

2nd Grade Geography Unit Plan:
Geography in the Community
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Social Studies Unit Plan - Second Grade Geography

Overview/Introduction:

The primary focus for this second grade Social Studies unit is the understanding of community geography. The standards used in this unit plan can be taught throughout a section of the year but can always be revisited as they are foundational geography concepts. The final result of this plan is to allow students to know the implications they can have on the environment as well as their place in their community. Students will also learn what the goods and services are in their community and how they travel from places all over the world.

Teacher Reflection/Rationale on this Unit:

This unit prepares students to live in a community successfully by understanding their place within it, and also learning of other' s purpose in the community. This unit will have an emphasis on making connections between the various aspects of the community (e.g., characteristics, goods, services, environment, etc.) and the students themselves. Since this unit is so well intertwined with the outside world, the students will understand that what they learn in the classroom directly relates to what' s happening in the community, and even the world. Overall, some lessons in this unit take a single class time, while others expand through a week or even more. This unit plan involves time of the teacher and various resources - this may be a lot of work for the teacher, but it' s well worth it to see how students grasp and develop their knowledge of the community.

2nd Grade Michigan Social Studies GLCEs Addressed:

Geography - The Local Community

- 2-G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2-G1.0.2: Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
- 2-G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made)
- 2-G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community
- 2-G5.0.1: Suggest ways people can responsibly interact with the environment in the local community.
- 2-G5.0.2: Describe positive and negative consequences of changing the physical environment of the local community.

Unit Objectives:

As a result of this unit, students will know:

- Students will know the local community and the human and natural characteristics it consists of. Students will also know what natural and human characteristics are and examples of each. Lastly, they will know how to construct symbols, labels, and legends on a map as well as human and natural characteristics.
- Students will know what and how to use distance, direction, and scale. Students will also know that maps can describe the organization of their local community (such as road or business arrangements). They will also know how to apply concepts to a map such as location, distance, direction, as well as scale.
- Students will know the vocabulary for this GLCE as well as how to describe them and give examples of each. They will also know how the land is used around them (services) and for what it is used for (products).
- Students will know how to describe the vocabulary as well as give examples of each. They will also know that things or people in the community move and change locations. Lastly, students will also know how movement occurs in their local community of stores, goods, people, etc.
- Students will know the words from the vocabulary as well as how to explain them. They will also know the correct and incorrect ways to interact with the environment and then be able to suggest ways to others of how to act.
- Students will know the vocabulary as well as how to explain each of these. They will also know what the physical environment is of their local community. Students will also know how our actions affect the environment close to us.

As a result of this unit, students will understand:

- Students will understand that by viewing a map, much can be told about their local community and the human and natural characteristics within it.
- Students will understand that a map can describe the spatial organization of any area as long as distance, direction, and scale are present.
- Students will understand that a community provides many items, jobs, etc. to the people who need them.
- Students will understand that people and goods can move throughout a community and also how they do so.
- Students will understand that there is a healthy way to treat the environment and how to do so in their local community.
- Students will understand that humans have an affect on our local environment and community.

As a result of this unit, students will be able to:

- Given a piece of paper, students will construct a map of their local downtown. They will include human and natural characteristics that will be given to them in a word bank. They will mark these characteristics with symbols and labels that are explained in their legend.
- Given a map of the local community, the students will have to “go” to a variety of stores to retrieve the mayor’s grand children’s presents. They will use scale, directions, and distance to maneuver a map.
- Given pieces of paper, the students (in groups) will describe where people live, where services are provided, and where products are made on a poster. This poster will be used as their assessment and will be addressed in front of the class as students describe their answers.
- Given various pieces of colored paper, students will create a foldable to describe how goods, people, and ideas travel through a community. Examples of each of these will also be explained in the foldable.
- Students will use a Layered-Look Book to suggest ways of how to make negative actions into positive ones in their local community.
- Students will use a Layered-Look Book to describe the negative and positive consequences of the environment in the local community. Students will describe five different ways of changing the environment and explain the positive and negative consequences of each.

Student’s “I Can” Statements:

- I can draw my own map that has symbols, labels, and legends that tell about human and natural characteristics.
- I can look at a map and tell about the organization of our local community by using distance, direction, and scale.
- I can tell about the people where I live and where I can buy things I need from stores.
- I can tell about how people and things move from one place to another in our community.
- I can tell people how to treat our community in a nice way.
- I can tell about the good and bad things that can happen when we change our environment.

Vocabulary Words:

- | | | |
|---------------------------|-----------------------|------------------------|
| • Maps | • Distance | • Goods |
| • Local Community | • Direction | • Moving |
| • Symbols | • Scale | • Ideas |
| • Labels | • Land Use | • Responsibly Interact |
| • Legends | • Natural Environment | • Environment |
| • Human Characteristics | • Built Environment | • Positive |
| • Natural Characteristics | • Services | • Negative |
| • Spatial Organization | • Products | • Consequence |
| • Relative Location | • Means | • Physical Environment |

KUDs & “I Can” Statements for the Unit

| GLCE | Verbs | Know – What will students know upon learning this? | Understand that – What will students understand? | Do – What will students do to show they understand? | Vocabulary | I Can |
|---|-------------------|--|---|--|--|--|
| 2-G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. | Construct (skill) | <p>Students will know the local community and the human and natural characteristics it consists of. Students will also know what natural and human characteristics are and examples of each. Lastly, they will know how to construct symbols, labels, and legends on a map as well as human and natural characteristics.</p> <p>Maps: a representation that show the features of an area of the earth</p> <p>Local Community: a group of people whose members live in a specific area close to the current school or area</p> <p>Symbols: a character or mark on a map that designates something.</p> <p>Labels: a word or phrase that indicates what follows belongs in a particular category or area on a map</p> <p>Legends: lists and explains the symbols being used</p> <p>Human Characteristics: man-made items: the food people might eat, shops, malls, schools, etc.</p> <p>Natural Characteristics: rivers, mountains, lakes, deserts, plains, valleys, etc.</p> | Students will understand that by viewing a map, much can be told about their local community and the human and natural characteristics within it. | Given a piece of paper, students will construct a map of their local downtown. They will include human and natural characteristics that will be given to them in a word bank. They will mark these characteristics with symbols and labels that are explained in their legend. | <ul style="list-style-type: none"> - Maps - Local Community - Symbols - Labels - Legends - Human Characteristics - Natural Characteristics | I can draw my own map that has symbols, labels, and legends that tell about human and natural characteristics. |

| GLCE | Verbs | Know – What will students know upon learning this? | Understand that – What will students understand? | Do – What will students do to show they understand? | Vocabulary | I Can |
|--|--|---|---|--|---|--|
| <p>2-G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> | <p>Use (skill) Describe (knowledge) Applying (skill)</p> | <p>Students will know what and how to use distance, direction, and scale. Students will also know that maps can describe the organization of their local community (such as road or business arrangements). They will also know how to apply concepts to a map such as location, distance, direction, as well as scale. Spatial Organization: whether the community is organized in a particular way Relative Location: a location of a place in relation to another place (south, downhill, across the street) Distance: the amount of space between two things, points, etc. Direction: the line along which anything lies, faces, moves, etc. with reference to the point or region toward which it is directed Scale: the size of the area in relation to buildings, people, houses, etc.</p> | <p>Students will understand that a map can describe the spatial organization of any area as long as distance, direction, and scale are present.</p> | <p>Given a map of the local community, the students will have to “go” to a variety of stores to retrieve the mayor’s grand children’s presents. They will use scale, directions, and distance to maneuver a map.</p> | <ul style="list-style-type: none"> - Maps - Spatial Organization - Local Community - Relative Location - Distance - Direction - Scale | <p>I can look at a map and tell about the organization of our local community by using distance, direction, and scale.</p> |

| GLCE | Verbs | Know – What will students know upon learning this? | Understand that – What will students understand? | Do – What will students do to show they understand? | Vocabulary | I Can |
|---|----------------------|--|--|---|---|---|
| <p>2-G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made.</p> | Describe (knowledge) | <p>Students will know the vocabulary for this GLCE as well as how to describe them and give examples of each. They will also know how the land is used around them (services) and for what it is used for (products). Land Use: the human use of the land that modifies the natural environment into a built environment. Natural Environment: the land untouched by humans Built Environment: areas on earth that are constructed upon by humans. Community Services: a person or business that supplies and provides things that people need (products) or a person that can repair. This people could be: repairmen, grocery clerks, electrical plant workers. Products: what the servicer provides (e.g., repair, electricity, gas, food).</p> | Students will understand that a community provides many items, jobs, etc. to the people who need them. | Given pieces of paper, the students (in groups) will describe where people live, where services are provided, and where products are made on a poster. This poster will be used as their assessment and will be addressed in front of the class as students describe their answers. | <ul style="list-style-type: none"> - Land Use - Natural Environment - Built Environment - Community - Services - Products | I can tell about the people where I live and where I can buy things I need from stores. |

| GLCE | Verbs | Know – What will students know upon learning this? | Understand that – What will students understand? | Do – What will students do to show they understand? | Vocabulary | I Can |
|---|-----------------------------|--|--|---|---|--|
| <p>2-G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> | <p>Describe (knowledge)</p> | <p>Students will know how to describe the vocabulary as well as give examples of each. They will also know that things or people in the community move and change locations. Lastly, students will also know how movement occurs in their local community of stores, goods, people, etc. Means: the method in which something is done Goods: a possession that someone owns, especially something that is movable or something that a business sells (merchandise). Local Community Moving: something or someone that is capable of movement. Ideas: an understanding of something; a belief or opinion People: those who live in the community.</p> | <p>Students will understand that people and goods can move throughout a community and also how they do so.</p> | <p>Given various pieces of colored paper, students will create a foldable to describe how goods, people, and ideas travel through a community. Examples of each of these will also be explained in the foldable.</p> | <p>Means Goods Local Community Moving Ideas People</p> | <p>I can tell about how people and things move from one place to another in our community.</p> |

| GLCE | Verbs | Know – What will students know upon learning this? | Understand that – What will students understand? | Do – What will students do to show they understand? | Vocabulary | I Can |
|--|-----------------------------------|--|---|---|--|--|
| <p>2-G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.</p> | <p>Suggest Ways (Analyze)</p> | <p>Students will know the words from the vocabulary as well as how to explain them. They will also know the correct and incorrect ways to interact with the environment and then be able to suggest ways to others of how to act. Responsibly Interact: how a person should treat with the environment in a healthy and good-hearted manner. Environment: the elements of our outside Earth (e.g., air, water, minerals, grass, mountains, etc.)</p> | <p>Students will understand that there is a healthy way to treat the environment and how to do so in their local community.</p> | <p>Students will use a Layered-Look Book to suggest ways of how to make negative actions into positive ones in their local community.</p> | <p>Responsibly Interact Environment Local Community</p> | <p>I can tell people how to treat our community in a nice way.</p> |

| GLCE | Verbs | Know – What will students know upon learning this? | Understand that – What will students understand? | Do – What will students do to show they understand? | Vocabulary | I Can |
|---|-----------------------------|---|--|---|--|---|
| <p>2-G5.0.1 Describe positive and negative consequences of changing the physical environment of the local community.</p> | <p>Describe (knowledge)</p> | <p>Students will know the vocabulary as well as how to explain each of these. They will also know what the physical environment is of their local community. Students will also know how our actions affect the environment close to us. Positive: an item or idea that is viewed as good or as having good qualities. Negative: an item or idea that is viewed a bad or as having bad qualities. Consequence: the outcome of something occurring (being either positive or negative). Physical Environment: our world that consists of physical features that occur naturally (e.g., rivers, seas, oceans, natural vegetation, landforms, rocks, weather).</p> | <p>Students will understand that humans have an affect on our local environment and community.</p> | <p>Students will use a Layered-Look Book to describe the negative and positive consequences of the environment in the local community. Students will describe five different ways of changing the environment and explain the positive and negative consequences of each.</p> | <p>Positive Negative Consequence Physical Environment Local Community</p> | <p>I can tell about the good and bad things that can happen when we change our environment.</p> |

Unit Assessment : 5 Social Studies Class Segments



The end of the unit assessment will be a collaboration of all of the different ideas the students have learned throughout this geography unit. The students will create a neighborhood plan. They will use all of the information from this unit to create the perfect neighborhood community. The final product will be a map drawn by the student on a poster board that contains symbols, labels, and legends of all of the human and natural characteristics. Students must make sure that the buildings, houses, farms, rivers, etc. will have more positive consequences on the environment than negative. Lastly, students must draw the various forms of transportation that they want to use in their community.

To emphasize what should be included on the map, the students will be able to browse through various community maps that the teacher will provide. Also, the teacher will read a few poems from “Places to Visit, Places to See” by Lee Bennett Hopkins. These poems will give students ideas of various places and items to include on their map in their neighborhood.

After the students have completed creating their maps, the teacher will collect them to place all around the room (or on the gym walls if there is not enough room in the classroom). The students will look at the different maps and ideas that their classmates created and discuss any great ideas they didn't think of before. After an amount of time has been given for the students to look at their own creations and others, the teacher will have them reconvene in their seats to ask a couple final questions:



- Now that you' ve created these neighborhoods, are they much different from the ones you live in right now?
- What' s different or the same from your own map to the community we live in now?
- What could be changed in our own community that could help the environment?

This creation of a larger, in-depth map is a great project that will help students to use what they' ve been learning throughout the entire unit.

Lastly, throughout this entire unit, students will be creating a Definitions Journal. At the end of the unit, the teacher will collect this and use these as a formative assessment to make sure every student has the same, correct understanding. If there are problems with an area of definitions, the teacher will go back and do any re-teaching that needs to be done.

Lesson One: 4 Social Studies Class Segments

Standard: 2-G1.O.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

Lesson Objectives:

Students will understand the vocabulary from this standard

Students will point out human and natural characteristics on a map

Students will show they understand the local community's human and natural characteristics by using symbols, labels, and legends to create a map of their local community.

Assessment:

Students will draw an individual map of their own local community to show they understand the concept of creating maps with specific characteristics. Using blank sheets of computer paper and colored pencils, students will create their own map of their local downtown (Grand Rapids, MI in this case). The students will need to include various buildings and streets in their map that will be in a word bank provided (Attachment A) for each student. After the map itself is drawn, the students will then label all of the human characteristics with a red diamond and the natural characteristics with a blue circle. These characteristics will be marked with the symbols provided below and they should then be explained in a legend at the bottom, right-hand corner of the map. When the assessment is finished, it should have two streets that cross, two businesses, one school, and four various natural characteristics. Each characteristics should be labeled with words and the correct shape. Lastly, there should be a legend explaining what the two shapes mean.

Procedure:

Anticipatory Set:

To allow students to look at maps in depth, the teacher can create a montage of maps on tables all around the room. Students can view these variations of maps almost like a museum and they will highly enjoy it. For each map, students can view the various symbols, labels, and legends they have. Once they sit down after viewing

the maps, the teacher can have a discussion with the students about maps and what they are used for. Words for this lesson can then be placed on a word wall:

- Maps: a representation that show the features of an area of the earth
- Local Community: a group of people whose members live in a specific area close to the current school or area
- Symbols: a character or mark on a map that designates something.
- Labels: a word or phrase that indicates what follows belongs in a particular category or area on the map
- Legends: lists and explains the symbols being used
- Human Characteristics: man-made items: the food people might eat, shops, malls, schools, etc.
- Natural Characteristics: rivers, mountains, lakes, deserts, plains, valleys, etc.

Throughout this unit, students will be creating Definition Journals in which they will write the vocabulary words and their own definition as well as a picture to represent that word. At the end of the unit, this Definition Journal will be collected to view the progress of the student' s learning. After the words have been placed on the word wall, the students will create their own journal of definitions for each lesson and be able to reference it throughout the unit and school year.

Instructional Strategies:

Now that the students have learned and evaluated all of the vocabulary, the teacher will use a four corners game to evaluate the students understanding of their knowledge. Some questions to ask could be:

- Of all of the natural characteristics in the community which is your favorite to visit?
 - The Grand River
 - Lake Michigan beach
 - The Cherry Park Tree Tours
 - Burton Woods
- What is your favorite human characteristic to visit?
 - The Rivertown Mall
 - Rosa Parks Circle
 - The Gerald Ford Museum
 - A favorite restaurant

When these questions are asked and students have picked their answer, they can go stand in one of the four corners of the room to discuss what makes this place a natural or human characteristic and why it is their favorite. After this, students can take their seats and the class as a whole will view a map on a projector or ELMO

to explain the different characteristics (natural and human) and items (symbols, labels, and legends) on that map.

An optional game for the teacher to play with the students is a fly swatter game in which two students stand near the board with all of the vocabulary words written. Each student will have a fly swatter and the teacher will read the definition to a vocabulary word. The first student to “Tinker Bell touch” the correct word wins that round.

List of Needed Resources:

- Blank sheets of paper
- Colored Pencils
- Word Bank to draw map (Attachment A)
- Red and blue markers
- Variety of community maps (preferably ones with labels, legends, symbols, human, or natural characteristics on them)
- Word Wall
- Definition Journals
- Pencils
- Scrap paper
- Signs with “1,” “2,” “3,” and “4” written on them for the Four Corners activity
- Map to view on overhead with natural and human characteristics as well as symbols, labels, and legends (Attachment B)
- Overhead sheet with vocabulary words
- Fly Swatters

Attachment A:
Word Bank for Creating Map

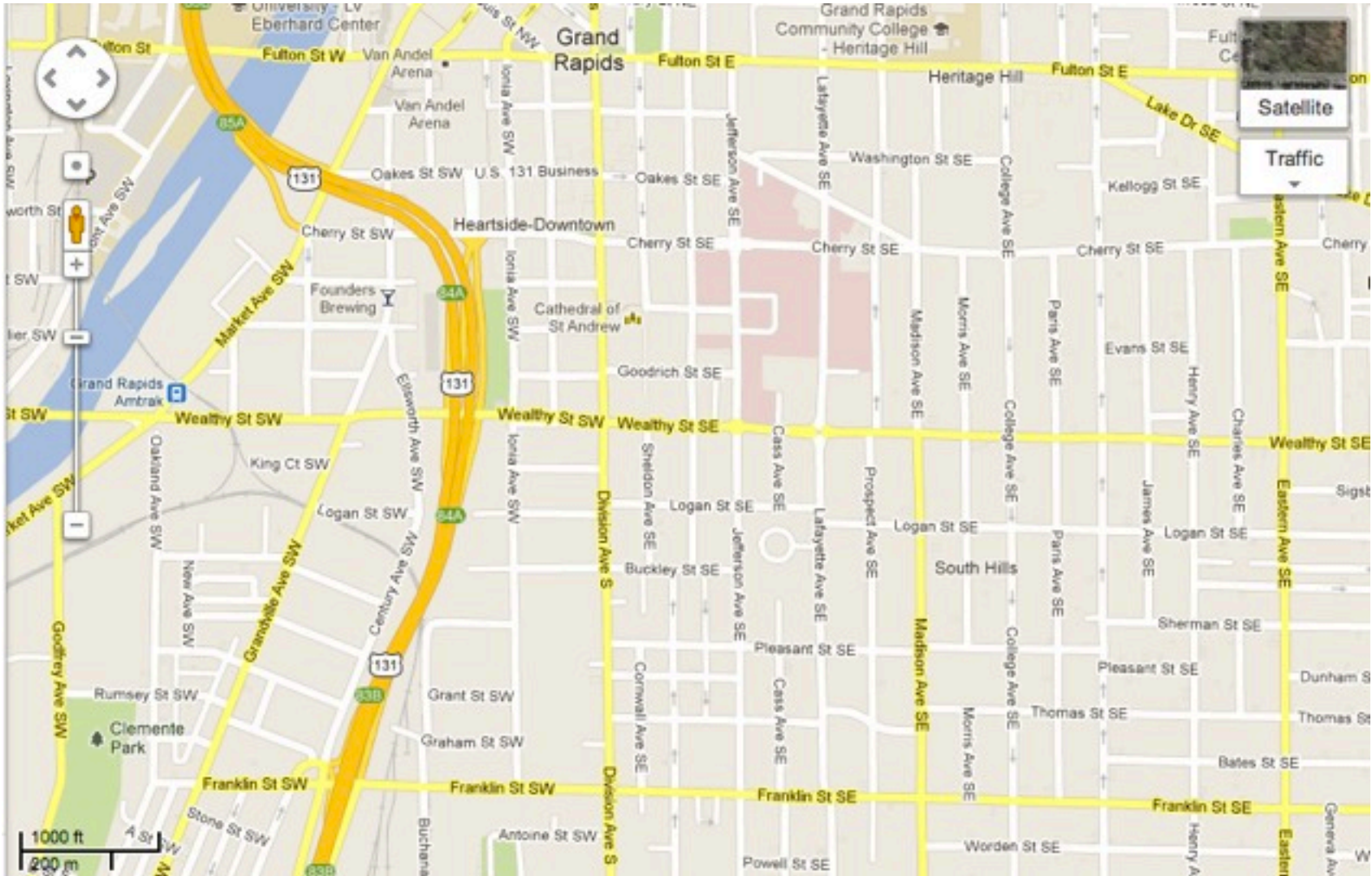
Human Characteristics

- Division Ave.
- Wealthy St.
- Ferguson Gardens Cafe
- Ritz Coney Island
- Campau Park Elementary School

Natural Characteristics

- The Grand River
- Heartside Park
- Rumsey Park
- Make an arrow pointing to the direction that Lake Michigan is

Attachment B: Map of Grand Rapids



Lesson Two: 2 Social Studies Class Segments

Standard: 2-G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

Lesson Objectives:

Students will use directions to navigate a map of their local community.

Students will use distance, direction, and scale to explain, in a letter, how they completed their navigation.

Students will understand the layout of their own city of Grand Rapids, MI.

Assessment:

The teacher will get an unexpected call from “the Grand Rapids mayor.” He explains to the teacher that he needs help from all of the students getting all of his grandchildren’ s birthday presents from the various stores in town using a pre-made map (Attachment C). The students learn that they must go to the bank to get enough money, the pet store, the toy store, the candy store, then finally they must travel all the way to the mayor’ s house to deliver the gifts. For each location, the teacher will give the students two hints of how to get there. For example, the teacher will give to hints of how to get from their school (the starting point) to the bank, but they need to chose the shortest way to make sure they have enough time. Once the student has chosen the shortest route using the 1 mile tick provided and a ruler, they will use a marker to draw their route and this will continue until they reach the final destination of the mayor’ s house. The hints that the teacher gives to the students will include directions and distance such as:

- Turn north at the library to get to the bank, or,
- Continue for two miles west then turn north to get to the bank.

After the students have reached the mayor’ s house and received their “Thank You” note from the mayor, they will write a letter back to him stating:

- The steps they took to get to his house
- How long the entire journey took (measure with the 1 mile tick)

Procedure:

Anticipatory Set:

Students will first have to know the vocabulary of this new lesson so the teacher will write the words on the word wall:

- Spatial Organization: whether the community is organized in a particular way
- Relative Location: a location of a place in relation to another place (south, downhill, across the street)
- Distance: the amount of space between two things, points, etc.
- Direction: the line along which anything lies, faces, moves, etc. with reference to the point or region toward which it is directed
- Scale: the size of the area in relation to buildings, people, houses, etc.

After the words have been given, the students will discuss, as a class, what each of these words mean. Students will then write the words and their own definitions and pictures down in their Definitions Journal.

Next, The teacher will read aloud to the students “Everybody Bakes Bread” which discusses the various services the main character must travel to to collect all of the ingredients she needs to bake her bread. As a class, they will discuss the various places they might need to go to by groceries, presents, money, etc.

Instructional Strategies:

After the learning of the vocabulary has occurred, the teacher will play a song called “Directions to Nowhere - Learning to Read a Map” by Joan Maute (Attachment D). The students will listen and most likely learn this song because it is extremely catchy. Next, students will complete an activity of Back-to-Back White Boards. The teacher will ask each student questions about the vocabulary used in this lesson such as:

- If I was lost and my friend told me to walk two miles, what would I be using? (Distance)
- If I was lost and my friend told me to walk southeast, what would I be using? (Direction)

The students will write the correct vocabulary word on their white board and turn to face their partner to discuss why they think their answer is correct.

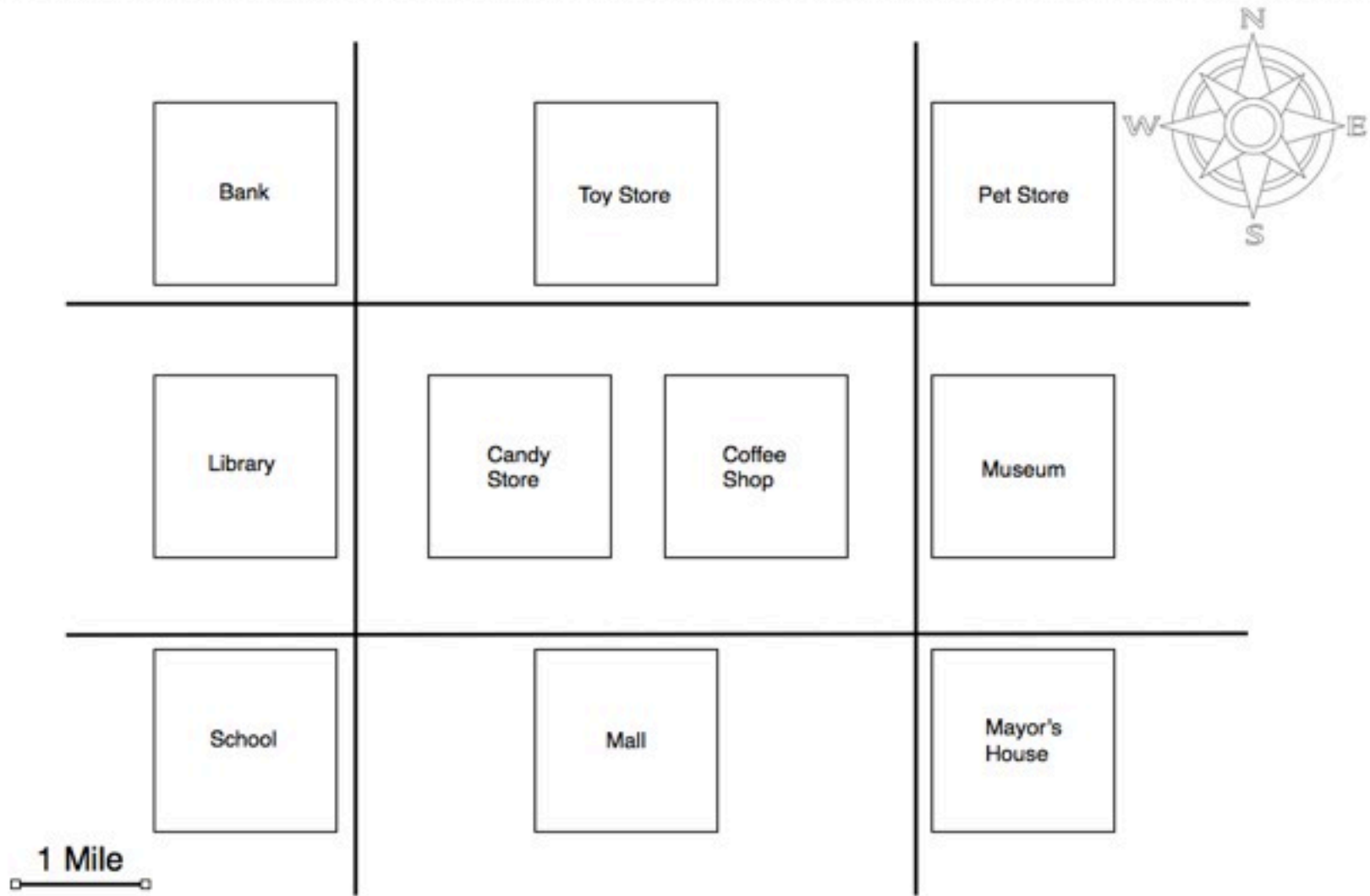
List of Needed Resources:

- Pre drawn map to use in the assessment with cardinal directions (Attachment C)
- Hints of how to get to the various places
- Rulers to measure their distance
- Markers

- Thank You note from “the mayor”
- Lined paper
- Pencils
- Word Wall
- Definition Journals
- “Everybody Bakes Bread” by Norah Dooley
- “Directions to Nowhere - Learning to read a Map” by Joan Maute (Attachment D)
- White boards
- White board markers

Attachment C

Map to Retrieve the Mayor's Presents



Attachment D

Directions to Nowhere - Learning to Read a Map by Joan Maute

<http://songsforteaching.com/geography/howtoreadamap/directionstonowhere.htm>

I was takin' a trip the other day
 When I got confused about which way
 I was to turn so in nothin' flat
 I found I was lost, and needed a map.
 Which way is north?
 What's the Scale?
 What does THIS mean?

You know our world is mostly round
 But maps are flat and so I found,
 That things don't look like they really are
 Whether you're in a plane, a ship or a car.
 When something round gets flattened out, you get distortion.

As I tried to make some sense of things
 I saw stars and squares and little flat rings
 I finally found an "N" which meant of course.....

.....

So I twisted the map 'til things looked right.....

.....

Well I got un-lost and finished my trip.
 But I'd like to share this little tip.....

.....

You need to look at the scale and key.....

Lesson Three: 3 Social Studies Class Segments

Standard: 2-G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made). - 2 days

Lesson Objectives:

Students will describe land use in their local community.

Students will describe where services and products are provided.

Students will describe where people live.

Assessment:

Students will show that they understand the land use in their community by creating a foldable poster. The teacher will divide the class into groups of 4 or 5 students and hand out a large piece of poster board paper to each group. The students will use a Shutter Fold (Attachment E) to create a poster board. On each third of the board, the students will need to write three headings:

“Where People Live”

“Where Services are Provided”

“Where Products are Made”

Within the groups, students will brainstorm together to think of answers and examples of these headings. Students will then write their group definition and explanation under each heading and draw a picture to represent this definition. Next, the students will write examples from memories or what has been discussed in class for each of the headings and draw pictures or representations for the examples as well. After each poster is completed, the groups will stand in front of the class to give their explanation and examples of their entire poster.

Procedure:

Anticipatory Set:

The teacher will begin by holding a chocolate chip cookie and explaining all of the different ingredients that were used to make the cookie (Attachment F). The teacher will then ask the students what they think the cookie

would taste like if there was more yeast in the cookie than sugar, or more salt in the cookie than the chocolate chips. The children will all exclaim that it would taste funny and different. The teacher will make the simile that the ingredients in a chocolate chip cookie are like the land use in our community. This is because there are many different kinds of land use with not too much of one kind. After this, the teacher will explain the 5 categories of land use:

- Residential: Places where people live (i.e., houses, apartments, university residences, etc.)
- Commercial: Places where people buy things (i.e., stores, restaurants, supermarkets, hotels, malls, movie theaters, gas stations, etc.)
- Industrial: Places where people work (i.e., factories, warehouses, electrical power plants, offices)
- Community: Places where community activities take place or community resources are stored (i.e., schools, libraries, parks, churches, temples, police stations, landfills, bus stations, airports, etc.)
- Vacant: Places with nothing on them at all (i.e., natural places, forests, etc.)

The students will take these words and write them down in their Definitions Journal and explain these in their own words with examples and pictures.

- Land Use: the human use of the land that modifies the natural environment into a built environment.
- Natural Environment: the land untouched by humans
- Built Environment: areas on earth that are constructed upon by humans.
- Community: a group of people whose members live in a specific area close to each other and share common beliefs.
- Services: a person or business that supplies and provides things that people need (products) or a person that can repair. This people could be: repairmen, grocery clerks, electrical plant workers.
- Products: what the servicer provides (e.g., repair, electricity, gas, food).

Instructional Strategies:

Next, the teacher will use Learning Stations that have either:

- products made in Grand Rapids: Country Fresh Dairy, apples, cherries, Charley' s Famous Fresh Tortilla Chips, Monica' s Gourmet Cookies
- photos of services found in Grand Rapids (Grand Valley State University, Fountain St. Church, Biggby Coffee, Swap Fitness, Anderson Eye Care, etc)
- Photos of various areas in Grand Rapids (rural, suburban, urban, apartments, houses, etc.)

The teacher will use these to allow students to see exactly what is made, lived in, and bought from in their own community. This will also allow students to see exactly what a product and service is and be able to apply it to

their real-world lives as they pass these buildings and use the products daily. After the class has gotten back into their seats, the students and teacher can have a discussion as to what other products and services are in Grand Rapids.

An additional activity to do would be to do a Four Corners activity. Questions asked could be:

- Where do you live? (Suburban, urban, rural, or other)
- What kind of place do you live in? (House, apartment, townhouse, farm)

Once students get into their corners, they can discuss the characteristics of the area they live in or the type of place they live in. After the students are done discussing in their similarity groups, students can reconvene as a class and discuss the differences between each of the places they live. Differences can be written on the white board or overhead.

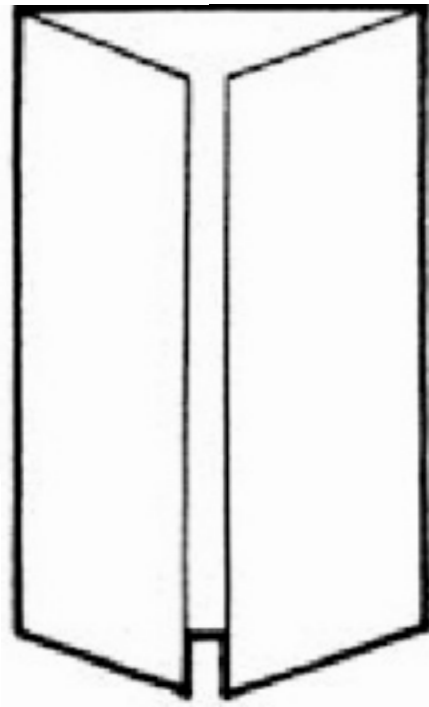
List of Needed Resources:

- Poster
- Pencils
- Colored Pencils
- Markers
- Chocolate Chip Cookie
- Chocolate Chip Cookie recipe (Attachment F)
- Word Wall
- Definition Journals
- Products made in Grand Rapids, MI
- Services found in Grand Rapids, MI
- Types of places to live in Grand Rapids, MI
- Signs with “1,” “2,” “3,” and “4” written on them for the Four Corners Activity
- Foldable explanation (Attachment E)

Attachment E

Shutter Fold

1. Use poster (it does not matter the direction it is facing).
2. Take the two sides of paper that are horizontally across from each other and fold them towards the middle.
3. Once they have reached the middle, crease the folds well and when it is opened, the will have a three-portioned poster board.



Attachment F

Chocolate Chip Cookie Recipe

Ingredients:

1 cup butter, softened
1 cup white sugar
1 cup packed brown sugar
2 eggs
2 teaspoons vanilla extract
3 cups all-purpose flour
1 teaspoon baking soda
2 teaspoons hot water
1/2 teaspoon salt
2 cups semisweet chocolate chips
1 cup chopped walnuts

Directions

1. Preheat oven to 350 degrees F (175 degrees C).
2. Cream together the butter, white sugar, and brown sugar until smooth. Beat in the eggs one at a time, then stir in the vanilla. Dissolve baking soda in hot water. Add to batter along with salt. Stir in flour, chocolate chips, and nuts. Drop by large spoonfuls onto ungreased pans.
3. Bake for about 10 minutes in the preheated oven, or until edges are nicely browned.

Lesson Four: 3 Social Studies Class Segments

Standard: 2-G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

Lesson Objectives:

Students will describe the means people create for moving.

Students will describe how people, goods, and ideas are moved in the community.

Students will create a foldable about movement in the community.

Assessment:

Students will complete a Think Pair Share to answer “Why are roads, ships, and airplanes important to our local community?” Students will begin to think by themselves and then with a partner until they share with the whole class together. Students should be emphasized to think about the previous learning and examples given in class. After the ideas are shared with the class the students will grab their own three sheets of colored paper. Students will show they understand the means of moving by completing a Three-Quarter Book Foldable (Attachment G). As a class, the teacher will go over the instruction of how to make this foldable and on the front of the book, the students will write “Means of Transportation.” After this, on the three following pages, students will write “People,” “Goods,” and “Ideas.” For each heading, the students will write various examples for each. On the left portion of the colored page, the students will draw pictures of examples. Students will then open the right hand page and write their own definition of how these headings move around the community. This foldable will help the students remember the various ways people, goods, and ideas travel within their community.

Procedure:

Anticipatory Set:

To allow the students to get involved with the movement of the community, the teacher will begin the lesson by asking the students how they got to school that day. By including the students in this question, they will begin to see that they are a part of the community. After answers have been written on an overhead sheet, the teacher

will ask students to brainstorm about other ways people get to places (e.g., train, airplane, boat, etc.). After this is completed, the teacher will introduce the vocabulary for this unit by placing words on the Word Wall.

- Means: the method in which something is done
- Goods: a possession that someone owns, especially something that is movable or something that a business sells (merchandise).
- Local Community: a group of people whose members live in a specific area close to the current school or area.
- Moving: something or someone that is capable of movement.
- People: the citizens of the community
- Goods: items that can be sold in the community
- Ideas: the transfer of thoughts from one another

The students will discuss, as a class, the definitions that should be given for each of the words. The students will then write each word and their own definition of the word in their Definitions Journal along with pictures for each vocabulary word.

Instructional Strategies:

After these answers are written, the teacher will hand out halves of paper to each student and ask them to write about ways goods move in the community (e.g., semi trucks, planes, mail carriers, etc.). Students will then be asked to stand with their pieces of paper and stand in two long lines facing each other. They will be partnered with the classmate directly across from them to share their examples they came up with and then one line will shift down two or three people and they will give their examples again. Afterward, the teacher will ask if either of their partners had any they didn't have or hadn't thought of to share with the class. Lastly, students will sit down in their seats as the teacher explains that ideas can get moved throughout a community - and since this is more of a difficult concept - students can brainstorm with the whole class as to where this happens. These examples and answers can be written on the white board as brainstorming continues.

List of Needed Resources:

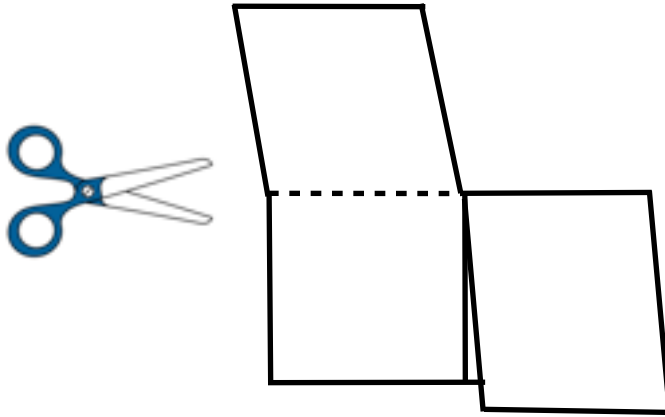
- Explanation of Foldable (Attachment G)
- Various colors of sheets of paper
- Pencils
- Colored pencils
- Markers

- Overhead sheet
- Overhead markers
- Word Wall
- Definition Journals
- Halves of paper
- White Board
- White Board markers

Attachment G

Three-Quarter Book Foldable

1. Take a two tab book and raise the left-hand tab.



2. Cut the tab off at the top fold line (as shown above)

3. To create even more pages, this can be done with three pieces of paper to create three folds of pages.

Lesson Five: 3 Social Studies Class Segments

Standards: 2-G5.0.1 Suggest ways people can responsibly interact with the environment in the local community
&
2-G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

Lesson Objectives:

Students will suggest ways of how they can responsibly interact with the environment.

Students will understand how the physical environment of the community can be changed.

Students will describe the positive and negative consequences of changing the physical environment.

Assessment:

For this assessment, students will be creating a Layered-Look Book in which each tab (six tabs) will be labeled as a different change of the environment. This Layered-Look Book will be explained in an attachment (attachment H). Each tab will be labeled “Farming,” “Tree Cutting,” “Roads,” “Construction,” and “Turbines,” and then the sixth tab will be labeled something they think of on their own. Students will be insisted on using their imagination to think of examples as well as how all of these tabs change the community’s environment. On the front title page, they will write “Positive and Negative Consequences of Changing our Environment.” On each tabbed page, for that label, the students will write how these effect the environment and both the positive and negative consequences this has on the environment. Then, next to the negative consequences, the student will then write what they could do to responsibly interact with the environment to stop the negative consequences from happening.

For example:

Negative consequence of construction:

- Pollution - use wind or solar energy to charge machines

Procedure:

Anticipatory Set:

The students will first be divided into four different groups and each group will receive a different picture (attachment I). All of the pictures show something that is badly effecting the environment. Each group will discuss what is happening in the picture and the problem that is also in the picture. After students have found the environmental problem, as a group the teacher will have the students discuss what has happened in this picture that is disturbing the environment.

The teacher will then explain the vocabulary words for this lesson as they are placed on the word wall:

- **Responsibly Interact:** how a person should treat with the environment in a healthy and good-hearted manner.
- **Environment:** the elements of our outside Earth (e.g., air, water, minerals, grass, mountains, etc.)
- **Local Community:** a group of people whose members live in a specific area close to the current school or area
- **Positive:** an item or idea that is viewed as good or as having good qualities.
- **Negative:** an item or idea that is viewed a bad or as having bad qualities.
- **Consequence:** the outcome of something occurring (being either positive or negative).
- **Physical Environment:** our world that consists of physical features that occur naturally (e.g., rivers, seas, oceans, natural vegetation, landforms, rocks, weather).

As a class, the students will give their own definitions and examples of each of the words and then write their Definition Journals. Next to each new vocabulary word, they will draw a picture that represents it.

A song called “Let’ s Take Care of the Earth” by Debbie Clement (Attachment J) can be sung by the whole class during this lesson to give students ideas of how to care for their community.

Instructional Strategies:

The teacher will conduct a read aloud of “The Lorax” to allow the students to see the consequences of changing the environment. If the teacher would prefer to have the students watch a video of the reading, a youtube video can be played (<http://www.youtube.com/watch?v=soRbNIPbHEo>). After the students have been able to hear the whole story, the teacher will show the class pictures of how the world might look if humans had never changed the environment (Attachment K). The students will have a Think, Pair, Share about how they would go through their daily lives if the world had never been changed. After a couple of pairs have shared their thinkings, the teacher will raise the question:

In “The Lorax” there is too much change of the environment, and in these pictures there is no change. Which do you think is better?

Soon students will realize that there needs to be a happy medium between the two to easily live.

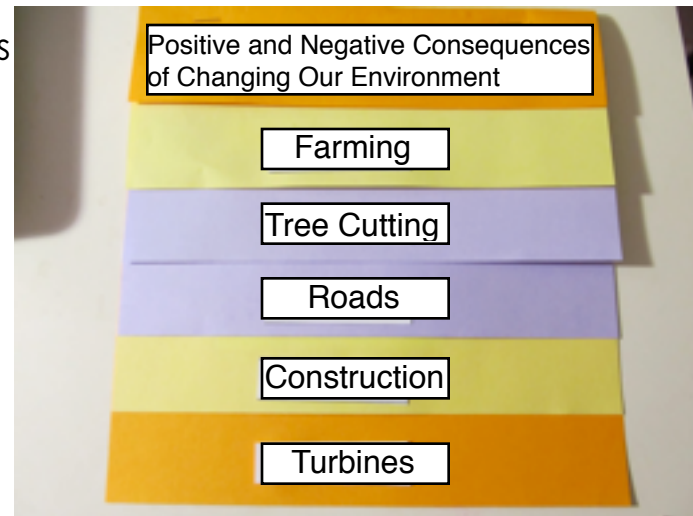
List of Needed Resources:

- Instructions of Foldable (Attachment H)
- Various pieces of colored paper
- Pencils
- Colored pencils
- Markers
- Environment Pictures (Attachment I)
- Word Wall
- Definitions Journal
- “Let’ s Take Care of the Earth” by Debbie Clement (Attachment J)
- The Lorax (or online version: <http://www.youtube.com/watch?v=soRbNIPbHEo>)
- Untouched Earth Pictures (Attachment K)

Attachment H

Layered-Look Book

1. Stack three sheets of paper (8.5" x 11") so that the back sheet is one inch higher than the front sheet.
2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.



3. When all tabs are an equal distance apart, fold the papers and crease well.
4. Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain.

Attachment I

Environmental Pictures



Attachment J

“Let’s Take Care of the Earth” by Debbie Clement

<http://www.songsforteaching.com/debbieclement/letstakecareofearth.htm>

Let's take care of the earth.
Let's take care of the earth.
We only have one and she's a lot of fun,
So, let's take care, take care of the earth.

Pick up trash for the earth.
Pick up trash for the earth....

Plant a tree for the earth.
Plant a tree for the earth....

Let's recycle for the earth....

Let's take care of the earth.
Let's take care of the earth...

Attachment K

Untouched Earth Pictures



Unit Resources and Materials Needed:

Here is a collaborative list of all the resources and materials a teacher would need to follow through with this unit plan:

- Poster board
- Markers
- Pencils Colored Pencils
- Various community maps (preferably ones with labels, legends, symbols, human, or natural characteristics on them)
- “Places to Visit, Places to See” by Lee Bennett Hopkins
- Unit Assessment Checklist (Attachment K)
- Tape to hang final maps
- Definitions Journal
- Blank sheets of paper
- Word Bank to draw map (Attachment A)
- Word Wall
- Scrap paper
- Signs with “1,” “2,” “3,” and “4” written on them for the Four Corners activity
- Map to view on overhead with natural and human characteristics as well as symbols, labels, and legends (Attachment B)
- Overhead sheet with vocabulary words
- Fly Swatters
- Pre drawn map to use in the assessment with cardinal directions (Attachment C)
- Hints of how to get to the various places
- Rulers to measure their distance
- Thank You note from “the mayor”
- Lined paper
- “Everybody Bakes Bread” by Norah Dooley
- “Directions to Nowhere - Learning to read a Map” by Joan Maute (Attachment D)
- White boards

- White board markers
- Products made in Grand Rapids, MI
- Services found in Grand Rapids, MI
- Types of places to live in Grand Rapids, MI
- Signs with “1,” “2,” “3,” and “4” written on them for the Four Corners Activity
- Foldable explanation (Attachment E)
- Various colors of sheets of paper
- Overhead sheet
- Overhead markers
- Poster
- Chocolate Chip Cookie
- Chocolate Chip Cookie recipe (Attachment F)
- Explanation of Foldable (Attachment G)
- Instructions of Foldable (Attachment H)
- Various pieces of colored paper
- Pencils
- Colored pencils
- Markers
- Environment Pictures (Attachment I)
- Word Wall
- Definitions Journal
- “Let’s Take Care of the Earth” by Debbie Clement (Attachment J)
- The Lorax (or online version: <http://www.youtube.com/watch?v=-fg-T9DH4xA>)
- Untouched Earth Pictures (Attachment K)

Trade Book Resources

Various Trade books that highlight many aspects of chronological thinking appropriate for second graders:

Abuela

Arthur Dorros
Puffin Books, 1991

While riding on a bus with her grandmother, a little girl imagines they are carried up into the sky and fly over the sights of New York City. This story includes a Spanish glossary in the back.

As the Crow Flies: A First Book of Maps

Gail Hartman
Aladdin, 1993

A look at different geographical areas from the perspectives of an eagle, rabbit, crow, horse, and seagull.

Everybody Bakes Bread/Everybody Cooks Rice

Norah Dooley
Carolrhoda Books, Inc., 1996/1991

These books can introduce second graders to the various errands (services) and breads or rices (products) that the two characters in these books have to learn about.

The Image of the World

Peter Whitfield
Pomegranate Artbooks, 1997

This book contains twenty centuries of world maps.

The Lorax

Dr. Seuss
Random House, 1971

The Once-ler describes the results of a local pollution problem

Maps and Mapping

Barbara Taylor
Houghton Mifflin, 2002

Explains what maps are and why they are used, introduces symbols found on maps, describes how cartographers map the world, and includes related activities.

Michigan

Elizabeth Johnson
Scholastic Publishers, 2002

Takes the reader on a tour of the state emphasizing its history, government, culture, and geography, including regions & maps.

Trade Book Resources (continued)

Michigan Lighthouses

Penrod / Hiawatha Co., 1993

This book talks about all of the lighthouses that Michigan has to offer.

Madlenka

Peter Sis

Farrar Straus & Giroux, 2000

Madlenka, whose New York City neighbors include the French baker, the Indian news vendor, the Italian ice-cream man, the South American grocer, and the Chinese shopkeeper, goes around the block to show them her loose tooth and finds that it is like taking a trip around the world.

No Jumping on the Bed!

Tedd Arnold

Puffin Books, 1987

A fanciful catastrophe which helps students understand the perspective used by map makers.

Places to Visit, Places to See

Lee Bennett Hopkins

William H. Sadlier, Inc., 1998

This book of poems take children to a variety of places - from city to the farm, from the desert to the ocean.

Pollution / Examining Cause and Effect Relationships

Greenhaven Press, Inc., 1991

Presents opposing viewpoints on pollution and its effects on the atmosphere, water, and people of the planet.

Portrait of America / Michigan

Kathleen Thompson

Raintree Steck-Vaughn, 1996

This book describes the beauty, splendor, and features that make Michigan a unique part of the United States.

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