Where I Live (2nd grade)

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Understanding by Design

Unit Cover Page

Unit Title: Where I Live

Grade Level: 2

Subject/Topic Area(s): Social Studies/Geography

Designed By: Leslie Montoya and Lauren Pum

Time Frame: 12 30-minute sessions

School District: East Central Independent School District

School: Highland Forest

School Address and Phone:
3736 SE Military DR, San Antonio, TX 78223
(210) 333-7385

Brief Summary of Unit
Students will learn utilization of maps and their elements. They will also learn about physical and human characteristics of communities. The goal of this unit is to help students understand that maps tell the story of a community and that people modify their physical environment to meet their needs. Through station exploration, map reading practice, creating digital maps, and exploring the local neighborhood, students with a variety of learning modalities will internalize the purpose of maps. Students transfer their knowledge and skills at the end of the unit by designing a community and creating a map to represent that community.
| 2.5A interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys | **Transfer**

Students will independently use their learning to design an imaginary community and create a map representing its characteristics. Their community design will include information about the physical characteristics and describe ways that people have modified the environment (human characteristics). Their map will include a title, compass rose, legend, as well as represent the important human and physical characteristics of their community. *(It is possible to take two sessions to complete.)*

| 2.5B create maps to show places and routes within the home, school, and community. | **Meaning**

**Understandings**

Students will understand that maps tell the story of the physical and human characteristics of a community.

Students will understand that people modify their environment to meet their needs.

**Essential Questions**

Why would we utilize maps?/What are some ways we utilize maps?

Why are map elements important?

What are ways that people modify their physical environments?

| 2.6B locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes | **Acquisition**

**Knowledge**

*Students will know...*

Maps have symbols that represent various aspects of an area or region.

Maps are representations that show the human and/or physical characteristics of an area.

Physical characteristics are the natural environment of a place.

Human characteristics are the ways human beings have altered a place.

A compass rose is a figure on a map that is used to display the orientation of the cardinal directions (north, south, east, west).

A legend/map key is the key to all of the symbols on a map.

**Skills**

*Students will be able to...*

Correctly use the compass rose to locate north, east, south, west.

Use the legend of a map.

Create a map that shows places and routes.

Compare the same community over time using maps and other sources.

Identify local landforms, such as San Antonio rivers, lakes, etc.

Describe human characteristics.

Describe physical characteristics.

Compare human characteristics to physical characteristics of an area.
2.1B create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

126.6B1b create original products using a variety of sources

126.6B1c explore virtual environments, simulations, models, and programming language to enhance learning

126.6B3b use research skills to build a knowledge base regarding a topic, task, or assignment

**Students will become familiar with...**

Different types of maps (physical, political, maps that show historical landmarks, school maps, maps that show routes from point A to point B, etc.)

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### Stage 2 - Evidence

<table>
<thead>
<tr>
<th>CODE (M or T)</th>
<th>Evaluative Criteria (for rubric)</th>
<th>Performance Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td><strong>See Rubric below</strong></td>
<td>Students will independently use their learning to design an imaginary community and create a map representing its characteristics. Their community design will include information about the physical characteristics and describe ways that people have modified the environment (human characteristics). Their map will include a title, compass rose, legend, as well as represent the important human and physical characteristics of their community. <em>(It is possible to take two sessions to complete.)</em></td>
</tr>
</tbody>
</table>
| M MA AA A AM  |                                  | Other Evidence *(e.g., formative)*  
|               |                                  | *Anecdotal records from station conversations  
|               |                                  | *Whole group discussion: What is a map?  
|               |                                  | *Texas map in which students have marked up elements called out by teacher  
|               |                                  | *Student-created digital map (scribblemaps.com)  
|               |                                  | *Physical and human resources sort  
|               |                                  | *Student-created map of local neighborhood |

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### Stage 3 - Learning Plan
<table>
<thead>
<tr>
<th>CODE (A, M, T)</th>
<th>Pre-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Through the station work on the first two days, ask questions about the maps to pre-assess students knowledge and skills (direction questions, map key questions, as well as questions about human and physical characteristics). Ask students what they can infer about the community based on the maps (What kind of jobs do people have here? What might people do for fun?).</em></td>
</tr>
<tr>
<td></td>
<td>Learning Activities <em>(Based on thirty minute time blocks.)</em></td>
</tr>
<tr>
<td>M</td>
<td>Day 1</td>
</tr>
<tr>
<td></td>
<td><strong>Objective:</strong> Students will explore different maps and draw conclusions based on their observations.</td>
</tr>
<tr>
<td></td>
<td><strong>Connect:</strong> “This summer, we took a road trip to a new place. We had a tool to help us get there and then get around when we got there. This tool was called a map. Thumbs up if you have ever used a map. Today, we are going to investigate and answer the question: <em>What is a map?</em>”</td>
</tr>
<tr>
<td></td>
<td>Student groups will be immersed in maps by rotating through stations:</td>
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<tr>
<td></td>
<td>• Google Earth: Project the Google Earth image of the school location. Students can use the app to zoom in and out and make observations about their community.</td>
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<tr>
<td></td>
<td>• Book basket (fiction and nonfiction) about maps: Students will look through books and discuss with each other similarities and differences between maps, as well as think about how those maps could be used. For a list of book recommendations, see lesson resources.</td>
</tr>
<tr>
<td></td>
<td>• Atlases: Students will look through atlases and discuss with each other similarities and differences between maps, as well as think about how those maps could be used.</td>
</tr>
<tr>
<td></td>
<td>• Road maps: Students will look through maps and discuss with each other similarities and differences between maps, as well as think about how those maps could be used.</td>
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<tr>
<td></td>
<td>• Google maps: Give students task cards to find routes to and from various places in the local community (ex: Find a route from Highland Forest Elementary to Brooks City Base Cinema)</td>
</tr>
<tr>
<td></td>
<td>Teacher will walk about the stations and will question the students what they notice at each station, invoking prior knowledge. <em>What is included on a map? How is this map similar or different to the other maps you’ve looked at? Tr will record responses as pre-assessment data for later use.</em></td>
</tr>
</tbody>
</table>

| Progress Monitoring | Anecdotal records from station conversations |
| Day 2 | **Objective:** Students will explore different maps and draw conclusions based on their observations.  
Students will finish rotating through the map stations. Whole group discussion referring back to the question: *What is a map?* Add student responses to an anchor chart.  
**Link:** “Throughout the rest of the unit you will be thinking about these essential questions: *Why do we utilize maps? What are some ways we utilize maps?***  
| Day 3 | **Objective:** Students will identify and mark the elements of a simple Texas map.  
**Connect:** “I noticed that there were some interesting symbols on the maps we were looking at the past couple days. *It made me think, why are map elements important? (essential question)*”  
**Teach:** “Today we are going learn about the parts of a map? Thumbs up if you know what a compass rose is? Thumbs up if you know what a map title is? Thumbs up if you know what a legend is? What do the symbols stand for?”  
Teacher will present a Power point on parts of a map.  
Distribute a simple Texas map with all the elements to each student. Teacher will call out these directions:  
- Underline the title  
- Draw a box around the compass rose  
- Put a star by the legend/map key (then have students find some of the symbols on the map and circle them)  
- Put a box around San Antonio.  
| Day 4 | **Objective:** Students will work in pairs to label places of importance on a digital map of the local community.  
Teacher will model how to get to Scribblemaps and how to use the app to label places of importance on a map.  
| Anecdotal records from station conversations  
Whole group discussion: What is a map?  
Texas map in which students have marked up elements called out by teacher  
Student-created digital map (scribblemaps) |
| A,M | Put students in pairs. Have them visit [scribblemaps.com](http://scribblemaps.com). Students will type in the school address and pull up a map of our community area (satellite view). Using the app, have students label areas in our community (school, movie theater, restaurants, their house, golf course, grocery store, roads, etc). Students can save the map and upload it online or print it out for Day 6.  

**Day 5**  
**Objective:** Students will participate in a whole-class discussion about physical and human characteristics.  

Show students two maps of the same area (one physical and one political). Tell students that they are both maps of the same community, but they are very different from each other. Engage students in a discussion about the similarities and differences between the maps. Review map elements and use the elements to read each map together. Lead students to notice that one map shows the natural environment, while the other map shows the ways that people have modified the environment. Introduce the terms physical and human characteristics (add definitions and examples to a T chart/ anchor chart). **Introduce essential question: What are ways that people modify their physical environments?**  

**Day 6**  
**Objective:** Students will return to their digital maps and identify physical and human characteristics in the community. They will also “fix” their maps by adding a compass rose and title.  

Teacher will explain to the students that they will will revisit [scribblemaps.com](http://scribblemaps.com) map to identify human and physical characteristics of the local community and hold group discussion on observations.  

**Day 7**  
**(Modified lesson from Princeton ISD)**  
**Objective:** Students will sort pictures of physical and human characteristics using a t-chart.  

1. Have students fold a regular piece of paper in half vertically, creating a T-chart. On the top of the left side write physical characteristics (things in the environment made by nature). On the top of the right side, write human characteristics (things in the

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Student-created digital map (scribblemaps)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Physical and human resources sort</td>
</tr>
</tbody>
</table>
1. Instruct students about behavioral expectations for the walk. Review safety guidelines. (5 minutes)
2. Remind students that they need to observe, photograph, or take notes on four physical characteristics and four human characteristics that they can include on the map.
3. Students review the physical and human characteristics charts before going on the walk. (5 minutes)
4. During the walk, monitor the students to make sure they are taking notes or photographing what they see.
5. Walk around the perimeter of the school, allowing students to gather needed information. (15 Minutes)
6. After the walk, students will meet in triads to compare notes. Students can add, edit, or delete from their notes based on this conferring. (5-10 minutes depending on time left)
7. If students have taken pictures, print them, project them, or pass the cameras so all students can see.

Day 9  con’t from Day 8
(Modified lesson from Princeton ISD)
Objective: Students will compare their observations with each other and create a map of the local neighborhood.
| A,M | Present the task of creating a map of the playground to students. Model, using a check list, drawing the map, including a title, compass rose, human and physical characteristics, as well as a legend/map key. In pairs, students will review yesterday’s observations and create their own map of the playground. They will use a checklist of map elements to guide them making the map. |
| A,M | **Day 10**  
**Objective:** Students will participate in a whole-class discussion about how human beings have modified their environment over time.  
Teacher will present a “Then and Now” slide show of pictures. These pictures will represent areas that have had physical characteristics changed by humans over a period of time. Engage students in a discussion of why humans modify their environment and why they may have done so.  
**Day 11 Performance Task Day 1**  
**Objective:** Students will receive their performance task and begin designing their community and map.  
Explain to the students that today they will be designing their own imaginary community. Explain that they will be creating a map and a written description of their community. Their community design will need to include information about the physical characteristics and human characteristics. Their written description will need to describe the physical characteristics of the area and ways that people have modified the environment (human characteristics) the community. Their map will include a title, compass rose, legend, and will represent the important human and physical characteristics of their community.  
Give students a blank sheet of paper and a lined paper.  
**Day 12 Performance Task possible Day 2 to complete the task.** |
| T | Student-created map of local neighborhood |
Possible resources to use with the “Where I Live” unit.

Book suggestions (as read-alouds or for the book basket station):

*Armadillo from Amarillo* by Jan Brett

*There’s a Map on my Lap! All about Maps* by Trish Rabe

*Follow that Map! A First Look at Mapping Skills* by Scot Ritchie

*The Once Upon a Time Map Book* by B.G. Hennessy

*Mapping Penny’s World* by Loreen Leedy

*Maps* by Alexandra Mizielinska

*Me on the Map* by Joan Sweeney

*My World & Globe* by Ira Wolfman

*Make it Work! Maps* by Barbara Taylor

*Our Wonderful Earth* by Nicola Baxter

*Tipos de Mapas* by Mary Dodson Wade

*Maps and Globes* by Jack Knowlton

*Maps and Mapping* by Deborah Chancellor
## Task Cards
*(For the Google Maps station)*

<table>
<thead>
<tr>
<th>Task</th>
<th>Starting point address</th>
<th>Ending point address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find a route from Target to Brooks City Base Cinema.</td>
<td>3736 SE Military Dr, San Antonio, TX 78223</td>
<td>2623 SE Military Dr, San Antonio, TX 78223</td>
</tr>
<tr>
<td>2. Find a route from Salado Intermediate to Legacy Middle School.</td>
<td>3602 S Ww White Rd, San Antonio, TX 78222</td>
<td>5903 SE Loop 410, San Antonio, TX 78222</td>
</tr>
<tr>
<td>3. Find a route from Highland Forest to the Tower of the Americas.</td>
<td>3736 SE Military Dr, San Antonio, TX 78223</td>
<td>Tower of the Americas, San Antonio, TX 78205</td>
</tr>
<tr>
<td>4. Find a route from your house to Highland Forest.</td>
<td>Your address</td>
<td>3736 SE Military Dr, San Antonio, TX 78223</td>
</tr>
</tbody>
</table>
Find a route from Highland Forest to H-E-B.

Starting point address: 3736 SE Military Dr, San Antonio, TX 78223

Ending point address: 3323 SE Military Dr, San Antonio, TX 78223

Find a route from Highland Forest to Sonic.

Starting point address: 3736 SE Military Dr, San Antonio, TX 78223

Ending point address: 3222 Goliad Rd, San Antonio, TX 78223
Blank Task Cards
(For the Google Maps station)

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Starting point address</th>
<th>Ending point address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Find a route from _______________ to _______________.

Starting point address: __________________________________________

Ending point address: __________________________________________

Find a route from _______________ to _______________.

Starting point address: __________________________________________

Ending point address: __________________________________________

Find a route from _______________ to _______________.

Starting point address: __________________________________________

Ending point address: __________________________________________
Simple Texas Map

Image found on Google Images
Characteristic Picture Sort

Images from Google.com
“Making a Map” Checklist

☐ Is there a compass rose?

☐ Is there a title?

☐ Is there a legend/key with symbols?

☐ Do the symbols represent human characteristics?

☐ Do the symbols represent physical characteristics?

☐ Is it neat and easy to read?
Then and Now
Images from Google.com
Performance Task

Part 1
You have been hired by the United States government to design a community anywhere in the country. First, you need to decide what kind of physical environment you want for your community. Then, think about how you would modify that environment to create the best experience for the people who will live in your community. Be creative!

Community Name: ________________________________

Describe the physical characteristics in your community:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe the human characteristics in your community:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did you choose those human characteristics for your environment?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part 2

Construction is ready to begin on your community! First, you need to create a map that will show the builders where everything should go. Your map should include:

Compass rose

A title

A legend/key with symbols

Symbols that represent human characteristics

Symbols that represent physical characteristics

Be neat and easy to read
## Performance Task Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Map of Community</strong></td>
<td><em>My map reflects my description of my community, including all physical and human characteristics.</em></td>
<td><em>My map reflects most description of my community.</em></td>
<td><em>My map is missing items from my description of my community.</em></td>
</tr>
<tr>
<td></td>
<td><em>My legend/key contains more than 2 symbols to describe human and physical characteristics.</em></td>
<td><em>My legend/key contains at least 2 symbols for human or physical.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Map Elements</strong></td>
<td><em>My map includes a title, compass rose, and legend/key that help the reader locate information about my community.</em></td>
<td><em>My map includes a title, compass rose, and legend/key that help the reader locate information about my community.</em></td>
<td><em>My map is missing elements, or my map elements are confusing.</em></td>
</tr>
<tr>
<td></td>
<td><em>My legend/key contains more than 2 symbols to describe human and physical characteristics.</em></td>
<td><em>My legend/key contains at least 2 symbols for human or physical.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Community Description</strong></td>
<td><em>My plan describes more than 3 physical characteristics of my community.</em></td>
<td><em>My plan describes 3 physical characteristics of my community.</em></td>
<td><em>My plan describes less than 3 physical characteristics of my community.</em></td>
</tr>
<tr>
<td></td>
<td><em>My plan describes more than 3 ways that people have modified the environment in the community (human characteristics).</em></td>
<td><em>My plan describes 3 ways that people have modified the environment in the community (human characteristics).</em></td>
<td><em>My plan describes less than 3 ways that people have modified the environment in the community (human characteristics).</em></td>
</tr>
</tbody>
</table>