

Unit 1: Our Community

Date:

Focus/Questions:

What is a map?

How do maps help us?

Key Social Studies/Geography Concepts:

- Geography is natural resources, shapes where and how cities, suburbs, and rural communities develop & function/operate.
- Maps & globes have spatial features (symbols, map legends).
- Maps provide information & have specific purposes.

Lesson Outcomes/Learning Objectives:

Use the map key and symbols and explore how maps help us by analyzing different types of maps.

Common Core ELA:

- **W.2.1:** Write opinion pieces in which they state the topic or issue they are writing about, state an opinion, supply reasons that support that opinion, use linking words to connect opinions and reasons, and provide a concluding statement.
- **W.2.2:** Participate in shared research and writing projects.
- **W.2.3:** Participate in collaborative conversations with diverse partners and Grade 2 topics & texts with peers & adults in small and larger groups.

LA Position & Historical Thinking Skills: Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and globes. Describe where places are in relation to one another & describe connections among places.

Resources/Materials:

- Create chart about maps
- Reading Maps
- Community Map
- Be a map expert!
 1. Park Map
 2. Neighborhood Map
 3. Transportation/Route in City Map

Vocabulary:

- Map
- Globe
- Map Key (Legend)
- Symbol
- Mapmaker

Model/Conversations/Script:

- Review previous learning by asking, "Has anyone ever used a map before?" What is a map? How do you think maps can help us? Student's pair-share with partner or team and then respond by sharing their knowledge & experiences with maps. Teacher shares student responses (this lesson opening can also serve as an informal assessment).
- Based on their knowledge of maps, read aloud *Reading Maps by David Hey*. During the read-aloud, pause to discuss the following pages:
 1. Call attention to pages 4 & 5 and say, "Look at the park map & the photo of the park. How are they the same and how are they different? How can this map help us?"
 2. On page 7, discuss the term bird's eye view. If the students need an explanation, explain that a bird's eye view is another term for a high place that allows a person to see a large area and the shape of things from above by looking down. Since birds fly high above the ground, this is called a bird's eye view.
 3. After page 7, ask, "What do you know about maps now?"
 4. After page 15, ask, "How can this map help us?"
 5. At the end, ask students, "What do you know about maps now?" Add new knowledge to chart.
- Introduce important vocabulary words and definitions for the lesson.
- Introduce the lesson focus by saying, "Today we are going to explore how different maps that can help us." Display the Community Map and say, "Maps have special parts that help us read and understand them." Show students the map key or legend on the map. Through discussion, guide students to understand that a map key is used to help read the map and the symbols show what things/places are found on the map.
- Lead inquiry by saying, "Imagine a new student is coming to the neighborhood. How can this community map help the new student?" Model think aloud as you look over the map. "I think that the community map would be helpful because she can first where the school is (point to the map key symbol and the school on the map), and she can find the place if she

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