# Second Grade Geography and Environment Unit

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>GLCEs</th>
<th>Assessments</th>
<th>District Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is our local community?</td>
<td><strong>Maps are a representation of human and natural characteristics of a community.</strong></td>
<td>G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</td>
<td>Required: <a href="#">Second Grade Environment Unit Assessment</a></td>
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<tr>
<td>How can we describe the geography of our community?</td>
<td><strong>All communities have unique human and natural characteristics.</strong></td>
<td>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.</td>
<td>Formative: On a blank map of our community, label significant landmarks and landforms.</td>
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<tr>
<td>How do people and the environment interact in our community?</td>
<td><strong>Human activities help shape the earth’s surface through land use, transportation and culture.</strong></td>
<td>G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</td>
<td>Create a poster showing 3-5 different uses of land in our community.</td>
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<tr>
<td>How does the diversity in our community affect our geography?</td>
<td><strong>Changes made by humans in a community can be positive or negative to the environment.</strong></td>
<td>G2.0.2 Describe how the local community is part of a larger region.</td>
<td>Create a presentation (ie. Power point, poster, public service announcement, news report, article, diorama, role-play, etc) that describes a positive and/or negative consequence of changing the physical environment in our community.</td>
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<tr>
<td>What impact have people had on our community’s environment?</td>
<td><strong>Key Terms &amp; Vocabulary</strong> features, region, county, maps, physical characteristics, human characteristics, diversity, key, symbols, legend, labels, distance, direction, scale, land use, absolute location, relative location, geography</td>
<td>G4.0.1 Describe land use in the community.</td>
<td>District:</td>
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<td>G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</td>
<td>G4.0.3 Use components of culture to describe diversity in the local community.</td>
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<tr>
<td><strong>G5.0.1</strong></td>
<td>Suggest ways people can responsibly interact with the environment in the local community.</td>
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<tr>
<td><strong>G5.0.2</strong></td>
<td>Describe positive and negative consequences of changing the physical environment of the local community.</td>
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<tr>
<td><strong>C5.0.3</strong></td>
<td>Design and participate in community improvement projects that help or inform others.</td>
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<tr>
<td><strong>P4.2.2</strong></td>
<td>Participate in projects to help or inform others.</td>
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</table>
## Second Grade Geography and Environment Unit Lessons Breakdown

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Benchmarks</th>
<th>Included Resources</th>
<th>Needed Resources</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Learning All About Maps</td>
<td>G1.01</td>
<td>Modifications worksheet</td>
<td>Globe</td>
<td>Social Studies Grades 2-3, “The Mailbox” TEC60938</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Materials for creating Venn Diagram with class</td>
<td>Social Studies Grade 2, “The Mailbox” TEC514</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Where In The World Is Our Community?</td>
<td>G2.02</td>
<td>Squares or circles of various colors</td>
<td><a href="http://www.edu.pe.ca.southernkings/landforms.htm">www.edu.pe.ca.southernkings/landforms.htm</a></td>
<td>Stringbean’s Trip to the Shining Sea by Vera B. Williams, William Morrow, 1999</td>
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<td></td>
<td></td>
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<td></td>
<td><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></td>
<td>Maps for the Overhead, Neighborhoods and Communities, Scholastic, 2004</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Google Earth</td>
<td>Me on the Map by Joan Sweeney and Annette Cable</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Our Community Map</td>
<td>G1.0.1</td>
<td>Local maps created through Yahoo maps (<a href="http://maps.yahoo.com">http://maps.yahoo.com</a>)</td>
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<td>Local Community Map</td>
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<td>Community Photos- present and past</td>
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<tr>
<td>Lessons 4a and 4b</td>
<td>Human and Natural Characteristics</td>
<td>G1.0.1</td>
<td>Map Key Legend sheet</td>
<td>Reproducible map from Lesson 3</td>
<td>Google Earth</td>
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<tr>
<td></td>
<td></td>
<td>G1.0.2</td>
<td>Map Symbols sheet</td>
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<td></td>
<td></td>
<td>G2.0.1</td>
<td>Human and Physical Characteristics</td>
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<td></td>
<td></td>
<td>G4.0.2</td>
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</tbody>
</table>
| Lesson 5 | Land Use (2 days) | G1.0.1  
G1.0.2  
G2.0.1  
G4.0.1  
G4.0.2 | Land use PowerPoint  
Land use worksheet  
Land use worksheet with fill in blanks | 20 Manipulative Mini-Books, Neighborhood and Community, Scholastic  
White board  
Chart paper or overhead projector  
Construction paper  
Pencils and crayons |
|---|---|---|---|---|
| Lesson 6 | Human Impact of Land Use | G5.0.1  
G5.0.2  
C5.0.3  
P3.3.1  
P4.2.1  
P4.2.2 | The Lorax by Dr. Seuss (book or video) | Junior Achievement |
| Lesson 7 | Culture and Diversity In Our Community | G4.0.3 | [http://socialstudies.pppst.com/culture.html](http://socialstudies.pppst.com/culture.html) - Pete’s PowerPoint Station, culture section | How My Parents Learned to Eat by Ina Friedman  
The Day of Ahmed’s Secret by Florence Parry Heide and Judith Heide Gilliland  
[http://www.learning.org](http://www.learning.org)  
[http://www.loc.gov](http://www.loc.gov) |
Second Grade Geography and Environment Unit

Lesson 1

Title: Learning All About Maps

Grade Level: 2

Unit of Study: Geography and Environment

GLCE:
G1.01 Construct maps of the local community that contain symbols, labels and legends denoting human and natural/physical characteristics of place

Key Concepts: symbols, map, labels, legends, relative location, distance, direction, scale, compass rose

Sequence of Activities:

1. Show the students a globe and a map. Make a class list about things they already know about globes and maps.
2. Display a Venn diagram (could use hula hoops or string). Label one side “Maps” and the other “Globes.” Have students list similarities and differences between globes and maps and write these on the diagram in the appropriate places.
3. Find the compass rose on the map and the globe; discuss what it means. Discuss the idea of direction.
4. With a partner or as an individual, the students’ will create a map of the classroom including a map key (legend), symbols, compass rose (directions), and labels.
5. Use the “Modifications” worksheet as needed for students who need scaffolding with this task.

Resources:
Social Studies Grades 2-3, “The Mailbox” TEC60938
Social Studies Grade 2, “The Mailbox” TEC514
Second Grade Geography and Environment Lesson 1 Venn Diagram Activity with Modifications

Directions:

1. Cut the symbols out on the lines.
2. Look at a map and a globe.
3. Put the symbols of things found ONLY on the globe under “globe” on the Venn Diagram.
4. Put the symbols of things found ONLY on the map under “map” on the Venn Diagram.
5. Put the symbols of thing found on BOTH in the middle section of the Venn Diagram.

<table>
<thead>
<tr>
<th>sphere/round</th>
<th>Compass Rose</th>
<th>flat</th>
</tr>
</thead>
<tbody>
<tr>
<td>scale</td>
<td>key/legend</td>
<td>state</td>
</tr>
<tr>
<td>country</td>
<td>symbols</td>
<td>river</td>
</tr>
<tr>
<td>lake</td>
<td>land</td>
<td>water</td>
</tr>
<tr>
<td>equator</td>
<td></td>
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</tr>
</tbody>
</table>
Globes and Maps
Lesson 2

Title: Where In The World Is Our Community?

Grade Level: 2

Unit of Study: Geography and Local Environment

GLCE:
G2.0.2 Describe how the local community is part of a larger region.

Key Concepts: country, state, city, town (our community), continent-North America

Objective: The students will identify their local community as a part of a larger region.

Sequence of Activities:
Give students various sizes of squares or circles of various colors that will represent communities or regions of various sizes. See * below for continued student preparation…

(biggest) – label our Earth and draw a globe
(large)- North America
(little smaller) – label United States of America- draw an outline of USA
(little smaller than our country) - label our state Michigan and draw a mitten outline
(smaller than state)-label your county
(smaller than county) – label your city/town’s name- children could draw streets, houses, etc.
(smallest) – children will draw a picture or place a photo of themselves onto the paper and label their name

*The students will cut out, label and arrange the shapes to understand the sizes of the different communities that they belong to in our world as a whole.

Next, show students by modeling what these six different-sized regions look like by using Google Earth or Yahoo maps (satellite view) as a whole class visual.

Resources:
Google Earth (online tool)
Yahoo Maps (online tool)
http://www.edu.pe.ca/southernkings/landforms.htm
http://www.enchantedlearning.com/

Literature Connection:
Stringbean’s Trip to the Shining Sea by Vera B. Williams, William Morrow, 1999
Maps for the Overhead, Neighborhoods and Communities, Scholastic, 2004
Second Grade Geography and Environment Unit

Me on the Map by Joan Sweeney and Annette Cable
Additional Options: sidewalk chalk drawings-diagrams
Lesson 3

Title: Exploring Our Local Community Map

Grade Level: 2

Unit of Study: Geography and Environment (community)

GLCE:
G1.01 Construct maps of the local community that contain symbols, labels and legends denoting human and natural/physical characteristics of place

Key Concepts: label, symbols, community, maps

Sequence of Activities:
1. Before class, go to http://maps.yahoo.com and enter your school’s address. A map will be made from street level. Zoom out to include the city or county. Print out map without labels and make copies for students.
2. As a group, label the maps with major street names and well-known areas of the community.
3. Discuss what our community looks like today and discuss what it may have looked like 100 years ago. What are some of the human and natural/physical characteristics from the past and in the present? Discuss the idea of cause and effect, land use- then and now, etc.

Extension:
4. Have children make a map of how to get from their school to their house. They must include a labeled map key with symbols and mark a least one human resource and one natural resource that they will pass on their journey home, etc.

Resources:
Local Community Map- save local map for lesson 4
Community Photos- present and past
Yahoo Maps
Google Earth
Second Grade Geography and Environment Unit

Lesson 4A

Title: Human and Natural Characteristics

Grade Level: 2

Unit of Study: Geography and Environment

GLCE:

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

Key Concepts: houses, roads, buildings, schools, industry, factory, lakes, rivers, forests, marshes, valley, mountain, plains, desert, relative location, distance, direction, scale

Sequence of Activities:
1. Discuss and review the differences between natural/physical and human characteristics of land.
2. Using reproducible map from Lesson 3 label characteristics of your community.

Resources:
Google Earth
Photos from magazines
Venn Diagrams
Compare/Contrast
Lesson 4B

Title: Human and Natural Characteristics

Grade Level: 2

Unit of Study: Geography and Environment
- G2.0.1 Compare the natural/physical and human characteristics of the local community with those of another community
- G4.0.2 Describe the means people create for moving people, goods and ideas within the local community

Natural – lake, river, forest, marshes, valley, mountain, plains, desert
Human – house, road, building, school, factory, bridges, airports

1. Discuss reasons to determine where something is built and why – malls, highways, libraries, stores, etc.
2. Locate another community other than the one in which you live. Compare the characteristics of both locations (rural vs. urban, big city vs. town, etc.). You may model this visually by the usage of a Venn diagram.

Resources:
Google Earth
Physical or Human?
hilt

physical
highway

human
mountain
physical
bridge

human
stream

physical
factory

human
road
human
plain

physical
prairie

physical
forest

physical
buildings human
## Transportation

<table>
<thead>
<tr>
<th>People</th>
<th>Goods</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Second Grade Geography and Environment Unit

Lesson 5

Title: Land Use (2 days)

Grade Level: 2

Unit of Study: Geography and Environment

GLCE:
- G4.0.1 Describe land use in the community
- G4.0.2 Describe the means people create for moving people, goods and ideas within the local community
- G4.0.3 Use components of culture to describe diversity in the local community

Key Concepts: culture, diversity, planning, blueprints, agricultural, landfill, recreational, industrial, commercial, transportation, residential

Sequence of Activities:

Day 1- Introduce the concept.
1. Brainstorm ideas for ways that we use our land in our community.
2. Discussion. Introduce land use vocabulary. Use the vocabulary to label and group the ideas that the students listed during the brainstorming session.
4. Assist the students in labeling the booklet pages; page 1, residential; page 2, commercial; page 3, agricultural; page 4, industrial; page 5, recreational; page 6, transportation; page 7, waste management. Assist students in labeling the pictures on the worksheet with descriptions found in each land use.

Day 2- Construct a land use poster.
1. Model: Fold a piece of construction paper into fourths. Label one quarter with one of the ways people use land in our community (ex. recreational). Illustrate and discuss. Cut out correlating pictures if desired.
2. Distribute materials to students, one piece of paper per student. Monitor student understanding.
3. Allow students to share their pictures with a friend or with the class.

Resources:
Equipment/Manipulative
Pages 15 and 55 of 20 Manipulative Mini-Books, Neighborhood and Community, Scholastic, 2004
White board, chart paper or overhead projector, construction paper, pencils and crayons.
Land use worksheet
Take pictures of the different land use and/or locate pictures of the different land uses in your area.

Calhoun ISD Social Studies Curriculum Design Project
Land Use
Commercial
Waste Management
Transportation
Residential
Recreational
Agriculture

11/29/2007
Industrial
## Land Use Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Residential</th>
<th>Commercial</th>
<th>Agricultural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="Residential" /></td>
<td><img src="image2" alt="Commercial" /></td>
<td><img src="image3" alt="Agricultural" /></td>
</tr>
<tr>
<td></td>
<td><img src="image4" alt="Industrial" /></td>
<td><img src="image5" alt="Recreational" /></td>
<td><img src="image6" alt="Transportation" /></td>
</tr>
<tr>
<td></td>
<td><img src="image7" alt="Waste Management" /></td>
<td></td>
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</table>

Name: __________________________
<table>
<thead>
<tr>
<th>Land Use</th>
<th>Commercial</th>
<th>Waste Management</th>
<th>Transportation</th>
<th>Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ____________ used for a _____________.</td>
<td>Use land to get rid of _____________.</td>
<td>Ways to move _________ and _____________ from one place to another.</td>
<td>Buildings where people _____________.</td>
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<tr>
<td>______________</td>
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<td>______________</td>
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<td>______________</td>
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<td>______________</td>
<td>______________</td>
</tr>
<tr>
<td>Recreational</td>
<td>Agricultural</td>
<td>Industrial</td>
<td></td>
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<tr>
<td>Places people go to have _____________.</td>
<td>Use land to ____________ products.</td>
<td>A place here people ____________ goods.</td>
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Second Grade Geography and Environment Unit

Lesson 6

Title: Human Impact of Land Use

Grade Level: 2

Unit of Study: Geography

GLCE:
- C5.0.3 Design and participate in community improvement projects that help inform others.
- G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.
- G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.
- P4.2.2 Participate in projects to help or inform others.
- P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

Key Concepts: responsibility, conservation, recycling, natural resources

Sequence of Activities:
1. Read (or watch the movie) The Lorax by Dr. Seuss.
2. Discuss the problem/conflict in the movie.
3. Discuss other ways the problem could have been solved.
4. Make a connection to something in your local community.
5. In small groups students will design a way to inform others of one negative consequence of land use.
6. Once the plan is approved by teacher, students will work together to implement their public protest.
7. Students will share/present their protest plan with the class and will vote which plan they agree with the most.

Resources:
* The Lorax by Dr. Seuss
* Junior Achievement
Lesson 7

Title: Culture and Diversity in Our Local Community

Grade Level: 2

Unit of Study: Geography and Community

GLCE:
G4.0.3 Use components of culture to describe diversity in the local community.

Key Concepts: Sequence of Activities:

1. Discuss - What is a culture? What is diversity? Use Culture Power Point to help.
2. Create a list of different cultures in the local community (you may want to expand by exploring different cultures around the world at a later time).
3. Support the list by finding proof through pictures and artifacts.
4. Identify the differences in those cultures recognized (ie. language, customs, food, clothing, beliefs, holidays, etc.).
5. Find or make an example of something that shows how various cultures have contributed to and make up a community.

Resources:
http://socialstudies.pppst.com/culture.html - Pete’s PowerPoint Station, culture section
http://facs.pppst.com/diversity.html - Pete’s PowerPoint Station, diversity section
Discovery Education video: How We’re Alike and How We’re Different, Diversity Elementary: Culture and Ethnicity
How My Parents Learned to Eat by Ina Friedman
The Day of Ahmed’s Secret by Florence Parry Heide and Judith Heide Gilliland
http://www.learning.org
http://www.loc.gov
magazines
internet photos