write the answer!

Sushi	Kimono
Futon	Karaoke

Mark

1) I am a long dress that people wear at festivals.	
2) I am a type of food made of rice, fish, and seaweed.	
3) I am a fun activity where people sing along to music.	
4) I am a soft mattress that folds up to save space.	

PREVIEW

Name: _____ 69

Curriculum Connection
B1.1, B3.5, B3.7, B3.8

Chinese Community

The Chinese community is one of the largest communities in the world. There are 1.4 billion Chinese people that live in China. That is 37 times the number of Canadians!

Questions Look at the pictures from China and circle the words that reflect what you see in the pictures.



Food	
Forks	Soup
Chopsticks	French Fries
Noodles	Onion Rings
Spaghetti	Bamboo Place Mat
[illegible]ables	Cloth Place Mat

Land - Cities	
Arched Roofs	Farmland
Flat roofs	Unique Architecture
Skyscrapers	Crowded
Trees	Snow
Forests	Ancient Buildings





Clothing	
"Chongpao" - One-piece suit	"Hanfu" - Long gown
Bright colours	Tunic Suit
Jeans	Parka
Jogging Pants	Hoodie
Long Dresses	"Phoenix Crown" - Hat with jewelry

PREVIEW

Name: _____ 70

Curriculum Connection
B1.1, B3.7, B3.8

Chinese Community – Day In The Life

Hi, my name is Li and I live in Beijing, China. I am an 8 year old girl. Here is an average day for me! Is your day similar?



Time	Activity
6:00am – 7:00am	• I wake up at 6:00am and eat breakfast. Usually I eat steamed buns or soymilk and deep-fried dough sticks.
7:00am	• For school, I need to wear my uniform. I put on my black skirt and a collared shirt with a sweater over top.
7:30am – 5:00pm	• I go to school from 7:30am to 5:00pm. We learn Chinese language, math, geography and natural sciences. I will start to learn English next year. We also learn music, painting, and physical education. • When I go to high school, I will go to school until 9:00pm • We get very short breaks between classes and a break for lunch where we go home to eat from 12:00pm-2:00pm. • My teachers are strict. You need to follow the rules or you can be kicked out of school.
5:00pm – 6:00pm	• For dinner, we usually eat soup, spring rolls or stir fry with rice or noodles. We eat lots of different vegetables as well as fish and meat. Dinner is the biggest meal and we always spend a lot of time eating and talking at the dinner table.
6:00pm – 8:30pm	• After dinner we play games. My family loves playing mahjong. Sometimes we go outside and meet friends and family for square dancing.
8:30pm – 7:30am	• After a long day, it's time to rest. I go to bed on my tatami bed. It is made entirely from wood. Some say it is hard, but I like my bed!

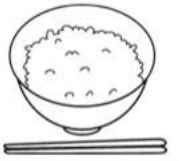
PREVIEW

Name: _____ 71

Curriculum Connection
B1.1, B2.4, B3.7, B3.8

Comparing The Chinese Community To Mine

Matching Fill in the table below comparing your life to Li's. Use pictures or words to show your thinking.



	Your Life	Similarities	Li's Life
School			
Food			
Fun Activities			
Clothing			

PREVIEW

Question Would you want to live in a Chinese community? Circle yes or no and then write why.

YES **NO**

_____

_____

_____

_____

Name: _____ 72

Curriculum Connection
B1.1, B2.6, B3.7, B3.8

Word Search Find the words from the word bank.

Word Bank: Chinese Community Related Words				
Noodles	Architecture	Hanfu	Ancient	Chopsticks
Soup	Tunic	Chongpao	Crowded	Bamboo

X	Q	N	B	A	M	B	O	O	A	L	G	L	T	U	O	I	U
H	A	[illegible]	E	U	D	B	U	T	K	T	E	V	P	Q	E	L	L
U	U	[illegible]	J	R	Q	J	J	J	R	U	J	F	P	R	H		
F	B	[illegible]	U	[illegible]	S	Q	A	N	C	I	E	N	T	J	R	T	
H	C	H	[illegible]	G	[illegible]	O	N	O	O	D	L	E	S	C	H		
X	F	V	S	[illegible]	[illegible]	O	W	D	E	D	F	L	I	Y			
Q	D	O	B	C	H	[illegible]	C	K	S	W	P	N	W				
T	P	R	Q	E	R	C	K	[illegible]	[illegible]	N	M	P	U	D			
A	R	C	H	I	T	E	C	T	[illegible]	E	[illegible]	A	H	T	C		

PREVIEW

Matching Draw a line from the word to the exp[illegible]

Chopsticks ◯	◯ A type of gown that
Tunic ◯	◯ A type of wood that is used in china
Bamboo ◯	◯ Utensils the Chinese community uses to eat
Noodles ◯	◯ Ancient Chinese buildings have neat arched roofs
Soup ◯	◯ A type of food where broth is mixed with meat and vegetables
Pagoda ◯	◯ A type of food that is mixed with meat and vegetables. It is used in place of rice.

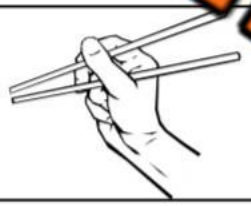
Curriculum Connection
B1.1, B3.7, B3.8

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

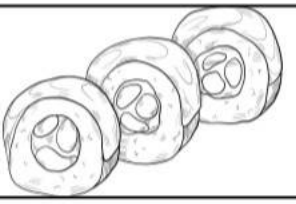
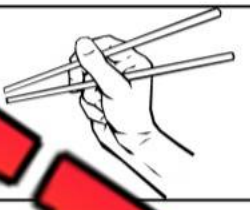
Name: _____ Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

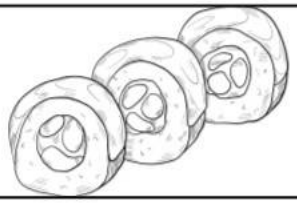
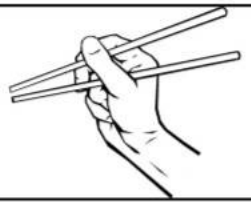
Name: _____ Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

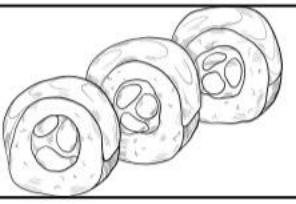
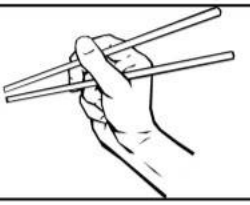
Name: _____ Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

Name: _____ Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

PREVIEW

Name: _____ 79

Curriculum Connection
B1.2, B1.3, B3.6

Basic Human Needs

What Are Basic Needs?

Put a * above words you don't know

Humans have 5 basic human needs that they must get in order to survive.

Shelter	Protects us from the weather and from other living things
Water	To drink and to bathe in
Food	Gives us energy so we can move
Clothing	Keeps us warm and keeps germs off our bodies
Transportation	Allows us to move around to get to our jobs or school or to find food

Meeting Our Basic Needs

It is important that everyone meets their basic needs. In Canada, people live in houses, apartments, condominiums, etc. They get water from a tap or from bottled water. Most Canadians find supermarkets and clothing in stores.

Transportation means to get from one place to another. Canadians use cars, vans, trucks, subways, trains, boats, bicycles and walk to get around.

Colour the tap each time you read the text



PREVIEW

True or False

Is the statement true (T) or false (F)?

1) Everyone on Earth gets their water from a tap.	T	F
2) Everyone on Earth does the same thing to meet their basic needs.	T	F
3) All humans need food, water, shelter, clothing, and transportation.	T	F
4) Clothing keeps us warm and clean from germs.	T	F

Making Connections

How do you and your family meet your basic needs?

Shelter	Water	Food	Clothing	Transportation

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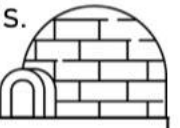
Curriculum Connection
B1.2, B1.3, B3.6

Meeting Basic Needs – Arctic Communities

Put a * above words you don't know

Who Lives in the Arctic?

The Arctic is home to **Inuit** communities in Canada. Most Inuit communities live in the Nunavut Canadian territory. The weather in the Arctic is cold, so not many plants grow there. This makes it hard for the Inuit to meet their basic needs.



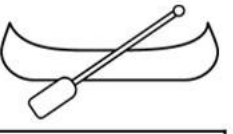
How the I[illegible]et Their Basic Needs

Sh[illegible]	M[illegible]t of the Inuit live in wooden houses, but when they travel to hunt, t[illegible]d igloos to live in.
Water	[illegible]et their water from lakes, ponds, rivers and streams. Some [illegible]mu[illegible]boil their water to make sure it is clean. Most have [illegible]ith ru[illegible]r.
Food	The [illegible]ui[illegible]t [illegible]ts or vegetables. Instead, they eat walrus, seal, a[illegible]. They [illegible]nt to find food so they can eat.
Clothing	The Inuit ma[illegible]eir [illegible]mal skin. Caribou fur keeps them warm. They als[illegible]clothe[illegible]the bark of cedar trees.
Transportation	They use canoes (umiaks), dog s[illegible]or s[illegible]obiles. They travel a lot on ice and cars can't driv[illegible].

PREVIEW

Visualizing What were you picturing in your head[illegible]u w[illegible]adi[illegible]?

Question How do Inuit people get from one place to another?



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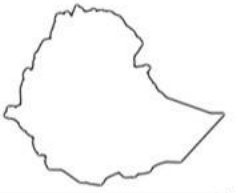
Curriculum Connection
B1.2, B1.3, B3.6

Meeting Basic Needs – Life In Ethiopia

Life in Ethiopia

Put a * above words you don't know

Ethiopia is a country in Africa. Most people work in farm fields. Many children help their families with farming instead of attending school, as extra help is needed. People in Ethiopia meet their needs in the ways below.



Shelte	In rural Ethiopia, people live in wood and mud houses. Many houses have cracked walls, leaking roofs, and dirt floors.
Wa	...y people in rural Ethiopia walk up to 3 hours to get water to drink ... with. It is important not to waste water because it is hard to get!
Food	...st, many eat *kinshe*, which is like oatmeal. It is made with ...not ...ners. For lunch and dinner, they eat bread called ... which ... of a crop called teff.
Clothing	The ... c... ...lds to make white dresses. The white clothing ... them co... heat. Men wear light shirts and pants.
Transportation	Most people ... r b... ...nd. In the cities in Ethiopia, you can ride on a bus or taxi o... ...ur c... ...hicle.

PREVIEW

Multiple Choice

Circle the best answer

1) Ethiopia is in which continent?	South Am...	Africa
2) Their clothing is made of light	Cot...	...inen
3) Many people walk up to how many hours for water?	1 ...	...ours
4) Water in Ethiopia is important, so try not to	Cook with	Waste it
5) Do most families in Ethiopia have much money?	A lot	A little

Compare

How is your life the same as someone in Ethiopia? How is it different?

Same	Different

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Name: _____ 95

Curriculum Connection
B1.2, B1.3, B3.6

Life In Ecuador

Life in Ecuador

Put a * above words you don't know

Ecuador is a country in South America. Here is an average day for a child in Ecuador:



1) Wake up early. Help your parents on the farm.
2) Gather [illegible] to sell on a busy street.
3) Go to [illegible]rly.
4) Le[illegible] ju[illegible] lunch before it gets too hot.
5) Help your par[illegible] crop[illegible] from your farm. Ask people from a bus if they want to buy some [illegible]s or pi[illegible]
6) Have dinner with y[illegible] f[illegible] ade from things grown in your garden. Today's dinner is soup [illegible] [illegible]een bananas, and potatoes. Don't waste any!
7) After dinner, families will dance and listen to [illegible]ic. S[illegible] families will do some karaoke as well!

Col[illegible] da[illegible] time you read the text



PREVIEW

Multiple Choice Circle the best answer.

1) What's more important to families in Ecuador?	Farmin[illegible]	[illegible]y Stores
2) Schools get off early because it is...	Cold	Hot
3) Children help their parents to _____ their crops.	Sell	Eat
4) Meals are made with food from their...	Gardens	Grocery Store
5) Ecuador is in which continent?	Europe	South America

Compare Would you want to live in Ecuador? Why or why not?

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Curriculum Connection
B1.2, B1.3, B3.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Check Only the Statements That Describe Life in Ecuador.

- ☐ Wake up early, help parents.
- ☐ Play hockey in winter.
- ☐ Gather fruit to sell.
- ☐ Kids do not work.
- ☐ Sell fruit on streets.
- ☐ Eat cereal for breakfast.
- ☐ Go to school early.
- ☐ Buy food from stores.
- ☐ Ask bus passengers to buy crops.

Name: _____ Mark

Check Only the Statements That Describe Life in Ecuador.

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- ☐ Play hockey in winter.
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- ☐ Kids do not work.
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PREVIEW

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Name: _____ Mark

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- ☐ Gather fruit to sell.
- ☐ Kids do not work.
- ☐ Sell fruit on streets.
- ☐ Eat cereal for breakfast.
- ☐ Go to school early.
- ☐ Buy food from stores.
- ☐ Ask bus passengers to buy crops.

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Curriculum Connection
B1.2, B1.3, B3.7

Life In Hawaii: Adapting To Nature

Hawaii's Warm Islands



Hawaii is a group of islands in the middle of the **Pacific Ocean**. These islands have **volcanoes**, tall mountains, and many beaches. The weather is warm and sunny most of th[illegible] It can also rain a lot in some areas. This makes H[illegible] **climate**.

Adapting to War[illegible]

People in Hawa[illegible]ight c[illegible]e shorts and T-shirts. They also wear hats and sunglasses to st[illegible] sun. Houses often have big windows to let cool air in. Many homes[illegible] air moving because it can get very hot. People use shade from trees or [illegible]s to [illegible]ool when outside.

Adapting to the Ocean

Because Hawaii is surrounded by ocean, people [illegible] [illegible]fish a[illegible]food. Fishing is important for food and jobs. People also swim, surf, [illegible]dd[illegible]. Hawaiians have learned to read the ocean waves and weather. [illegible]know when it is safe to swim or fish.

PREVIEW

How Hawaiians Adapt to Their Land

- **Living Near Volcanoes:** People live safely away from active volcanoes and grow coffee and fruit on mountain sides.
- **Rainy Weather Farming:** Farmers grow taro, bananas, and sugarcane in rainy areas and build fields carefully.
- **Early School Times:** Schools start early and end before afternoons get very hot, helping students stay cool.

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Curriculum Connection
B1.2, B1.3, B3.7

Questions

Answer the questions below.

1) What kind of clothes do people in Hawaii wear?

2) Why do [illegible]s in Hawaii start early?

3) Name one food t[illegible] areas of Hawaii.

Multiple Choice

Circle th[illegible]t an[illegible]

1) Why do Hawaiians build houses with big windows?

a) To let cool air in

b) To keep the rain out

2) W[illegible]s o[illegible]portant food in [illegible]?

a) C[illegible]ee

b) Fish

3) What is a fun ocean activity in Hawaii?

a) Skiing | b) Surfing

4) What makes the [illegible] good for farming?

a) The volcanoes | b) The strong wind

Sentence Scramble

Unscramble the sentences below.

1) "stay / read / safe/ to / Hawaiians / waves"

2) "Farmers / in / mountain / slopes / coffee / on / Hawaii / grow"

PREVIEW

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Curriculum Connection
B1.1, B3.7, B3.8

Role-Play: Comparing Communities

Objective What are we learning about?

Students will understand how people's daily routines change based on where they live by acting out different lifestyles in various communities. They will compare life in a city and a rural area, as well as school experiences in Canada and a hot country.

Materials What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costume options
- Timer or stopwatch



Instructions How will we complete the activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 109

Curriculum Connection
B1.1, B3.7, B3.8

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Pretend you are living in the place from your scenario. Think about what daily life is like and how you would feel, act, and speak.
Voice	Speak clearly and use a voice that fits your role. If your character is excited, happy, or tired, show it in your tone.
Actions	Move and act like your character would in their environment. Show at they do in daily life (e.g., walking to school, helping at home, g for food).
St Rol	character the entire time. Stay focused and react to ev y your character would.
Teamwork	r group to create the best role-play. Listen to eac r, ta aking, and make sure everyone has a role.

PREVIEW

Scenario Cards Cut

Scenario		Descri
1	**A Day in the City and Countryside**	Lena wakes up early in her apart in T o ity outside is already busy with cars honking and pe ing. S s breakfast and takes the subway to school. At school, s lay d with slides and swings, then gets lunch from the ca school, her family walks to the grocery store to buy food. Meanwhile, on a farm in Alberta, Jack wakes up to the sound of chickens. His family eats eggs from their own hens before he rides the bus to school. His school is smaller, and his playground has a big open field. After school, he helps his parents feed the animals and pick vegetables from the garden. His family doesn't go to the grocery store every day because they grow some of their own food. At night, he listens to the quiet sounds of nature outside his window.

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Name: _____ 110

Curriculum Connection
B1.1, B3.7, B3.8

Scenario Cards | Cut out the topics below.

Scenario		Description
2	Getting to School in Different Communities	Nadia walks outside her home in Ottawa. She wears her jacket because it's cold. She waits at the bus stop with her friends. The yellow school bus picks them up, and they chat on the ride to school. When she arrives, she puts her backpack in her locker and sits at her desk, ready for the day. In Kenya, Hassan wakes up early because the sun rises quickly. He puts on his school uniform and eats breakfast. There is no school bus, so he walks to school with his friends. The dirt path is long, but they talk and laugh along the way. At school, his classroom has open windows to let in the breeze. There is no heating because the warm sun keeps the room comfortable.
3	Playing in Different Climates	Ben loves winter in Canada. He puts on his snow pants, boots, and gloves before going outside to play. He builds a snowman and have a snowball fight. They go sledding down the hill, their laughter filling the air. After playing, they run inside to warm up with hot chocolate. Maria lives in Brazil, where it is always hot. She wears shorts and sandals to play outside. She and her friends go to the beach after school. They build sandcastles and run into the waves. The water feels refreshing. When they get hungry, they buy fresh fruit from a market stand and sit under a shady tree and eat juicy mangoes before going home.
4	Helping at Home in Different Communities	Liam helps his parents clean their apartment in Winnipeg. He vacuums the floor and helps set the table. After dinner, he takes out the trash and plays video games before bed. In a small town in the Philippines, Aria helps her family wash clothes by hand. She carries a bucket of water to rinse the clothes. She also helps sweep the yard and feed the chickens. At night, she listens to bedtime stories from her grandmother.

PREVIEW

Name: _____ 111

Curriculum Connection
B1.1, B3.7, B3.8

Scenario Cards | Cut out the topics below.

Scenario		Description
5	Weather Challenges in Different Places	Nathan's family in Toronto watches the weather report. A snowstorm is coming, so they put on warm coats and boots before going outside. The streets are covered in snow, and they shovel their driveway. In the Caribbean, Lina's family gets ready for hurricane season. They utdoor furniture inside and make sure they have enough food. The wind ly, but her house is safe. After the storm passes, her family helps lean u ts.
6	Weekend Fun in Different Communities	Oliv ay in busy. Her family drives to a big shopping mall. They walk ugh clothes and buying groceries. In the afternoon, they rk a ycles. At night, they order pizza and watch a movie at hom Ahmed lives in a village weekends, his family visits the market. They walk through with nices and fresh vegetables. Ahmed helps carry the bag th ays soccer with friends in a dusty field. At night, his family ga side by the cool air.
7	Shopping for Food in Different Places	Maya and her mother live in Vancouver. On Saturdays, th supermarket to buy groceries. The store has many aisles filled different kinds of food. They pick up bread, cheese, and fruit. At the checkout, they put their items on the counter, and the cashier scans them. They pack their groceries in bags and take the bus home. Jamal lives in a small village in northern Canada. His family does not go to the store often. Instead, they go hunting and fishing. Today, Jamal goes with his father to catch fish in the river. They sit in their boat, waiting patiently. When they return home, his mother cooks the fish for dinner. If they need other food, they visit a local market where farmers sell fresh vegetables and meat.

PREVIEW

Name: _____ 112

Curriculum Connection
B1.1, B3.7, B3.8

My Role Draw a picture of what your character did during the role-play.



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Curriculum Connection
B1.1, B3.7, B3.8

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creativity	Did not pretend much.	Pretended a little.	Pretended well.	Very creative role-play.
Voice	Hard to hear or unclear.	Sometimes clear.	Clear and fits role.	Always clear and expressive.
Act	no	Some helpful actions.	Many helpful actions.	All actions were clear and detailed.
Stay in Role	ckly pretend	times	Mostly stayed in role.	Fully stayed in role the whole time.
Teamwork	Did not share or help.	ed sometimes	ed and n.	Always shared and worked well together.

PREVIEW

Teacher Comments

_____

_____

_____

ark

Student Comments – What Could You Do Better?

_____

_____

_____

_____

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Name: _____ 114

Curriculum Connection
B1.2, B1.3, B3.7

Inuit Seal Hunting in Nunavut

Where Inuit Families Live

Inuit families live in Nunavut, a big place in northern Canada. Nunavut has lots of ice, snow, and flat tundra. The ocean there is cold and covered with ice for most of the yea[illegible] very cold place to live, and people must w[illegible]es.





H[illegible] Inuit Hunt Seals

[illegible]le hunt seals on the sea ice. They use a tool [illegible]n, which is long and sharp. They [illegible]eals to pop their heads out of holes in [illegible] Inuit hunters are very patient and quiet w[illegible] wait

PREVIEW

Why Seals are Important

Seals are very important to Inuit families. Here are th[illegible]on

- **Food:** Inuit eat seal meat because it is healthy and helps them stay strong in the cold.
- **Clothing:** Inuit use seal skin and fur to make warm boots, jackets, and mittens.
- **Light and Heat:** Long ago, Inuit used seal oil in lamps to light their homes and keep warm.



Respect for Nature

Hunting seals helps Inuit children learn to respect animals and nature. Inuit only hunt what they need and thank the seals for giving them food and clothes.

Name: _____ 115

Curriculum Connection
B1.2, B1.3, B3.7

Multiple Choice

Circle the correct answer.

1) In which territory do most Inuit people live?	Nunavut	Ontario
2) Where do Inuit families hunt seals?	In the forest	On the sea ice
3) What do Inuit use to hunt seals?	Harpoon	Fishing rod
4) What part of the seal did Inuit use to light their home?	Seal fur	Seal oil
5) Which is NOT found in Nunavut?	Snow and ice	Hot deserts

PREVIEW

Write & Draw

W... eps of how Inuit hunt seals. Then, draw a picture to show

Circle

Circle the words that show how Inuit people use seals.

Food	Paper	Jacket
Sledding	Lamp	Chair
Boots	Skiing	Mittens



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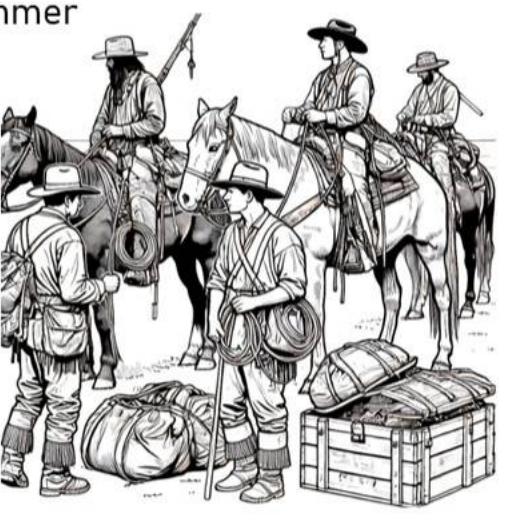
Curriculum Connection
B1.2, B1.3, B3.7

How Métis Hunted Buffalo

Getting Ready for the Hunts

Long ago, Métis families hunted buffalo on the big, open prairies of Canada. These hunts happened two times every year, once in the summer and once in the fall. Hundreds of hunters joined together for each hunt. They brought fast, strong horses to help chase buffalo. Before each hunt, families packed food, water, and important tools. Everyone was excited, but they had to be very careful because hunting buffalo was dangerous.



PREVIEW

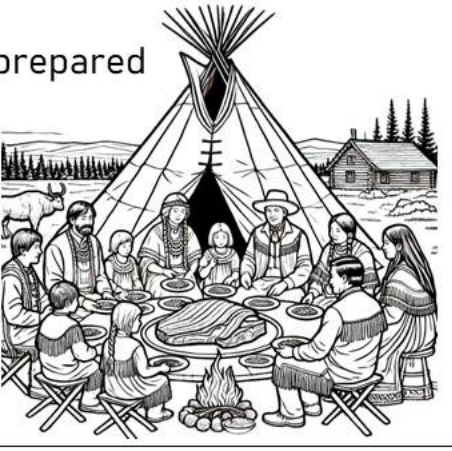


The Big Chase

When hunters and buffalo, the chase began! Hunters rode their horses very fast, like the wind. Buffalo could run as fast as adult horses. Hunters worked as a team to keep the buffalo moving together in one direction. They shouted and waved to help the buffalo moving toward the hunters waiting below. They then used tools like rifles or spears to hunt the buffalo.

After the Hunt

After the chase ended, everyone worked together. They prepared the buffalo meat to eat later. Buffalo hides were used to make clothes, blankets, and tipis. Bones and horns became tools. No part of the buffalo was wasted. Métis families shared what they got from the hunt. These hunts were important for the Métis way of life.



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Curriculum Connection
B1.2, B1.3, B3.7

True or False

Is the statement true (T) or false (F)?

1) Horses were used during Métis buffalo hunts.	T	F
2) Sometimes hundreds of hunters joined big Métis buffalo hunts.	T	F
3) No part of the buffalo was wasted by Métis families.	T	F
4) Métis hunts happened only during the winter months.	T	F
5) Tipis w de with metal instead of buffalo hides.	T	F

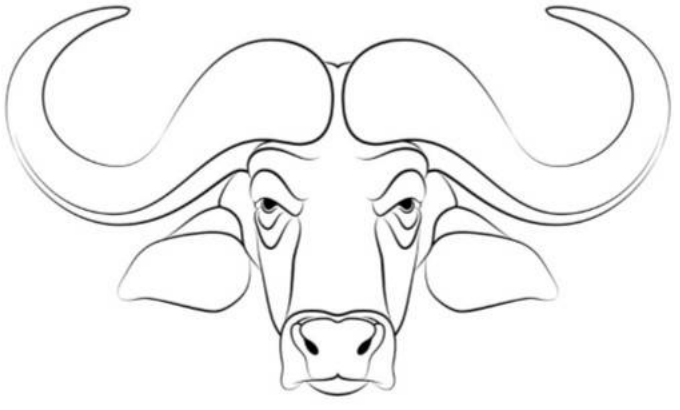
Ordering

Belo ain steps in a Métis buffalo hunt. Put them in the c , fr first to last.

1st		a) eeping buffalo together in one group.
2nd		b) They lo os to spot the big buffalo.
3rd		c) Families cook t ffalo a are it with everyone.
4th		d) The families pack tools, a the hunt.
5th		e) They use rifles or spears to ca g, ffalo.

Colour & List

Colour the picture of the buffalo below. Then, t rts of the buffalo the Métis used for food, clothes, or tool



PREVIEW

Curriculum Connection
B1.2, B1.3, B3.7

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark ____

Match the buffalo parts to their use in métis life

Buffalo Meat ☐	☐ Made into clothes, blankets, and tipis
Buffalo Hide ☐	☐ Used to make tools and knives
Buffalo Bones ☐	☐ Cooked and eaten for food

Name: _____ Mark ____

Match the buffalo parts to their use in métis life

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Buffalo Bones ☐	☐ Cooked and eaten for food

PREVIEW

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Curriculum Connection
B1.2, B1.3, B3.7

Story: Mia's Wild Rice Adventure

Illustrate Illustrate the story by drawing pictures.

Mia woke up early in Curve Lake First Nation, feeling excited. Today was special because she would help her aunt harvest wild rice from the calm lake. The sun shone brightly over the clear water, and the air smelled fresh.

Mia and her aunt paddled their wooden canoe through the shallow water. Tall green plants swayed gently in the cool morning breeze. Small ripples formed behind the canoe as they moved slowly across the quiet lake.

PREVIEW

Name: _____ 120

Curriculum Connection
B1.2, B1.3, B3.7



When they reached a thick patch of wild rice, Mia stood carefully in the canoe. Her aunt handed her a long wooden stick used for knocking rice. Mia tapped the tall rice stalks, and small grains fell softly into the boat, making a light rustling sound.

Wild rice can grow as tall as Mia's waist, reaching up to a metre high. Some families collect over twenty kilograms of rice in one season. Mia was amazed at how many grains clung to each plant as she knocked the stalks.

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Curriculum Connection
B1.2, B1.3, B3.7

Her aunt explained that people have gathered wild rice for hundreds of years in a careful way. They only take what they need and leave enough grains behind so the plants can grow again. This helps the rice keep growing and keeps nature healthy.

After gathering enough wild rice, they paddled back to shore through the warm water. They spread the fresh rice on large blankets to dry in the bright sun. She and her aunt turn the grains gently so they dried evenly.

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Curriculum Connection
B1.2, B1.3, B3.7

Later, they cooked the rice over a small fire, stirring it slowly. It tasted nutty, warm, and chewy. Mia smiled, feeling proud that she had helped gather their special food.



She watched other families using the same careful way passed down for many years. Everyone worked together, tapping stalks, filling their canoes, and paddling gently. Mia felt happy knowing she was part of this important tradition.

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Curriculum Connection
B1.2, B2.3, B3.7

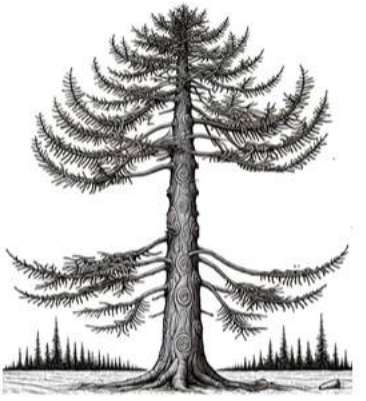
Inuksuit And Lobsticks



Inuksuit

A Special Way to Mark Places

Inuksuit and **Lobsticks** mark important places. They guide travellers, honour events, and show respect. Made from natural materials, they have been used by Indigenous peoples in Canada for many years.



Lobsticks

PREVIEW

Inuksuit – Stone Markers

Inuksuit (singular: **Inuksuk**) are stone markers made by the **Inuit** in the **Arctic**. They help with **hunting**, show **directions**, or warn of **danger**. Some look like a **person**, while others are simple **stone piles**. They stand strong in the cold **Arctic**, where few **trees** grow. **Inuksuit** are found in **Nunavut** and **northern Quebec**. They are important symbols of **Inuit culture**.

What Inuksuit Were Used For:

- Showing the best hunting spots
- Helping travellers find their way
- Marking special places

Lobsticks – Marked Trees

Lobsticks are **tall trees** that have **branches removed from the bottom**, leaving only a few at the top. The Cree, Dene, and Metis used Lobsticks to **show important places, honour leaders, and guide travellers**. These trees were often seen near rivers and trails in **Alberta, Saskatchewan, and Manitoba**. Fur traders also used Lobsticks to mark safe paths.

What Lobsticks Were Used For:

- Marking gathering places
- Honouring important people
- Guiding canoe routes

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B1.2, B2.3, B3.7

Write & Illustrate What are the differences between Inuksuit and Lobsticks?

1 Inuksuit	2 Lobsticks

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Question What was the main reason pe sed l nd Inuksuit?

Yes or No Read each question carefully. Answer with either "Yes" or "No."

1) Are Inuksuit made of trees?	Yes	No
2) Do Lobsticks have missing branches in the middle?	Yes	No
3) Are Inuksuit found in Nunavut and Quebec?	Yes	No
4) Did fur traders use Lobsticks to mark paths?	Yes	No
5) Were Inuksuit used to mark gathering places?	Yes	No

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B3.7

Great Lakes

About the Great Lakes Region

The Great Lakes are 5 lakes that are special because of what they give to Ontario. Check out the benefits below.

- 8 out 10 people in Ontario get their drinking water from the Great Lakes
- The Gr[illegible]Lakes have 20% of the total freshwater on the planet! Freshwater is water [illegible]ot salty, like in Oceans. Freshwater is important because we can drink [illegible] and use it to water our plants
- L[illegible]uperior [illegible]gest lake. It contains half of the water in all the Great Lakes. It is o[illegible]na[illegible]and the United States
- Four of the [illegible]at La[illegible]red by Canada and the United States. By looking at the m[illegible]you [illegible]ke Michigan is the only lake not shared because it is owned [illegible]ited S[illegible]lone
- The Great Lakes are differ[illegible]size[illegible]ked in order from (1) largest to (5) smallest

1	2	3		5
Superior	**Huron**	**Michiga**		**Ontario**
82,100 km^2	59,600 km^2	57,800 km^2	[illegible] km^2	[illegible]9,010 km^2

PREVIEW





GREAT LAKES

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B3.7

True or False | Circle whether the statement is true (T) or false (F)

1) The largest Great Lake is Lake Ontario.	T	F
2) 8 out of 10 Ontarians get their drinking water from the Great Lakes.	T	F
3) Freshwater isn't important since we can use ocean water.	T	F
4) Lake Michigan is not owned at all by Canada.	T	F
5) Lake Huron is east of Lake Michigan.	T	F

Question | Answer the questions below using evidence from the text.

1) How [illegible] the n[illegible] [illegible]ADA and the USA different than provinces and cities on the map?				
_____				
_____				
2) Lake Ontario is furthest in which d[illegible]?	[illegible]th	East	South	West
3) Lake Superior is furthest in which directions? (circle two)	Nor[illegible]	[illegible]st	South	West
4) Rank the lakes from smallest to largest				
Smallest (5)	(4)	(3)	[illegible]	[illegible]st (1)

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Mapping | Label each of the Great Lakes below



_____

_____

_____

_____

_____

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Curriculum Connection
B2.5, B3.8

Fact Or Fiction – The World Around Us

Objective What are we learning about?

Students will evaluate information about geography, climate, and communities by deciding if statements are true (fact) or false (fiction). This will help them develop critical thinking skills and l[illegible] fun facts about the world.

Materi[illegible] [illegible]ll you need for the activity?

- Fact or Fic[illegible]ts
- A 'Fact' sign and [illegible]tion[illegible]ish the two sides of the room
- Designated areas in the classroom [illegible]e 'Fact' and 'Fiction' signs, allowing sp[illegible]or stud[illegible] to move to either side



Instructions How will you complete the activity?

1. Your teacher will read statements. Pay close attention as each [illegible]ared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

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Curriculum Connection
B2.5, B3.8

Fact or Fiction | Read the statements to the class.

#	Statement	
1	The equator is the warmest place on Earth.	**Fact**
2	All deserts are hot and dry.	**Fiction**
3	Inuit live in houses made of ice called igloos while they travel to hunt	**Fact**
4	The Ocean is the biggest ocean in the world.	**Fiction**
5	wear light clothes all year long.	**Fiction**
6	Farmers nada's cold winter months.	**Fiction**
7	Some house with open walls.	**Fact**
8	Inuit people travel Arctic.	**Fiction**
9	Some countries have summer me time.	**Fiction**
10	Canada has four seasons: winter, spring,	**Fact**
11	People in the desert must wear thick coa	**Fiction**
12	The Pacific Ocean is the largest ocean in the wo	**Fact**
13	There are no trees in the Arctic.	tion
14	Some people use boats instead of cars to get to work.	**Fact**
15	Most farms in Canada grow pineapples and coconuts.	**Fiction**
16	The North Pole is in the middle of the Arctic Ocean.	**Fact**
17	In some places, schools start early because afternoons are too hot.	**Fact**
18	There is no land at the South Pole, only ice.	**Fact**
19	Penguins live in the Arctic near the North Pole.	**Fiction**
20	Some communities collect water from wells, lakes, or rain barrels.	**Fact**

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Curriculum Connection
B2.6, B3.6, B3.8

Spelling Bee: Global Community

Objective What are we learning about?

Students will improve their spelling and vocabulary by practicing words related to human needs and communities around the world.

Materials What will we need for our activity?

- P[illegible]d li[illegible]lling words (provided)
- Bell or bu[illegible]lting[illegible]rect spellings
- Timer (optional)



Instructions How will w[illegible]plet[illegible]?

1. Comprehensive list of spelling words related t[illegible]bal c[illegible]unities, such as map, land, food, climate, shelter, hemisphere, an[illegible]sport[illegible].
2. Divide participants into teams or have them compe[illegible]ually[illegible]on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling of Miss[illegible]s.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

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Curriculum Connection
B2.6, B3.6, B3.8

Spelling Terms | List of words for the Spelling Bee:

Easy	Moderate	Hard	Very Hard
Map	Animals	Climate	Community
Land	Farming	Desert	Pollution
Fo	Ocean	Mountain	Ecosystem
	Growing	Village	Environment
Farm	G	Seasons	Neighbourhood
Water		Rainfall	Resources
Warm	Summer		Transport
Cold	Forest		Navigator
City	Travel		
Road	Store	Harvest	
Home	Farmer	Weather	Migration
Family	Fishing	Building	Generation
School	Teacher	Trading	Conservation
River	House	Gathering	Adaptation
People	Supply	Tradition	Development

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Name: _____ Date: _____

Total
/

Unit Test – 2
Global Communities

Mark
/

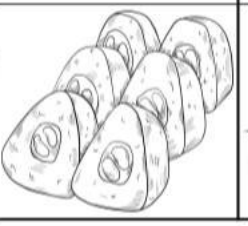
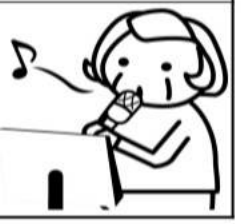
Multiple Choice Circle the correct answer

1) Which one is a Japanese food? a) Pizza b) Sushi c) Croissan d) Maple s	2) A tool used by the Inuit to hunt seals... a) Spear b) Fishing rod c) Rifle d) Harpoon
3) Sto ma the Inuit in the Arctic p with a) Inuksuit b) Lobsticks c) Totem Poles d) Igloos	4) Which animal did the Métis use for food, clothing, and tools? a) Elephant b) Polar bear) Buffalo se
5) Which one is NOT in the Great Lakes? a) Lake Superior b) Lake Huron c) Lake Louise d) Lake Ontario	) How lakes are in the Great Lakes? a) 3 b c) 5 d) 6
7) Which utensil does the Chinese community use to eat? a) Fork b) Bamboo c) Chopsticks d) Spoon	8) What house do the hey travel to hunt? a) Igloo b) Tipi c) Longhouse d) Pagoda
9) Which action shows sustainability? a) Saving water b) Protecting the soil c) Taking care of animals d) All of the above	10) Why is Hawaii's soil good for farming? a) Because of volcanoes b) Because of warm weather c) Because of lots of rain d) Because of ocean waves

PREVIEW

Sort	To what communities do the items below belong?

Mark
/

Items to Sort:					
Kimono	**Hanfu**	**Pagoda**	**Noodles**	**Sushi**	**Karaoke**
					

Sorting Table					
[illegible]se [illegible]unity			Chinese Community		

Question	What are [illegible] c [illegible] eds? List them and explain why each one [illegible] tant [illegible] to live.

Mark
/

PREVIEW