

Effective Instructional Design Unit Plan

Second Grade Social Studies

Exploring Maps: Community

Katherine Schwarzkopf

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Second Grade Social Studies Unit***Table of Contents***

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Introduction:

This unit was written for second grade students at Palmer Elementary in the Grand Rapids Public School District. Through a series of five lessons, students analyze, compare/contrast, use, and create maps. The unit goals and objectives are based on Common Core State Standards.

This unit about community and maps will allow students to locate their own community of Grand Rapids on different maps. This unit is designed to teach 2nd grade students about different characteristics of maps that help people locate certain places. This includes a map's title, map key, directions on a map, etc.

Goals:

1. Students will be able to identify characteristics of different types of maps.
2. Students will be able to locate our community on several different maps.
3. Students will use directions to describe the location of certain objects/ places on a map.
4. Students will create their own map of our community using the appropriate characteristics of that type of map.

Grade Level/ Curriculum Standards:

- **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 - G2.0.2:** Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
- **2 - G4.0.1:** Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- **2 - G1.0.1:** Construct maps of the local community that contain symbols, labels, and legends denoting human and natural resources.

Instructional Objectives/ Targets:

- Lesson 1:
 - ✚ I can describe a map as a drawing that shows what a place looks like from above.
 - ✚ I can identify characteristics of a map, such as title, key, and directions.
- Lesson 2:
 - ✚ I can locate specific things on different maps.
 - ✚ I can tell where specific places are on a map using direction words.
- Lesson 3:
 - ✚ I can locate my community on a map.
 - ✚ I can use direction words like 'near', 'close to', and 'between' to describe where a community is located.

- Lesson 4:
 - ✚ I can describe different aspects of community such as the places where people work, play, live, and shop.
 - ✚ I can identify these different places on a map of my community.
 - ✚ I can identify natural and human resources on a map of my community.
- Lesson 5:
 - ✚ I can create a map of my community that shows important characteristics.

Unit Sequence:

- Lesson 1: Exploring Maps
- Lesson 2: Using direction words to locate items on a map
- Lesson 3: Where is our community?
- Lesson 4: Exploring a map of our local community
- Lesson 5: Making a map of our local community

Unit Time Span:

	Wednesday	Thursday	Friday
Week 1	Lesson 1	Lesson 2	Lesson 3
Week 2	Lesson 4	Lesson 5	

Bloom's Chart:

Each lesson in this unit requires students to display higher level thinking. The following chart indicates the thinking levels evident in each of the lessons within this unit.

	Remember	Understand	Apply	Analyze	Evaluate	Create
Lesson 1	X	X	X			X
Lesson 2	X	X	X			
Lesson 3		X	X			
Lesson 4	X	X	X	X	X	
Lesson 5	X	X	X			X

Learning Styles and Accommodations:

Each lesson within this unit has accommodations written into them. Accommodations have been added in each lesson for struggling students as well as highly motivated students. The learning styles of students are accommodated through a variety of teaching styles, strategies, and techniques.

Hands-on Learning:

Throughout this unit, students will be involved in hands-on activities to assist their learning. These activities include creation of a map key, a relative direction scavenger hunt, a foldable book / art project, and the creation of a map.

Content Area Integration:

This unit will incorporate other content areas into instruction. These include; mathematics and English language arts. Mathematics will be incorporated as students are introduced to the concept of scale. Additionally, students will collaborate with others to work on their speaking and listening skills which is part of the Common Core State Standards for English language arts. Integrated CCSS:

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults.

SL.2.1.a: Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Global/ Multicultural:

The content learned from this unit is important and can be applied throughout student's daily lives. This includes skills such as analyzing and reading a map correctly. Additionally, students will learn how to give directions. These are skills and concepts that are sure to follow students throughout their lifetime.

Technology:

Technology will be incorporated throughout this unit. The teacher will display and model concepts through the use of a document camera. In addition, students will use a classroom microphone to project their voices as they share their ideas and work with the class.

Affective Domain:

The teacher will maintain a safe and comfortable environment for students. Students will participate in whole class, group, paired, and individual activities. During each of these activities, students will receive positive feedback from the teacher as well as their peers. Students will be encouraged to help one another throughout this unit as they participate in each kind of activity. Students will be given the classroom microphone to share student work. This will aid not only in projecting the student's voice, but also letting the students know that their work is valued.

Classroom Setup:

Various maps will be displayed in the classroom throughout this unit. Student maps will also be displayed around the room or on the class bulletin board at the conclusion of the unit.

Final Assessment:

The final assessment for this unit will be part of lesson five. Students will create their own maps for this assessment. Having students create maps of their communities will incorporate concepts from each lesson as students include basic characteristics of maps, directions, and information about their own community.

Pre Assessment:

The teacher will provide each student a map of a town. Ask students to write what they are looking at. What is missing from the picture? Students should indicate that they are looking at a map. Some students may also include that it is missing a title or maybe they might even notice the missing map key. This pre-assessment will allow the teacher to gauge student's prior knowledge. Students should have learned about maps in first grade.



Lesson 1: Exploring Maps

Subject Area: Social Studies

***** Modified from Michigan Citizenship Collaborative Curriculum Unit 1: Geography**

I. 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.

II. Objective/Target and I can statements

This lesson is all about exploring maps and identifying some basic characteristics of maps. It is important for students to identify these basic characteristics of a map so that they can easily read a map in later lessons.

At the end of the lesson, students will be able to describe that a map is a drawing that shows what a place looks like from above. Students will also be able to identify some characteristics of a map such as title, map key, and direction.

- I can describe a map as a drawing that shows what a place looks like from above.
- I can identify characteristics of a map, such as title, key, and directions.

III. Lesson Management: Focus and Organization

Positive strategies, techniques and tools:

- Whole class discussion and observation
- Whole class creation of map key
- Group creation of map key and symbols using dry erase boards

Ideas for on task, active and focused student behavior:

- To keep students on task, a variety of instructional methods will be implemented. Accommodations will also be made to aid struggling students.

IV. Introduction: Creating Excitement and Focus for the Lesson Target

To begin the lesson, the teacher will connect back to what students learned in first grade, accessing their prior knowledge. First, the teacher will write the question: What is a map? on chart paper at the front of the room. Students will be asked to write or draw an answer to the question in their social studies journals. Students will share their answers with their table partners, and then in whole group discussion. The teacher will guide students in identifying common ideas that students came up with about maps. This could include:

- ✚ A map shows a place.
- ✚ A map is a drawing of a place.
- ✚ A map shows what a place looks like from above.
- ✚ A map helps us find the location of a place.

Using Word Card #16, review the definition of a map with students.

V. Input: Setting up the Lesson for Student Success

A. Task Analysis

The learner will need to access prior knowledge from first grade. This will start with the introduction review and discussion of what a map is. To further connect back to first grade, students will analyze a classroom map as well as a city map.

The step-by-step procedures and scaffolding of this lesson include:

- ✚ Review and discuss what a map is.
- ✚ Analyze a classroom map.
- ✚ Create a map key for a classroom map.
- Students gather on the carpet at the front of the room.
- The teacher will display a map of a classroom to all students (provided in resources).
- The teacher will engage students in a conversation/ discussion about what they notice and what they wonder about the map.
- The teacher will ask students what the map is showing (if not already answered with what students noticed).
- The teacher will ask students what the circles on the map represent.
- The teacher will tell the students that the circles represent the trashcans in the classroom.
- The teacher will ask students ‘why there isn’t a picture of a trashcan instead of the circle?’
- The teacher will tell students that the circle is a symbol and a symbol is a simple picture that stands for other things (word card for ‘symbol’ also included in resources and can be used at the teacher’s discretion).
- The teacher will point out that without certain features on the map, it is difficult to say for sure what the map is of and what the circles represent.
- The teacher will display a school map.
- The teacher will guide students in understanding that the school map shows the location of rooms and special places like the library. These places are labeled on the map, so no key is needed.
- The teacher will instruct students to walk quietly back to their seats.
- The teacher will instruct starfish of the week helpers to pass out classroom maps to each student (same map as used previously).
- As students receive their maps, the teacher will instruct them to give the map a title.
- The teacher will ask students what they thought the symbols on the map represented.
- The teacher will record student responses on paper -- making a map key, displayed through the document camera.

- The teacher will ask students for a ‘thumbs-up’ if they think the map key is complete.
- The teacher will ask students what else could be added to the map.
- The teacher will ask students how we would represent it on the map.
- Students will copy the class created map key onto their maps.
- The teacher will divide the students into four groups (use 4 corner reading groups).
- The teacher will direct each group of students to a different section of the room.
- The teacher will pass out blank classroom maps, a dry erase board, and a dry erase marker to each group of students.
- The teacher will direct the students to add symbols to the map as needed and using the dry erase board, create a map key for the map.
- Students will work in groups to create a map key for their group map.
- Students will rotate to the different areas and observe how other groups created their map keys and what symbols they used.
- The teacher will have students go back to their desks.
- The teacher will lead a class discussion about how the different groups created their map keys.
- The teacher will direct starfish of the week helpers to pass out an ‘exit card’ to all students.
- Students will respond to the questions on the exit card.

B. Thinking Levels: Revised Bloom’s Taxonomy

- Remembering – What does a map show us?
- Understanding – Describe the features of a map.
- Apply - Identify/ solve what the symbols on a map mean.
- Create - Create a map key within a group setting.

C. Accommodations:

- Remediation/Intervention; helping those who have not reached target
 - ✚ Students that may need help understanding appropriate symbols may look at a list of symbols on the document camera while working with their group.
- Extension/Enrichment ; challenging those who have met target
 - ✚ Highly motivated students may add more details and symbols to their maps.
- Learning styles: visual, auditory, kinesthetic, and tactile
 - ✚ Interpersonal: Cooperative learning through discussion of the basic characteristics of a map.
 - ✚ Visual: Create a map key.

D. Methods, Materials, and Integrated Technology

Instructional techniques:

- Display classroom map
- Discuss notice and wonders about the map
- Ask what the map is showing
- Ask what the circles on the map represent
- Model the creation of a map key with whole class participation
- Divide class into groups
- Instruct groups to create map key together using dry erase maps
- Walk to different groups to observe how they each created their map key
- Discuss what students liked about others maps and map keys

Engagement strategies:

- **Movement**
Students will move to different areas of the classroom to complete tasks.
- **Active Student Participation**
Students will actively participate by giving notices and wonders about the classroom map, participating in whole class creation of a map key, and working individually.
- **Classroom Management Focus**
Students will raise their hands to respond to the teacher questioning. Students who blurt out will be reminded that they must raise their hand to speak.
Students are expected to comply with the classroom rules; no blurting out, hands to yourself, etc. If they cannot obey them, they will be warned of their behavior and then if it continues, the student's behavior card will be flipped to a different color. In addition, if warning does not work, the child will be asked to go back to their desk until they can comply with the rules.
- Materials and Integrated Technology list
 - ✚ Overhead projector/ document camera
 - ✚ Student social studies journals
 - ✚ Chart Paper
 - ✚ Classroom map (27 copies)
 - ✚ School map
 - ✚ Word cards
 - ✚ Clipboards
 - ✚ Blank Classroom maps (27 copies)
 - ✚ Dry erase boards (1 per group, 4 total)
 - ✚ Dry erase markers (1 per group, 4 total)
 - ✚ Pencils
 - ✚ Exit card -- formative assessment (26 copies)

VI. Modeling: “I DO”

- **SHOW/TELL - (Visual/Verbal Input)**
 - ✚ Show: The teacher will indicate to students where the title of the map should be placed.
 - ✚ Tell: The teacher will tell students that without certain identifiers, it can be difficult to tell what the map represents. The teacher will explain that a title is a very important part of a map because it helps people understand what kind of place the map shows. The teacher will tell students that a map key is used to tell us what the symbols on the map stand for.
- **HOW/WHAT**
 - ✚ How: The teacher will ask students to think about the symbols that are on the map and what they could represent.
 - ✚ What: The teacher will direct students back to their desks quickly and quietly. The teacher will ask the starfish of the week helpers to pass out a classroom map to each student. The teacher will model the creation of a map key using student ideas.

VII. Checking for Understanding

- The teacher will ask students what they thought the symbols on the map represented.
- The teacher will record student responses on paper displayed through the document camera.
- The teacher will ask students for a ‘thumbs-up’ if they think the map key is complete.
- The teacher will ask students what else could be added to the map.
- The teacher will ask students how we would represent it on the map.

VIII. Guided Practice: “WE DO”

- The teacher will model the creation of the classroom map key.
- Students will provide the teacher with ideas as to what each symbol represents.
- Students will copy the map key as created by the teacher using student input.

IX. Collaborative (“YOU DO TOGETHER”) and/or Independent Practice (“YOU DO”)

- The teacher will divide the students into five groups.
- The teacher will direct each group of students to a different section of the room.
- The teacher will pass out blank classroom maps, a dry erase board, and a dry erase marker to each group of students.

- The teacher will direct the students to add symbols to the map as needed and using the dry erase board, create a map key for the map.
- Students will work in groups to create a map key for their group map.
- Students will rotate to the different areas and observe how other groups created their map keys and what symbols they used.
- The teacher will have students go back to their desks.
- The teacher will lead a class discussion about how the different groups created their map keys.

X. Closure:

The teacher will bring the class back together to discuss how different groups created their map keys. Did each group use the same symbol to represent certain things on their map? Did each group include the same things on their map? The teacher will tell the students that sometimes different symbols are used to represent the same thing, but as long as the map includes a map key, it is okay.

XI. Assessment

Students will be assessed on their ability to describe what a map shows, indicate that a map requires a title and map key, and also to tell what a symbol is.

XII. Resources

Word Cards

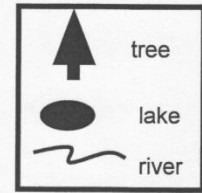
16
map



a drawing that shows
what a place looks
like from above

Example: A map could show a city, river or
country.

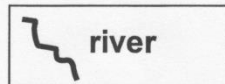
17
map key



something that shows
what they symbols on a
map stand for

Example: A map key helps us understand a
map.

18
symbol



Something that stands for something
else.

Example: A curvy line could be a symbol for a
river.

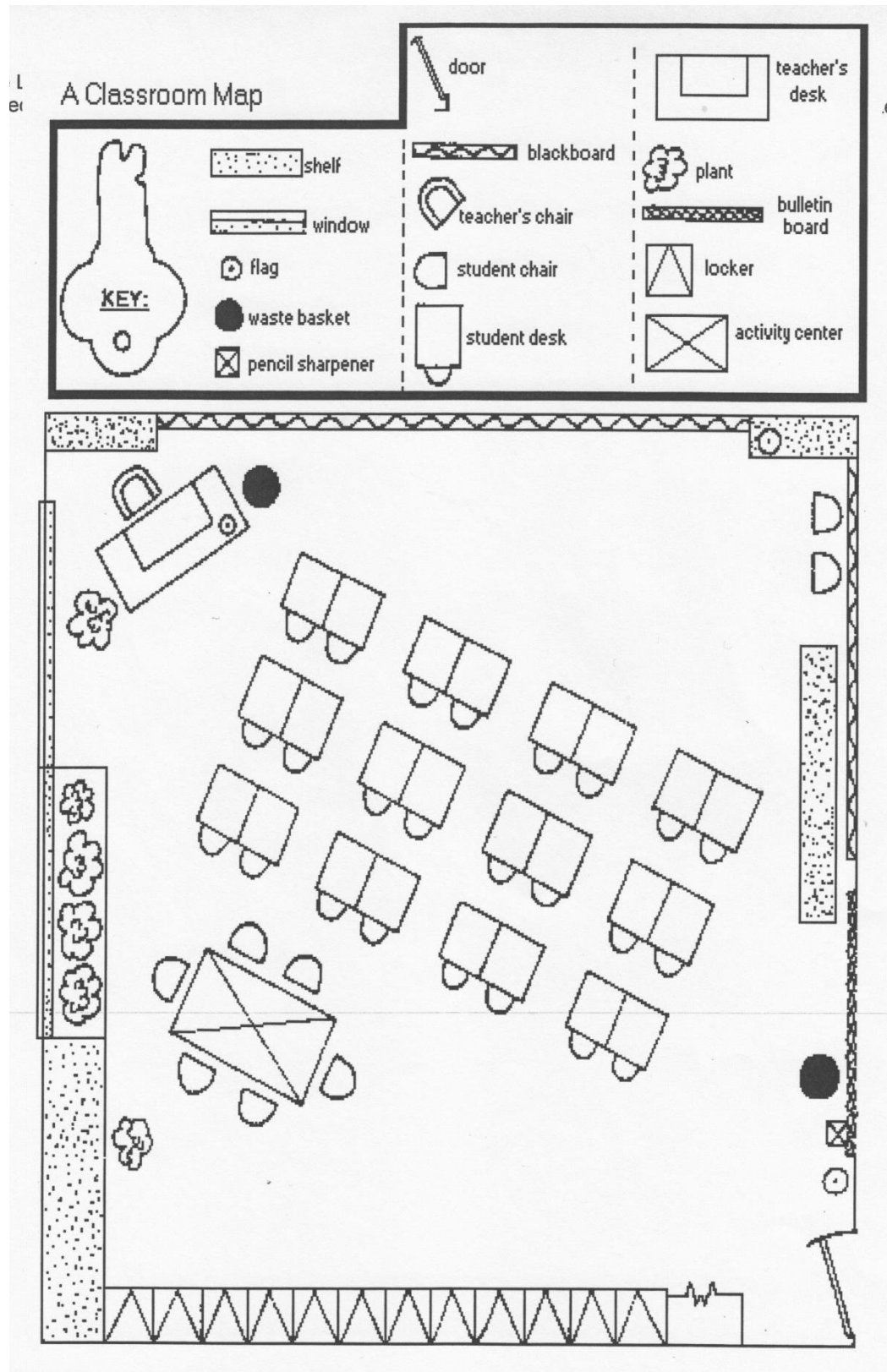
19
direction words



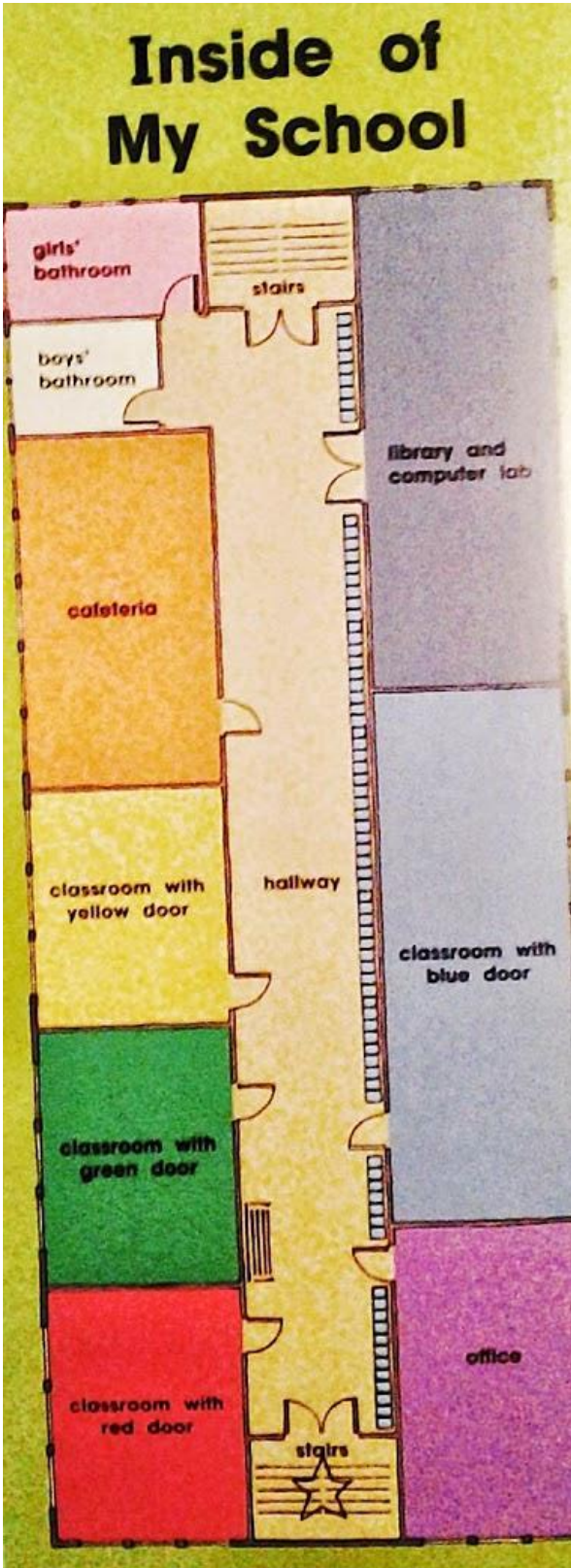
words like north, south,
east and west

Example: Direction words are used to help
describe where places are.

A Classroom Map

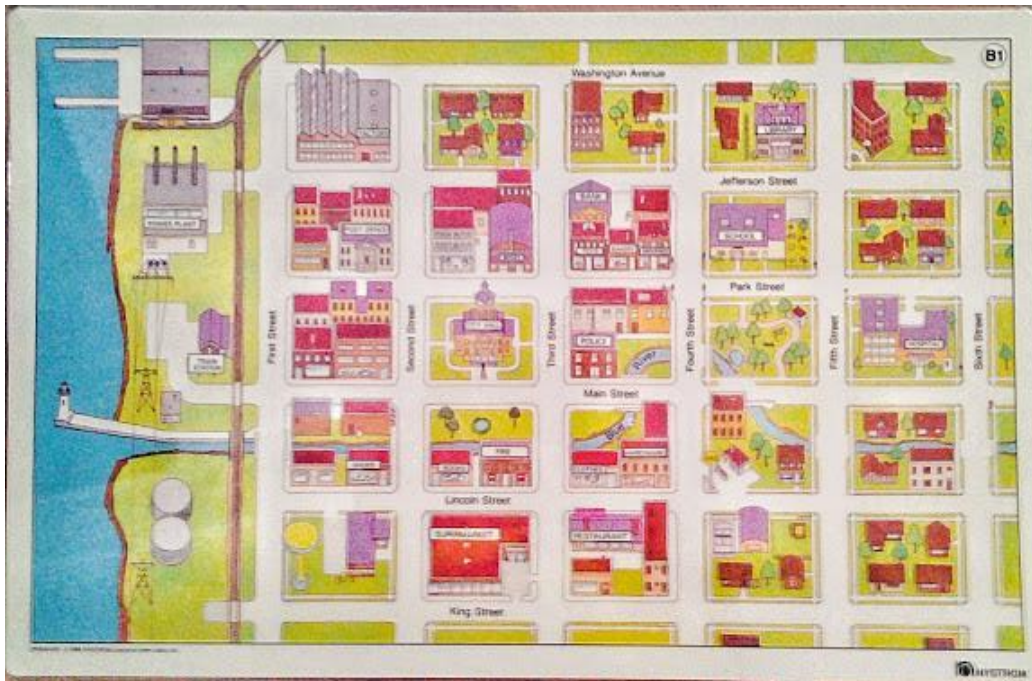


School Map



Lesson 1 Formative Assessment: Exit Card

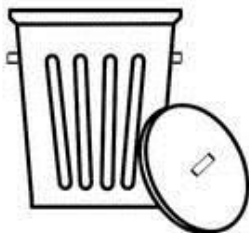
Look at the map below:



This map is missing a _____, and a

.

This  is a _____ for this



XIII. Reflection:

This lesson was just one of many that will aid in meeting the 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. The objectives of this particular lesson were; describe a map as a drawing that shows what a place looks like from above, and identify characteristics of a map, such as title, key, and directions.

Throughout the lesson, I monitored students for understanding and participation. I pushed students to reach these conclusions about maps on their own during the whole group discussion. During the group map activity, I walked around to the different groups of students to assure all students were participating, they were on task, and that they understood the directions and could apply the concept of a symbol to create the map key. Additionally, I used an exit card to assess student knowledge among completion of the lesson and activity. However, it is my belief that my wording of a question on the exit card may have been confusing to students, as that question was answered incorrectly by most. The whole class review of the concepts learned, which took place following the activity but prior to the completion of the exit card, showed that students understood the concepts and met the objectives. However, on the written exit cards, that is not evident. To assure this was the case, I will engage students in an additional review of these concepts prior to lesson two of this unit. If during the additional review, students do not indicate that they mastered the concepts, then I will proceed with a mini-lesson of those concepts before moving on to lesson two.

Overall, students responded well to the lesson and its activity. They were very engaged in the introduction of the lesson and were excited to make guesses and try and figure out what the map was and what the symbols could represent. Since student engagement was high during this portion of the lesson, I allowed it to extend beyond the time I had planned/ thought it would take to discuss. I recognized the students were trying hard to come to conclusions about the map on their own so I pushed them further and did not give them answers to the map. I did have to go to each group and make sure they were on task and comprehending the group activity. During this time, I had one student, out of twenty-six, that was not engaged. I do not believe this was because of neither the activity nor the material being covered, but rather the group he was in.

I think that because of the data and information I collected prior to this lesson from the pre-assessment I did not have many surprises. I knew that all students needed the information taught in this lesson. No students knew the information before, or rather, if they did, it was not evident in their pre-assessment.

Lesson 2: Using directions to locate items on a map

Subject Area: Social Studies

***** Modified from Michigan Citizenship Collaborative Curriculum Unit 1: Geography**

I. 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.

II. Objective/Target and I can statements

This lesson is all about applying knowledge of map characteristics to locate items on a map. Students will also learn to use and understand direction words when locating items. At the end of the lesson, students will be able to locate specific places on different types of maps. Students will also be able to describe where specific things are located on a map using directions.

- I can locate specific things on different maps.
- I can tell where specific places are on a map using direction words.

III. Lesson Management: Focus and Organization

Positive strategies, techniques and tools:

- Whole class discussion and observation
- Individual or paired scavenger hunt

Ideas for on task, active and focused student behavior

- To keep students on task, a variety of instructional methods will be implemented. Accommodations will also be made to aid struggling students.

IV. Introduction: Creating Excitement and Focus for the Lesson Target

To begin the lesson, the teacher will review the basic characteristics of maps that students learned from lesson 1. The teacher will discuss what a symbol is and the importance of a map title and map key.

V. Input: Setting up the Lesson for Student Success

B. Task Analysis

The learner will need to access prior knowledge from lesson one on basic characteristics of a map.

The step-by-step procedures and scaffolding of this lesson include:

- ✚ Discuss relative direction words.
- ✚ Apply relative direction words.
- ✚ Introduce cardinal directions.
- ✚ Apply cardinal directions.
- ✚ Locate items on a city map (Treeville).
- ✚ Describe the position of specific items on certain maps.
- ✚ Use knowledge of maps and location words to locate items around the room.

- Students will remain seated at their desks.
- The teacher will guide students in coming up with a list of ways to describe where something is.
- The teacher will make a list of student ideas on the whiteboard with a dry erase marker.
- Student helpers will pass out a Treeville map to all students.
- Students will gather at the carpet in the front of the room, forming an oval shape.
- The teacher will display a city map (Treeville) on the document camera (provided in resources).
- The teacher will join students in the oval at the carpet.
- The teacher will go over what the map is showing.
- The teacher will ask students basic questions about the map such as ‘how many houses are on the map?’
- The teacher will review with students relative location words using places on the map.
- The teacher will introduce the cardinal direction words ‘north’, ‘south’, ‘east’, and ‘west’.
- The teacher will explain that these words are another way to describe the location of places.
- The teacher will model using cardinal directions to locate items on the city map.
- The teacher will guide students in applying cardinal direction words to locate items on the city map.
- Students will turn to their partners and discuss using cardinal direction words to locate items on the city map.
- The teacher will bring students back together,
- The teacher will lead students in a review of what was discussed with their partners.
- Students will walk back to their desks.
- The teacher will display ‘Mrs. Topp’s Classroom Map’ on the document camera.
- The teacher will model using ‘Mrs. Topp’s Classroom Map’ to locate items on the scavenger hunt worksheet.
- The teacher will direct the starfish of the week helpers to pass out scavenger hunt worksheets and ‘Mrs. Topp’s Classroom Map’ to each student (both provided in resources).
- Students will work with their table buddy to locate specific items from the scavenger hunt.
- Students will return to their seats following the scavenger hunt.
- The teacher will lead a class discussion of the findings of the scavenger hunt.

C. Thinking Levels: Revised Bloom's Taxonomy:

- Remember - What are location words?
- Understanding – Describe the location of things in the room.
- Apply - Use direction words to locate objects within the classroom.

D. Accommodations:

- Remediation/Intervention; helping those who have not reached target
 - ✚ Students that may need help with describing or direction words may look at a list of ideas located on the document camera.
- Extension/Enrichment ; challenging those who have met target
 - ✚ Highly motivated students may create their own scavenger hunt using direction words.
- Learning styles: visual, auditory, kinesthetic, and tactile
 - ✚ Interpersonal: Cooperative learning through discussion of the differences in characteristics of the different maps.
 - ✚ Kinesthetic: Scavenger hunt activity

E. Methods, Materials, and Integrated Technology

Instructional techniques:

- Discuss relative direction words
- Apply relative direction words in whole group setting/ discussion
- Describe places on a map using direction words
- Introduce cardinal directions
- Apply cardinal directions in whole group setting/ discussion
- Participate in scavenger hunt
- Individual assessment - exit card

Engagement strategies:

- **Movement**
Students will move to different areas of the classroom to complete tasks.
- **Active Student Participation**
Students will actively participate by comparing and contrasting the different types of maps, participating in paired scavenger hunt, and working independently on lesson assessment.
- **Classroom Management Focus**
Students will raise their hands to respond to the teacher questioning. Students who blurt out will be reminded that they must raise their hand to speak.
Students are expected to comply with the classroom rules; no blurting out, hands to yourself, etc. If they cannot obey them, they will be warned of their behavior and then if it continues, the student's behavior card will be flipped to a different color. In addition, if warning does not work, the child will be asked to go back to

their desk until they can comply with the rules.

- Materials and Integrated Technology list
 - ✚ Overhead projector/ document camera
 - ✚ City map - Treeville (27 copies)
 - ✚ Dry erase marker
 - ✚ Scavenger hunt worksheet (27 copies)
 - ✚ Mrs. Topp's classroom map (27 copies)
 - ✚ Clipboards
 - ✚ Pencils
 - ✚ Lesson assessment - exit card

VI. Modeling: "I DO"

- **SHOW/TELL - (Visual/Verbal Input)**
 - ✚ Show: The teacher will display the city map on the document camera and review with students relative location words. The teacher will show students that certain streets are near each other or to the right of something.
 - ✚ Tell: The teacher will introduce students to the cardinal direction words (north, south, east, and west). The teacher will explain that these words are another way to describe the location of certain places.
- **HOW/WHAT**
 - ✚ How: The teacher will again locate and point out certain places using direction words, both relative and cardinal.
 - ✚ What: The teacher will accomplish this using either the city map again, or indicating where students are located within the room.

VII. Checking for Understanding

- The teacher will ask students to write down a student or an object that is north of them in their social studies journals.
- The teacher will circulate the room to see if students understand.

IX. Collaborative ("YOU DO TOGETHER") and/or Independent Practice ("YOU DO")

- The teacher will direct the starfish of the week helpers to pass out scavenger hunt worksheets to each student.
- Students will work with their table buddy to locate specific items from the scavenger hunt.
- Students will return to their seats following the scavenger hunt.
- The teacher will lead a class discussion of the findings of the scavenger hunt.

X. Closure:

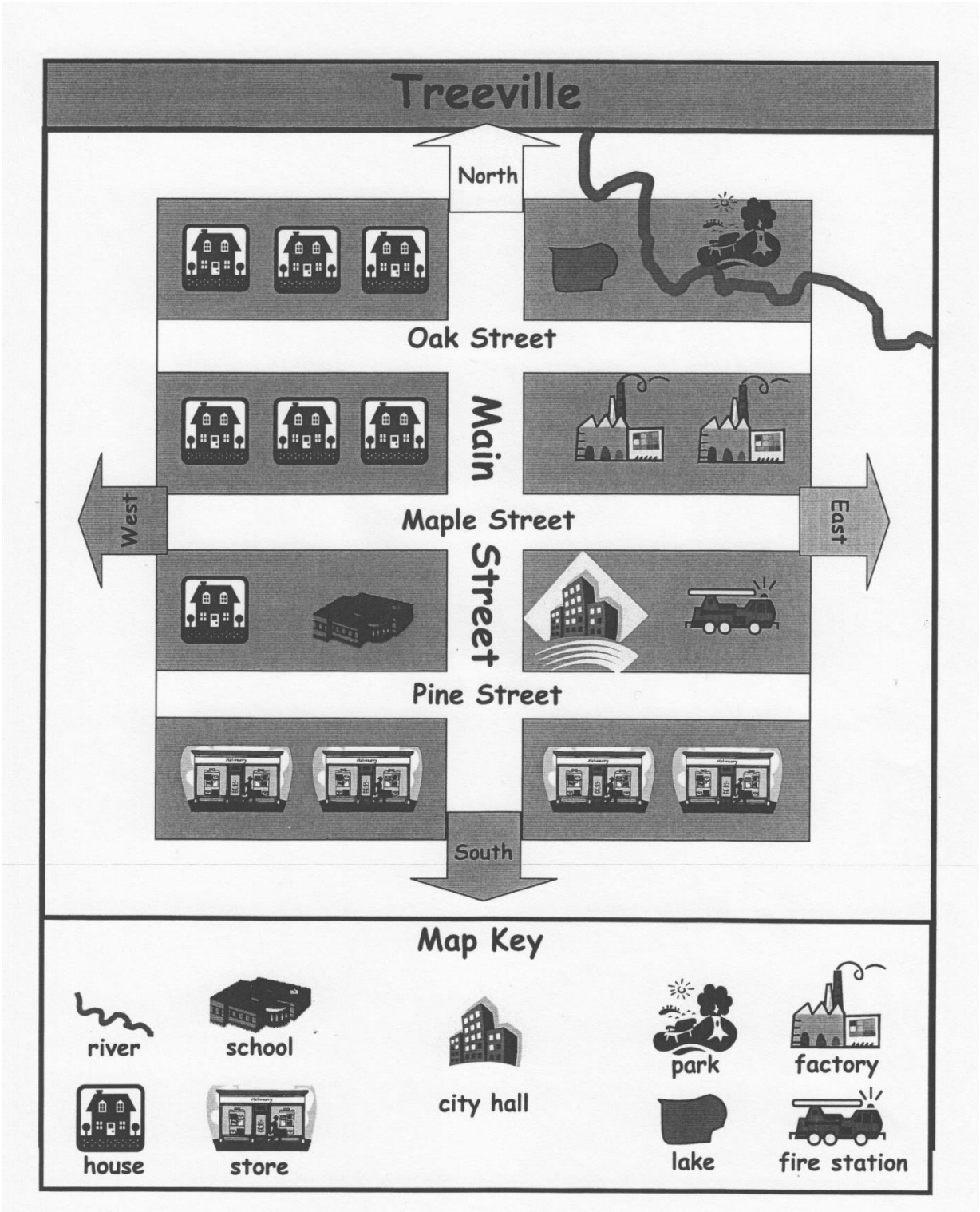
The teacher will bring the class back together to discuss the findings of the scavenger hunt. The teacher will tell the students that directions are important when we are locating specific things on a map or in the classroom.

XI. Assessment

Students will be assessed on their ability to locate specific items on a map and use direction words to describe locations on a map.

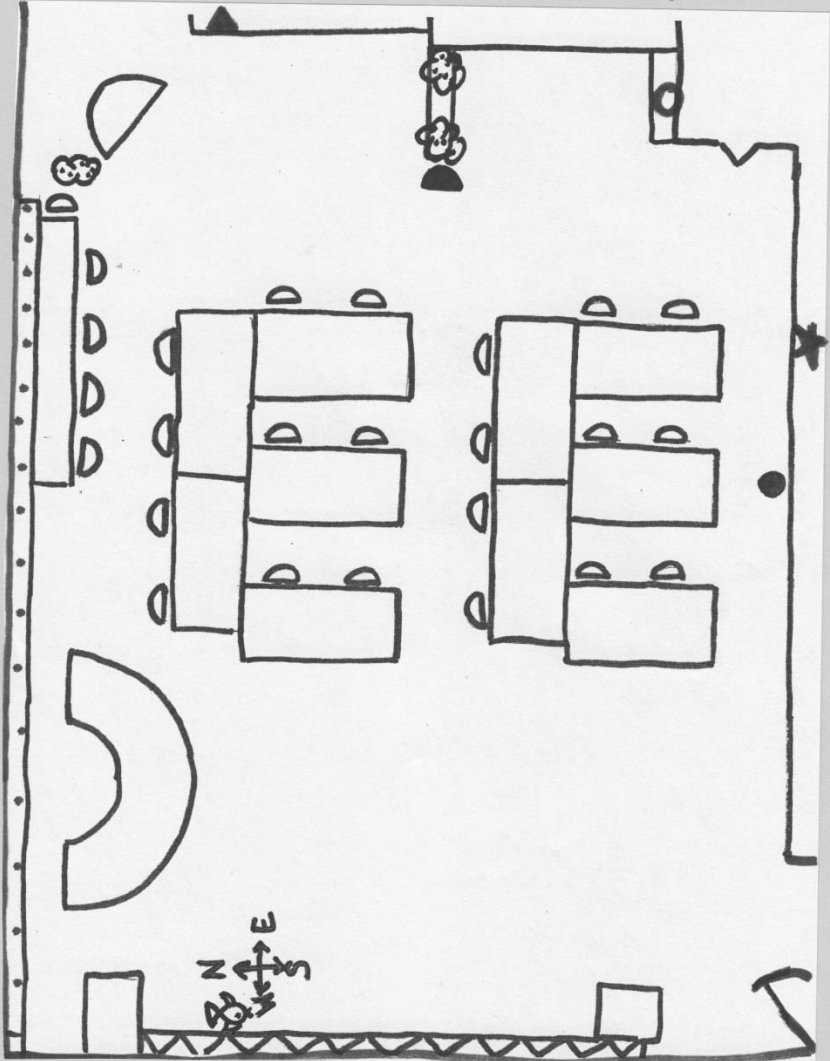
XII. Resources

City Map



Mrs. Topp's Classroom Map

Mrs. Topp's Classroom Map!



- ☘ - plants
- - door
- ▭ - white board
- 🐟 - Fish tank
- - trashcan
- ★ - treasure box
- ▭ - desk
- ◡ - chair
- ◡ - rocking chair
- - waiting chair
- ⋯ - window
- ◡ - Teacher desk

Scavenger Hunt Worksheet

Name: _____

1. I am located slightly east of the whiteboard, below the conferencing groups.
What am I?

2. I am located in the Northeast corner of the room, near the lamp. What am I?

3. I am located on the East side of the classroom, next to a tree. What am I?

4. I am located next to the bathroom, below the map of Michigan. I have many colors on my surface. What am I?

5. I am located on the East side of the room, between two plants. What am I?

6. I am located on the South side of the room, next to the sink. I am full of surprises! What am I?

7. I am located on the South side of the room, below the number line. There are stars on my surface. What am I?

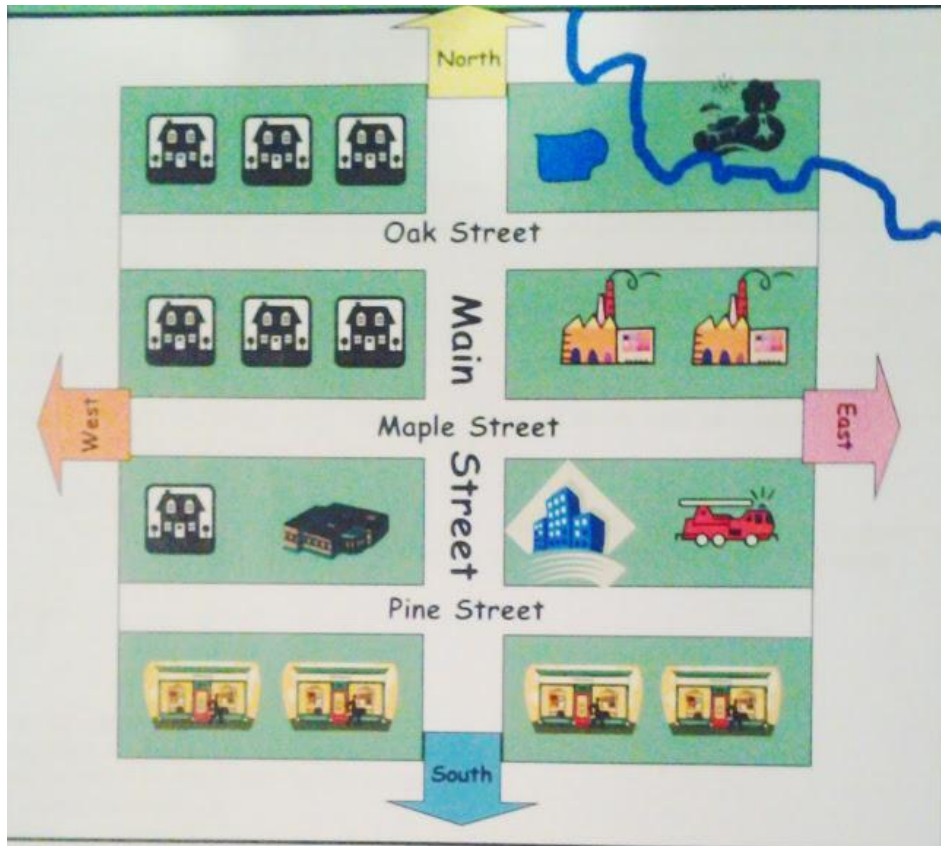
8. I am located in the Southwest corner of the room. You can go through me.
What am I?

Scavenger hunt answer key:

1. Fish tank
2. Rocking chair
3. Waiting chair
4. Globe
5. Math manipulatives
6. Treasure box
7. Star chart
8. Door

Lesson 2 Formative Assessment: Exit Card

Use the map below to answer the following questions:



How many stores are shown on the map? _____.

How many houses are shown on the map? _____.

What are the four streets shown on the map? Write them in the boxes:

Fill in the blanks:

The stores are on _____ Street.

The school is on Main Street across from _____.

The park is near the _____.

XIII. Reflection:

This lesson was just one of many that will aid in meeting the 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.

Prior to this lesson, I engaged students in a review of concepts from lesson one. I was unsure based on observation and discussion of that lesson and the formative assessment exit card, if students met those objectives fully or not. The review and discussion of those concepts before teaching lesson two/ this lesson, confirmed my thoughts -- that students understood the material and met the objectives. Therefore, I proceeded with the teaching of this lesson.

The objectives of this particular lesson were; locate specific things on a map and tell where specific places are on a map using direction words. Students were less engaged during this lesson. However, it was a non-routine day. The day started with an assembly followed by a school-wide outdoor party. In addition to that, it was PLC day. So, students spent an hour in the gym engaging in games. There was minimal instruction time leading up to my lesson this day. I was not happy with the student's engagement for this lesson. However, the scavenger hunt worksheet confirms that students met the objectives. Students were able to locate items using the map and the direction word clues. Prior to the lesson, I had thought the scavenger hunt might be a little difficult for students. Their ability to correctly identify the items on the scavenger hunt confirmed them meeting the objectives of the lesson, despite seeming less engaged.

Since there was less engagement, there seemed to be high levels of distractions among students. This did have an effect on the timing of the lesson. I had planned on giving a formative assessment exit card at the end of the lesson. However, time did not permit this. Had students been more engaged and less distracted/ ing, I believe there would have been time for all activities originally planned.

Using student answers from the scavenger hunt, I will consider changes for lesson three. Since I have a number of students that are ELL, and a few students with IEP's in my class, I will again review the concepts from this lesson prior to teaching lesson three. I really want to assure all students understand and can apply the concepts covered thus far in the unit.

Lesson 3: Where is our community?

Subject Area: Social Studies

*** Modified from Michigan Citizenship Collaborative Curriculum Unit 1: Geography

I. Standard:

2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

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.

Integrated CCSS:

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults.

II. Objective/Target and I can statements

This lesson is all about describing the relative location of our local community. It is important for students to be able to locate their community on a map.

At the end of the lesson, students will be able to locate their local community on different maps.

- I can locate my community on different maps.
- I can describe the relative location of my community.

III. Lesson Management: Focus and Organization

Positive strategies, techniques and tools:

- Whole class discussion and observation
- Individual art project

Ideas for on task, active and focused student behavior:

- To keep students on task, a variety of instructional methods will be implemented. Accommodations will also be made to aid struggling students.

IV. Introduction: Creating Excitement and Focus for the Lesson Target

To begin the lesson, the teacher will write the question ‘where is it?’ on chart paper at the front of the room. The teacher will review with students the different direction words they could use to answer the question. The teacher will write the words students come up with on the chart paper underneath the question. Examples of possible answers include; near, next to, by, left of, north of, across from, etc.

V. Input: Setting up the Lesson for Student Success

A. Task Analysis

The learner will need to access prior knowledge from lesson two on characteristics of different maps and using relative location words to describe things. This will start with the introduction review of relative location words.

The step-by-step procedures and scaffolding of this lesson include:

- ✚ Review relative location words.
- ✚ Review the term 'location'.
- ✚ Analyze a state map.
- ✚ Describe where our community is located relative to other areas on the state map.
- ✚ Locate our state on a map of the United States.

- Students will gather at the carpet at the front of the room.
- The teacher will write the question 'where is it?' on the chart paper.
- Students will give answers using direction words.
- The teacher will write student answers underneath the question on the chart paper.
- The teacher will review the word 'location' using Word Card #20.
- The teacher will direct students back to their seats quickly and quietly.
- The teacher will display a map of Grand Rapids on the document camera.
- The teacher will ask students to answer the question 'where is Grand Rapids?'.
- Students will participate in discussion of the question.
- The teacher will guide students in understanding that a map showing a larger area is needed to answer the question.
- The teacher will display a map of Michigan.
- The teacher will select a student to locate Grand Rapids on the Map of Michigan.
- Student helpers/ starfish of the week will distribute each student a map of Michigan.
- Students will analyze their maps, find Grand Rapids, and highlight it.
- The teacher will instruct students to write down a city that is near Grand Rapids.
- Students will write a sentence in their social studies notebooks describing the relative location of Grand Rapids.
- The teacher will circulate the room to help students that need it.
- Student helpers will distribute art project worksheets.
- The teacher will model how to complete the art project using the document camera.
- Students will work on their art projects individually.
- The teacher will pick out 3 to 4 students to come to the front of the classroom and share their art projects (using microphone if needed).

B. Thinking Levels: Revised Bloom's Taxonomy – questions to engage students' thinking

- Understanding – Describe the relative location of our community from a map.
- Apply - Use direction words to describe the relative location of our community.

C. Accommodations; differentiating to meet student needs

- Remediation/Intervention; helping those who have not reached target
 - ✚ Students that may need help with describing or direction words may look at a list of ideas located on the chart paper.
- Extension/Enrichment ; challenging those who have met target
 - ✚ Highly motivated students may write additional relative locations on the back of their art project.
- Learning styles: visual, auditory, kinesthetic, and tactile
 - ✚ Interpersonal: Cooperative learning through discussion of relative location words and the various maps that could be used to locate our community.
 - ✚ Visual: Create an art project that shows the ‘big picture’ of where our community is located.

D. Methods, Materials, and Integrated Technology

Instructional techniques:

- Review relative location words.
- Review the term ‘location’.
- Display a city map.
- Discuss what kind of map is needed to locate our city (state map).
- Analyze a state map.
- Describe where our community is located relative to other areas on the state map.
- Locate our state on a United States map.

Engagement strategies:

- **Movement**
Students will move to different areas of the classroom to complete tasks.
- **Active Student Participation**
Students will actively participate by participating in a review of location words, locating our community on a state map, locating our state on a country map, and working independently on relative location of community art project.
- **Classroom Management Focus**
Students will raise their hands to respond to the teacher questioning. Students who blurt out will be reminded that they must raise their hand to speak.
Students are expected to comply with the classroom rules; no blurting out, hands to yourself, etc. If they cannot obey them, they will be warned of their behavior and then if it continues, the student’s behavior card will be flipped to a different color. In addition, if warning does not work, the child will be asked to go back to their desk until they can comply with the rules.

- Materials and Integrated Technology list
 - + Overhead projector/ document camera
 - + Student social studies journals
 - + Chart Paper
 - + Word card #20
 - + City map - Grand Rapids
 - + State map - Michigan (27 copies)
 - + Country map - United States (27 copies)
 - + Colored paper
 - + Highlighters
 - + Crayons
 - + Pencils
 - + Stapler
 - + Scissors

VI. Modeling: “I DO”

- **SHOW/TELL - (Visual/Verbal Input)**
 - + Show: The teacher will display the city map on the document camera. Then, the teacher will display the state of Michigan map and show students some communities.
 - + Tell: The teacher will explain that the map of Michigan shows several different communities.
- **HOW/WHAT**
 - + How: The teacher will locate our community of Grand Rapids.
 - + What: The teacher will accomplish this using the state of Michigan map.

VII. Checking for Understanding

- The teacher will ask students to circle Grand Rapids on their state maps.
- The teacher will ask students to write a sentence indicating one city that Grand Rapids is relative in location to.
- The teacher will circulate the room to see if students understand.

IX. Collaborative (“YOU DO TOGETHER”) and/or Independent Practice (“YOU DO”)

- The teacher will direct the starfish of the week helpers to pass out worksheets for the art project.
- Students will work at their desks on their art projects.
- On the back of each circle for the art project, students will need to write a sentence stating where each place is relatively located.

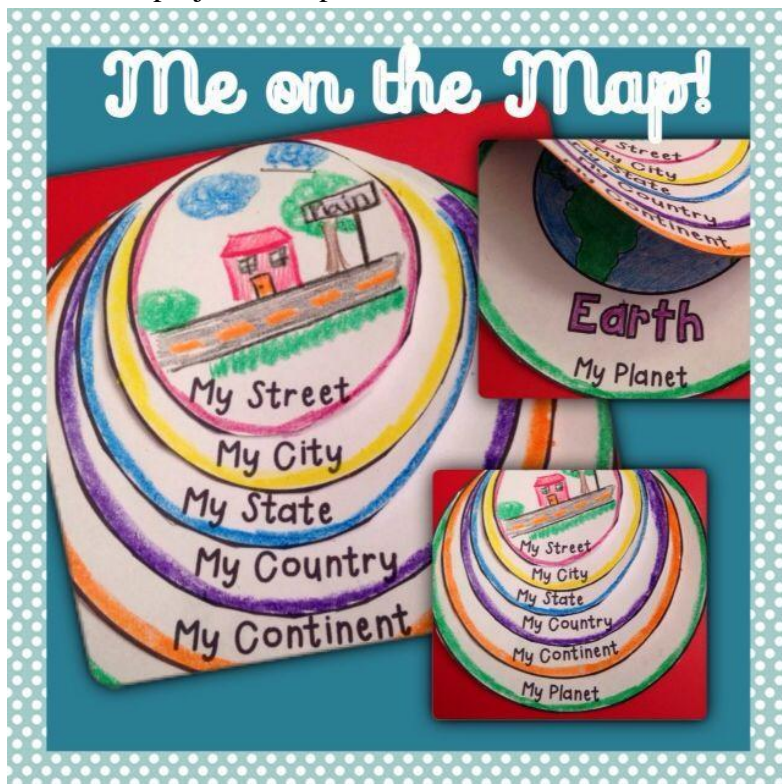
X. Closure:

The teacher will bring the class back together and ask 3 to 4 students to share their art projects with the class.

XI. Assessment

Students will be assessed on their ability to locate their community within the state of Michigan and use relative location words to describe where it is. This will be evident on student art projects.

Art project example:



XII. Resources

Word cards

Word Cards

Word Cards from previous lessons needed for this lesson:

- Map – Word Card #16 From Lesson 1
- Direction Words – Word Card #19 from Lesson 1

20 location

Where a place is found



Example: A community has a location. You can find its location on a map.

(SS020202)

21 state

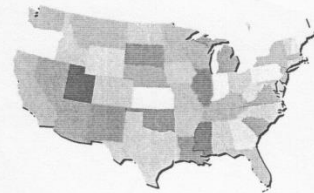
one of the 50 parts of our country



Example: States have their own land, borders, and government.

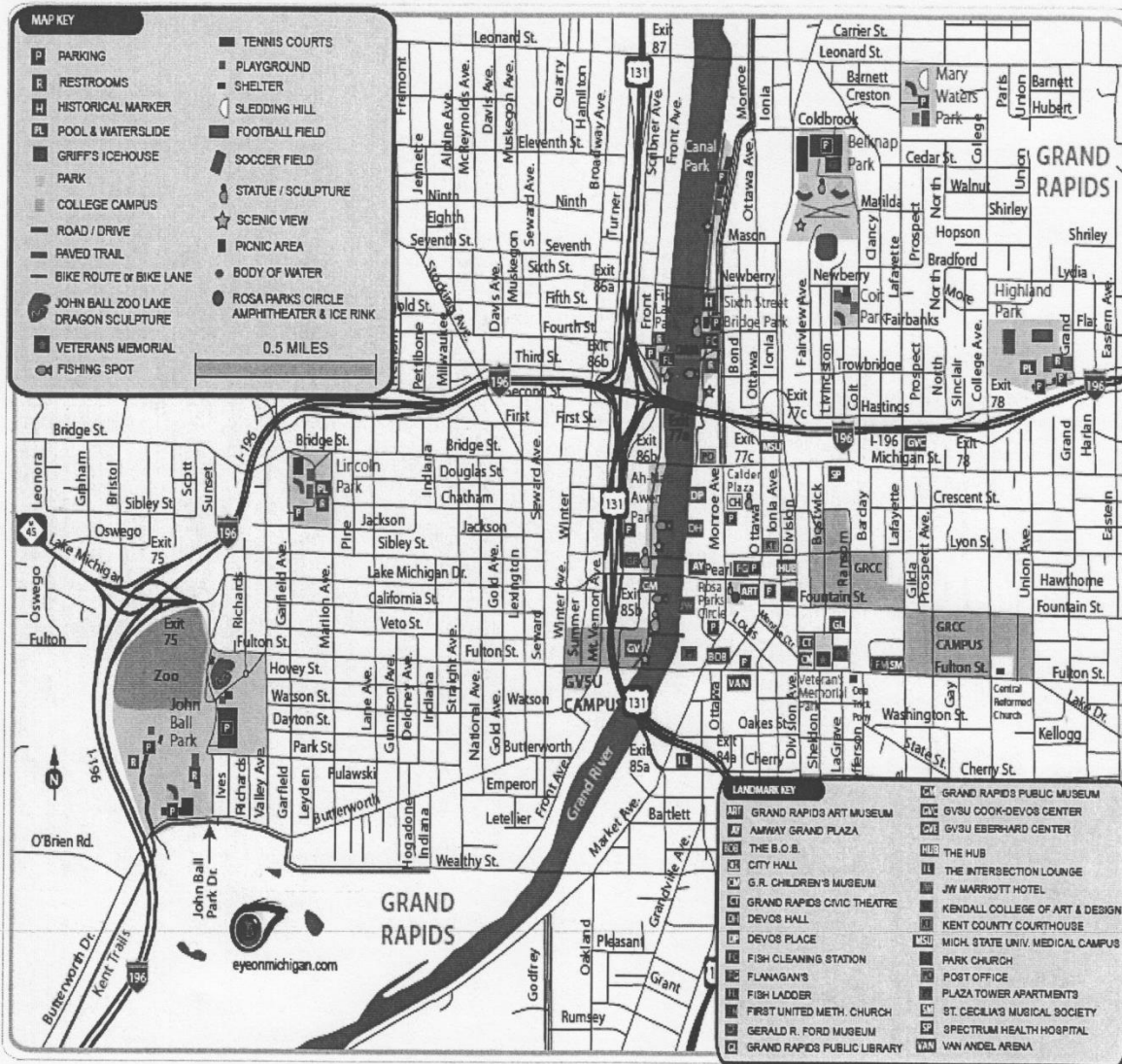
22 country

50 states make up our country, the United States of America



Example: I live in the country of the United States of America.

City of Grand Rapids Map

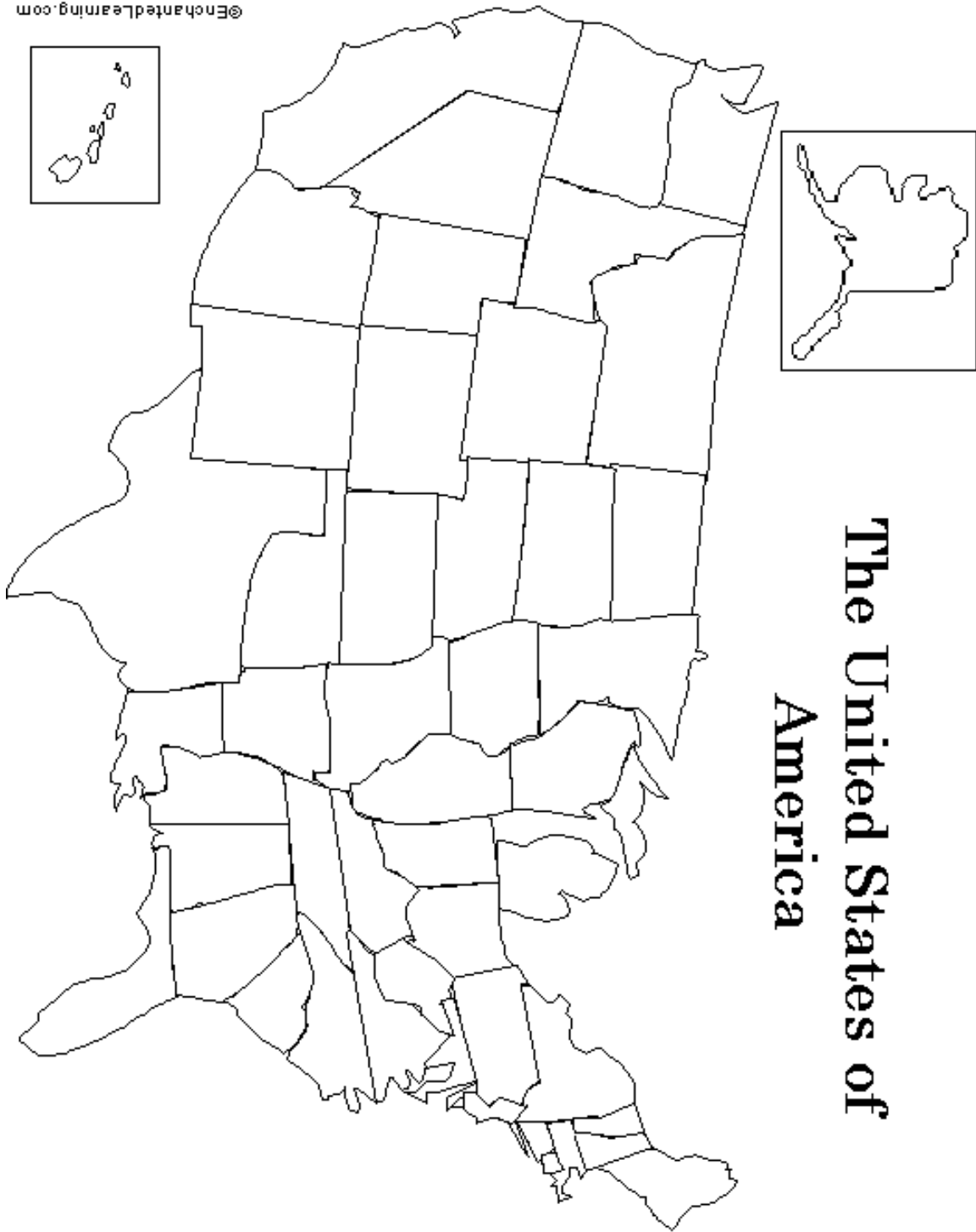


Map of Michigan



The United States of America

Map of United States



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XIII. Reflection:

This lesson was just one of many that will aid in meeting the 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. In addition to this standard, this lesson also met the standard; 2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

The objectives of this particular lesson were; locate my community on different maps and describe the relative location of my community. I gauged student knowledge of the location of their community to start the lesson. Then, I pushed students to come up with answers/ conclusions about its location on their own. Students were able to figure out and tell that their community, Grand Rapids, was located in Michigan and that in order to describe its location they needed a map of Michigan. I pushed students to keep that idea, that Grand Rapids is part of a larger region going and tell where Michigan was located. Together, students came up with Grand Rapids is in Michigan and Michigan is in the United States. I helped students figure out how to describe the location of Grand Rapids and Michigan by pointing out other cities and states that were near them on a map. Concluding that portion of the lesson, I modeled for students how to make a step book and showed them what to put in their books (me, city, state, country). I monitored students by walking around the room as students filled in and colored their step books. Most students got that Grand Rapids was their city, Michigan was their state, and The United States was their country. For those students that did not understand and put them in the wrong order, I stopped and explained how to fix it and made sure they understood the concepts.

The next lesson in this unit will take place a week and a half after this lesson. Students switch weeks between social studies and science. Since there will be a few days between lessons, I will revisit concepts learned from this lesson prior to teaching lesson four.

Students responded well to this lesson. They loved trying to make conclusions without my assistance. They were very excited when they figured things out on their own. Overall, students grasped the concepts from the lesson and were able to apply them in their step books. Those students that struggled, I made sure to stop and help, offering more explanation.

Lesson 4: Exploring a map of our local community

Subject Area: Social Studies

*** Modified from Michigan Citizenship Collaborative Curriculum Unit 1: Geography

I. 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.

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

II. Objective/Target and I can statements

This lesson is all about exploring maps to identify places where people live (residential), places where people shop (commercial), places where people work (manufacturing), etc. Students will also identify physical and human characteristics on a map.

- I can identify places where people live, shop, and work on a map.
- I can identify physical and human characteristics on a map.

III. Lesson Management: Focus and Organization

Positive strategies, techniques and tools:

- Whole group discussion/ review
- Whole class map analysis
- Guided practice of t-chart of natural and human characteristics
- Paired work/ analysis
- Individual assessment

Ideas for on task, active and focused student behavior:

- To keep students on task, a variety of instructional methods will be implemented. Accommodations will also be made to aid struggling students.

IV. Introduction: Creating Excitement and Focus for the Lesson Target

To begin the lesson, I will review terms from previous lessons. Since students switch between science and social studies, it will have been a week since they have had social studies. Therefore, a teacher guided review will be necessary.

V. Input: Setting up the Lesson for Student Success

A. Task Analysis

The step-by-step procedures and scaffolding of this lesson include:

- ✚ Explore a city map (Treeville)
- ✚ Identify patterns in location of places where people live, shop, and work
- ✚ Review natural and human characteristics
- ✚ Identify natural and human characteristics on a city map (Treeville)
- ✚ Compare and contrast Treeville to the Grand Rapids map (analyze)
- ✚ Evaluate reasons for the differences in the maps

- ✚ Explore Grand Rapids map further
- ✚ Identify natural and human characteristics on Grand Rapids map
- Students will gather at the carpet at the front of the room.
- The teacher will engage students in a review of concepts covered in previous lessons.
- The teacher will display a city map (Treeville) through the document camera.
- The teacher will ask students if they see a pattern in the way that things are arranged on the map.
- The teacher will circle places where people live on the map in marker.
- The teacher will circle places where people work on the map with marker.
- The teacher will circle places where people shop on the map with marker.
- The teacher will point out the different clusters of areas on the map.
- The teacher will explain that communities are divided into places where people do different things.
- Students will walk back to their seats.
- Students will be instructed to take out their social studies journals.
- The teacher will review the term ‘natural resources’ with students.
- The teacher will model the formation of a t-chart on the document camera.
- Students will copy down the t-chart in their social studies journals.
- The teacher will guide students in identifying the natural characteristics on the map of Treeville.
- Students will copy down class responses and examples of natural characteristics on the correct spot on their individual t-charts.
- The teacher will review the term ‘human characteristics’ with students.
- The teacher will guide students in identifying human characteristics on the map of Treeville.
- Students will copy down class responses and examples of human characteristics on the correct spot on their individual t-charts.
- The teacher will display a map of Grand Rapids on the document camera.
- Students will be instructed to turn and discuss with their table buddy the differences in the Treeville and Grand Rapids maps.
- Students will engage in a class discussion of the differences in the Treeville and Grand Rapids maps.
- The teacher will guide students in identifying places in Grand Rapids where people work, live, shop, and play.
- The teacher will tell students that in such a big city like Grand Rapids, people live in many different places.
- The teacher will lead a discussion about possible places people could live in the city of Grand Rapids.

- In pairs, students will complete a t-chart, in their social studies journals, of human and natural characteristics found on the Grand Rapids map.
- Starfish of the week helpers will pass out the lesson assessment to students.
- Students will complete the lesson assessment individually.

B. Thinking Levels: Revised Bloom's Taxonomy

- Remember – What are places where people live, shop and work?
- Understand – Maps show these different places
- Analyze – Analyze patterns in maps
- Apply – Identify places where people live, shop, and work on a map of our local community
- Evaluate – Compare and contrast city maps and why differences in them occurs

C. Accommodations; differentiating to meet student needs

- Remediation/Intervention; helping those who have not reached target
 - ✚ Students that may need help can refer to their t-chart of human and natural resources.
- Extension/Enrichment; challenging those who have met target
 - ✚ Highly motivated students may add additional thoughts to their t-charts.
- Learning styles: visual, auditory, kinesthetic, and tactile
 - ✚ Interpersonal: Cooperative learning through discussion of...
 - ✚ Visual: Looking at maps to identify places where people live, shop, and work.

D. Methods, Materials, and Integrated Technology

Instructional techniques:

- Whole class discussion/ review
- Whole class map analysis
- Guided practice of t-chart of natural and human characteristics
- Paired map analysis
- Whole class discussion
- Paired t-chart of human and natural resources in Grand Rapids
- Individual completion of lesson assessment

Engagement strategies

- **Movement**
Students will move to different areas of the classroom to complete tasks.
- **Active Student Participation**
Students will actively participate by discussing concepts and terms learned in previous lessons. Students will then engage in further discussion as they analyze patterns in the city map (Treeville). Students will also participate in making a t-chart of natural and human characteristics in their social studies journals. In

addition, students will analyze a map of their community (Grand Rapids) and engage in paired and whole group discussion of differences between the Treeville and Grand Rapids maps. Finally, students will participate in the making of a t-chart of natural and human resources they can locate on the Grand Rapids map.

- **Classroom Management Focus**

Students will raise their hands to respond to the teacher questioning. Students who blurt out will be reminded that they must raise their hand to speak.

Students are expected to comply with the classroom rules; no blurting out, hands to yourself, etc. If they cannot obey them, they will be warned of their behavior and then if it continues, the student's behavior card will be flipped to a different color. In addition, if warning does not work, the child will be asked to go back to their desk until they can comply with the rules.

- **Materials and Integrated Technology list**

- ✚ Overhead projector
- ✚ City map (Treeville)
- ✚ City map (Grand Rapids)
- ✚ Student social studies journals
- ✚ Pencils
- ✚ Marker
- ✚ Paper

VI. Modeling: "I DO"

- **SHOW/TELL - (Visual/Verbal Input)**

- ✚ Show: The teacher will show students a city map.

- ✚ Tell: The teacher will tell students that there are patterns within the map in the way that things are arranged.

- **HOW/WHAT**

- ✚ How: Students will have an opportunity to notice and point out the patterns in the way things are arranged themselves. Then, the teacher will circle on the map with marker the different areas.

- ✚ What: By circling the different areas where people live, work, shop, and play on the map, students will be able to see patterns. These places all appear in clusters.

VII. Checking for Understanding

- Throughout the lesson, the teacher will gauge student understanding by calling on a variety of students to participate during whole class discussion. Additionally, the teacher will ask students throughout the lesson for hand signals to indicate their level of understanding of the concepts.

VIII. Guided Practice: “WE DO”

- Students will participate in the creation of a t-chart of natural and human characteristics of Treeville. Students will copy the t-chart in their social studies journals. Students that may need help later in the lesson may refer to this class made t-chart for help.

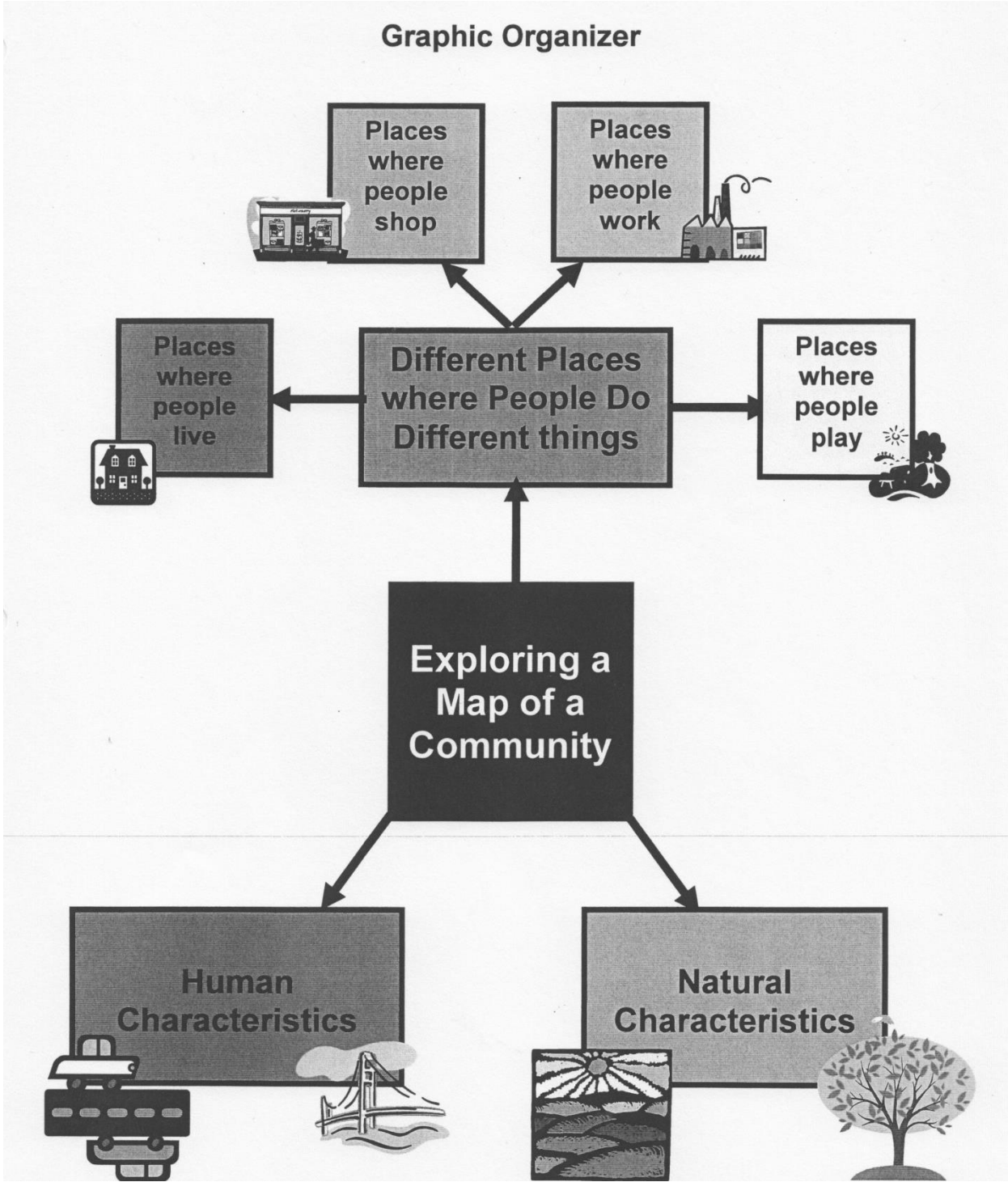
IX. Collaborative (“YOU DO TOGETHER”) and/or Independent Practice (“YOU DO”)

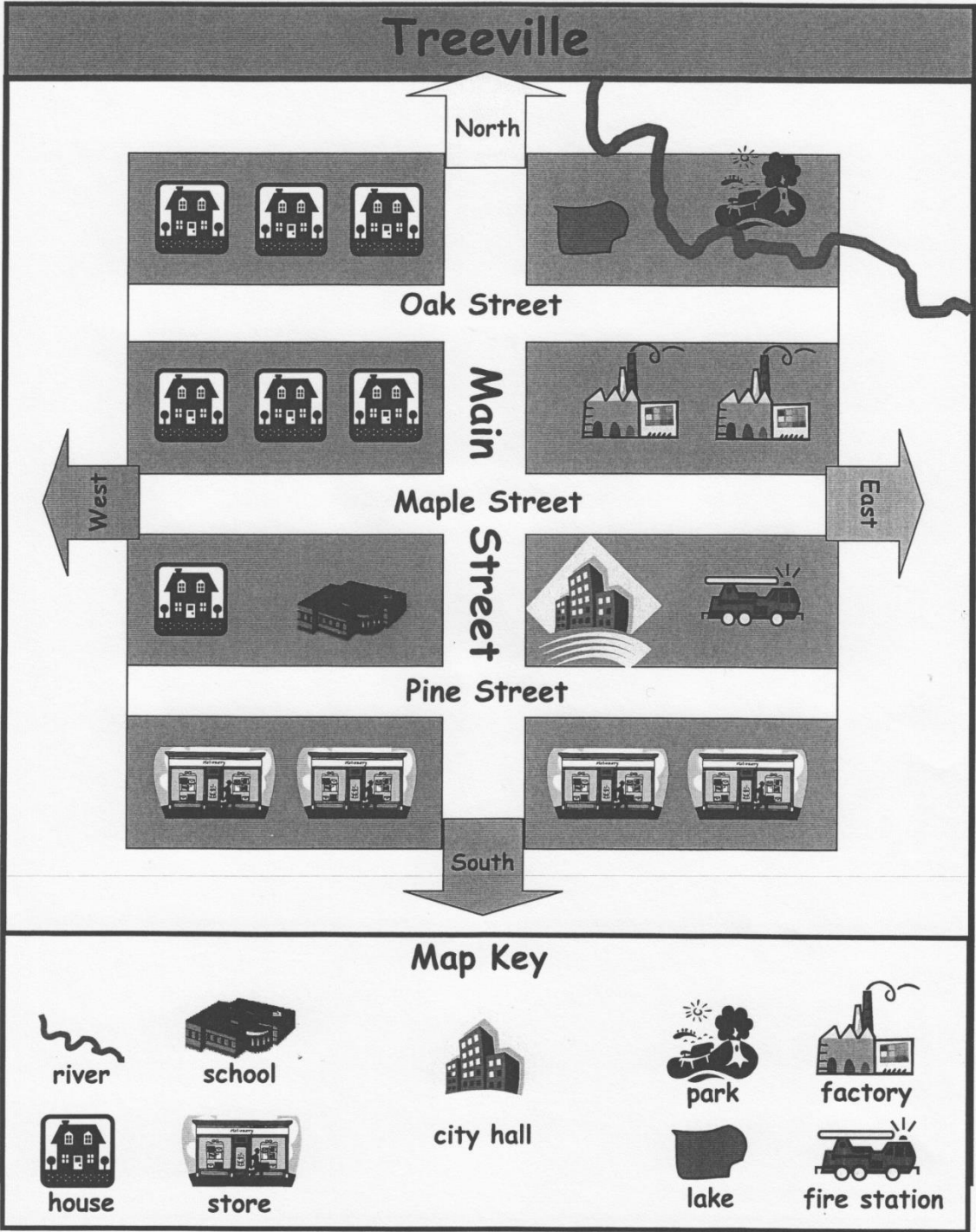
- Students will work in pairs to complete a t-chart of natural and human characteristics within Grand Rapids, given a Grand Rapids map.

X. Assessment

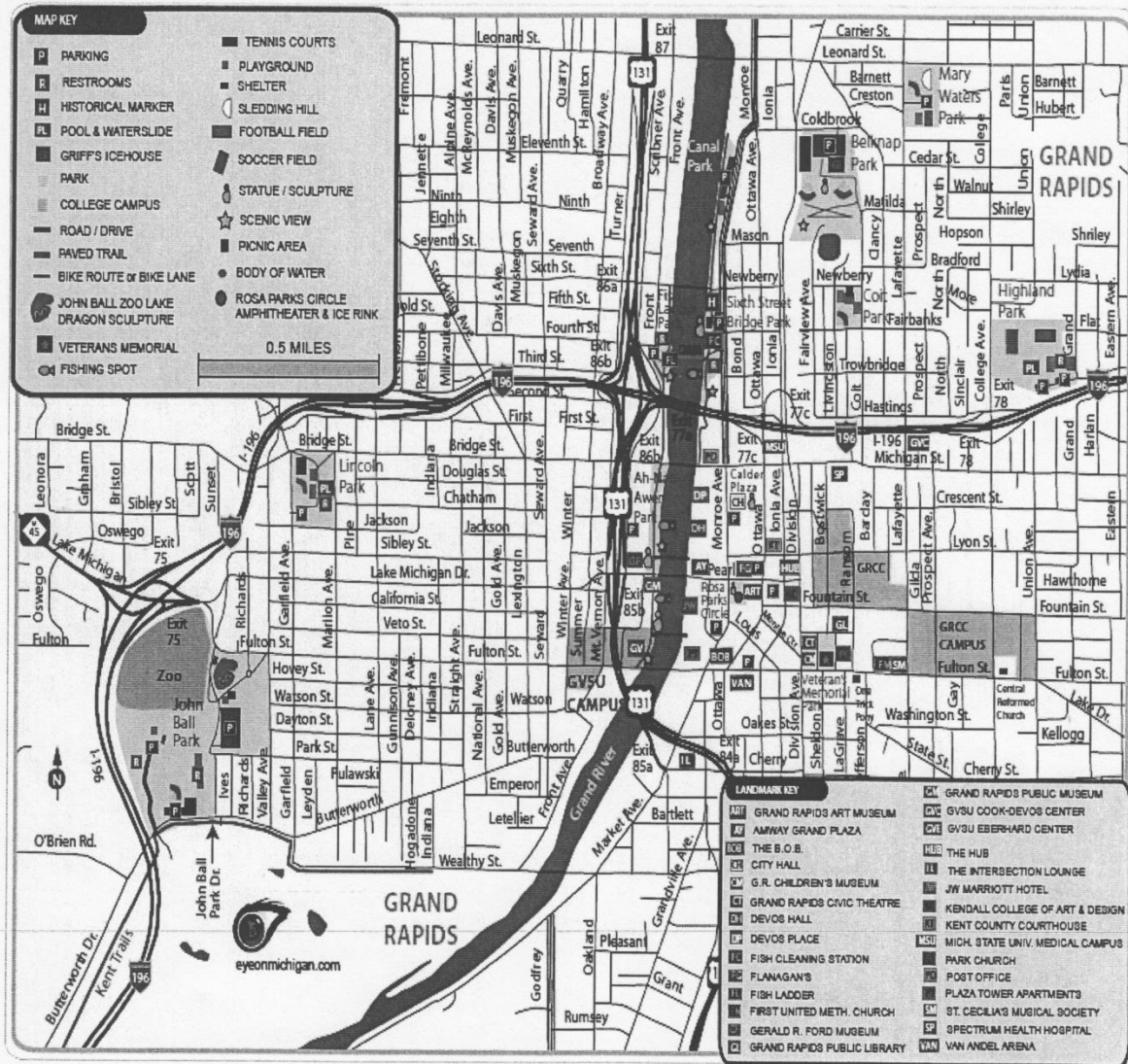
Students will be assessed on their completion and correctness of the Grand Rapids human and natural characteristics t-chart. Additionally, students will be given a post-assessment, to be completed individually.

XII. Resources





City of Grand Rapids Map



Lesson Assessment

Name: _____

1. What does a map need to help us understand it?
 - A. A location
 - B. Pictures of lakes and rivers
 - C. a map key
 - D. lines and squares

2. How are most communities divided up?
 - A. Into different places where people live, work, shop, and play
 - B. Into quiet places and noisy places
 - C. Into places with people and places without people
 - D. Into places with land and places with water

3. What is a natural characteristic of a community?
 - A. Tall buildings
 - B. A post office
 - C. A school
 - D. A river

4. What is a human characteristic of a community?
 - A. A lake
 - B. A bridge
 - C. Trees
 - D. Grass

5. What might be found in a place in a community where people play?
 - A. Factories
 - B. A fire station
 - C. A park
 - D. Railroad tracks

XIII. Reflection

This lesson was just one of many that will aid in meeting the 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. An additional standard addressed in this lesson was: 2 – G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made). The objectives of this particular lesson were; identify places where people live, work, and shop as well as identify physical and human characteristics on a map.

Throughout the lesson, I monitored students for understanding and participation. I pushed students to identify conclusions about patterns on maps on their own during the whole group discussion. Overall, students responded well to the lesson. They were very engaged in the introduction of the lesson and were excited to make guesses and try and figure out what the patterns in the map were. Students did a wonderful job analyzing the map for patterns.

The lesson assessment given at the conclusion of this lesson showed that students were able to reach the goals of the lesson and were ready to move on. I have been going by the rule that if 80% of students achieve 80% or higher, I can move on. Students were able to achieve this.

Lesson 5: Making a map of our local community

Subject Area: Social Studies

***** Modified from Michigan Citizenship Collaborative Curriculum Unit 1: Geography**

II. Standard:

2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

III. Objective/Target and I can statements

This lesson is all about constructing a map and applying knowledge of concepts from previous lessons to do so.

- I can create a map of my community that shows important characteristics

IV. Lesson Management: Focus and Organization

Positive strategies, techniques and tools:

- Whole group discussion/ review
- Whole class map analysis
- Whole class creation of Grand Rapids characteristics list
- Whole class creation of Grand Rapids map
- Individual creation of Grand Rapids map

Ideas for on task, active and focused student behavior:

- To keep students on task, a variety of instructional methods will be implemented. Accommodations will also be made to aid struggling students.

V. Introduction: Creating Excitement and Focus for the Lesson Target

To begin the lesson, I will review terms from previous lessons, since students will need to apply those concepts to master this lesson. Additionally, I will engage students in a whole class discussion about what makes our community special.

VI. Input: Setting up the Lesson for Student Success

B. Task Analysis

The step-by-step procedures and scaffolding of this lesson include:

- ✚ Review community maps
- ✚ Review important features on a map
- ✚ Identify what makes our community special
- ✚ Denote symbols to important items
- ✚ Create map outline
- ✚ Apply symbols on the map
- ✚ Create roads on the map
- ✚ Add symbols to a map key
- Students will remain in their seats.

- The teacher will engage students in a review of concepts covered in previous lessons.
- The teacher will display a city map through the document camera.
- The teacher will ask students to point out important characteristics on the city map.
- The teacher will explain that in this lesson they will be creating a map of their community.
- On chart paper, the teacher will write ‘What makes Grand Rapids Special?’
- Students will engage in a discussion of what places and things in Grand Rapids makes it special to live there.
- The teacher will write student responses on the chart paper.
- The teacher will then ask students which are natural and which are human characteristics from the list.
- The teacher will write what important roads some of the places are on.
- Students will gather at the carpet in the front of the room.
- The teacher will hang a blank piece of chart paper on the board.
- The teacher will give the chart paper a title ‘Grand Rapids Map’
- The teacher will draw an outline for the map key in the corner of the chart paper.
- The teacher will ask students to think of symbols they could use for each thing on the list they generated.
- Students will come to the chart paper and draw in the symbols on the map and then in the map key.
- Students will go back to their desks and take out their social studies journals.
- The teacher will ask students to make their own map of their community just as they have done with the class generated map, in their social studies journals.
- As students complete their individual maps, they map share them by displaying them through the document camera.

C. Thinking Levels: Revised Bloom’s Taxonomy

- Remember – What does a map always need?
- Understand – Maps show many things
- Apply – Denote symbols to important items on a map
- Create – Create a map of our local community

D. Accommodations; differentiating to meet student needs

- Remediation/Intervention; helping those who have not reached target
 - ✚ Students that may need help can refer to the class made map of our community for guidance and ideas.
- Extension/Enrichment; challenging those who have met target
 - ✚ Highly motivated students may add additional items and symbols to their maps.

- Learning styles: visual, auditory, kinesthetic, and tactile
 - ✚ Interpersonal: Cooperative learning through discussion of important items to go on our community map and the symbols we may use for them.
 - ✚ Tactile: Drawing symbols of important places on a map.

E. Methods, Materials, and Integrated Technology

Instructional techniques:

- Whole group discussion/ review
- Whole class map analysis
- Whole class creation of Grand Rapids characteristics list
- Whole class creation of Grand Rapids map
- Individual creation of Grand Rapids map

Engagement strategies

- **Movement**
Students will move to different areas of the classroom to complete tasks.
- **Active Student Participation**
Students will actively participate by discussing concepts and terms learned in previous lessons. Students will then engage in further discussion as they determine what makes their community special. Students will also participate in denoting symbols to the important items in their community. In addition, students will engage in whole class creation of a map of their community. Finally, students will create their own maps of their community in their social studies journals.
- **Classroom Management Focus**
Students will raise their hands to respond to the teacher questioning. Students who blurt out will be reminded that they must raise their hand to speak.
Students are expected to comply with the classroom rules; no blurting out, hands to yourself, etc. If they cannot obey them, they will be warned of their behavior and then if it continues, the student's behavior card will be flipped to a different color. In addition, if warning does not work, the child will be asked to go back to their desk until they can comply with the rules.
- **Materials and Integrated Technology list**
 - ✚ Overhead projector
 - ✚ City map (Treeville)
 - ✚ City map (Grand Rapids)
 - ✚ Student social studies journals
 - ✚ Pencils
 - ✚ Markers
 - ✚ Chart paper

VII. Modeling: “I DO”

- **SHOW/TELL - (Visual/Verbal Input)**

- ✚ Show: The teacher will show students a city map.

- ✚ Tell: The teacher will tell students that the city map has a title and a map key. It is a map of their community.

- **HOW/WHAT**

- ✚ How: The teacher will explain using the city map of Grand Rapids that certain symbols were used to denote important places in the city.

- ✚ What: By showing specific landmarks on the city map and their symbols, the teacher will get students thinking about important places in their city to include on the class created map.

VIII. Checking for Understanding

- Throughout the lesson, the teacher will gauge student understanding by calling on a variety of students to participate during whole class discussion. Additionally, the teacher will ask students throughout the lesson for hand signals to indicate their level of understanding of the concepts.

IX. Guided Practice: “WE DO”

- Students will participate in the creation of a city map. Together, students will decide important places in their community to include on the map. Then, students will think of what symbols they could use for those important places. Different students will come to the front chart paper and draw in the symbol in the appropriate place on the map and then draw it a second time in the map key.

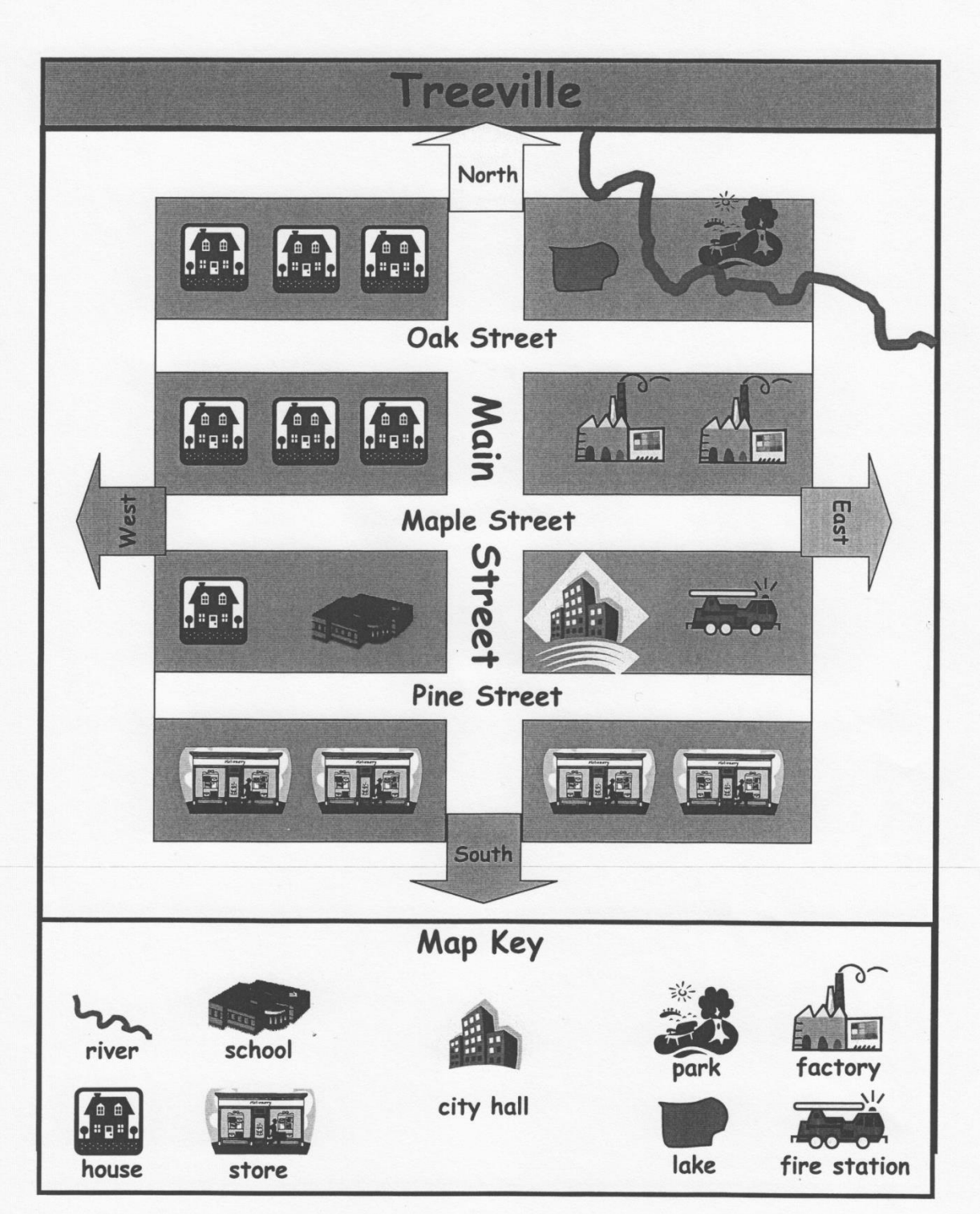
X. Collaborative (“YOU DO TOGETHER”) and/or Independent Practice (“YOU DO”)

- Students will create their own city/ community map in their social studies journals.

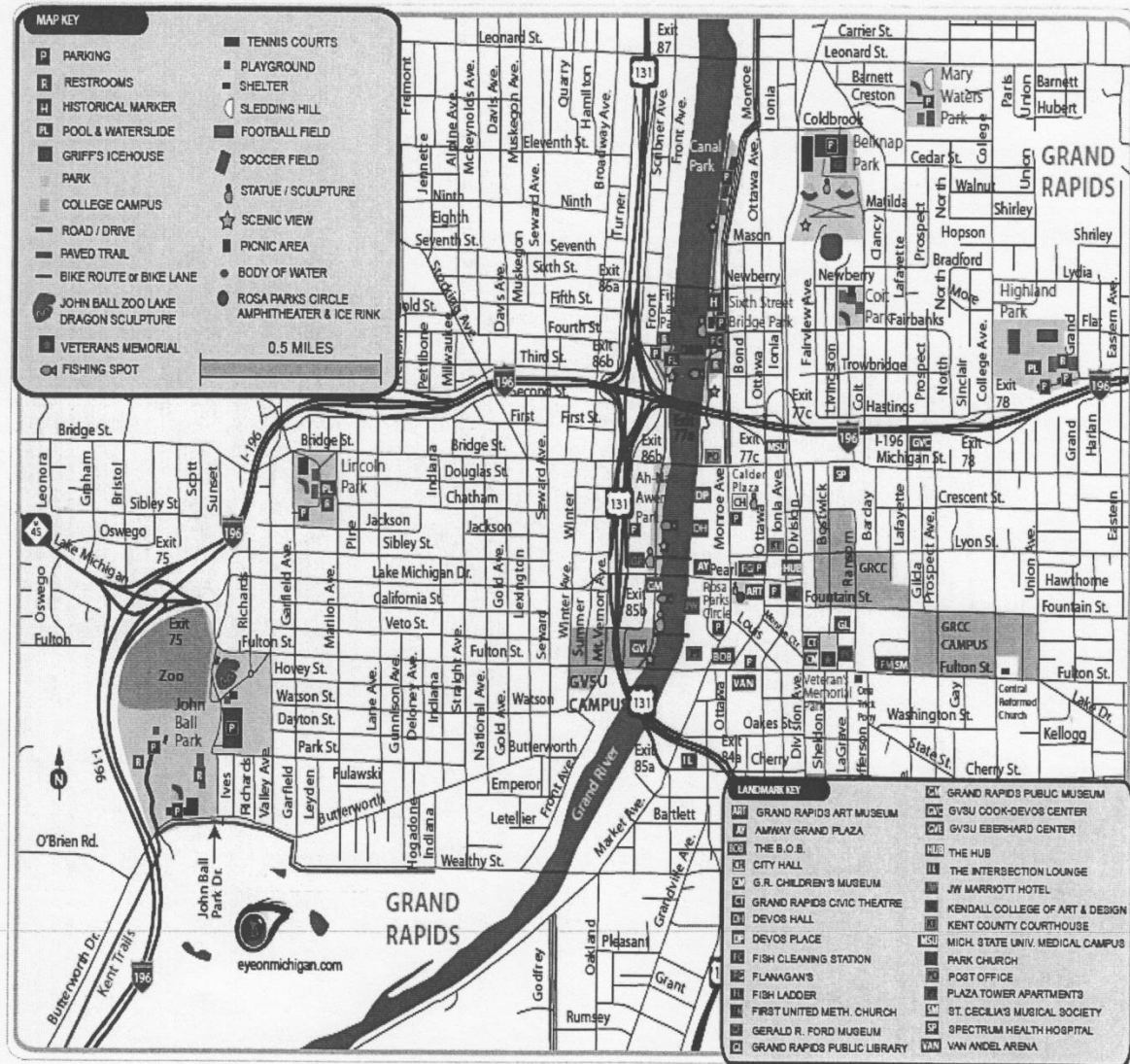
XI. Assessment

Students will be assessed on their participation throughout the lesson. Additionally, they will be scored on their individual maps created in their social studies journals.

XII. Resources



City of Grand Rapids Map



XIII. Reflection

This lesson aided in meeting the standard; 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. The objectives of this particular lesson were to create a map of the local community that contained important characteristics.

Students responded very well to this lesson. Students liked participating in the whole class created map. Involving students in that I believe increased student focus and attention to the lesson. In addition, students loved creating their very own maps of their communities and adding personal touches to them. Students enjoyed that they were able to be creative in coming up with their own symbols for things they included on their maps.

I did not have any problems delivering this lesson, as student participation was high. The one thing that I did not anticipate was how long it would take. Students really took pride in their work and wanted to get their maps just right. Due to this, I had to allow an extra day for map completion.

Culminating Lesson:

As a culminating lesson for the unit, students will share their individual maps with the class. Students should include what they titled their map as well as identify any symbols and their meanings according to their maps in their presentation. Following the map presentations, the teacher will hang student maps around the room.

Assessments/ Scoring Guides:

Collaborative Work Skills : Participation in whole group discussion/ activitiesTeacher Name: **Ms. Schwarzkopf**

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

Collaborative Work Skills : Participation in group projects/ activities

Teacher Name: **Ms. Schwarzkopf**

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
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Making A Map : Map of My Community

Teacher Name: **Ms. Schwarzkopf**

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	When shown a blank base map, the student can rapidly and accurately label at least 10 features.	When shown a blank base map, the student can rapidly and accurately label 8-9 features.	When shown a blank base map, the student can rapidly and accurately label 6-7 features.	When shown a blank base map, the student can rapidly and accurately label fewer than 6 features.
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Labels & Features - Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.

Student Reflection Form of Unit:

Unit 1 Survey

1. I can describe a map as a drawing that shows what a place looks like from above



2. I can identify characteristics of a map, such as title, key, and directions



3. I can tell where specific places are on a map using direction words



4. I can locate my community on a map



5. I can use direction words like 'near', 'close to', and 'between' to describe where a community is located



6. I can describe different aspects of community such as the places where people work, play, live, and shop



7. I can identify natural and human resources on a map of my community



8. I can create a map of my community that shows important characteristics



Reflection of Student Responses on Student Reflection Form:

All students received and completed the student survey/ reflection form. Prior to passing out the form, I displayed it on the overhead projector and explained it to the class. I explained that each statement on the form was an 'I can' statement from the unit of study they had just completed. If they believed they could accomplish the 'I can' statement, they were to identify that achievement by circling the first face with the smile. If students weren't sure, they were instructed to circle the middle face. If they knew that they couldn't accomplish the 'I can' statement, they were instructed to circle the third face.

Upon student completion of the form I evaluated the responses to assess students' feelings toward the unit and their understanding of their own knowledge gained through the lessons. Based on students responses, I can conclude that students generally enjoyed the lessons taught and thought they were able to reach an ability where they could say they achieved the 'I can' statements.

Bibliography:

*** All lessons revised from the following curriculum:

Oakland Schools second grade social studies curriculum –

<http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?BackLink=299924&UnitID=13470&YearID=2015&CurriculumMapID=43&SourceSiteID=2599>

Michigan Citizenship Collaborative Curriculum -

<http://members.scope.oakland.k12.mi.us/grade.aspx?id=83>

Additional Resources:

Lesson 3:

Me on the Map –

<http://www.educationtothecore.com/2014/08/weekend-reflections-maps-counting.html>

Big Book of Social Studies for Elementary K-6 by Dinah Zike p. 24

Map of Michigan -

http://www.presentationmaps.com/mm5/graphics/00000001/presmaps/ubs04mi03geo_1.jpg

Map of the United States –

http://img.lib.msu.edu/branches/map/bounds/US_50_2.gif