Geography

The World in Spatial Terms and Human Systems

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**Overview:**

The Grade Level Content Expectation under second grade Geography deals with the world in spatial terms and human systems. These sections really focus on working with constructing maps and how humans interact in the community. The first two GLCE’s really touch on maps. These teach how to construct maps and all the important parts that are included. The first GLCE touches on what is included in making a map. The second section touches using the maps in our community. The next section describes how human interaction can help shape the community. This section is about how the land is used in our community. The last section is about how people move around their local community.

**Rationale**

Learning about how to contrast maps and how humans use the land is our community is very important for second graders to learn. When they learn this information, it can help them in trying to communicate where something is, or how things get moved around the community. By teaching this information to the students, it helps them get a better understanding about their own community. Teaching students about their community, is a great building block before teaching them about the world around them.

**Introduction:**

This unit is designed to teach students about how maps are construct, what they include, and how humans use the land in their community to interact every day. Each of the sections teaches an important concept that will help the students navigate through their community or understand how things are moved throughout the community.

**Grade Level Content Expectations:**

* 2G.1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
* 2-G.1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
* 2-G.4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
* 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community

**5. *Sequence of Instruction (including Vocabulary)***: *What will you do? What will they do?*

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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan from A-Z)* | **Instructional strategies/Social constructs: How will they work?***(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?***(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| Using Marzano’s Six Steps for Effective Vocabulary Instruction:2-G4.0.1 Describe land use in the community (e.g. Where people live, where services are provided, where products are made) **Pre-test/Anticipatory set:** the hook – Introduce the students to the vocabulary by presenting them with pictures of the community (homes, apartments, police station, school, pizza store, car plant). Each vocabulary word will have five pictures that go with them. **Lessons:** How will you take them where they need to go?**Direct Instruction:**1. The teacher will begin the lessons by introducing the five vocabulary words according to the script and the pictures (attachments A &B), using Marzano’s Six Steps to Building Academic Vocabulary.
2. To set the tone for the lesson, the students had read many different books about their community, and services that are provided. The students will work in groups at their tables to work through the beginning of their vocabulary lesson.
 | **Instructional strategies/Social constructs**: How will they work?As students enter the classroom or lesson they will go to their assigned table group. At their table will be three pieces of construction paper and fifth-teen pictures. As a group they must work together to decide on three categories of the pictures, and the five pictures that go in each category. The students then need to glue the pictures onto the paper with the other pictures that belong in that group with a phrase or word at the top of the paper explaining what the similar characteristic is for that group.  | **Resources needed:** What materials and resources will they need?* Vocabulary Script (Attachment A)
* Sets of pictures
* Glue
* Construction paper
* Markers
* Scissors

Kalman, B. (2010). *Helpers in my community*. New York: Crabtree Pub. Company.Kalman, B. (2010). *Places in my community*. New York: Crabtree Pub. |
| Step 3 **Guided Practice:**1. Students will work with their table groups to complete this activity. There are three pieces of construction paper on the table and fifth-teen pictures. The students are to sort these pictures into three groups, find one word or phrase to categorize them, and then glue them down on the paper. Each group of students will present to the class their reasoning and picture placement. After all groups have gone, the teacher will reveal the vocabulary words and have the students now complete this lesson as a class on the board.
 | The students will work together to figure out the category and the groupings of pictures of the vocabulary words. The teacher then reveals the vocabulary words and has the entire class work together to solve the activity again in the correct categories. | * Paper
* Pictures
* Glue
* Construction Paper
* Markers
* Big Poster paper for the board
* White Board
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| Step 4**Independent Practice:**1. Students will create a three layer T-Chart that includes all of the vocabulary words in it. On the top of the t-chart would be the vocabulary word, and the definition. On the bottom part of the t-chart, there would be different pictures that help explain what the word means.
 | The students will create their own three layer T-Chart so they will remember the vocabulary words. They will discuss with their table friends about definitions based on the groupings of pictures, and definitions written.  | * Construction paper
* Glue
* Markers
 |
| Step 51. The teacher will make sure that all definitions, and pictures are correct. Then the students will pair up and talk about what they have for each word.
 | The students will revise their t-charts and share with a classmate.  | If many students have the wrong definition, the teacher may have to provide more information to the students so they have the correct idea and definition.  |

**Step 6**

**6. *Resource Attachments***

**A Script for Vocabulary Development**

Marzano’s Six-Step Process For Building Academic Vocabulary

Step 1: Description

**Where people live**

Teacher-talk (Step One): Have all pictures that will be used during the activity on the board when starting the lesson, and pull all of the pictures showing where someone can live to the center. Ask the students what the pictures are. (Since they just did the activity they will know how to answer this question.) Since they only covered what the picture was, ask the students to tell you everything that they know about these pictures, and where they can be found in the neighborhood.

**Step 2- Building Academic Vocabulary:** Write in your own words the meaning of “Where people live.”

Teacher-talk: Today we have talked about where people live in our community. Now, I want you to turn to your elbow partner and tell them something that you already knew about where people live in our community. Then I want you to tell your partner another fact that you learned about where people live in our community. Come back as a class and ask if anyone has anything that they would like to share about the vocabulary word of the day. (Ideas that the students provide should be listed on the board.)

**Step 3- Building Academic Vocabulary:** Draw a picture of something that shows the meaning of “Where people live.”

Students will be given paper and markers to draw something that shows they know the meaning of where people live. Pictures of just houses will be accepted but you should ask for other things or more detail. Another idea that could be done, have the students build of a neighbor of homes out of clay or other craft materials. This way they get to be creative in the 3D style.

**Step 4- Building Academic Vocabulary**: Have the students create a sketchnote of the vocabulary word Where people live. A sketchnote is kind of like a drawing, but it also has phrases and words and other pictures to describe one topic. It is a great way to have more than one picture and one definition on the same page.

**Services:**

Teacher-talk (Step One): Does anyone know what the word services means? Or does anyone know of another word that means the same thing as a service? (wait for answers) Well today we are going to read a book called A Day at the Police Station written by Richard Scarry . (Read the book aloud to the class and discuss what happened in the story.) Discuss with the class about how what the police are doing, and how they are providing a service to the community.

**Step 2- Building Academic Vocabulary:** Write in your own words the meaning of “Services.”

Teacher-talk: Have the students write on a slip of paper what they think the meaning of service is, and have it be their ticket to the next lesson. This exit slip will then provide you with the overall idea of how well the class is understanding the vocabulary lesson.

**Step 3- Building Academic Vocabulary:**

This should be a step that has something to do with drawing a picture about the vocabulary word so the students remember it, but I want to change things up and get the class moving. So have all the students out of their seats and move to an area where they have no one in their bubble. Next have the students physically act out what they think a service is. First they must do it by themselves so this would be a silent go, then the second time around have them do it with a partner. When that is over ask the students if there is anyone who would like to share.(Have the willing students share.) Then have the students go back to their desks and draw a quick picture about what the word merchant means to them.

**Step 4- Building Academic Vocabulary:** Have the students work in groups of three and come up with not common examples of people who provide services. Only give about twenty minutes for this activity so it will make students think on their feet of non-common examples. This really helps the students think outside the box of what services are besides police, schools, and firefighters.

**Products:**

Teacher-talk (Step One):

If I were to say the word car or food, what comes to mind? (Have the students answer and write some answers on the board.) If I were to say the word products, does that have any connection to the words car or food? (Wait again for students answers) Well these words are actually related. Both cars and food are products. They are both made and sold to the community. These are items that we use on a regular base. Most of these products come from services.

**Step 2- Building Academic Vocabulary:** Write the meaning of “Products”

Teacher-talk: We have discussed some things about products, but what is one way you can say it in your own words? (Have some of the answers written on the board.) Have the students make a circle web describing the word products and everything that comes to mind about that one word.

**Step 3- Building Academic Vocabulary:** Make something that reminds you of the word “Products.”

Students will be given materials to make a model of a products. This model does not have to be very big; it just has to be a representation of the word products so that the student can remember what it means. These models will then be placed around the classroom as display so we can show off the wonderful work of the students.

**Step 4- Building Academic Vocabulary:** Activity with vocab words.

Have this activity encompass all of the previous vocabulary so we can tie the unit vocabulary together. We are going to have a discussion about how products are made or provided from services, and how they can affect the community. Depending on where these products are made, can determine where someone may live in a community. How do you think they are all related? (Have the students work in groups and make a concept map of how these words are connected.)

***For all vocabulary words:***

**Step 5- Building Academic Vocabulary:**

Consistently have students talk to other students in the class to see what others have to say about the same word. Think-Pair-Shares are great for this and work well to get students to share their ideas. You could also use any form of an exit slip to have students write down interesting facts they found about the word, or other definitions that they came up with for that word.

**Step 6- Building Academic Vocabulary:**

Building vocabulary is best done through fun activities. So these fun activities could be making a game out of the words, playing scrabble but only with vocabulary, or the students could be required to make a model of the vocabulary word that they have been assigned. This model could be made out of anything. It could be play-doh, paper, card board boxes, basically anything. The only point is to get the students to think about what they could do to make their vocabulary word come to life. Word webs are also great for this purpose. But games are the best at building vocabulary. A guess who game is great for vocabulary. Each student gets a word that is stuck to their back. The student then has to ask questions to other students to figure out what the word on their back is. But the students can only ask yes or no questions, and the game is over when the last student figures out the word.

Resources

1. Pictures



  









1. Scarry, R. (2004). *A day at the police station*. New York: Golden Books.

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| **GLCE (coding and wording); Verb(s) underlined; type of learning: Knowledge, Skill, Reasoning, Product** | 2G.1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. Level of Thinking: Products  |
| **Knowledge (K)** | **Understand (U)** | **DO:****Demonstration of Learning (DOL)** | **Vocabulary**  |  **I Can** |
| Knowing how to read and construct a map of a local community. Being able to properly use symbols (a material object representing something), labels (Used to identify what something is) and legends (listing and explaining the symbols used ) which represent human characteristics (human made materials) and natural characteristics (natural made materials) of the place.  | The students will understand how to, creating a map which show human and natural characteristics.  | The students will make a map of their community, including all key parts of a map.  | Human Characteristics* Roads
* Houses
* Building
* Playgrounds
* Sidewalks
* Man Made Lakes
* Bridges
* Dams

Natural Characteristics * Rivers
* Lakes
* Oceans
* Mountains
* Hills
* Sand Dunes
* Trees

SymbolsLabels Legends | I can construct a map of my local community. This map will include; symbols, labels, and legends, showing human and natural characteristics of the community.  |

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| **GLCE (coding and wording) and Verb underlined** | 2-G.1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.Level of Thinking: Knowledge  |
| **Knowledge (K)** | **Understand (U)** | **DO:****Demonstration of Learning (DOL)** | **Vocabulary**  |  **I Can** |
| Know how to show and explain Spatial Organizations (Spatial organization is when information in a passage is organized in order of space or location. Example: If you were to describe the room in which you were sitting right now, you would be using spatial organization) on a map. They would need to show it by using distance ( the amount of space between two things), direction (showing North, South, East and West) and scale (a measure of size).  | The students will understand that, by using spatial organization on a map it can show different locations on a map.  | The students will read maps to help them describe the spatial organization of a local community by using, distance, direction, scale.  | Spatial Organization DistanceDirection Scale Location  | I can use spatial organization of the local community when describing where relative location is by using, distance, direction and scale.  |

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| **GLCE (coding and wording) and Verb underlined** | 2-G.4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).Level of Thinking: Knowledge |
| **Knowledge (K)** | **Understand (U)** | **DO:****Demonstration of Learning (DOL)** | **Vocabulary**  |  **I Can** |
| Describing where something is in the community can be difficult, but it is much easier when you can use different pieces of land around the community (a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.). Those pieces of land could be; where someone lives, where services (the providing or a provider of accommodation and activities required by the public, as maintenance, repair, etc.) are provided or where products (the totality of goods or services that a company makes available) are made.  | The students will understand that, using land around the community can help describe where a location is.  | The students will have to describe how to get to a location in the community by using the land around them to help them describe directions.  | Community * Neighborhood
* Town

ServicesProducts Landmarks  | I can describe how we use landmarks( stores, where people live, where services are provided and where products are made) in our community to help identify where a location is.  |

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| **GLCE (coding and wording) and Verb underlined** | 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.Level of Thinking: Knowledge |
| **Knowledge (K)** | **Understand (U)** | **DO:****Demonstration of Learning (DOL)** | **Vocabulary**  |  **I Can** |
| People have created ways for moving people, goods and ideas throughout the community. It is very important to have the moving of people, goods, and ideas. Without these constant moves, the it would be hard to keep a running community.  | The students will understand that there are many different ways of moving people, goods, and ideas within a location.  | The students will make a list of how people, goods, and ideas are moved throughout their community.  | People moversBuses TrainsCarsTrucksSemi-TrucksWord of mouth Goods | I can tell why people have created different systems of transportation and communication within my community.  |

Lesson One (1-2 days)

Standard 5 – 2G.1.0.1

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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan)* | **Instructional strategies/Social constructs: How will they work?***(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?***(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| **Pre-test/Anticipatory set:** Have maps sitting at each table group, and hanging around the classroom. **Lessons:** (Day One):As the teacher, I will model what a map of my own community looks like. (A different community than the students). I will point out all of the different symbols, labels, human and natural characteristics in my map. As a class, we will construct a map of our classroom. This map will be created on a large white paper, with the students helping make it. Students will construct 10x10 sized maps of their community. The students will also be allowed to use Google Maps to help them construct their maps. (Day Two): The students will watch a short YouTube video about the difference between natural and human characteristics. As a class, we will make a foldable. The students will be making a four-tab book foldable of the words; symbols, labels, human and natural characteristics. The students will fill in each tab by themselves. As the teacher, I will make sure that all answers are correct. The foldables will be scored by a rubric. | **Instructional strategies/Social constructs**: How will they work?* Cooperative activity
* Collaborative work
* Independent
* Technology
 | **Resources needed:** What materials and resources will they need ? (also included on Works Cited page)* Rubric for foldable. [*http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Y63A88&*](http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Y63A88&)
* *Discovery Education (2014). Understanding: Geography. Online. Retrieved October 4,2014. From* [*http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-geography.cfm*](http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-geography.cfm)
* *Jawjac782 (2013). Jake The Wallaby: Physical & Human Characteristics. YouTube. Online. October 4,2014. From* [*http://www.youtube.com/watch?v=gvMwybLr8Tk*](http://www.youtube.com/watch?v=gvMwybLr8Tk)
* *Google Earth (2014). Google Maps . Online. Retrieved November 28, 2014.* [*https://www.google.com/earth/*](https://www.google.com/earth/)
* Large white paper
* Paper
* Pictures
* Glue
* Construction Paper
* Markers
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Lesson Two (1 day)

Standards (2G.1.0.2)

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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan)* | **Instructional strategies/Social constructs: How will they work?***(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?***(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| **Pre-test/Anticipatory set:** The students will walk into the classroom where there will be a map of on each of the table groups. As the teacher, I will read the book There is a map on my Lap. This book will help introduce what a map is, and what maps contain.  **Lessons:** As the teacher, I will use the map that I created in the day before to explain this lesson. When looking at the map, I will point out areas that I know. From there, I will ask the students if they reconzie any of the buildings. With this lesson, the students will help explain where a location is located. The students will look at a map of their community. Have the students pick out areas that they know. Focus on the spatial organization of the maps. Work on applying concepts including relative location and using distance, direction, and scale. Discuss how teaching location is useful when explaining where something is on a map. Have the students work with their table group. Each student will pick a location on the map and need to explain where it is to the other table members.  | **Instructional strategies/Social constructs**: How will they work?* Cooperative activity
* Group Work
* Independently
* Cooperatively
 | **Resources needed:** What materials and resources will they need ? (also included on Works Cited page)* Rabe, Tish(2002).*There's a Map on My Lap!: All about Maps (Cat in the Hat's Learning Library Series).* Book*.* Retrieved October 4, 2014. From <http://www.barnesandnoble.com/w/theres-a-map-on-my-lap-tish-rabe/1112264317?ean=9780375810992>
* Paper
* Pictures
* Glue
* Construction Paper
* Markers
 |

Lesson Three(2-3 days)

Standard 2 – G4.0.1

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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan)* | **Instructional strategies/Social constructs: How will they work?***(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?***(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| **Pre-test/Anticipatory set:** Introduce the students to the vocabulary by presenting them with pictures of the community (homes, apartments, police station, school, pizza store, car plant). Each vocabulary word will have five pictures that go with them. **Lessons:** As the teacher, I will model this lesson by using natural and physical characteristics. I will start by creating the T-Chart and showing the students how it’s done. As they start to understand the concept behind the T-chart, I will have them start filling it in as a class. The students will be split into their table groups having about three to four people per group. There are three pieces of construction paper on the table and fifth-teen pictures. The students are to sort these pictures into three groups, find one word or phrase to categorize them, and then glue them down on the paper. On the top of the t-chart would be the vocabulary word, and the definition. On the bottom part of the t-chart, there would be different pictures that help explain what the word means. Each group of students will present to the class their reasoning and picture placement. .  | **Instructional strategies/Social constructs**: How will they work?* Technology
* Cooperative activity
* Group work
* Presentations
 | **Resources needed:** What materials and resources will they need ? (also included on Works Cited page)* Paper
* Pictures
* Glue
* Construction Paper
* Markers
* T-Chart (A)
 |

Lesson Four (1Day)

Standard 2 – G4.0.2

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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan)* | **Instructional strategies/Social constructs: How will they work?***(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?***(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| **Pre-test/Anticipatory set:** The teacher will brainstorm with the students about the question, “What means of transportation do we use in our community?” All of the brainstormed ideas will be written up on the white board. After brainstorming the students will watch the movie, *Transportation in and between Communities.* **Lessons:** The students will split into their table groups, and discuss the movie. The students will also do a “I use to think, now I think” after watching the movie. They will make their own list of transportation that they saw in the movie. From there, the students will compare what they have to what the class wrote before watching the movie. The students will write a final list of all the different ways of transportation. After each group has their list, as a class we will make corrections, additions or deletions to the original list made.  | **Instructional strategies/Social constructs**: How will they work?* Cooperative activity
* Collaborative work
* Group work
 | **Resources needed:** What materials and resources will they need ? (also included on Works Cited page)* Movie *Transportation in and between Communities*
* White board
* Large white paper
 |

Resources

1. T-Chart



1. *Transportation in and between communities* [Motion picture]. (2004). SchoolMedia, Inc. :. <http://schoolmediainteractive.com/view/object/quiz/3E27540B7E645E15EEABCE6FE1AFD1CF>

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*Transportation in and between communities* [Motion picture]. (2004). SchoolMedia, Inc. :.