

Unit Title: Me on the Map!

Grade Level: 2nd

Subject Area: Social Studies

Duration/Length/Number of class periods: 1 school week, 5 days (penpals continued ideally all year)

Description:

Scholars will be able to locate, identify, and describe where they are on a map. They will be able to drill down from planet, continent, country, state, city, street. Scholars will then use that to compare and contrast their location to their Pen-Pals and notice specifically how their geography influences needs, culture, opportunities, choices, interests, and skills.

Established Goals (National, State, Local):

Minnesota State Standards - social studies:

1. Geospatial Skills—The World in Spatial Terms

1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

2.3.1.1.2

Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

For example: Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.

3. Geography

1. Geospatial Skills— The World in Spatial Terms

1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

2.3.1.1.4

Use maps, photos, or other geographic tools to answer basic questions about where people are located.

For example: Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions?

What [Enduring Understandings](#) are desired?

Geography influences needs, culture, opportunities, choices, interests, and skills.

What [Essential Questions](#) will be considered?

How does geography influence lifestyle and point of view?

How do geography, climate, and natural resources affect the way people live and work?

What story do maps and globes tell?

What makes places unique and different?

How do maps and globes reflect history, politics, and economics?

Students will know / be able to:

-Locate themselves on the map drilling down from planet, continent, country, state, city, street

-Locate their Penpal on the map drilling down from planet, continent, country, state, city, street

- Compare/contrast using Venn Diagram to notice similarities/ differences in; culture, opportunities, choices, interests, and skills based on geographical location.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Intro: Mystery skype with another classroom to see and learn about another schools location, start brainstorming penpal questions to learn about other locations.			X				Global collaborator
Interdisciplinary (social studies and writing): Students correspond with penpal (letter writing) pulling from learnings from previous friendly letter unit. Students will both write letters and email to correspond with penpal.					X		Creative communicator
<p>I do: teacher teaches parts of the map (globe, map, continents, countries, states, cities, streets.) Using multiple modalities (books, videos, self exploration on internet resources, atlases, google maps)</p> <p>*Teacher models and shows examples of unit materials (Ideally exemplar student examples from previous years) in order to scaffold and give students ideas of the options they have to show their learning (students will have voice and choice to show their learning on summative assessment (paper project, presentation; flipgrid,</p>						X	Empowered Learner

keynote, book creator)). This time can be used to teach the technology the scholars may not know how to use yet. Scaffold with games, morning meeting shares, etc. to be fluent enough to complete on their own.							
You do (summative assessment, and take away) : Students identify Me on the map (with method of their choice, paper maps, presentation such as flipgrid, Google maps, etc.)		x			x		Empowered Learner
We do (group practice, and time to help each other): Students identify Penpal on the map (with method of their choice, paper, presentation, Google maps, etc.)	x						empowered learner
Extension, interdisciplinary (reading, writing, social): Students compare and contrast their culture, interests, skills based on geographical location with their penpal. Students may additionally decide to share similarities and differences on geographic differences (landforms, weather, big city/rural town, etc.)	x						global collaborator

<p>Materials, tools and resources:</p> <ul style="list-style-type: none"> - 1 to 1 iPad - Penpal ideally paper letters, but open to email penpals - maps both virtual (Google) and printed on paper - templates for letter writing scaffolding (pre-taught) - anchor charts (class created) for question to ask your penpal to compare and contrast culture, opportunities, choices, interests, and skills, based on geographical location. - Graphic organizers: Venn Diagrams, anchor T charts
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<p>Additional credit given to:</p>