

# **“Mapping Our Community”**

A 2<sup>nd</sup> Grade Interdisciplinary Social Studies Unit



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# Introductory Sheet

## Typical Second Grade Learner:

A typical second grader is seven or eight years old. Second graders are beginning to develop impulse control and are more serious than they the year before in first grade. While they are still talkative, they tend to work hard to please authoritative figures and seek the approval of peers. Students begin to compare themselves to one another and become more sensitive. Because students are becoming more social, students often enjoy working with a partner or in a small group. Physically, students are going through an awkward stage where some students may be further developmentally than others. Students' large muscles have developed, and now their smaller muscles and fine motor skills need to be refined.

Reference: *Glendale-river hills school district*. (2007, December 07). Retrieved from [http://www.glendale.k12.wi.us/2\\_char.aspx](http://www.glendale.k12.wi.us/2_char.aspx)

## Rationale for Teaching Unit:

This unit helps teach the majority of the geography standards that Indiana has determined imperative for second graders to learn. While the use of maps has taken a backseat, so to speak, to GPS and online directions, it is still imperative that children learn to read actual maps and are able to follow the directions that they are given so they are able to accurately reach their destination. For this reason, this lesson that focuses on the cardinal and intermediate directions, as well as map reading techniques, will be beneficial to all students. It also helps students to gain a better understanding of their community, which will help them to become good and productive members of said community.

## Goals of Unit:

The students will be able to...

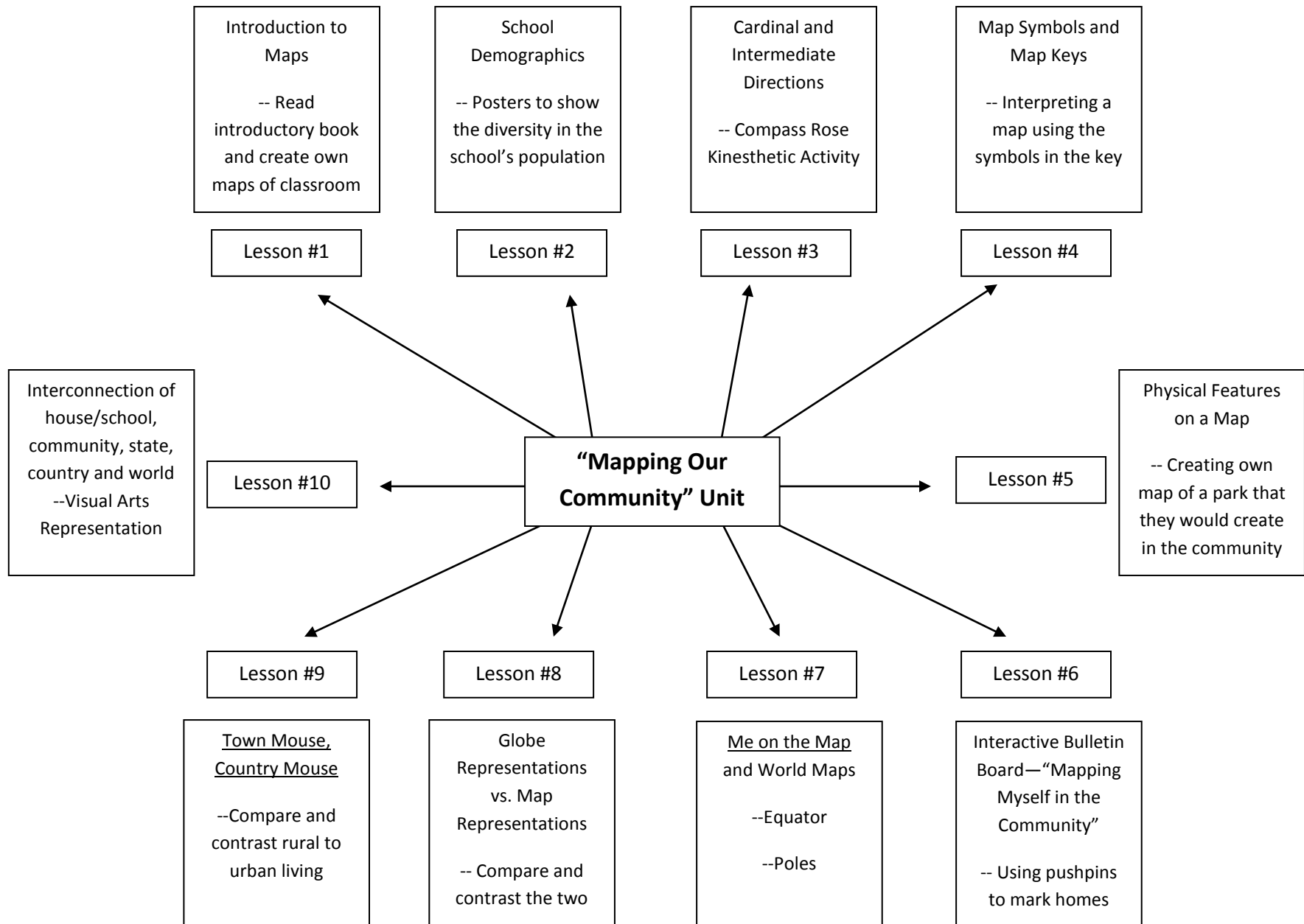
- Read a map's symbols (including compass rose)
- Interpret maps to find information
- Tell others about their school and community demographics (making connections between the two)
- Explain physical differences between communities
- Know both cardinal and intermediate directions (and the difference between the two)
- Use a globe to successfully identify/find given locations

**Objectives of Unit:**

- Given information on maps from the book You Are Here, students will create a map of their own bedroom including at least 5 distinguishable items (i.e. bed, lamp, desk, chair, etc.).
- On a self-made map of their bedroom, the student will be able to identify items in all four cardinal directions accurately (i.e. “My bed is to the north of my door.”).
- Given a large compass rose on the floor, the students will be able to identify the direction that is being called out and will move in the correct and appropriate direction.
- The student work cooperatively with a partner to identify the map symbols on a given map.
- The student will create a map of an invented recreational area showing at least three physical features and at least two human-created features.
- The student will place a push pin on the interactive bulletin board’s community map where their house is located accurately.
- Given art materials, students will create a world map, correctly labeling: the Equator, South Pole and North Pole.
- In cooperative groups, students will identify at least three similarities and at least two differences between the representations of our world that maps and globes provide.
- After reading *Town Mouse*, *Country Mouse*, students will reflect on the differences between city and country living, giving at least two examples of physical differences
- When given art supplies, students will depict how their home, community, state, country and world are interconnected, yet showing the appropriate difference in size.
- When given art supplies, students will use them in an appropriate, safe, and respectful manner.



# Curriculum Map



# Letter to Parents

Dear Parents/Guardians,

I am very excited to kick off our new geography unit and teach your child all about maps and community for the next two weeks! I have planned an integrative unit that will help students to gain map skills and to learn more about the community in which they live while doing so. Map-reading is an important skill for students to have, even with the rising use of GPS systems. When students better understand their community, they are able to be more involved and overall better citizens.

During this unit, I will discuss different representations of communities with students—both through physical maps and demographics. Students will be working as cartographers to depict familiar places and will be working as interviewers to determine school diversity and demographics. Students will also be engaged in learning about globes and where their community is placed on a state map, country map, and world map. Overall, I hope to give students a wide range of geography skills that they can build upon in future years.

As your student learns about the community, you could extend their learning by taking students to important places in the community—such as the police station, post office, grocery store, city hall, etc—to discuss their importance and to give students a reference point so they can better comprehend what we are talking about in class. As always, if you have any questions, please do not hesitate to contact me! I value your input and comments and look forward to working with you to educate your child in the best manner possible!

Thanks for your involvement in your child's education,

*Ms. Schwendeman*

Phone #: \_\_\_\_\_

Email: \_\_\_\_\_ or \_\_\_\_\_

# Grade Books

**Chesanow, N. (1995). *Where do I live*. Hauppauge, NY: Barron's.**

This book takes children to a journey that is out of this world—literally. The book helps students to determine where they fit into the universe—all the way into their bedroom. Children will travel out from their bedroom, into larger and larger communities—all the way to the Milky Way—and then back again. This book would be a great introduction to communities for students because it helps them see the big picture of how their community fits into the global and even universal picture.

**Fanelli, S. (1995). *My map book*. New York: HarperCollins Publishers.**

This book is unique in that each two-page spread shows a different map (totaling 12 in all) and shows unusual maps—such as a time map of someone’s day and a map of a child’s “tummy.” This book helps show students that you can literally map out anything imaginable. I have seen this book incorporated into classrooms by acting as an introduction to mental imaging. I also would imagine that this would be an exciting introduction activity to maps, extending their schema that maps have to be of a certain location or place.

**Hartman, G. (1993). *As the crow flies : a first book of maps*. New York Toronto New York: Aladdin Books.**

This book requires students to use critical thinking skills to think about how maps exist in nature—not just in the human world. The reader must think about how animals (crow, eagle, horse, seagull and rabbits) find their way in their environment. I think that this would be a great extension activity for the unit—because it does require them to think at a higher Bloom’s Taxonomy level. I could also see this book being incorporated into the lesson about physical features of a map—because the animals used physical features to find their way.

**Hennessy, B. (2010). *The once upon a time map book*. Somerville, Mass: Candlewick Press.**

Showing six large fold-out maps from different fairy tales, students explore magical worlds through detailed maps. Maps are included are as follows: Aladdin, Jack and the Beanstalk, Wizard of Oz, Snow White, Peter Pan and Alice in Wonderland. This would be a great resource not only when working with maps, but also when reading these stories. I could see another whole thematic unit emerging from this one book!



**Knowlton, J. (1986). *Maps & globes*. New York: Harper.**

This book is simply an informational book about globes and maps. It explains how globes and maps can help to open up a whole new world and can help you to travel to other places that you never would have dreamt of. I think that this would be a great introductory text to have on hand. It explains all the components of maps, as well as shows a variety of different representations of maps.

**Leedy, L. (2003). *Mapping Penny's world*. New York: Henry Holt.**

In this story, Lisa is learning about maps in school. She receives an assignment in her class to make a map—which she makes of her bedroom (showing all the proper map components, such as map key, scale, etc.). Her dog, Penny, helps keep her company while she does so—which gives Lisa an idea—why not make a map of Penny’s world? Readers then follow the two friends through the exciting adventure which is Penny the dog’s life! This could lead to another lesson in which students map something that was not as familiar to them as their classroom; rather, someone else’s life based solely on interviews and descriptions.

**Rabe, T. (2002). *There's a map on my lap*. New York: Random House.**

In Dr. Seuss fashion, the author introduces students to different maps of all different levels (city, state, country, etc) and different styles (topographical, temperature, etc). The book also talks about the different formats, such as almanacs, globes, and traditional flat. The book also covers the different tools to read maps: including scales, map keys, and compass roses. This book would be a great addition to my classroom library because it is a theme (Cat in the Hat) that they are familiar with—yet incorporates what we are learning about in the unit as well. This is one way that the student would be able to be enjoying “free” reading time, but also extending their knowledge.

**Ritchie, S. (2009). *Follow that map! : a first look at mapping skills*. Toronto: Kids Can Press.**

This book is an interactive storybook in which readers help Sally and her friends search for their mischievous cat and dog, Max and Ollie. The book takes readers through different communities (such as house, town, state, country, and world) in search of the runaway animals, throughout the way teaching basic map reading skills. I feel like students would be engaged in this book because it is so interactive and allows students to participate in the story. Students would also enjoy finding Max and Ollie—who are hiding somewhere on each map! I feel the mystery aspect would really keep students reading.

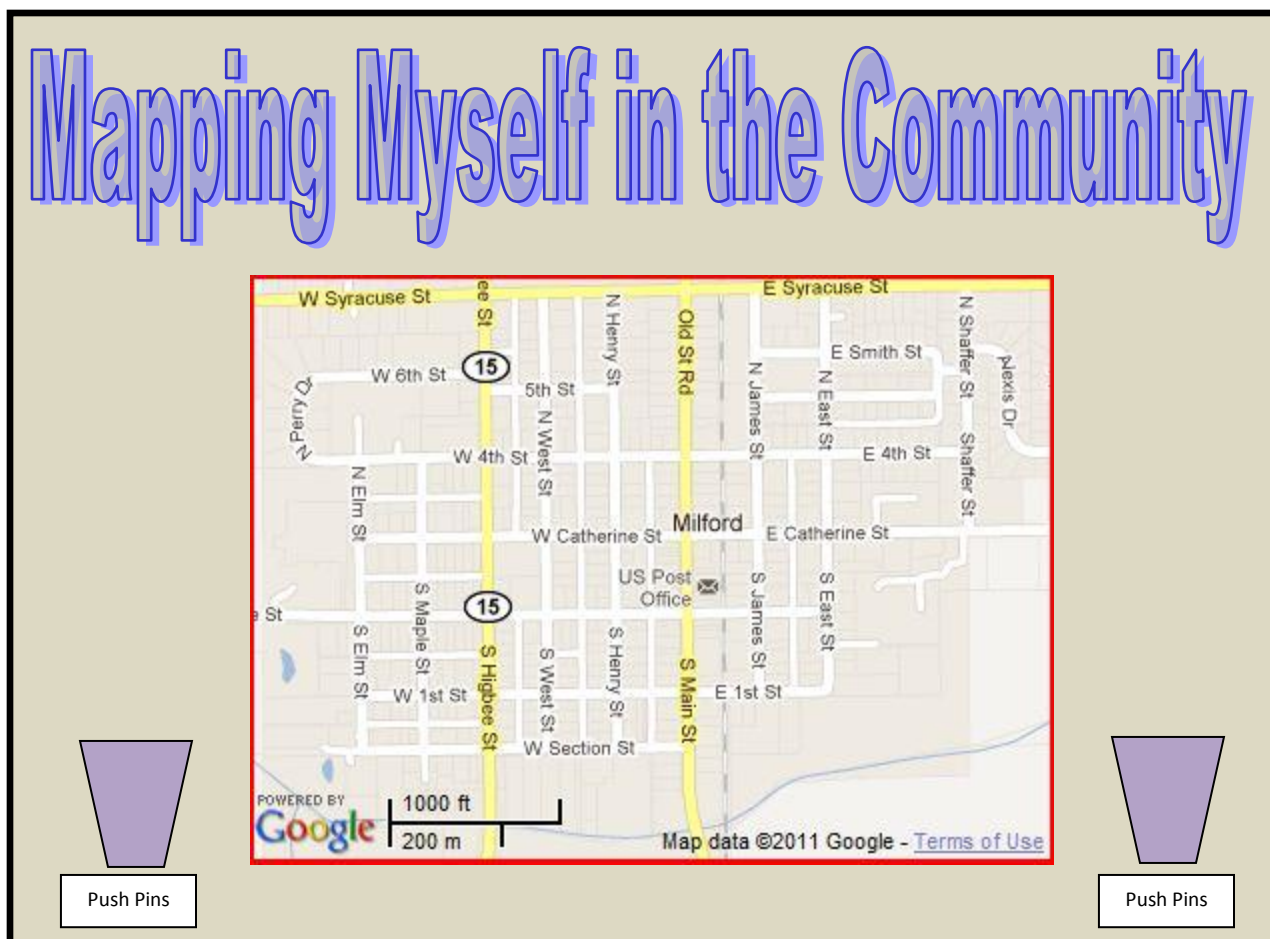
**Schuh, M. (2006). *In My Town. City: Pebble Books.***

This book introduces the idea of community and all the concepts that surround a community—such as location, types of towns and what things are located in a town. This book is part of a series—which expands to explain neighborhoods, states, countries, world, etc. If I had the whole set of these books, I could use them to supplement my last lesson—which asks students how the maps are interconnected and where we fit into the whole picture. For instance, the books could be read one by one, and students could determine where they fit in the “puzzle”.

**Sweeney, J. (1996). *Me on the map. New York: Crown.***

This book shows how you can map different places to show where you are on the map. The child in the book maps herself in her room, then her room in her house, then her house in her street, all the way up to her country in the world. Then the child shows you how to use the maps to retrace your steps and come all the way back to the bedroom. I have incorporated this book into my tenth lesson because it will help students to see how the maps are interconnected and how to make their own visual depictions of this idea.

# Bulletin Board



Above is a mock-up of the interactive bulletin board that students will be using during one of my lessons. It includes a map of the town of Milford, as well as push pins for students to place on the map where they live. The map on the actual bulletin board will be more detailed and include more country area for students who live in more rural areas of the community.

# Field Trip / Guest Speaker

This unit has multiple opportunities for field trips and guest speakers because it is so community-based. Field Trips could include a trip to city hall to learn more about the community, a walking tour of the downtown area, a day of “research” at the local library about the community, or trips to important buildings—such as the police station, post office, or fire station. Guest speakers could include any community members, members of another community (for compare and contrast purposes) or even the town mayor. While all of these would be possible to do—some may be easier to implement than others.

For instance, a walking tour would not require any cooperation from the community businesses or offices, however it would require parents or other trusted adults to help and be chaperones. When planning this field placement, I would collaborate with my students and ask them to help me to create a route using their newly acquired map skills. I feel that I could justify this field trip because it would align with many of the standards that I covered in my ten lessons. It also would be of low cost to the school because it would not require any bus transportation.

When working with guest speakers, I think the most beneficial and the most exciting opportunity for students would be to have the mayor come and talk to my class; however, I’m not completely sure on how one would go about making an appointment with the mayor and how much it would potentially cost. I could definitely incorporate a speech from the mayor in the area of community demographics. I would have the students show the mayor their school demographics and then have the mayor talk about how it compared with the overall community demographics. It would be my hope that students would be able to make the connection that the school demographics are representative of the community demographics.

# Technology and Literature

Technology could be easily integrated into this unit, especially because so many maps are online now. Students could be taught how to use [www.mapquest.com](http://www.mapquest.com) or [www.maps.google.com](http://www.maps.google.com) to get personalized maps. Depending on the student's level, Google Earth could also be incorporated to show students a physical map of the area. (Because some students may not be able to use the advanced tools for navigation, the teacher could show them this website on the Smart Board.) Students could also make a second draft of their classroom maps on the computer, using a kid-friendly drawing/painting program.

Literature can also be incorporated into this unit with ease. There are many children's books that are about maps, or involve maps, that could be used to reinforce or introduce information. For instance, three of my ten lessons involve a book. Students could also work on writing their own pieces—such as stories about following a treasure map, going on a trip and seeing different physical features of the land, etc. I also think a good way to incorporate literature into the unit would be to add a myriad of books on the subject into the classroom library to help immerse students in the topic, even when they are doing “free reading” time.

# Pretest Assessment

1. What helps us to read maps?
  - A. a map key
  - B. a dictionary
  - C. a graph
  
2. What are the FOUR cardinal directions? (Please circle ALL four!)

A. North	E. West
B. Right	F. Down
C. South	G. East
D. Up	H. Left
  
3. What tells us about the directions on the map?
  - A. a graph
  - B. a compass rose
  - C. a direction meter
  
4. What is an example of a PHYSICAL feature?
  - A. a house
  - B. a highway
  - C. a river
  
5. What is an example of a HUMAN feature?
  - A. a grocery store
  - B. a lake
  - C. mountains
  
6. Write about a situation in which you may need to read a map. \_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

# Posttest Assessment

1. What helps us to read maps?
  - A. a compass rose
  - B. a map key
  - C. a graph
  - D. both A and B
2. What are the FOUR CARDINAL directions? (Please circle ALL four!)

A. North	E. West
B. Northwest	F. Southwest
C. South	G. East
D. Northeast	H. Southeast
3. What tells us about the directions on the map?
  - A. a map key
  - B. a direction meter
  - C. a compass rose
4. What is an example of a PHYSICAL feature?
  - A. a house
  - B. a highway
  - C. a river
5. What is an example of a HUMAN feature?
  - A. a grocery store
  - B. a park
  - C. both A and B
6. Write about a situation in which you may need to read a map. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson Plan #1

**Length:** 45 minutes

**Intended Age/Grade Level:** 2

## **Academic Standards:**

- Geography 2.3.1—Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

## **Performance Objectives:**

- Given information on maps from the book You Are Here, students will create a map of the classroom including at least 5 distinguishable items (i.e. bed, lamp, desk, chair, etc.).
- On a self-made map of the classroom, the student will be able to identify items in all four cardinal directions accurately (i.e. “My bed is to the north of my door.”).

## **Assessment:**

- Students will be evaluated using the attached checklist on their ability to identify items in the four cardinal directions.

## **Advance Preparation by Teacher:**

- A copy of You Are Here by Jennifer B. Gillis will be needed to read during whole group instruction
- A copy of the cardinal direction checklist will be needed to assess student learning.
- Paper and coloring utensils will be needed for the students to complete the maps of the classroom. (Make sure all students have correct and needed supplies.)
- Compass roses will need to be cut out and ready to distribute to each student.

## **Procedure:**

**Introduction/Motivation:** “Today we are going to be learning a skill that you will use for the rest of your life. We are going to learn about how to read maps. Who here can explain to others what a map is?” [[Bloom’s Taxonomy: Knowledge](#)] “Good! Maps are drawings that show where things are. It is important to be able to read maps because they help you when you are traveling or trying to find where you want/need to go. This information that I am about to share with you will help you for the rest of your life. Give me a ‘thumbs up’ if you are ready to learn about maps today.”

## **Step-by-Step Plan:**



1. “To help us learn about maps, we are going to read this really cool book that I found at the library. The book is called You Are Here and is written by Jennifer B. Gillis. It will help us understand maps better and will help you with an activity that we are going to do later. So pay close attention and be sure to ask me if you have any questions about the information on the book.”
2. Read the book to entire class, answering any questions that the students may have as you go along. Encourage students to make connections with the text, by modeling metacognition skills (i.e. “When I read this page, I think about...”).  
[Gardner: Interpersonal and Verbal/Linguistic]
3. “What are some new things that you learned from the book today?” [Bloom’s Taxonomy: Comprehension] “Do you think that after reading this book you could make your own map of your own bedroom?” [Bloom’s Taxonomy: Application]
4. “Let’s give it a try! When you all get back to your seats, you will be given a large sheet of paper. On this paper, you will draw a map of this classroom—showing important things such as your desks, the lockers, the bathrooms, etc. But before you start drawing, I am going to give you a picture of a compass rose to glue to your paper. Can anyone tell me what a compass rose is?” [Bloom’s Taxonomy: Knowledge] “Good! A compass rose tells us which direction is which. This will help you to explain your map to me accurately. Please glue it in the upper left hand corner of your paper before you start mapping. Does everyone understand? Give me a ‘thumbs up’ if you are ready to go back to your seat and work.”
5. Pass out compass roses for the students to glue on papers and help them to glue them in the appropriate area.
6. Allow students approximately 15 minutes to complete their classroom maps independently. [Gardner: Intrapersonal and Visual/Spatial]
7. “When you are finished with your maps, please come up to me to turn them in. I will ask you a few questions about your map when you come up to me. Please answer them the best that you can, based on the information that was provided to you today.”
8. As each student turns their paper in, ask them the following questions:
  - “What is in the north part of the classroom?”  
[Bloom’s Taxonomy: Application]
  - “What is in the south part of the classroom?”  
[Bloom’s Taxonomy: Application]
  - “What is in the east part of the classroom?”  
[Bloom’s Taxonomy: Application]
  - “What is in the west part of the classroom?”  
[Bloom’s Taxonomy: Application]

**Closure:** “Awesome job today making maps of the classroom! I feel like we could give these maps to someone who has never visited our room before and they would be able to tell us where things were—just by looking at your maps! You all learned SO MUCH today! Who can tell me one thing that we discussed today?” [Bloom’s Taxonomy: Comprehension] “Good remembering! Tomorrow, we will learn more skills about maps and take a look at some more samples of maps that show our community. Thank you for

being such great workers today! I'm very proud of you and can't wait to see what you can accomplish tomorrow."

**Adaptations:**

- Student with a learning disability in reading comprehension— Since the story is being read aloud, students with reading comprehension disabilities should not need any adaptations. However, if they are trying to label items in the classroom—they may need some help with spelling.
- Student with ADHD— Students with ADHD should be placed in a quiet part of the room with no or few distractions. If such a place is not available, the student should be allowed to sit by another student who can responsibly help their partner stay on task.
- Student having gifts and talents in art/creativity— Students with gifts and talents in art/creativity will be encouraged to add more details to their room if they complete the given task ahead of time.

**Self-Reflection:**

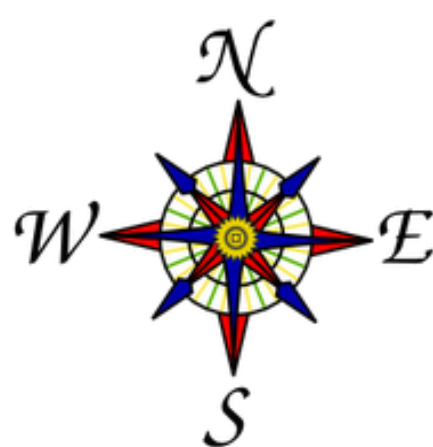
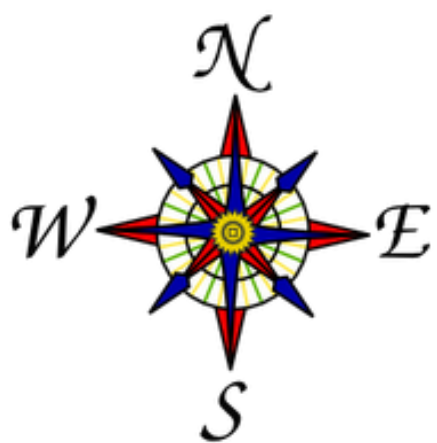
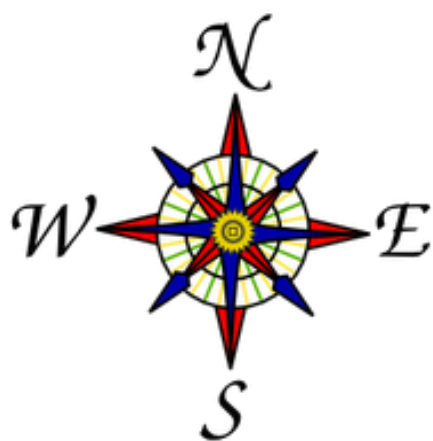
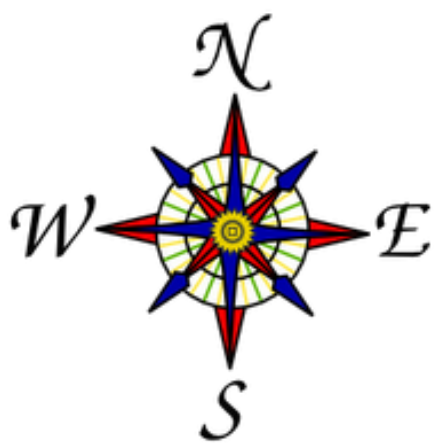
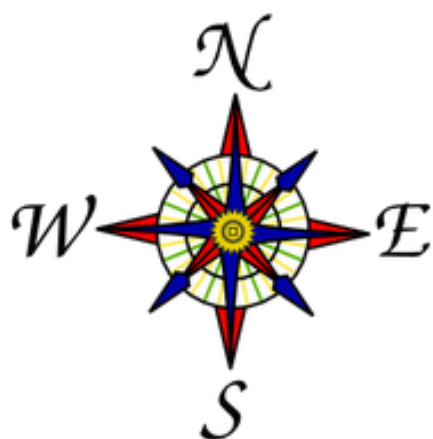
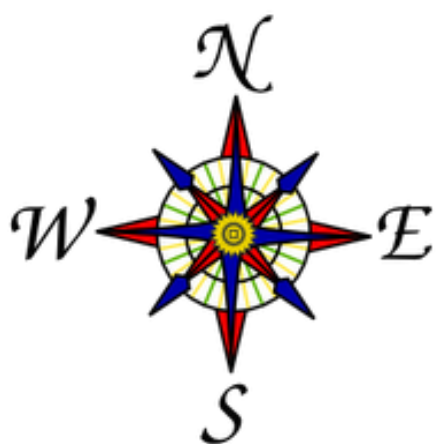
- Did this lesson appeal to my students?
- Is there anything that I could have done differently to make this lesson more effective?
- What will I do differently next time?
- Overall, was this lesson a success?

**Attachments:**

- Checklist to check cardinal directions understanding
- Page of compass roses to student paper

**Reference:**

Gillis, Jennifer Blizin. *You Are Here*. Vero Beach, FL: Rourke Pub., 2007. Print.



# Cardinal Directions Checklist

	NORTH	SOUTH	EAST	WEST
Student #1				
Student #2				
Student #3				
Student #4				
Student #5				
Student #6				
Student #7				
Student #8				
Student #9				
Student #10				
Student #11				
Student #12				
Student #13				
Student #14				
Student #15				
Student #16				
Student #17				
Student #18				
Student #19				
Student #20				

# Lesson Plan #2

**Length:** 45 minutes

**Intended Age/Grade Level:** 2<sup>nd</sup> grade

**Academic Standards:**

- Social Studies: Human Systems 2.3.6—Describe simple demographics for the school.
- Language Arts: 2.2.7: Interpret information from diagrams, charts and graphs.

**Performance Objectives:**

- In small groups, students will record data (number of students, gender, and race) for different grade levels in the school on posters based on teacher surveys.
- Students will verbally interpret their group’s poster—correctly identifying numbers of students in a grade or specific gender or race—when prompted by the teacher during group presentations.

**Assessment:**

- Students will be assessed using anecdotal notes about their participation in small group work and their ability to interpret and read their poster.

**Advanced Preparation by Teacher:**

- Teacher surveys will need to be distributed to school teachers and collected before the activity is completed so that the students have the information needed to complete their posters.
- Students will need to be put into seven small groups to cover all the elementary grade levels (K-6).
- Each of the seven groups will need to have supplies to make their posters:
  - Poster board or large pieces of butcher paper
  - Writing utensils (pencils, markers, etc.)
  - Stickers, die-cut shapes, stencils, etc.

**Procedure:**

**Introduction/Motivation:** “Yesterday we learned about how we can represent our classroom by maps. Remember drawing your pictures of the classroom to show where things are?” (Allow time for student response.) “Well, today we are going to learn to represent our classroom, and other classrooms in the school, in another way—through demographics. ‘Demographics’ is a really big word and might sound scary—but this is a really smart class and I think you all can handle it! Are you up to the challenge?” (Allow time for student response.) “Good! Let’s get started...”

**Step-by-Step Plan:**

1. “We need to understand what demographics are in order to do the activity that I have planned today. Does anyone know what that word means?” (Bloom’s Taxonomy: Knowledge) (Allow time for student response.) “Demographics means: the statistical data of a population. Today, we are going to learn about the demographics of our school. Specifically, we will be looking at the numbers of student in each grade, how many boys and girls there are, and race and ethnicity.”
2. “You and a small group that I have assigned will be creating posters to display the demographics of each grade in the elementary school. I have already gotten the information from the teachers, but I need you to come up with a creative way to display and teach others about this information. Let’s brainstorm as a class about how we could creatively do this. (Gardner’s Visual/Spatial and Logical/Mathematical) Anyone have any ideas?” (Bloom’s Taxonomy: Synthesis) (Write student-generated ideas for displaying demographics on the board.)
3. “Now that we have brainstormed, I am going to separate you into you groups and give you your supplies. Does everyone understand what I expect? Give me a ‘thumbs-up’ if you are ready to get started!” (Allow time for student response.) “Remember please feel free to ask me if you have any questions while you are working.” (Divide class into pre-assigned groups and allow them to start on their projects.) (Gardner’s: Interpersonal)
4. Allow students sufficient time (15-20 minutes) to complete their posters in their small groups.
5. “Good job everyone! Your posters look so wonderful that I would like you all to share them with the class. That way we can all learn about all the great levels in our school and how they compare to each other. I will give you some guiding questions while you show the poster. Would anyone like to go first?” (Take volunteers to present until no more groups volunteer then choose the order in which they will go.)
  - “How many students are in this grade?” (Bloom’s Taxonomy: Knowledge)
  - “How many boys are there? Girls?” (Bloom’s Taxonomy: Knowledge)
  - “What is the ethnic breakdown of the grade?” (Bloom’s Taxonomy: Knowledge)
  - “How does this compare to others grade?” (Bloom’s Taxonomy: Comprehension)
6. “Awesome job everyone! I have a couple questions that I would like to ponder as a class...”
  - “Why do you think that all the demographics looked similar?” (Bloom’s Taxonomy: Comprehension)
  - “Do you think that these demographics would be different than other schools in this area?” (Bloom’s Taxonomy: Application)
  - “What about schools in California?” (Bloom’s Taxonomy: Application)
  - “Do you think that these demographics would be similar to the demographics that would be in the whole community of Milford?” (Bloom’s Taxonomy: Application)

**Conclusion:** “You all had some great thoughts! I think that you did such a great job that we should hang these posters in the hallway so that everyone in the school can learn about our demographics. Tomorrow we will be doing another group activity that will get you up and moving and thinking about directions!”

**Adaptations:**

- **Student with ADHD**— Students with ADHD will be placed purposefully in groups that will help them stay on task and focused. Their group will also be allowed to work in an area that has the least amount of distractions (i.e. the hallway).
- **Student having gifts and talents in art/creativity**— Students with gifts and talents in arts and creativity would be given the opportunity to decorate and illustrate their posters once their posters were completed. (Gardner's: Visual/Spatial)
- **Student with Autism Spectrum Disorders**—Students with autism spectrum disorders will be placed with cooperative classmates and their groups will be asked to work near the teacher so they can be monitored and any possible disturbances can be solved before they escalation. (A particular student in my field placement was used when creating this adaption).

**Self-Reflection:**

- Would it have been more beneficial if the student had created and distributed the teacher surveys themselves, rather than having the teacher have previously done so?
- Did the small groups that I assigned work well together? Are there combinations of students that I discovered should not work together?
- Did my students truly grasp what “demographics” means? Did they need more explanation and less hands-on learning project?
- How could I change this lesson to be more comprehensive of all demographics?
- Was this lesson age-appropriate for my students? Was it difficult or too easy?

**Attachments:**

- Teacher Demographic Survey (to be completed before lesson)

# Teacher Demographic Survey

## Basic Info:

Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Total Number of Students in Classroom: \_\_\_\_\_

## Gender:

How many boys do you have in your class? \_\_\_\_\_

How many girls do you have in your class? \_\_\_\_\_

## Race/Ethnicity:

Please indicate the numbers of each ethnicity in your classroom:

White: \_\_\_\_\_

African-American: \_\_\_\_\_

Hispanic: \_\_\_\_\_

Middle Eastern: \_\_\_\_\_

Other: \_\_\_\_\_



# Lesson Plan #3

**Lesson:** Cardinal and Intermediate Directions

**Length:** approximately 20 minutes

**Intended Age/Grade Level:** 2<sup>nd</sup> grade

## Academic Standards:

- Geography: 2.3.1-- Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.
- Physical Education: 2.2.2-- Identify and begin to demonstrate techniques for efficient and safe movement.

## Performance Objectives:

- Given a large compass rose on the floor, the students will be able to identify the direction that is being called out and will move in the correct and appropriate direction.

## Assessment:

- Assessment will be done through anecdotal notes on specific children's ability to read the compass rose, to move safely and not hurt others in the process, and overall participation in the activity.

## Advance Preparation by Teacher:

- Reserve the gym, or find another large area to conduct activity
- Print off anecdotal notes forms (attached)
- Large compass rose should be placed in the center of the gym/area

## Procedure:

**Introduction/Motivation:** "Today we are going to do something a little different and a little more energetic than our previous geography lessons. You all have done such a wonderful job sitting still and listening all day that I thought you could use a little break. Today we are going to review what a compass rose is and then we are going to read a large compass rose and move in all directions in the gymnasium."

## Step-by-Step Plan:

1. "First we need to review what a compass rose is. Can anyone tell me what a compass rose is? (Bloom's Taxonomy: Knowledge) Remember we used them when we drew the picture maps of the classroom." (Allow time for student response.) "Good memory! A compass rose tells us about the directions and helps us navigate."
2. "A compass rose tells us about the cardinal directions. These are the four MAIN directions. Can anyone tell me one of the cardinal (main) directions?" (Bloom's

- Taxonomy: Knowledge** (Allow time for student response. Continue asking until all four are listed.) “Good! Now, there are also directions called intermediate directions. Can anyone tell me what these might be?” (**Bloom’s Taxonomy: Analysis**) (Allow time for student response.) “An intermediate direction is a combination of two of the cardinal directions. For instance, northwest. Northwest would be the direction right in the middle of north and west. Does that make sense?” (Allow time for student response.)
3. “Alright, if everyone feels comfortable with all the information we just covered, I think we are ready to move on down to the gym/area and get started with our activity. Please remember your hallway procedures when we are walking down there.”
  4. Take students to the gym or other large area for the activity.
  5. Have students sit in a circle around the large compass rose (already in place) and listen to instructions:
    - “First, I need you all to look at the compass rose. This is what you will be using to make sure that you are moving in the right direction and don’t bump into other students.”
    - “How our game goes today will depend on how well you cooperate in the large group and listen to directions. (**Gardner’s: Interpersonal**) So please listen carefully as I describe what we are going to do.”
    - “You all will start on the compass rose. I will then call out a direction and all students will move to the wall of the gym in that direction in the way that I specify. I want you all to be careful and not bump into each other. For instance: I might call out ‘skip to the north!’ All students would need to skip to the north in a safe manner. We will then return to the middle on the compass rose and wait for the next direction. Does this make sense?”
    - “Are there any questions? Remember that I will also be throwing in some of the tricky intermediate directions, too. So pay close attention!”
  6. “Let’s get started!” (**Gardner’s: Bodily-Kinesthetic**) Follow the list of directions below to help guide the activity:
    - Skip to the north
    - Slide to the south
    - Walk to the west
    - Crawl to the east
    - Run to the northeast
    - Bear crawl to the southwest
    - Gallop to the southeast
    - Hop to the northwest
    - Any other directions desired can be done as well
  7. “Great job everyone! I appreciated how well you listened to my directions—and I was impressed at how well you read the compass rose to move in the right direction. Let’s head back to the classroom and reflect on the activity.”

8. Take students back into the classroom and ask them the following questions:

(Gardner's: Verbal-Linguistic and Intrapersonal)

- “Did you like that activity? Should I do this activity with my class next year?” (Bloom's Taxonomy: Evaluation)
- “Which were harder to figure out, the cardinal directions or the intermediate directions?” (Bloom's Taxonomy: Analysis)
- “Do you think that you could have done the activity if you did not have a compass rose?” (Bloom's Taxonomy: Synthesis)
- “Would you be able to read a map and tell me the directions if you did not have a compass rose?” (Bloom's Taxonomy: Synthesis)

**Closure:** “Now that you know how to use a compass rose, you can see how important it is to reading a map and to be able to follow directions. We will talk some more tomorrow about compass roses and other symbols that you may find on a map that will help you to read the map. Thank you again for your awesome cooperation and participation in the activity today!”

#### **Adaptations/Enrichments:**

- Student with a learning disability in reading comprehension— The student will not have to be reading during this activity, so no specific adaptations will have to be made. However, if the student has trouble recognizing a letter (i.e. the ones that will represent the directions on the compass rose), additional support will need to be given at the beginning of the lesson—making sure that the student is able to recognize the needed letters to read the abbreviations of the directions.
- Student with ADHD— Students with ADHD may not be able to focus with all the activity happening around them. Students could either be given a student buddy to help them stay on task (all students could have buddies to minimize embarrassment for the student with ADHD) or the student could participate in this activity in a smaller group. The class could be separated into two to three groups and this activity could be done like a station rotation.
- Student having gifts and talents in art/creativity— Students with gifts and talents in art/creativity could be asked to help the teacher design the compass rose. This would allow the student to get a greater understanding of how a compass rose works, too—because they would be working one-on-one with the teacher in this enrichment activity.
- Student with Autism Spectrum Disorder— Adaptations for students with autism spectrum disorder may look similar to those for a student with ADHD in this scenario. The student could be provided with a buddy so that they do not become overwhelmed with the social aspect of this activity.

#### **Self-Reflection:**

- Were my students truly grasping the concept of the different directions, or were they just following their peers?

- Was the movement controlled and appropriate or did the students get out of hand when taken to the gym? (i.e. running and screaming)
- Were my students prepared for the activity or would it have fit better at another spot in the unit?

**Attachments:**

- Anecdotal Notes Form

## Cardinal and Intermediate Directions Activity: Anecdotal Notes

<b>Student Name:</b>	<b>Reading the Compass Rose:</b>	<b>Safe/Appropriate Movement:</b>	<b>General Participation:</b>

# Lesson Plan #4

**Lesson:** Map Symbols

**Length:** 25 minutes

**Intended Age/Grade Level:** 2<sup>nd</sup> grade

**Academic Standards:**

Social Studies 2.3.5: Identify and describe cultural or human features on a map using map symbols. (Individuals, Society and Culture)

**Performance Objectives:**

The student work cooperatively with a partner to identify the map symbols on a given map.

**Assessment:**

Student's "Map Symbols Questions" worksheet

**Advance Preparation by Teacher:**

Copies of "Community Map" and "Map Symbols Questions" worksheet should be made for each student.

"Map Symbols Key" should be displayed on the SmartBoard for all students to have access to (without having to print off individual copies).

**Procedure:**

**Introduction/Motivation:** Introduce class to the idea of map symbols with a whole group discussion. "Have you ever looked at a map? Why did you look at the map? (Bloom's: Knowledge) Were you trying to go somewhere? What did you notice about the map? (Bloom's: Comprehension) Did it have actual pictures of where you were going? Or did it use symbols to represent places on the map? (Bloom's: Knowledge) Today we will be looking at a map and we will be reading it using a map key that tells us what all the symbols on the map mean. I have some questions that I would like you to answer about the map, so I know that you truly know how to interpret the map and the symbols that it contains."

**Step-by-Step Plan:**

1. Show students the map key on the SmartBoard. (Gardner's: Visual/Spatial)
2. Ask students to identify items on the map key using the following questions: (Gardner's: Verbal/Linguistic and Visual/Spatial)
  - Which symbol means the hospital? (Bloom's: Knowledge)

- Why do you suppose there are three symbols for houses? (Bloom's: Analysis)
  - Which symbol represents the library? (Bloom's: Knowledge)
  - Other than the labels on the building symbols, is there another way that you can tell the differences between them? (Bloom's: Application)
  - Which symbol means the city hall? (Bloom's: Knowledge)
3. Split students into partners (or small groups, if necessary) (Gardner's: Interpersonal) and allow them to work on interpreting the map given and answering the "Map Symbols Questions" worksheet. (Allow approximately 10-15 minutes).
  4. Check answers of worksheet in class—discussing answers and allowing for student discussion of how they arrived at those answers.
  5. Have students turn in their worksheet on teacher desk and ask to return to their seats.

**Closure:** "Great job everybody! I am impressed with your map skills and how you were able to read the map using the map key. But I do want to discuss something important with you all. Do you think that map symbols will be the same on every map? Well, if they aren't all the same—how will we know what they mean? (Bloom's: Synthesis) "Right! We will check the map key! All good maps will have a map key to let you know what the symbols that the map-maker used mean. Speaking of map-makers, tomorrow you all are going to get another chance to make a map and will be creating your own map key and map symbols to help represent all the items on your map. Be thinking about creative ways to represent items and we will discuss them more tomorrow! Thank you for being great listeners today and working so well in your partners!"

### Adaptations/Enrichments:

- Student with a learning disability in reading comprehension— Because there is not a lot of reading required, and the teacher is covering all the map symbols on the board, no large accommodations/enrichments will need to be made.
- Student with ADHD— To minimize distractions, the student and their partner could be allowed to work out in the hallway or in a quieter part of the room.
- Student having gifts and talents in art/creativity— Students could draw and copy over the map key from the SmartBoard if they were finished with the activity given. Or alternatively, they could work in partners to create new symbols to represent what was on the map.
- Student with Autism Spectrum Disorder— The student could be allowed to work at a separate work station and could be paired with a student who would be understanding and

help to calm the student when student becomes agitated.

**Self-Reflection:**

- Was the map too difficult or too easy for my students to interpret?
- Would this map activity have worked better as an individual activity?
- Did my students understand the concept of all maps having different symbols?
- Do I feel that my students are ready to create their own maps using map symbols?

**Attachments:**

- Map Key Symbols
- Community Map
- Map Symbols Questions

**Resources:**

- [http://www.edhelper.com/Community\\_Maps.htm](http://www.edhelper.com/Community_Maps.htm)



# Map Key Symbols:

## Stores and Shops



bank



gas station

ice cream  
shop

pet shop



restaurant



a store

## Community Services and Government



hospital



fire station



police station



library



city hall



post office



school

## Homes



house



house



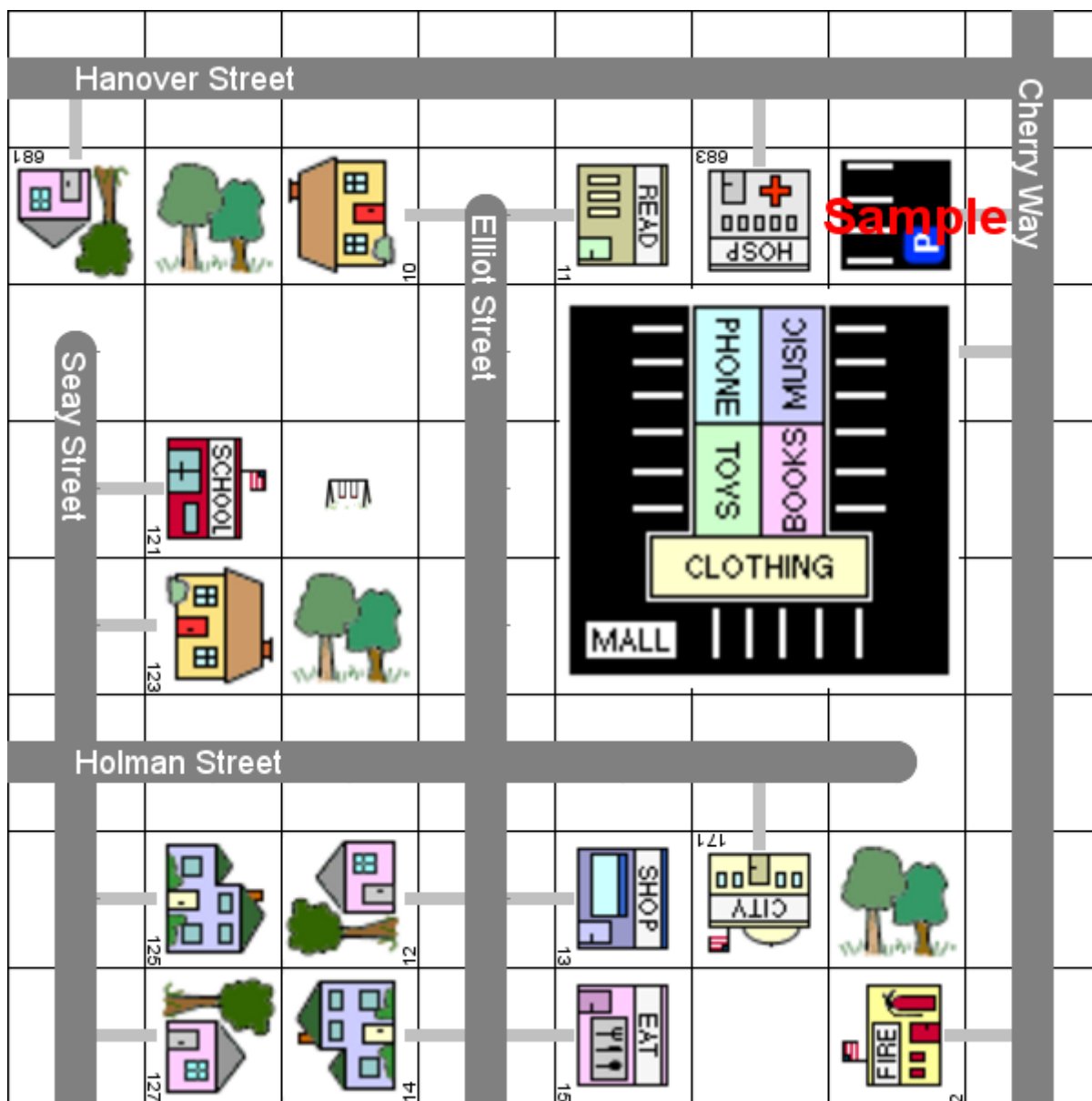
house

Name \_\_\_\_\_

Date \_\_\_\_\_

## Community Map:






Use the following map to answer the questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

### Map Symbols Questions:

<p>1. Which street has a library?</p> <p>_____</p>	<p>2. Circle the building that is located on Holman Street</p> 
<p>3. Which street has a school?</p> <p>_____</p>	<p>4. Circle the building that is located on Seay Street</p> 
<p>5. Circle the building that is located on Hanover Street</p> 	<p>6. Circle the building that is located on Cherry Way</p> 
<p>7. Which street has a fire station?</p> <p>_____</p>	<p>8. Which street has a hospital?</p> <p>_____</p>
<p>9. Circle the building that is located on Elliot Street</p> 	<p>10. Which street has a city hall?</p> <p>_____</p>
<p>11. Which street has a store?</p> <p>_____</p>	<p>12. Which street has a restaurant?</p> <p>_____</p>

# Lesson Plan #5

**Lesson:** Physical Features on a Map

**Length:** 30 minutes

**Intended Age/Grade Level:** 2<sup>nd</sup> grade

**Academic Standards:**

- Social Studies 2.3.4: On a map, identify physical features of the local community.

**Performance Objectives:**

- The student will create a map of an invented recreational area showing at least three physical features and at least two human-created features.

**Assessment:**

- Maps will be looked at by the teacher to see if the student showed at least three physical features and at least two human-created features and utilizes a map key to describe symbols used.

**Advance Preparation by Teacher:**

- Materials for student maps will need to be gathered, such as: crayons, paper, rulers, pencils, markers, etc.
- Google Earth will need to be accessed, so the teacher should make sure that it is installed and that it will work on the computer before the lesson starts!

**Procedure:**

**Introduction/Motivation:** “Yesterday, we talked about map symbols and using a map key to help interpret the map symbols that the map maker used. Today, you will be playing the map-maker and will be creating a new park for our community of Milford. You will need to include both human-created features (such as playgrounds and restrooms) and also include physical features that are not human created (such as forests, lakes, rivers, mountains, etc.). Let’s talk a little more about physical features before we get started.”

**Step-by-Step Plan:**

1. Show students examples of physical features utilizing Google Earth and searching in their own community of Milford. ([Gardner’s: Visual/Spatial](#))
2. Explain that sometimes, physical features CAN be created by humans (such as ponds or lakes) but most are natural and are not man-made.

3. As a whole group, brainstorm ideas of both physical and human-created features that they could include in their parks. (Gardner's: Verbal/Linguistic and Interpersonal)
4. Remind students to include a map key so that everyone can easily read and interpret their map!
5. Allow students to begin working on maps independently. (Allow about 20 minutes.) (Gardner's: Intrapersonal and Visual/Spatial)
6. Gather in community circle area when finished and allow students to share maps with their peers. (Gardner's: Interpersonal)
7. Have students turn in their maps and display them on a bulletin board in the classroom to showcase their work.
8. Ask the following questions for comprehension:
  - How did you decide what to put in your park? (Bloom's: Evaluation)
  - What is the difference between physical features and human-created features? (Bloom's: Comprehension)
  - What are some examples of physical features that you put in your personally designed parks? (Bloom's: Application) Why?
  - What are some examples of human-created features that you included in your personally designed parks? (Bloom's: Application) Why?

**Closure:** “You all did such a wonderful job working on your new park design maps today! I was very impressed! Maybe we should turn in some of these ideas to the mayor and propose a new park! Next week, we will be going out into the community and take a tour of some of the major landmarks. Be brainstorming where you would like to visit and we will talk more about our trip in the upcoming days! Thanks for being such hard workers today!”

### **Adaptations/Enrichments:**

- Student with a learning disability in reading comprehension— No reading will be needed for this lesson, so there should not be adaptations necessary. However, if students struggle with writing, they may need additional assistance when creating their map key.
- Student with ADHD— Students with ADHD should be asked to work in a part of the room that contains the least distractions. Students could also be prompted to make a plan of their park before they start—listing the features that they will include. This may help them to become more focused and understand where they are going and what they need to include to get there.
- Student having gifts and talents in art/creativity— These students will obviously thrive during this lesson—so an extra challenge could be posed to them—perhaps including more than three physical features and more than two human created features. They also could be given a larger paper and asked to fill it.

- Student with Autism Spectrum Disorder— A student with ASD should be allowed to work in their own personal space and should be monitored to make sure that they are not overwhelmed or agitated during the lesson. The student should also be allowed to participate in sensory activities as a break during the lesson if needed.

**Self-Reflection:**

- Did my students actually understand what I was trying to teach them about, or did they just view it as an art project?
- Would this have worked better as a small group or partner activity?
- Did I allow enough time for my students to create their products?
- Did my students enjoy the lesson/activity?
- Was this lesson too difficult/easy for my students?

# Lesson Plan #6

## Academic Standard(s):

- Social Studies 2.3.1: Use a compass rose to identify cardinal\* and intermediate directions\* and to locate places on maps and places in the classroom, school and community.

## Performance Objectives:

- The student will place a push pin on the interactive bulletin board's community map where their house is located accurately.

## Advanced Preparation by Teacher:

- The teacher will need to have already created the bulletin board which will have a map of the community on it.
- Pushpins will be needed for each student, along with tags that can be attached to the pins to denote each student.
- Smaller versions of the community map that is displayed on the bulletin board should also be provided to students to help them prepare to place their push pin.

## Lesson Plan:

- The teacher will introduce the idea of locating things on a map, using major landmarks and road names to help guide the students.
- The teacher will then show the students the bulletin board and explain how each student will get to place a push pin where they live in the community.
- For guided practice, the class should place pushpins on the board that denote important buildings in the community (i.e. school, library, stores, etc.).
- Students should come up independently and show the teacher where on the map they live (teacher can check with address provided by school) and place their push pin in the appropriate spot.
- While students are doing this at the bulletin board, other students can be looking at smaller versions of the map at their desk and trying to locate their houses BEFORE they come up to the board—to make the activity run smoother.

## Assessment:

- The student will be evaluated through anecdotal notes on about how much assistance the students needed in finding their house on the map.

# Lesson Plan #7

## Academic Standard(s):

- Social Studies 2.3.2: **Locate the equator and the poles** on a globe and identify the local community, state and the United States on maps.

## Performance Objectives:

- Given art materials, students will create a world map, correctly labeling: the Equator, South Pole and North Pole.

## Advanced Preparation by Teacher:

- Examples of world maps should be pulled so that students can look at them to make sure that their created maps are accurate.
- Materials should be pulled so that all students have the appropriate materials to make their maps. (Crayons, markers, paper, etc.)
- A copy of **Me on the Map** by Joan Sweeney will need to be located and readily available to read.

## Lesson Plan:

- Explain to students that not only can you map out rooms, communities and states, but you can also map out the whole world.
- Use the book Me on the Map to explain the concept of how large the world is.
- Briefly explain what the Equator, South Pole, and North Pole represent and how they help us to locate things on the world map.
- Then challenge students to create their own world maps—showing the Equator, North Pole and South Pole.

## Assessment:

- Students would not be assessed on their artistic ability, rather they would be assessed if they correctly labeled the: Equator, South Pole, and North Pole.



# Lesson Plan #8

## Academic Standard(s):

- Social Studies 2.3.2: Locate the equator and the poles **on a globe** and identify the local community, state and the United States **on maps**. (I feel that it is important for students to identify the differences and similarities between them, before they can use them. So this lesson will focus on that—and the following lesson will focus on using each.)

## Performance Objectives:

- In cooperative groups, students will identify at least three similarities and at least two differences between the representations of our world that maps and globes provide.

## Advanced Preparation by Teacher:

- A globe will be needed for each small group, as well as multiple map representations of the world for students to compare the globe to.
- Venn diagram posters can be made ahead of time to save time.

## Lesson Plan:

- Ask students to form small groups of three to four students to work on this project.
- Give students a globe and multiple maps to look at and compare.
- Have students fill in a Venn diagram poster to show the similarities and differences.
- Ask probing questions if students are having trouble comparing the globe to the map, such as:
  - Do they represent the same places?
  - Are they the same size?
  - What about dimensions? (Globe is 3D.)
  - Which one do you think is easier to use? To travel with?

## Assessment:

- Venn diagram posters that the groups create will act as the assessment. The teacher should be looking for the three similarities and two differences.

# Lesson Plan #9

## Academic Standard(s):

- Social Studies 2.3.3-- Compare neighborhoods in your community and explain how physical features of the community affect people living there.  
**NOTE: Because of the homogeneous nature of the community in which I am teaching this unit, I have used a book to provide students with more contrast.**

## Performance Objectives:

- After reading *Town Mouse, Country Mouse*, students will reflect on the differences between city and country living, giving at least two examples of physical differences.

## Advanced Preparation by Teacher:

- A copy of the book *Town Mouse, Country Mouse* by Jan Brett should be readily available.
- T-Charts can be already constructed, or students may construct their own.

## Lesson Plan:

- Introduce the idea of differences in communities.
- Read the book *Town Mouse, Country Mouse* to students and help verbally generate some ideas of differences between country living and city living.
- Have students complete a T Chart which compares city vs. country. Make sure students list at least two physical differences between the two. (Or two effects that the physical environment has on people living there.)
- If time allows, ask students to decide whether they would prefer living in the city or in the county and to write a couple sentences to support their answer.

## Assessment:

- Students will be assessed on whether they listed two physical differences between the country and the city, or at least two ways that the physical environment of each affects the people living there.

# Lesson Plan #10

## Academic Standard(s):

- Visual Arts 2.6.4-- Demonstrate evidence of reflection and care in creating artwork.
- Visual Arts 2.7.5-- Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

## Performance Objectives:

- When given art supplies, students will depict how their home, community, state, country and world are interconnected, yet showing the appropriate difference in size.
- When given art supplies, students will use them in an appropriate, safe, and respectful manner.

## Advanced Preparation by Teacher:

- Art materials will need to be gathered for students. Students will most likely need/use:
  - Crayons/Markers
  - Construction paper
  - Scissors
  - Pencils/Erasers
- Examples of visual depictions should be provided for students to give artistic ideas.

## Lesson Plan:

- Talk to students about how the ideas of home, community, state, country and world are interconnected (i.e. home is in community is in the state is in the country... etc.).
- Also discuss the sizes of said communities and how they compare to one another.
- Allow students time to construct their own depictions using the art materials provided.
- Time should be left for students to share their pictures with the class and see the similarities between the depictions.

## Assessment:

- Students should not be assessed on their artistic abilities; rather, they should be assessed on whether their relationships between the communities are appropriate.

**Example of Possible Depiction:**

