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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.

Stage 1 - Desired Results		
<p>2.5A interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys</p> <p>2.5B create maps to show places and routes within the home, school, and community.</p> <p>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</p> <p>2.6C examine information from various sources about places and regions.</p> <p>2.8A identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil</p> <p>2.19A express ideas orally based on knowledge and experiences</p>	Transfer	
	<p><i>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.)</i></p>	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that maps tell the story of the physical and human characteristics of a community.</i></p> <p><i>Students will understand that people modify their environment to meet their needs.</i></p>	<p>Essential Questions</p> <p><i>Why would we utilize maps?/What are some ways we utilize maps?</i></p> <p><i>Why are map elements important?</i></p> <p><i>What are ways that people modify their physical environments?</i></p>
	Acquisition	
	<p>Knowledge</p> <p><u><i>Students will know...</i></u></p> <p><i>Maps have symbols that represent various aspects of an area or region.</i></p> <p><i>Maps are representations that show the human and/or physical characteristics of an area.</i></p> <p><i>Physical characteristics are the natural environment of a place.</i></p> <p><i>Human characteristics are the ways human beings have altered a place.</i></p> <p><i>A compass rose is a figure on a map that is used to display the orientation of the cardinal directions (north, south, east, west).</i></p> <p><i>A legend/map key is the key to all of the symbols on a map.</i></p>	<p>Skills</p> <p><u><i>Students will be able to...</i></u></p> <p><i>Correctly use the compass rose to locate north, east, south, west.</i></p> <p><i>Use the legend of a map.</i></p> <p><i>Create a map that shows places and routes.</i></p> <p><i>Compare the same community over time using maps and other sources.</i></p> <p><i>Identify local landforms, such as San Antonio rivers, lakes, etc.</i></p> <p><i>Describe human characteristics.</i></p> <p><i>Describe physical characteristics.</i></p> <p><i>Compare human characteristics to physical characteristics of an area.</i></p>

<p>2.1B create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>126.6B1b create original products using a variety of sources</p> <p>126.6B1c explore virtual environments, simulations, models, and programming language to enhance learning</p> <p>126.6B3b use research skills to build a knowledge base regarding a topic, task, or assignment</p>	<p><u>Students will become familiar with...</u></p> <p><i>Different types of maps (physical, political, maps that show historical landmarks, school maps, maps that show routes from point A to point B, etc.)</i></p>	
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Stage 2 - Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Rubric below	<p><u>Performance Task(s)</u></p> <p><i>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.)</i></p>
M M A A A M		<p><u>Other Evidence</u> (e.g., formative)</p> <p>*Anecdotal records from station conversations</p> <p>*Whole group discussion: What is a map?</p> <p>*Texas map in which students have marked up elements called out by teacher</p> <p>*Student-created digital map (scribblemaps.com)</p> <p>*Physical and human resources sort</p> <p>*Student-created map of local neighborhood</p>

Stage 3 - Learning Plan

CODE (A, M, T)	<p style="text-align: center;">Pre-Assessment</p> <p><i>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?).</i></p>	
M	<p>Learning Activities <i>(Based on thirty minute time blocks.)</i></p> <p>Day 1</p> <p><u>Objective:</u> Students will explore different maps and draw conclusions based on their observations.</p> <p><u>Connect:</u> “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: <i>What is a map?</i>”</p> <p>Student groups will be immersed in maps by rotating through stations:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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. ● 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) <p>Teacher will walk about the stations and will question the students what they notice at each station, invoking prior knowledge. <i>What is included on a map? How is this map similar or different to the other maps you’ve looked at?</i> Tr will record responses as pre-assessment data for later use.</p>	<p>Progress Monitoring</p> <p>Anecdotal records from station conversations</p>

M	<p>Day 2 <u>Objective:</u> Students will explore different maps and draw conclusions based on their observations.</p> <p>Students will finish rotating through the map stations. Whole group discussion referring back to the question: <i>What is a map?</i> Add student responses to an anchor chart.</p> <p><u>Link:</u> “Throughout the rest of the unit you will be thinking about these essential questions: <i>Why do we utilize maps? What are some ways we utilize maps?</i>”</p>	<p>Anecdotal records from station conversations</p> <p>Whole group discussion: What is a map?</p>
A	<p>Day 3 <u>Objective:</u> Students will identify and mark the elements of a simple Texas map.</p> <p><u>Connect:</u> “I noticed that there were some interesting symbols on the maps we were looking at the past couple days. <i>It made me think, why are map elements important? (essential question)</i>”</p> <p><u>Teach:</u> “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?”</p> <p>Teacher will present a Power point on parts of a map.</p> <p>Distribute a simple Texas map with all the elements to each student. Teacher will call out these directions:</p> <ul style="list-style-type: none"> • 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. 	<p>Texas map in which students have marked up elements called out by teacher</p>
A	<p>Day 4 <u>Objective:</u> Students will work in pairs to label places of importance on a digital map of the local community.</p> <p>Teacher will model how to get to Scribblemaps and how to use the app to label places of importance on a map.</p>	<p>Student-created digital map (scribblemaps)</p>

A,M	<p>Put students in pairs. Have them visit 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.</p> <p>Day 5 <u>Objective:</u> Students will participate in a whole-class discussion about physical and human characteristics.</p> <p>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: <i>What are ways that people modify their physical environments?</i></p>	
A,M	<p>Day 6 <u>Objective:</u> 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.</p> <p>Teacher will explain to the students that they will revisit scribblemaps.com map to identify human and physical characteristics of the local community and hold group discussion on observations.</p>	Student-created digital map (scribblemaps)
A	<p>Day 7 <i>(Modified lesson from Princeton ISD)</i> <u>Objective:</u> Students will sort pictures of physical and human characteristics using a t-chart.</p> <ol style="list-style-type: none"> 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 	Physical and human resources sort

A,M	<p>environment changed by humans).</p> <ol style="list-style-type: none"> 2. Give students a group of pictures to cut out of both Physical and Human Characteristics Sort for the T-chart. 3. After students cut out the pictures, they will decide if a picture is a physical or human characteristic, glue it on the correct side of the T-chart. 4. Have students check their work with a partner and make any necessary changes. 5. Post the anchor chart from the previous day and student share their thoughts as they compare their chart to the class chart. <p>Day 8 <i>(Modified lesson from Princeton ISD)</i> <u>Objective:</u> Students will participate in a surveying walk, gathering information about the physical and human characteristics in our local neighborhood.</p> <ol style="list-style-type: none"> 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. <p>Day 9 <i>con't from Day 8</i> <i>(Modified lesson from Princeton ISD)</i> <u>Objective:</u> Students will compare their observations with each other and create a map of the local neighborhood.</p>	
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A,M	<p>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.</p> <p>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</p> <p>Day 10 <u>Objective:</u> Students will participate in a whole-class discussion about how human beings have modified their environment over time.</p>	Student-created map of local neighborhood
A,M	<p>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.</p> <p>Day 11 Performance Task Day 1 <u>Objective:</u> Students will receive their performance task and begin designing their community and map.</p>	
T	<p>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.</p> <p>Give students a blank sheet of paper and a lined paper.</p>	
T	<p>Day 12 Performance Task possible Day 2 to complete the task.</p>	

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 Mizielska

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)

Find a route from Target to Brooks City Base Cinema.



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

Ending point address: 2623 SE Military Dr, San Antonio, TX 78223

Find a route from Salado Intermediate to Legacy Middle School.



Starting point address: 3602 S Ww White Rd, San Antonio, TX 78222

Ending point address: 5903 SE Loop 410, San Antonio, TX 78222

Find a route from Highland Forest to the Tower of the Americas.



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

Ending point address: Tower of the Americas, San Antonio, TX 78205

Find a route from your house to Highland Forest.



Starting point address: Your address

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

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)

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: _____

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?

☐

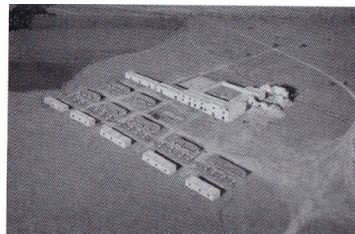
Is it neat and easy to read?

Then and Now

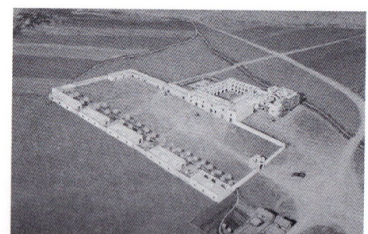




San Antonio Town, c. 1836



c. 1745



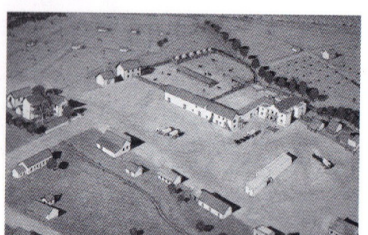
c. 1785



c. 1836



c. 1842



c. 1861



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

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