

Part IV: Overview of Lessons and Assessments

“I can learn about the geography and history of my community in order to become a more informed and knowledgeable citizen.”

| Day 1 | Day 2 | Day 3 | Day 4 |
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| <p>• GLCEs: 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p>• Objectives: a. SWBAT describe the purposes of maps and their features. b. SWBAT find specific places on a map based on a legend/key.</p> <p>• Lesson Format: -Ask students what city they live in and what they already know about their city. -Ask students about places they frequently visit in Hazel Park. -Talk briefly about what our unit will be about and explain that we are going to explore Hazel Park over the next two weeks. -Read some interesting facts about H.P. and its history. -Ask students what people use maps for and what are some different kinds of maps. -Review parts of a map (legend, compass) orally, while looking at a map of Hazel Park; students should have been introduced to this in 1st grade. -Ask students if they can name some of the important places and roads in their community, and list them as students say them; draw some examples on the overhead map of H.P. of places we want to put on the map. -Tell students that tomorrow they will get their own map of Hazel Park and fill in some important places on it. In order to do this, they need to make sure they know their home address, and ask their parents if they don't. -Conclusion: Briefly review what we learned so far: ask a student to tell me one interesting thing they learned about H.P. today; ask what the purpose of maps are; name each component of a map; name the two main roads that go through H.P.</p> | <p>• GLCE: 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>• Objective: a. SWBAT construct a map that is complete with the necessary components (their house, a friend's house, Webster, one other place of interest).</p> <p>• Lesson Format: -Show students how to begin their map by drawing a compass together and making a box for the legend. Tell students that once they draw their places, they must use the same symbols in their legend; show an example. -Students fill in their places and legends as I circulate and assist. -If students finish early, they should add more than the requirements to their maps, or if they choose, help another student who may be struggling. - Conclusion: Students share their maps with a partner. -Collect students' maps and tell them that tomorrow they will be learning about a different community and comparing it to Hazel Park.</p> | <p>• GLCE: 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>• Objective: a. SWBAT recognize the similarities and differences between their community and another.</p> <p>• Lesson Format: - Ask students if they think all communities are the same. -Introduce the book <i>Desert</i> and ask what they think some similarities and differences are between H.P. and a desert community. Discuss predictions. -Read <i>Living in a Desert (Welcome Books: Communities)</i> by Jan Kottke -Ask students if any of their predictions were correct. What surprised them? -Come up with similarities and differences between a desert town and H.P. together to put in the Venn diagram (on overhead and students' papers). -Conclusion: -Have students add any more similarities and/or differences they can think of on their own and share with a partner. -Collect Venn diagrams and tell students that tomorrow we will be learning about transportation in our community.</p> | <p>• GLCE: 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>• Objective: a. SWBAT identify means of transportation used to move people, and goods within their community and compare that with a desert community.</p> <p>• Lesson Format: -Ask, “How do you get to school? How do your parents get to work? To different cities, states, or countries? What about across water?” -Point out major roads in H.P. and how they extend to other cities. -Mention Metro Airport in Detroit area (as part of larger community). -Discuss Great Lakes and Detroit River (as part of larger community). -Fill in the Land, Air, Water chart together, using ideas from above. -Students add any more ideas they have to their charts and compare with a partner. -Conclusion: -Ask students to think about our kinds of transportation and how it is the same and different from transportation in the desert; have a short whole-class discussion. -Collect students' charts and tell them that our next lesson will be about what happens when people make changes in their community.</p> |

| Day 5 | Days 6-11 | Day 12 |
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| <p>• GLCEs: 2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community. 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p> <p>• Objectives: a. SWBAT discuss the effects of humans changing the physical environment in a community. b. SWBAT create, as a class, a list of positive and negative consequences of humans changing the environment and how they can be responsible about their environment.</p> <p>• Lesson Format: - Review the terms “physical environment” and “human environment.” -Ask, “What do you think happens when people are not responsible about their community environment? Do you think good things can happen when people <i>are</i> responsible about their environment?” -Read <i>My Town</i> by Usborne Books. -Brainstorm a list of +/- consequences on the physical environment that we learned from the book. -Come up with ideas specific to H.P; write these all on white board. -Students discuss with a partner what they would do in a specific situation (which I will give them) that deals with their community environment. -Conclusion: Students will have time to share their ideas. -Tell students that all of these activities we have been doing about our community are going to help us come up with ideas for a really fun activity that we will start tomorrow.</p> | <p>Social Studies:</p> <p>• GLCEs: 2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made). 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.</p> <p>• Objectives: a. SWBAT synthesize their new and prior knowledge of their community to come up with ideas for an ABC book about Hazel Park and some of its history. b. SWBAT use the knowledge they have gained about adding details to their writing to help them describe and illustrate their page in the book.</p> <p>• Lesson Format: - Begin with a discussion/review of what students remember learning about Hazel Park before the holiday break; ask questions about important places, roads, transportation, consequences of changes in the community, and comparisons to another community. -Ask students what they remember about some of the interesting facts about H.P.’s history. (We will incorporate some history and geography facts about H.P. into the book.) -Tell students that we will now read about another community and some things in it. -Read <i>A is for Alma</i>; introduce it as written by first graders. -Ask students if they think since first-graders wrote a book about their community, do they think we can write one about our community? Explain that students will get to draw and write about something in Hazel Park that goes along w/ ABCs. -Help students come up with ideas, as a group, for each letter of the alphabet that tells us something about Hazel Park; write these on the board. -Draw name sticks to assign students a letter; write their name by it, leaving it up on the board for the duration of the unit so that students will remember which letter they have and so they will know how to spell their topic. -Assist in brainstorming ideas with each student once they have their “letter.” -Students begin drawing their pictures and writing their sentences as I continue to monitor and help brainstorm. -Students will make their illustrations publication- worthy by adding a lot of color and outlining their drawings with a black marker or crayon. -Students will make their writing publication-worthy by conferencing with me and adding additional detail if necessary. (They will turn in their writing to be typed.) -Students will later get to see a final copy of the book and each get to take one home. -Conclusion: We will share our book with the first grade classes, and students will get to read their page to them. -If time allows, we will have a community celebration for parents to come listen to their children read the book.</p> <p>Literacy:</p> | <p>• GLCE: 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p>• Objective: a. SWBAT expand their knowledge and understanding of their community as part of a larger one through technology.</p> <p>• Lesson Format: - Give students behavior expectations for the lesson. -Ask students if they know what country and state we live in (should all know). -Ask if they know what county we live in and what major city we live near. -Introduce them to Google Earth. -Ask students if I want to eventually get to H.P., what country do I have to zoom into first? [USA] What state? [MI] What county? [Oakland] And, finally, what city? [Hazel Park] -Show students major roads, important places, Webster, some of their homes. -We will zoom into Hazel Park by starting with the world, continent, country, state, county, and city. Then we will zoom into different places within the city. We will draw names to get to come up and help zoom in and find places. -We will give students opportunities to ask questions and request to find particular places. -Conclusion: -Thank students for being good listeners and participants; separate classes.</p> |

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| | <ul style="list-style-type: none"> • Objective: <ul style="list-style-type: none"> - SWBAT use the knowledge they have gained about adding details to their writing to help them describe and illustrate their page in the book. • Lesson Format: <ul style="list-style-type: none"> -<i>Day 6:</i> Revisit the concept of adding detail to writing taught in Writer's Workshop. -Briefly discuss what adding detail, or "telling more" means; ask for some examples (such as color of something, size, how it sounds, smells, tastes, feels, etc.) and write these on the board. -Practice this by doing a writing sample together. -<i>Day 7:</i> Review our class sample. -Students write their own short piece, adding detail to their writing. -Share with a partner' partners give suggestions for telling more. -Students add more, based on their partner's suggestions. -<i>Day 8:</i> Students repeat Day 7, but now write a different piece and conference with a different partner. -Students will apply what they have done during these lessons to their H.P. writing. | |
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Assessments:

- Map (formal)
 - SWBAT construct a map that is complete with some of the important places in Hazel Park and their home.
 - SWBAT locate specific places on a map based on a legend/key.
- Kid watching during lessons (informal)
 - SWBAT compare and contrast their community with another.
 - SWBAT identify means of transportation used to move people, and goods within their community.
 - SWBAT create, as a class, a list of positive and negative consequences of humans changing the environment and how they can be responsible about their environment.
 - SWBAT expand their knowledge and understanding of their community as part of a larger one through technology.
- Review and synthesis of information (informal)
 - SWBAT synthesize their new and prior knowledge of their community to come up with ideas for an ABC book about Hazel Park and some of its history.
- Descriptive writing and detailed pictures (formal)
 - SWBAT use the knowledge they have gained about adding details to their writing to help them describe and illustrate their page in the book.
- Unit test (formal)
 - SWBAT combine their knowledge during a final assessment that includes recalling information, decision making, and demonstrating good citizenship.

Name _____ Date _____

Let's see how much you remember about Hazel Park!

1. Name the two main roads that run through the middle of Hazel Park.

_____ and _____

Name two important places that we can find right around this area.

_____ and _____

2. How did Hazel Park get its name? _____

3. If someone told you that all of the trees in one of the nearby parks were going to be cut down to build a new store, would you think that was a good idea or a bad idea? Why do you think that?

4. A new kid just moved to Hazel Park and doesn't know much about the city. You want to help him feel welcome in his new city. Name 3 fun places that we talked about in Hazel Park that he could go to and why you picked those places.

Part V: Individual Lesson Plans**Locating Specific Places on a Map***Date:* 12/9/08

GLCE: 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

Objectives for today's lesson:

- a. SWBAT describe the purposes of maps and their features.
- b. SWBAT find specific places on a map based on a legend/key.

Materials & supplies needed:

Transparency map of Hazel Park, overhead and markers

Procedures and approximate time allocated for each event

- **Introduction to the lesson**

- “Who knows what city they live in?” [answer H.P.] “Well, I want you to pretend that this is my first day in Hazel Park at Webster, and that I don’t know anything about this city. What can you tell about your wonderful city?”
- Remind students now and throughout lesson that I will call on students who are ROAR-ing in the classroom. [Students share ideas about H.P.] “What are some good places to visit? Where do you like to go?” [share again]
- “Now that you have shared all of that great information with me, we are going to spend the next few weeks learning even more about Hazel Park, maybe even some things your parents don’t know.”
- “We talked about what kinds of things make up a community earlier in the year, now we are going to find out about those things that are in Hazel Park. First of all, what are some things you remember about communities?” [students answer] (8 minutes)

- **OUTLINE of key events during the lesson**

- Read some interesting facts aloud about H.P. and its history.
- Show a map of H.P. on overhead. “I bet you can all guess what this is a map of?” [students say H.P.] “What do we use maps for?” [To help us know where we are or know where we’re going.]
- Review parts of a map (legend, key, compass) orally while pointing to them on map (students should have been introduced to this in 1st grade). Emphasize that all maps need these.
- “Now that we know the different parts of a map, lets see if we can add some of the places you like to go to and some of the other important places and the important roads to our map. Can you name and find the two main roads in the city?” [John R. and Nine Mile]
- After I label the roads, students will offer suggestions of places to add to the map; I will guide them if they cannot think of some of the important community buildings.
- I draw in symbols for the places (including Webster) and include those symbols in the key. (20 minutes)

- **Closing summary for the lesson**

- Once I have finished filling in the map based on students’ suggestions, say, “Tomorrow you will get your own map of Hazel Park and fill in

Academic, Social and Linguistic Support during each event

Above grade level student:

-I would gear tougher questions or tasks toward her and other higher students. I would have her come up to the overhead and ask her to find the two main roads that run through H.P. based on what she sees on the map (the map is black and white, and the main roads are hard to differentiate from the rest). I would look for her ability to reason that the main roads would run through the middle of the city.

At grade level student:

-My middle student’s excellent listening skills show that she is an oral/aural learner. Oral reinforcement of the visual components and pictures on the map will help her.

Lower student:

-My low student also shows symptoms of ADHD. He can pass out and collect papers. I will also make sure that he is one of the students I choose to come up to the overhead to add something to the map.

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| <p>some important places on it. In order to do this, you need to make sure you know your address. If you do not know your address, ask your parents tonight and write it down.”</p> <p>-“Let’s review what we learned today. Someone tell me one interesting thing you learned about Hazel Park today. [students answer]. Someone tell me what the purpose of a map is. [To help us find where we are or where we’re going.] Someone tell me the three things all maps must have. [compass, legend, key] Someone tell me the two main roads that go through Hazel Park. [John R. and Nine Mile] (7 minutes)</p> <p>• Transition to next learning activity</p> <p>-“Excellent job today, boys and girls. Don’t forget to find out your address. Please get out your math journals and line up for specials.”</p> | |
| <p>Assessment</p> <p>-During the introduction I will look for students’ prior knowledge about communities and their own community of H.P.</p> <p>-During the map activity I will see if students can come up with places to add to the map in order to gauge whether or not they will be able to fill in some of the places on their own when they do their own maps. This will indicate how much help I will need to give students for the next lesson.</p> | <p>Academic, Social, and Linguistic Support during assessment</p> <p>Above grade level student:</p> <p>-I would expect her answers about places to add to the map to be more elaborate than other students’ answers. For example, instead of just saying, “We should add Green Acres Park because it’s fun,” she might say, hypothetically, “I like to go to Green Acres Park to play on the playground, play basketball, and play soccer, which is my favorite sport, so we should add it.”</p> <p>Lower student:</p> <p>-I would expect him to be able to answer at least one question from the lesson’s review at the end. If he can at least get the information correct, I do not expect an elaborate answer from him.</p> |
| <p>Reflection</p> <p>What students learned:</p> <p>-Most of my students were able to grasp the basic idea of the purpose of maps and the necessary components of a map. They also became familiar with the general layout of Hazel Park and the main roads that go through it.</p> <p>What I learned about teaching social studies:</p> <p>-I learned that when teaching this topic, students are more interested if you make it about <i>their</i> community. Just as with teaching any lesson, relating the topic to students allows for more engaging and meaningful learning.</p> <p>What went well?</p> <p>-Students were engaged in this lesson and paid very good attention.</p> <p>What I would do differently:</p> <p>-The only thing I might do differently, to make students even more engaged, would be to pick sticks so that students could come up and draw some of the components on the map (with my guidance).</p> | <p>Which students struggled with the material? How will I re-teach these students?</p> <p>The only students that struggled a little during this lesson were the ADD/ADHD students. It was too long of a time for them to sit and listen. Next time, I would have students come up to the overhead, including these students, to add things to the map.</p> |

Comparing Communities

Date: 12/11/08

GLCE: 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

Objectives for today's lesson:

SWBAT recognize the similarities and differences between their community and another.

Materials & supplies needed:

- Teacher: book *Living in a Desert (Welcome Books: Communities)* by Jan Kottke
Venn diagram transparency with Hazel Park Community and Desert Community labeled
- Students: Venn diagram paper with Hazel Park Community and Desert Community labeled, pencil

Procedures and approximate time allocated for each event

• **Introduction to the lesson**

- “Yesterday, boys and girls, we talked about some of the places in our community of Hazel Park and what it’s like to live here. Now that we’ve talked about our community, do you think all communities are the same?” [students answer no] “Even if they’re different, do you think some things are the same?” [students answer yes]
- Introduce the book *Desert* and say, “What do you think some of the similarities between H.P. and a desert community are? Some of the differences?” [discuss predictions] (7 minutes)

• **OUTLINE of key events during the lesson**

- Read *Living in a Desert (Welcome Books: Communities)* by Jan Kottke
- “Were any of your predictions correct?” [students answer] “What surprised you?” [students answer]
- “Let’s put some of the similarities and differences into our Venn diagram.” [Pick two students’ sticks to help pass out diagrams while I set up overhead.]
- “What are some things that we can say are true for the community of H.P.? What kinds of things do we have here that desert communities don’t have?” [students answer things like lots of trees, paved roads, cars, squirrels, deer, other animals, etc.]
- “Good thinking. What about the people of Hazel Park? How are they different from people in the desert?” [different clothes, like pants, shirts, sweaters; speak English; etc.]
- “Great answers! Now, what kinds of things are in a desert community that are not here in Hazel Park?” [students answer things like sand, camels, some palm trees, etc.]
- “What about the people in a desert community?” [different clothes, like long robes and other clothes to keep them cool; speak other languages, maybe Arabic; etc.]
- “Now that we have a lot of differences for each, let’s fill in the middle...let’s write down some similarities between H.P. and a desert community.” [students answer things like, there are schools; families; people need food, water, shelter, clothing to survive] (20-25 minutes)

Academic, Social and Linguistic Support during each event

Above grade level student:
-Ask a “bonus” question toward the end of the lesson that challenges students’ thinking, and that I would expect my higher students to be able to answer. For example, “Can you think of another kind of community, besides a desert, that we could compare to H.P.? What are some of the similarities and differences?”

At grade level student:
-Reading the book aloud and orally discussing it afterward will help her absorb the information. Also, giving students an opportunity to converse with a neighbor about their own ideas for the diagram towards the end of the lesson may help her take in even more information.

Lower student:
-For ADHD part—he can pass out and collect papers.
-Allowing him to talk to a neighbor (a stronger student), when it is time to come up with their own ideas, may help him get some of his own ideas for the diagram; the one-on-one interaction may also help him focus more.

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| <p>• <i>Closing summary for the lesson</i></p> <p>-“Very nice answers. I would now like you to come up with at least one more difference for each community and one more similarity you can put in the middle.” [Give students a few minutes to write down their ideas.] “Now share your ideas with the person sitting next to you.”</p> <p>-As I collect the diagrams, say, “Remember these similarities and differences for our lesson tomorrow. Here’s the question for you to think about: How is transportation, or how we get from one place to another, similar and different in H.P. and a desert community?”</p> <p style="text-align: right;">(8 minutes)</p> <p>• <i>Transition to next learning activity</i></p> <p>-“Please get out your math journals and line up for specials.”</p> | |
| <p><i>Assessment</i></p> <p>-Today’s assessment is informal; basically I am watching to see who is paying attention and will be able to answer the closing question tomorrow when we continue with the unit.</p> | <p><i>Academic, Social, and Linguistic Support during assessment</i></p> <p>Above grade level student:</p> <p>-I would expect her and other high students to be able to think more deeply to be able to come up with more ideas for their Venn diagram than others.</p> <p>Lower student:</p> <p>-I would accept his ideas on his Venn diagram, knowing that he probably got some help from a stronger student.</p> |
| <p><i>Reflection</i></p> <p>What my students learned:</p> <p>-My students continued developing their compare/contrast skills by doing a Venn diagram activity. They also learned that, even though a faraway community, like a desert, has many differences from their own community, the basic needs of everyday life are the same (food, water, shelter, clothing, school).</p> <p>What I learned about teaching social studies:</p> <p>-I realized that this lesson was two-fold. It helped students see the similarities and differences between their community and another, and it also exposed them to a different culture in a positive learning experience, which may give them an appreciation for different communities and cultures.</p> <p>What went well?</p> <p>- Students were engaged in this lesson and paid very good attention. Most students contributed very good thoughts.</p> <p>What I would do differently:</p> <p>-In the future, I would give students more time to share their ideas with a partner or a small group so that more students have a chance to participate.</p> | <p><i>Which students struggled with the material? How will I re-teach these students?</i></p> <p>Some of my lower students and some of my quieter students did not participate as much. In re-teaching this lesson, I would have students talk with partners or in small groups in order to encourage participation from everyone.</p> |

Transportation in Our Community

Date: 12/12/08

GLCE: 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

Objectives for today's lesson:

SWBAT identify means of transportation used to move people, and goods within their community and compare that with a desert community.

Materials & supplies needed:

- Teacher: Large H.P. map, tri-county map, MI or USA map
Transparency of Land, Air, Water chart
- Students: Land, Air, Water chart; pencil

Procedures and approximate time allocated for each event

• **Introduction to the lesson**

- “Please join me on the carpet with your partner.”
- Say, “Remember yesterday when I asked you about the similarities and differences in transportation between H.P. and a desert community? Well, lets first figure out all the ways we get from place to place around this area.”
- Ask, “How do you get to school? How do your parents get to work? To different cities, states, or countries? What about across water?”
- Students say things like walk, drive, fly in a plane, take a boat. (7 minutes)

• **OUTLINE of key events during the lesson**

- “Let’s first look at a map of Hazel Park. What are the major roads again?” [John R., 9 Mile, 10 Mile, Dequindre, 8 Mile, Woodward Heights]
- “All of these roads keep going into other cities. Here’s a map of some of the other cities around Hazel Park. We might be able to walk around H.P. without too much trouble, but we would definitely have to what to get to another city?” [students say drive]
- “What if we wanted to go to another state or country, what could we do?” [students say fly] “Right. [show where Metro Airport in Detroit area would be on map] We can say that cities around H.P. make up the *larger community* of the Detroit area. When we go to the airport, we are going to another part of our *larger community*.”
- Show a map of MI or USA and ask, “Who knows what these blue areas around MI are?” [student says water, lakes, or Great Lakes] “Right! The Great Lakes. How would we travel across these lakes or other bodies of water in the area?” [students say boats] “Yes, boats. When we look at the Great Lakes and also the Detroit River, we are also looking at them as part of our *larger community* again.”
- Fill in the Land, Air, Water chart together, using ideas from above. For land, we write things like walking, bikes, cars, trains. For air, we write things like planes, helicopters. For water, we write boats, ships, ferries.
- “Please now add any more ideas you might have to your chart.” [Give students a few minutes; may write things like scooters, motorcycles, hot air balloons, swimming.] “Now, turn and share your ideas with your partner.” (20-25 minutes)

Academic, Social and Linguistic Support during each event

Above grade level student:

- Extend the comparison between H.P. and a desert community by asking why a desert community would need different kinds of transportation.

At grade level student:

- Orally discussing transportation, and then orally discussing the connection between today’s and yesterday’s lessons will help her get an even deeper understanding of both lessons.

Lower student:

- For ADHD part—he can pass out and collect papers.
- Like yesterday, allowing him to talk to a neighbor (a stronger student), when it is time to come up with their own ideas, may help him get some of his own ideas for the chart; the one-on-one interaction may also help him focus more.

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| <p>• Closing summary for the lesson</p> <p>-“Now that we know what know what kinds of transportation we have here in H.P. and the areas around us, let’s go back to the similarities and differences in transportation between H.P. and a desert community. Who has some ideas?”</p> <p>-Students say things like for H.P., cars, bikes boats, trains, etc. For desert, maybe cars that drive better on sand, camels, maybe horses. Similarities—walking, airplanes.</p> <p>-Collect students’ charts and tell them that our next lesson will be about what happens when people make changes in their community. Say, “For tomorrow, think about the kinds of changes that people might have made in H.P. over many years.” (8 minutes)</p> <p>• Transition to next learning activity</p> <p>-“Please get out your math journals and line up for specials.”</p> | |
| <p>Assessment</p> <p>-Today’s assessment is also informal. Students’ focus and participation will show me whether or not they were engaged throughout the lesson.</p> | <p>Academic, Social, and Linguistic Support during assessment</p> <p>Above grade level student:</p> <p>-I would expect her and other high students to be able to think more deeply to be able to come up with more ideas for their chart than others.</p> <p>Lower student:</p> <p>-As with the Venn diagram yesterday, I would accept his ideas on his chart, knowing that he probably got some help from a stronger student.</p> |
| <p>Reflection</p> <p>What my students learned:</p> <p>-Students thought about transportation in their everyday lives and came up with ideas on how transportation related to their community and the larger surrounding community.</p> <p>What I learned about teaching social studies:</p> <p>-Comparing today’s lesson with yesterday’s lesson was a very good way to make some connections within the unit, and I think students were able to understand the concepts better.</p> <p>What went well?</p> <p>- Students were engaged in this lesson and paid very good attention. Most students contributed very good thoughts.</p> <p>What I would do differently:</p> <p>-I would like to give students a little more time to talk with a partner or a small group in the future so that more students would get a chance to contribute ideas.</p> | <p>Which students struggled with the material? How will I re-teach these students?</p> <p>Some of my lower students and some of my quieter students did not participate as much. In re-teaching this lesson, I would give students a little more time to talk with partners or in small groups in order to encourage participation from everyone.</p> |

Understanding Large and Small Geographic Communities Through Google Earth

Date: 1/14/09

GLCE: 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

Objectives for today's lesson:

SWBAT expand their knowledge and understanding of their community as part of a larger one through technology.

Materials & supplies needed:

Computer, projector

Procedures and approximate time allocated for each event

• **Introduction to the lesson**

- “Thank you second graders for coming in quietly and getting ready for our exciting social studies lesson. I know it’s a little crowded in here, but Ms. Tabbi and I know you will be a great audience because you know how to ROAR in the classroom.”
- “My first question for you is...what country do we live in? [USA] Right! What state do we live in? [MI] Good! Now, do you all know what city you live in? [H.P.] Yes...and do you know what county H.P. is in? [a few students may know from working on the H.P. book—Oakland County.] Very good. A county has lots of cities or towns in it. Who knows what really big city we live close to?” [Detroit] (5 minutes)

• **OUTLINE of key events during the lesson**

- “Great! Now that we’ve figured all that out, we are going to look at *real* photos of these places on the globe. Boys and girls, welcome to Google Earth! [show students Earth shown on screen] Google Earth shows us photos of our planet taken from outer space, and we can zoom into any place in the world, even Webster School!”
- “If we eventually want to get to H.P., what country do we have to zoom into first? [students say USA, I zoom in] What state do I need to go to? [students say MI, I zoom in] What county? [students say Oakland, I zoom in] And finally, what city? [Students say H.P., I type in Hazel Park, MI into search]
- “Second graders, sometimes we have to search for a city if it is small like Hazel Park; usually maps don’t show a small city until you search for it and zoom in a lot. We can do that by typing in Hazel Park in the search box here, and the computer will automatically zoom in for us.”
- “Who remembers what the two main roads that run through the middle of H.P. are? [John R. and Nine Mile; I scroll to find these]
- “Let’s try to find some of the other important places that we put in our H.P. books.” [Draw names to have students come up and find places in H.P. while we guide them; find places such as Webster, police station, I-75, library, Days Inn hotel, Green Acres Park, H.P. Raceway, etc.]
- Go over some residential streets; have students raise their hands if they live on a particular street.
- Give students an opportunity to ask to find other places outside H.P. [e.g., the Detroit Zoo, Disney World, etc.] (25 minutes)

• **Closing summary for the lesson**

Academic, Social and Linguistic Support during each event

Above grade level student:
-I would offer a “bonus” question again and ask students what place they would look up if they could access Google Earth and why. What are three things they want to find out about it? I would expect my higher students to think through this question and come up with more elaborate answers.

At grade level student:
-Talking through what we are typing in on the computer and what places we are finding on the map will help reinforce what is happening.

Lower student/ADHD:
-He can be one of the students to come up to work on the computer (with our guidance) to find places on the map. Also, getting hands-on experience may help him better understand the concept of the program and the lesson.

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| <p>-“Now that we have looked at all of these different things in our community, and places surrounding our community, can you tell me some things are true for all communities?” [students share ideas] -“Excellent answers! Boys and girls, you have been a wonderful audience today! Ms. Tabbi and I are very proud of you, and we hope you enjoyed this lesson!” <i>(5 minutes)</i></p> <p>• Transition to next learning activity -“If you are in Ms. Tabbi’s class, will you please quietly pick up your chair and line up at the door? My class, please get out your math journals. We will wait to line up for specials until Ms. Tabbi’s class is out.”</p> | |
| <p>Assessment -Students’ answers to our questions will be an informal assessment to see how much they have retained about the geography of H.P. and its surrounding areas. -Students’ answers at the conclusion of the lesson will inform us if students understand the concept of community; their understanding will give them the background knowledge they need as we continue with the theme of communities in the following social studies units.</p> | <p>Academic, Social, and Linguistic Support during assessment I did not differentiate for this assessment.</p> |
| <p>Reflection What my students learned: -Students learned about a new technology that is a good learning tool and fun to play around with at the same time. It piqued their curiosity and interest, and I think many of them would be interested in using this program in the future.</p> <p>What I learned about teaching social studies: -I learned that there are many ways to incorporate technology into teaching social studies. Using Google Earth is just one of the ways, and it also makes social studies more engaging for the students.</p> <p>What went well? -Students were very engaged throughout the entire lesson and were eager to answer questions.</p> <p>What I would do differently: - The only thing I would do differently would be to spend a little more time showing students how to access Google Earth and how to find places by typing them in, in case they were able to access the program in the future.</p> | <p>Which students struggled with the material? How will I re-teach these students? All students were very engaged; Google Earth was a completely new technology to them. They were very interested in how it worked, and they were eager to answer questions. The only thing I would re-teach would be to spend a little more time showing students how to access Google Earth and how to find places by typing them in, in case they were able to access the program in the future.</p> |

Part VI: Post-Teaching Reflection

What were the strengths and weakness of this unit and your teaching?

One of the strengths of my teaching this unit was the creativity I brought to it. Neither creating a book about the community nor using Google Earth to explore larger communities was in the curriculum. I thought doing these activities would make learning more meaningful to students, and it would allow them to better relate the concepts of the unit to their own community and their lives. I also thought doing activities like this would be very engaging for students, and this turned out to be true because students were actively working and I introduced them to something completely new.

One weakness of my teaching came when my students were working independently on their *H is for Hazel Park* page for the book. As I worked with individual students on their writing, some students were off task a lot and did not get as much work done as the students staying on task. As a result, I had to work with those students at other times so they could finish their page for the book. I need to do a better job of monitoring even when most of my attention is on one student.

What were highs and lows?

The highs of this unit were, again, creating our book and looking at Google Earth. Students were excited to make the book and worked very hard on it. Knowing that we are going to share it with the school and read it to the first grade classes motivated them to put a lot of effort into their writing and illustrations. Using Google Earth brought a sense of awe and wonderment to students when they saw this new, “cool” technology.

The only thing that I considered to be a low during the unit was finding some of the materials I needed. During my planning, I used the SCoPE curriculum, which all of Hazel Park uses, and I think Oakland Schools created it. The curriculum only provides the basic lesson plans and no materials. I had a hard time finding some of the books needed for the read-alouds, and as a beginning teacher, I am not familiar with as many books that would have been similar to those. I was frustrated at first, but I did a little research and asked some of the other teachers, and I was able to find substitute books to use. It would have been helpful for the curriculum to provide several possible book titles to use instead of just the one.

What comments did your cooperating teacher offer?

The only comment my mentor offered was after the lesson where students added their homes and other places to their maps. Even though I told students the previous day to ask their parents to write down their address so they could put their home on the map, many did not do it, or they thought they knew where their house was, but really did not. My mentor suggested that in the future, I send the maps home for homework and have students locate and draw their homes on the maps so that we would not waste so much time the next day figuring out locations of students' homes. That would allow more time for students to add other places to their maps and still have time to share them with a partner.

What might you do differently?

As stated above, I would send students' maps home so their parents could help them draw their homes on the maps. Also, during the initial map activity, to make students even more engaged, I would pick sticks so that students could come up and draw some of the components on the map (with my guidance).

Another thing I would do differently would be to add more opportunities for individual student participation during whole-class discussions. Some of my lower students and my quieter students did not participate as much. In re-teaching those lessons, I would have students talk with partners or in small groups in order to encourage participation from everyone.

The only thing I would do differently during the Google Earth lesson would be to spend a little more time showing students how to access Google Earth and how to find places by typing them in, in case they were able to access the program in the future.

What did you learn about the topic and about students, curriculum, and teaching?

I learned that when teaching this topic, students were very interested because I made it about *their* community. Just as with teaching any lesson, relating the topic to students allows for more engaging and meaningful learning. For example, when deciding which places we could add to our map, students were excited to add places that they knew about, as opposed to some general places that most communities would have. They wanted to add Movie Mania, Chuck E. Cheese's, and Dairy Queen because they knew generally where they were located, and they were an important part of the community from a second grader's perspective.

Basing my unit on the district's curriculum allowed me to really look at the GLCEs and understand how they fit into the unit and into teaching social studies in general. By becoming more familiar with the standards I was better able to evaluate my students' learning during assessments, whether they were formal or informal. The curriculum and GLCEs also helped me make connections between past and future units; this allowed me to better express those connections when teaching other units.

I also learned that bringing technology into teaching really does take learning to a whole new level. Using Google Earth to explore communities made the concept that we are a part of a much larger community more real and more meaningful to students. They could see how Hazel Park was geographically connected to the Detroit area, to Michigan, to the United States, and to the world. In an age of increasing global relations and interactions, I think this was an important concept to expose students to, and I would not have been able to do this as effectively without the use of technology.