

Grade 2 Global Geography: Places and Peoples, Cultures and Resources		Topic 1 - Reading and making maps Topic 2-Geography and its effects on people		Time Frame: September 16-October 30
<p>Big Idea(s): <i>What can people and cultures of other parts of the world teach us?"</i></p> <p>Essential Question(s): <i>What do maps show? How do people adapt to or change their environment?</i></p>				
Massachusetts Learning Standards	Massachusetts Practice Standards	Timeline	Key Ideas and Concepts	Resources
<p>Topic 1</p> <p>1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).</p> <p>2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.</p> <p>3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park).</p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as</p>	<p>Pearson Connexus: Course 2A Unit 3: Finding Places</p> <p>Lesson 1: Finding Places Unit Introduction</p> <p>Objectives: Identify tools people use to find places</p> <p>Lesson 2: Talking About Location Day 1</p> <p>Objectives: Identify and describe relative and absolute locations</p> <p>Lesson 3: Talking About Location Day 2</p> <p>Objectives: Identify a location using a grid map</p> <p>Lesson 4: All About Maps Day 1</p>	<p>Compass rose</p> <p>Key/Legend</p> <p>Cardinal directions</p> <p>Scale</p> <p>Title</p> <p>Different types of maps</p>	<p>Pearson Connexus: Social Studies 2 A (CL), 5.18, P</p> <p>Flipbook: My World Social Studies: We Do Our Part, pp.82-115</p> <p>Map Skills:</p> <p>https://www.nationalgeographic.org/education/map-skills-elementary-students/</p> <p>Note: There are a lot of free map resources on line.</p> <p>https://www.education.com/worksheets/second-grade/geography/</p>

<p>Topic 2</p> <p>1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.</p> <p>3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.</p> <p>4. Explain and describe human interaction with the physical world (the environment).</p> <p>Clarification statement: <i>Students should learn how humans either adapt to or change the environment to meet their needs for survival</i></p>	<p>appropriate</p>	<p>Objectives: Identify the purpose of a map Identify and use parts of a map to locate specific places Lesson 5: All About Maps Day 2</p> <p>Objectives: Identify places on a map using direction words Lesson 6: 21st Century Skills: Using a Map Scale</p> <p>Objectives: Identify the purpose of a map scale Identify distances between locations using a map scale Lesson 7: Our Earth Day 1</p> <p>Objectives: Identify continents and oceans on a map Identify and describe how a globe models Earth Define and identify the equator Lesson 8: Our Earth Day 2</p> <p>Objectives: Define and identify the prime meridian Identify the purpose of latitude and longitude lines Lesson 9: Landforms and</p>	<p>Seven continents</p> <p>Four oceans</p> <p>Peninsula</p> <p>Island</p> <p>Bay</p> <p>Lake</p> <p>Sea</p> <p>desert</p> <p>difference between climate and weather</p> <p>adapt</p> <p>environment</p>	<p>How Do We Shape Our Environment?</p> <p>http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_2_Geography_Humans_and_Environment.pdf</p> <p>(great photographs)</p>
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<p><i>and living (e.g., by finding or raising plants and animals for food, clothing, and shelter) and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.</i></p> <p><i>☒ Note that grade 2 standards in the Massachusetts Science and Technology/Engineering Framework also address types of landforms, and bodies of water.</i></p>		<p>Bodies of Water Day 1</p> <p>Objectives: Identify and describe different types of landforms and bodies of water</p> <p>Lesson 10: Landforms and Bodies of Water Day 2</p> <p>Objectives: Identify landforms and bodies of water on physical maps Identify how political maps show boundaries to separate cities, states, and countries</p> <p>Lesson 11: Finding Places Portfolio (two-day lesson)</p> <p>Objectives: Apply map skills to create a neighborhood map</p>		
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Grade 2 Global Geography: Places and Peoples, Cultures and Resources		Topic 3. History: migrations and cultures		Time Frame: November 1-January 15
Big Idea(s): <i>What are the different reasons choose to settle in a community?</i>				
Massachusetts Learning Standards	Massachusetts Practice Standards	Timeline	Key Ideas and Concepts	Resources
<p>Topic 3</p> <p>1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people). Clarification statement: <i>Students might explore newspaper articles, stories, or informational texts in which people migrate or move in order to solve a problem, such as moving to be closer to relatives and friends, to be safe, to find a less expensive, healthier, or better place to live, to find work or education, to be free to practice a religion. Identifying the types of problems people</i></p>	<ol style="list-style-type: none"> 1. Demonstrate civic knowledge, skills, dispositions 2. Develop focused questions or problem statements and conduct inquiries 3. Organize information and data from multiple primary and secondary sources 4. Analyze the purpose and point of view of each source 5. Evaluate the credibility, accuracy, and relevance of each source 6. Argue or explain conclusions, using valid reasoning and evidence 7. Determine next steps and take informed action, as appropriate 	<p><u>Week 1</u></p> <p>History Mystery 1: Why do animals and people move to new homes?</p> <p><u>Week 2</u></p> <p>History Mystery 2: Why do people move to new homes?</p> <p><u>Week 3</u></p> <p>History Mystery 3: Who is a refugee?</p> <p><u>Week 4</u></p> <p>History Mystery 4: What was the Great Migration?</p>	<p>Migration</p> <p>Refugee</p> <p>Enslaved people</p> <p>Immigrant</p> <p>Diversity</p> <p>Push and pull factors</p> <p>Customs traditions</p> <p>culture</p>	<p>History's Mysteries https://sites.google.com/view/historys-mysteries/2nd-grade</p>

<p><i>face that might be addressed by migration supports the understanding of problem-solving skills. As they study history in the later elementary grades, students will learn about many instances of voluntary and forced migrations.</i></p> <p>2. Give examples of why the United States is called “a nation of immigrants”.</p> <p>Clarification Statement: <i>This topic continues the theme of diversity from grade 1. It lends itself to many connections with language arts and an exploration of books about diversity and immigration. Students will learn more about the diversity of the United States in grades 3 through 5, 8, and high school.</i></p> <p>3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to</p>		<p><u>Weeks 5-6</u></p> <p>Students will conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.</p> <p>Students will present their findings to the class.</p>		
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<p>Massachusetts.</p> <p>Clarification Statement: <i>Students should be able to explain why people move to a new location or stay in a particular location. They learn about what, in some cases, attracts people to a certain location (i.e., “pull factors”) and what, in other cases, forces people to move to a new location (i.e., “push factors”).</i></p> <p>4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.</p> <p>Clarification Statement: <i>Students should be able to</i></p>				
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give examples of traditions or customs from other countries practiced in the United States today, with a focus on the cultures represented in the class and what those cultures have contributed to U.S. society; describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came.

Grade 2 Global Geography: Places and Peoples, Cultures and Resources		Topic 4. Civics in the context of geography: countries and governments [2.T4]		Time Frame: January 19-March 19
Big Idea(s): Why are continents divided into countries? Why do countries have distinct cultures?				
Massachusetts Learning Standards	Massachusetts Practice Standards	Timeline	Key Ideas and Concepts	Resources
<p>1. Recognize the difference between physical geography and political geography. <i>For example, students learn that Africa is a continent (physical geography) that includes a number of independent countries (e.g., Egypt, Somalia, Nigeria).</i></p> <p>2. Explain the characteristics of a country.</p> <p>Clarification Statement: <i>Students should identify characteristics that make up a country (e.g., government, leaders, citizens), some purposes of government (e.g., to provide security and education) and how one country distinguishes itself from others (e.g., by its history, culture, language,</i></p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>Week 1</p> <p>Label a physical map of the world: 7 continents, 5 oceans</p> <p>Week 2</p> <p>Label a political map of North America</p> <p>Week 3</p> <p>Characteristics of a country</p> <p>Week 4</p> <p>What do countries have governments?</p> <p>Week 5</p> <p>Different cultures-choose a few different countries to</p>	<p>Physical map</p> <p>Political map</p> <p>Continent</p> <p>Country state</p> <p>What are the characteristics of a country?</p> <p>Why do countries have governments?</p> <p>What is culture?</p> <p>Why do countries have different:</p> <ul style="list-style-type: none"> • Types of food • Different flags • Different customs • Different styles of 	<p>https://www.freeworldmaps.net/world/worldmap-physical-hd.jpg</p> <p>https://www.freeusandworldmaps.com/html/World_Projections/WorldPrint.html</p> <p>https://cfsd.chipfalls.k12.wi.us/faculty/pomiette/American_Government/Notes/Chapter_One/Notes_1_2.pdf</p>

<p><i>type of government</i>).</p> <p>3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.</p> <p>Clarification Statement: <i>Students should choose a country of interest, for example,</i></p> <ul style="list-style-type: none"> ☐ <i>a country where they, their families, or their ancestors lived,</i> ☐ <i>a country where they have friends or relatives,</i> ☐ <i>a country that they have visited or would like to visit,</i> ☐ <i>a country that is the setting for one of their favorite stories, or</i> ☐ <i>a country that has an interesting animal population, environment, or terrain.</i> 		<p>compare. Let students choose.</p> <p>Week 6</p> <p>Continue to examine different cultures-flags, food, customs, etc.</p> <p>Week 7</p> <p>Have students research a country of their choice, outside of the United States. Include physical features, resources, why they chose this country, culture of the country.</p> <p>Week 8</p> <p>Present their research to the class.</p>	<p>clothing</p> <ul style="list-style-type: none"> • Different languages 	<p>Cultures of the World: A fun overview of the world's cultures for kids</p> <p>https://www.youtube.com/watch?v=RwSYrsjTiW4</p>
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