

Second Grade Social Studies



Unit 2: Where is My Community and
What is it Like There?

Student Name:

Big Picture Graphic

Overarching Question:

How does environment affect a community?

Previous Unit:

What is a Community?

This Unit:

Where is My Community and What is it Like There?

Next Unit:

How Do People Live Together in a Community?



Questions To Focus Assessment and Instruction:

1. Where is our community located?
2. What are the some physical and human characteristics of our community?
3. How do people change the environment in the local community?

Types of Thinking

Compare/Contrast
Descriptive

Questions for Students

In this unit, we are going to be learning where your community is and what it is like to live there. Think about the focus questions:

1. Where is our community located?
2. What are the some physical and human characteristics of our community?
3. How do people change the environment in the local community?

Use the chart below to write or draw about these questions.

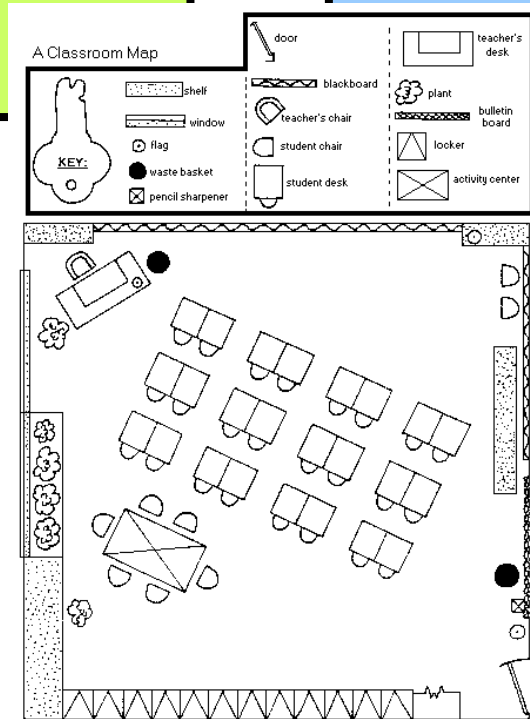
Things I Know	Questions I Have

Lesson 1 Graphic Organizer

What is a Map?

A map is a drawing that shows what a place looks like from above.

A map has a title and a map key.



Big Ideas Card

Big Ideas of Lesson 1, Unit 2

- A map is a drawing that shows what a place looks like from above.
 - Maps can show small places like a classroom or big places like a community.
 - Maps have a title and a map key.
- Sometimes maps have direction words like north, south, east and west.

Word Cards

1 map

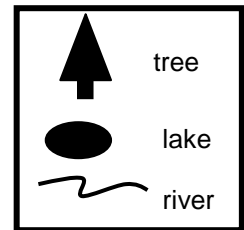
a drawing that shows what a place looks like from above



Example: A map could show a city, river or country.

2 map key

something that shows what the symbols on a map stand for



Example: A map key helps us understand a map.

3 symbol

Something that stands for something else.



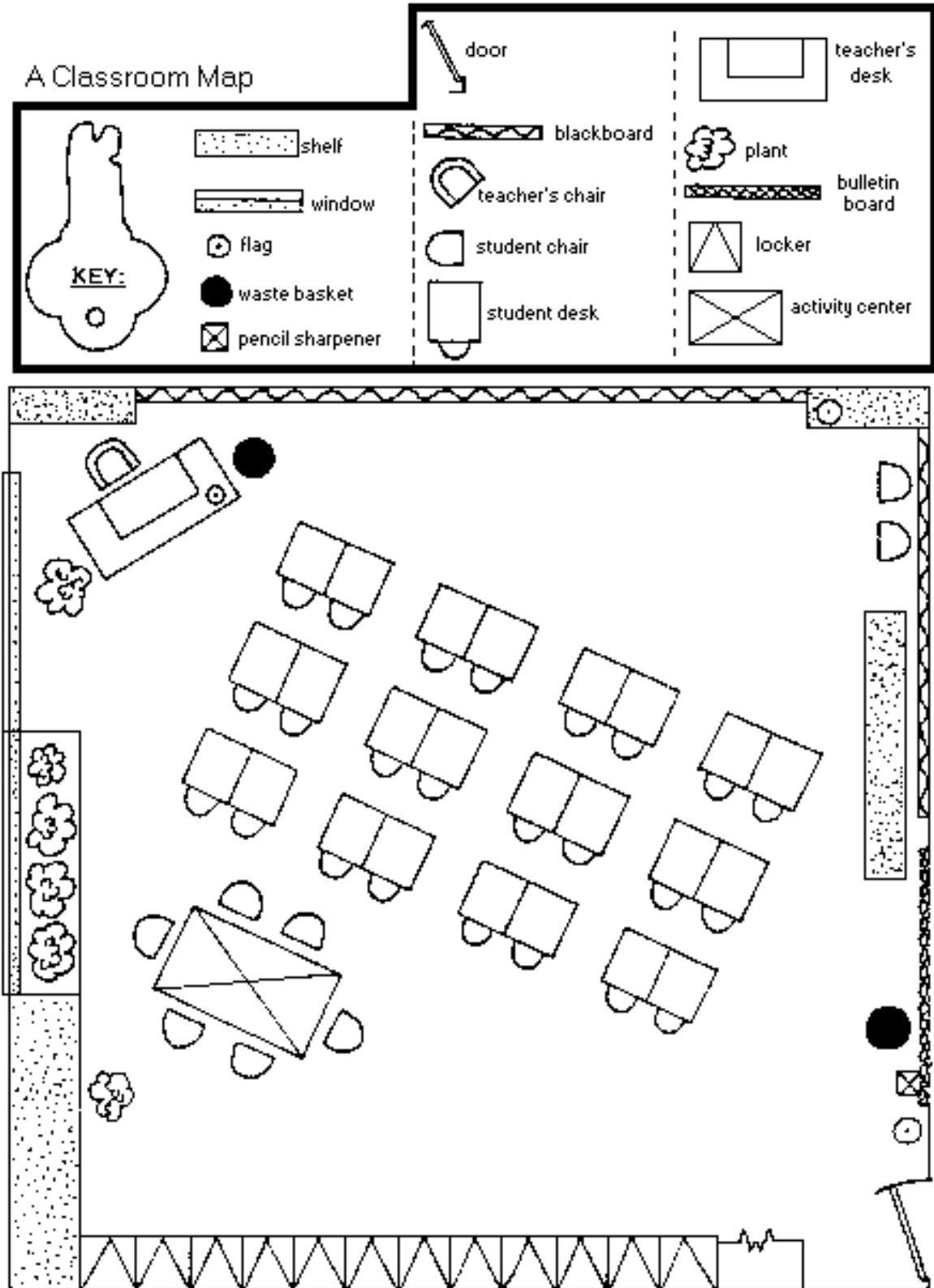
Example: A curvy line could be a symbol for a river.

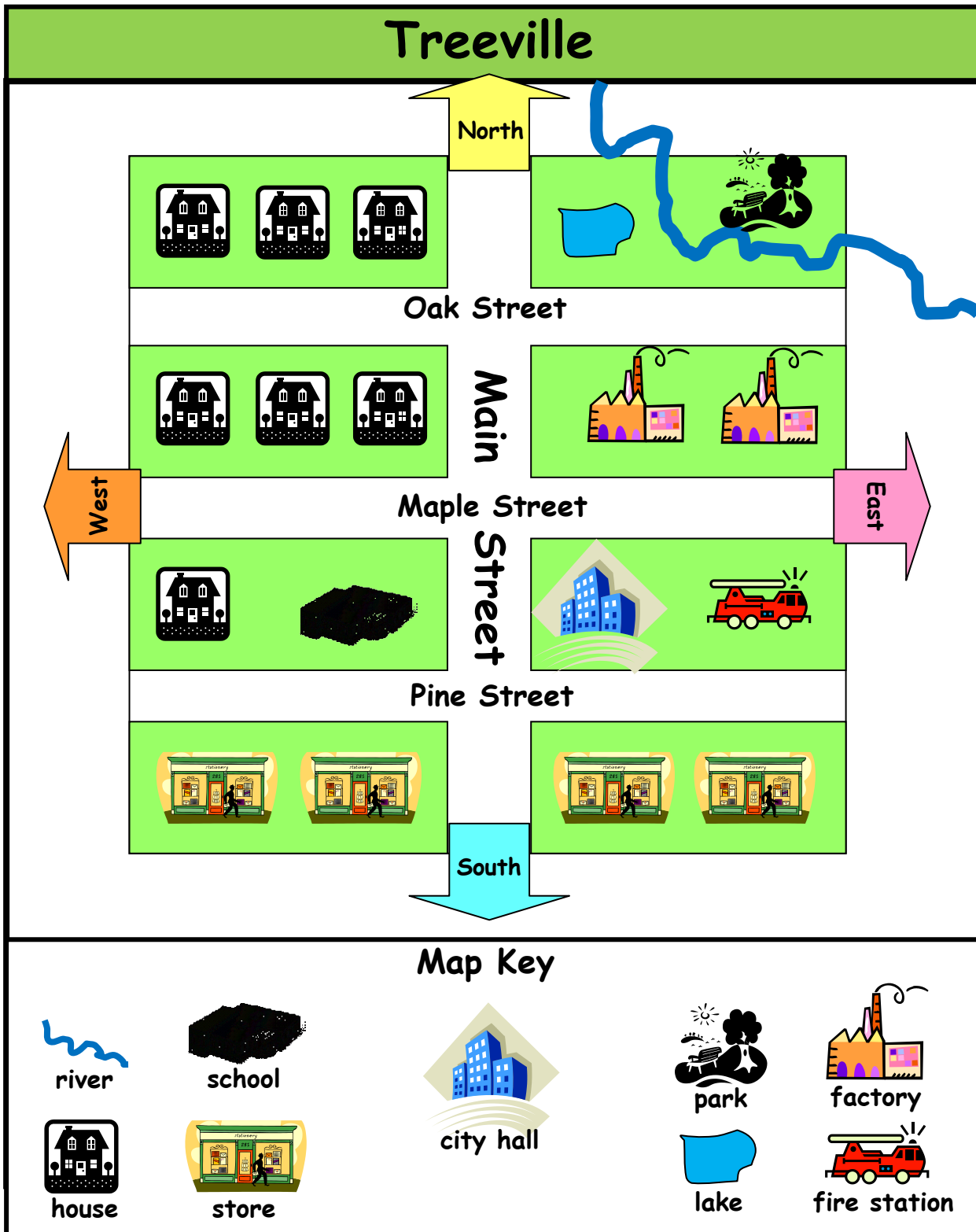
4 direction words

words like north, south, east and west

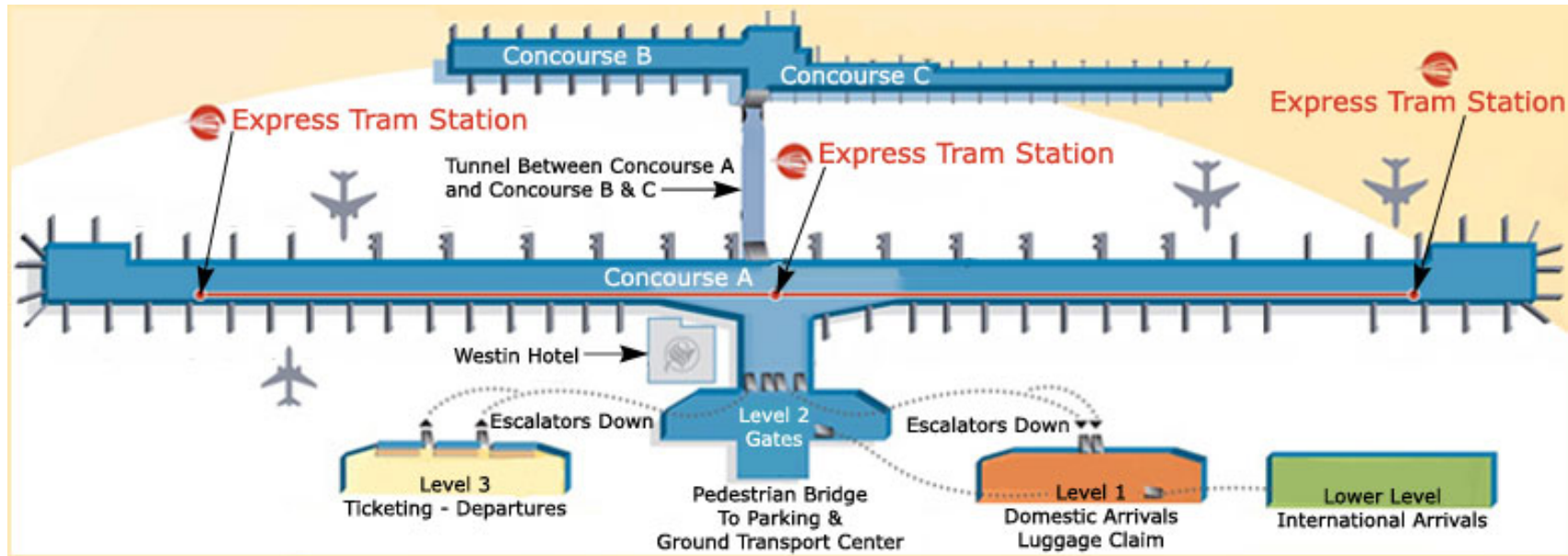


Example: Direction words are used to help describe where places are.

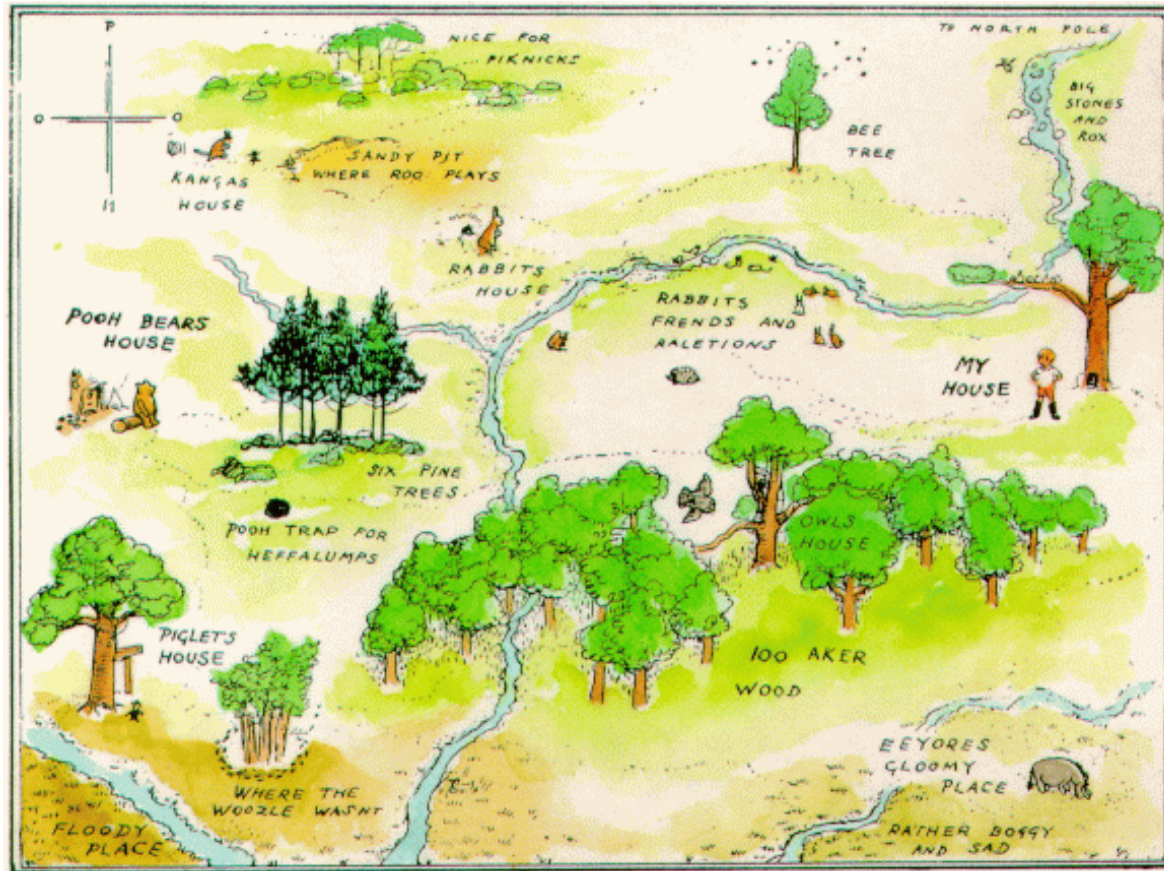




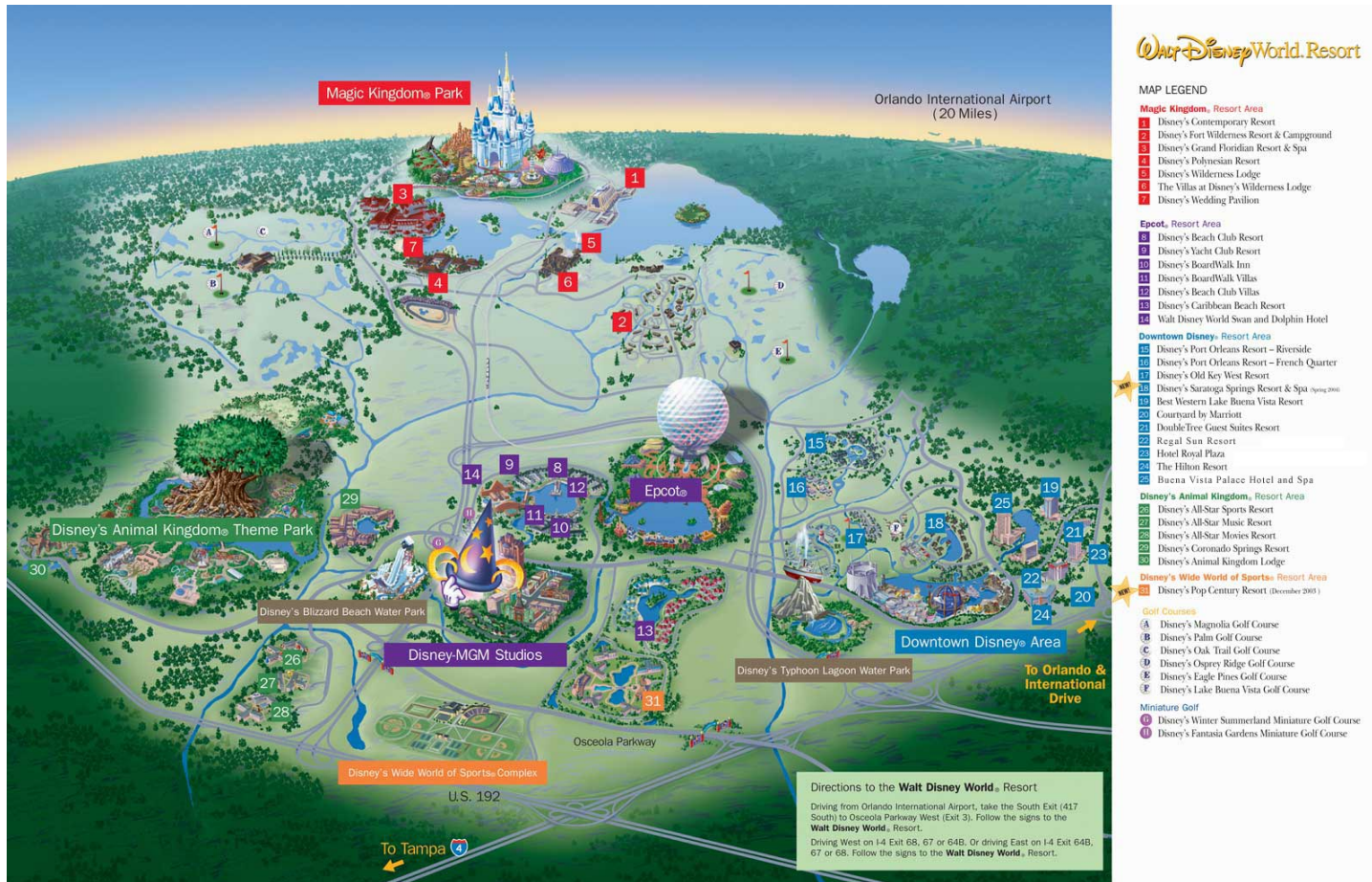
Map of Metropolitan Airport, McNamara Terminal



Hundred Acre Wood



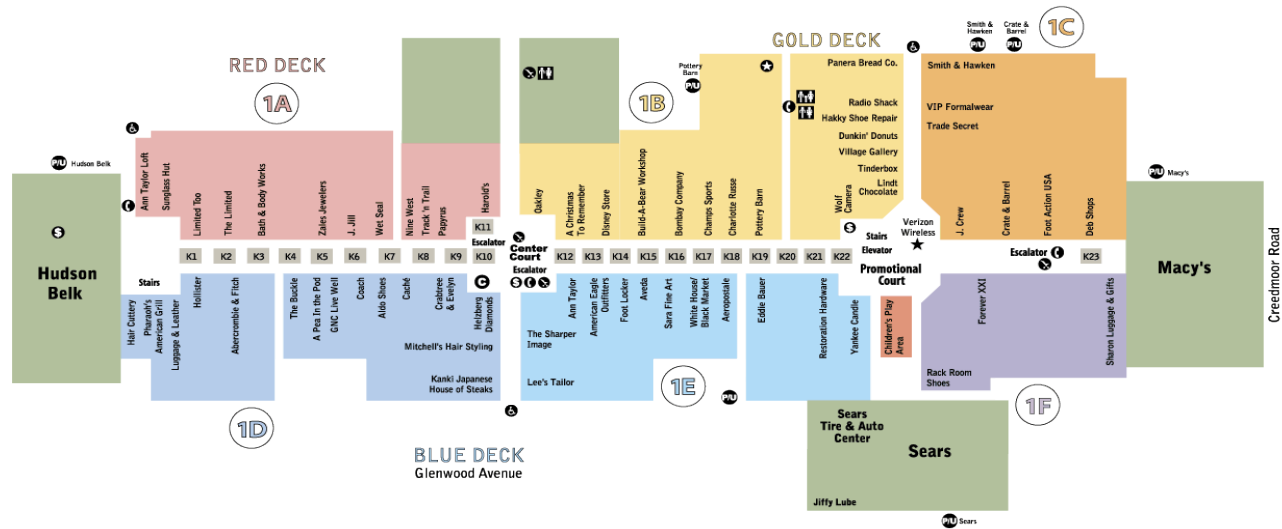
Walt Disney World



Crabtree Valley Mall

Crabtree Valley Mall LOWER LEVEL

Blue Ridge Road



Lesson Review

Directions: Using the map of Treeville on page 6 to answer the questions below.

1. How many stores are shown on the map? _____

2. How many houses are shown on the Map? _____

3. What are the four streets shown on the map? Write them in the boxes:

Fill in the blanks:

4. The stores are on _____ Street.

5. The school is on Main Street across from _____

_____.

6. The park is near the _____

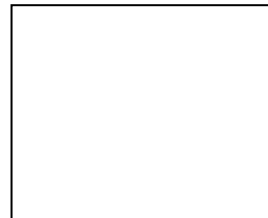
Use north, south, east, or west to fill in the blank:

7. The fire station is _____ of city hall.

8. The lake is _____ of the factories

9. The school is _____ of city hall.

10. Draw the symbol for lake in the box:

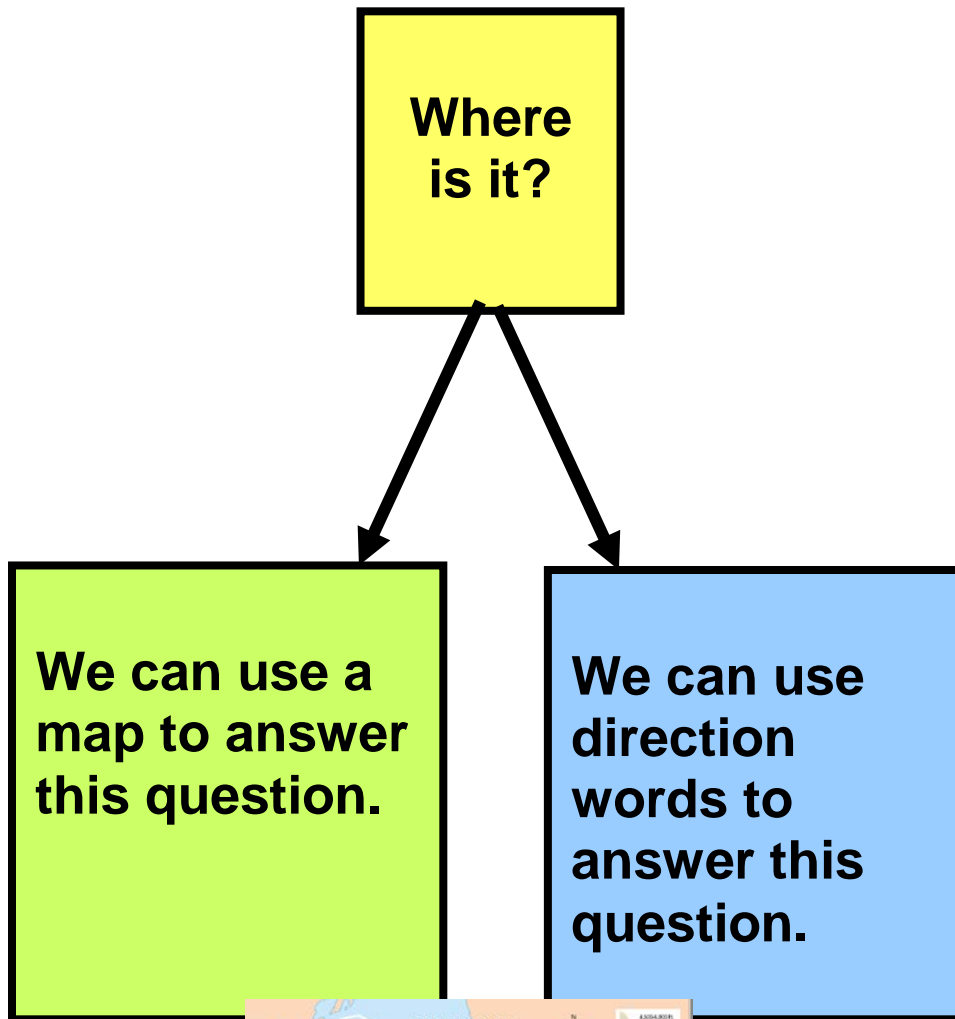


11. If you wanted to add a bridge to the town where would you put it?

12. What would you draw as a symbol for the bridge? Draw it in the box:



Lesson 2 Graphic Organizer



Big Ideas of Lesson 2, Unit 2

- A map can be used to find where a community is located.
- Direction words like 'near', 'close to', and 'far from' can be used to describe where a community is located.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Map – Word Card #1 From Lesson 1
- Direction Words – Word Card #4 from Lesson 1

**5
location**

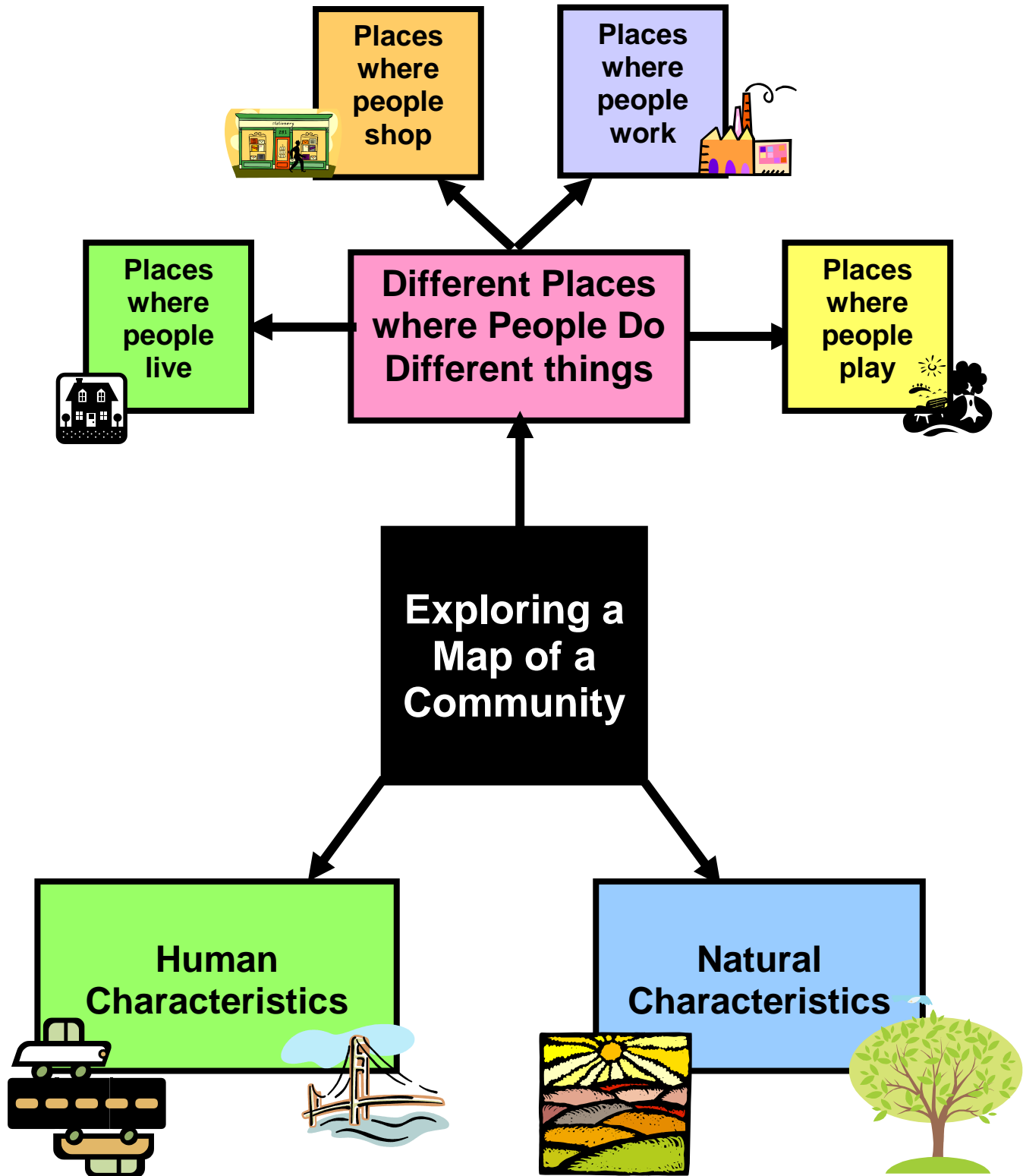
Where a place is found



Example: A community has a location. You can find its location on a map.



Lesson 3 Graphic Organizer



Big Ideas of Lesson 3, Unit 2

- A community is often divided into places where people do different things.
- There are places where people live and places where people shop.
- There are places where people work and places where people play.
- A map of a community shows these different places.
- A map of a community also shows important natural and human characteristics of the community.

Word Cards

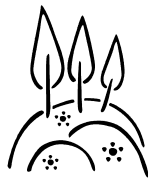
Word Cards from previous lessons needed for this lesson:

- Map – Word Card #1 From Lesson 1
- Map Key – Word Card #2 from Lesson 1
- Location – Word Card #5 from Lesson 2

6 natural characteristics

Things that were not made by humans; things that come from nature.

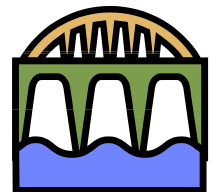
Examples: Tree and lakes are natural characteristics.

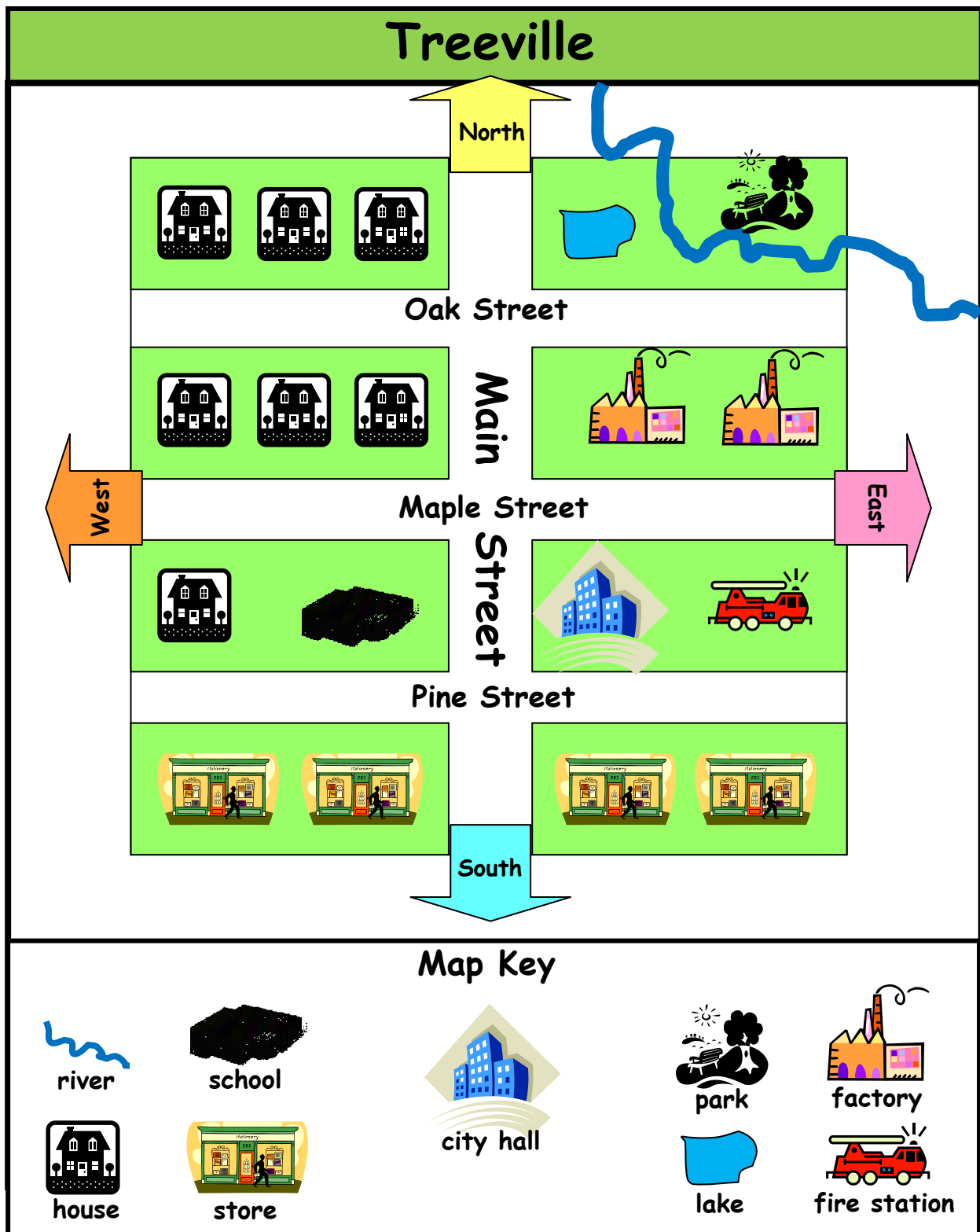


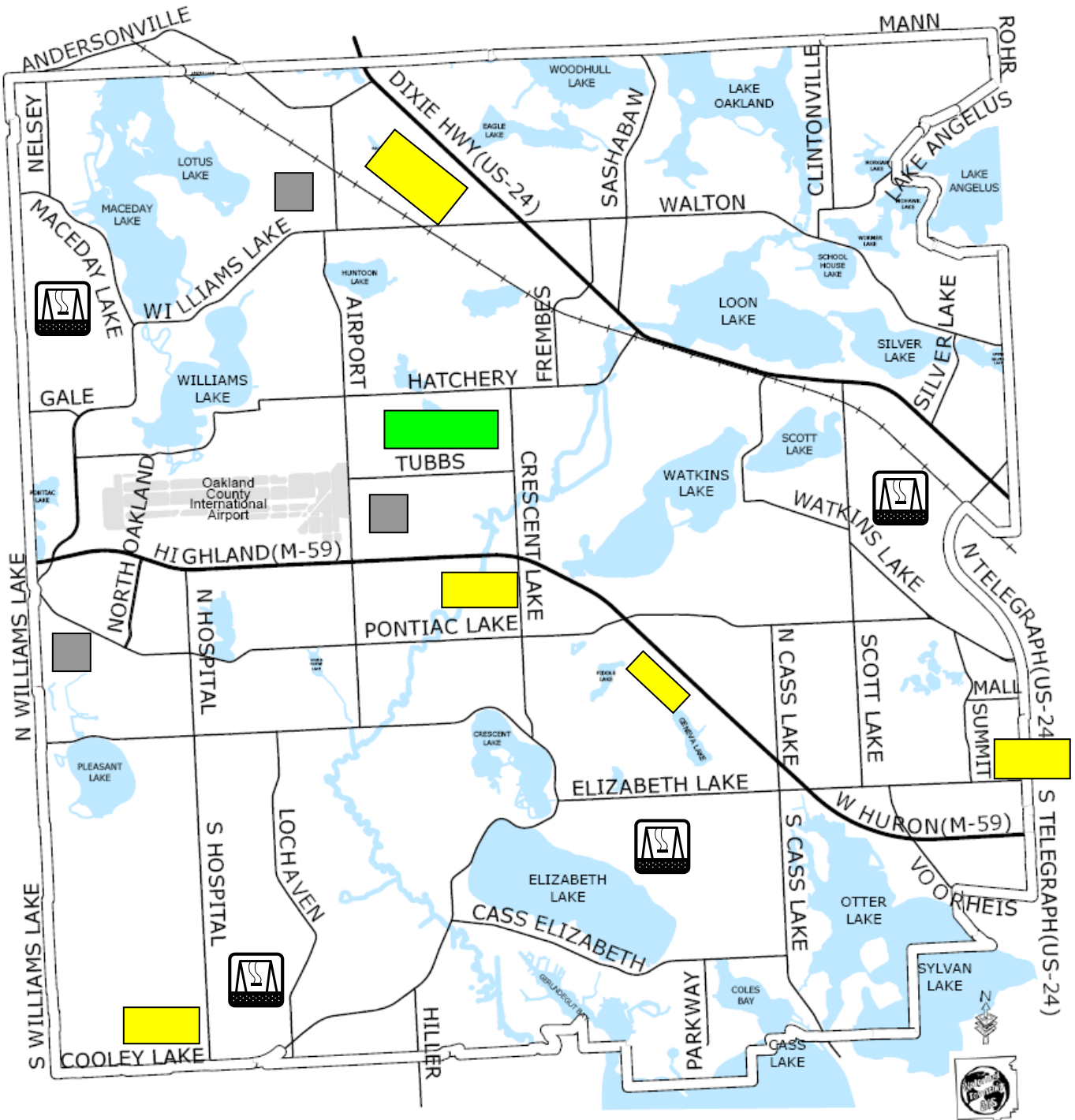
7 human characteristics

things that were made by humans

Example: Bridges, roads and buildings are human characteristics.







 **Factory**

 **Government Offices**

 **Shopping Area**

 **Park**

Waterford, Michigan

Lesson Review

1. What does a map need to have to help us understand the map?
 - A. a location
 - B. pictures of lakes and rivers
 - C. a map key
 - D. lines and squares

2. How are most communities divided up?
 - A. into different places where people live, work, shop, and play
 - B. into quiet places and noisy places
 - C. into places with people and places without people
 - D. into places with land and places with water

3. What is a natural characteristic of a community?
 - A. tall buildings
 - B. a post office
 - C. a school
 - D. a river

4. What is a human characteristic of a community?
 - A. a lake
 - B. a bridge
 - C. trees
 - D. grass

5. What might be found in a place in a community where people play?
 - A. factories
 - B. a fire station
 - C. a park
 - D. railroad tracks

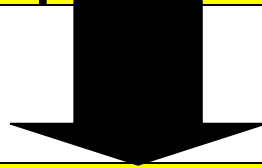
Lesson 4 Graphic Organizer

How to make a map of a community

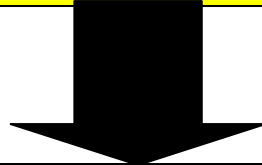
Make an outline of the shape of the community.



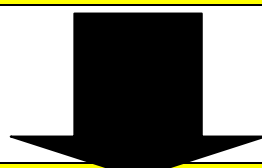
Add important roads.



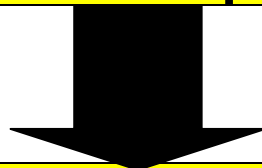
Add important natural characteristics.



Add important human characteristics.



Make a map key.



Add a title.

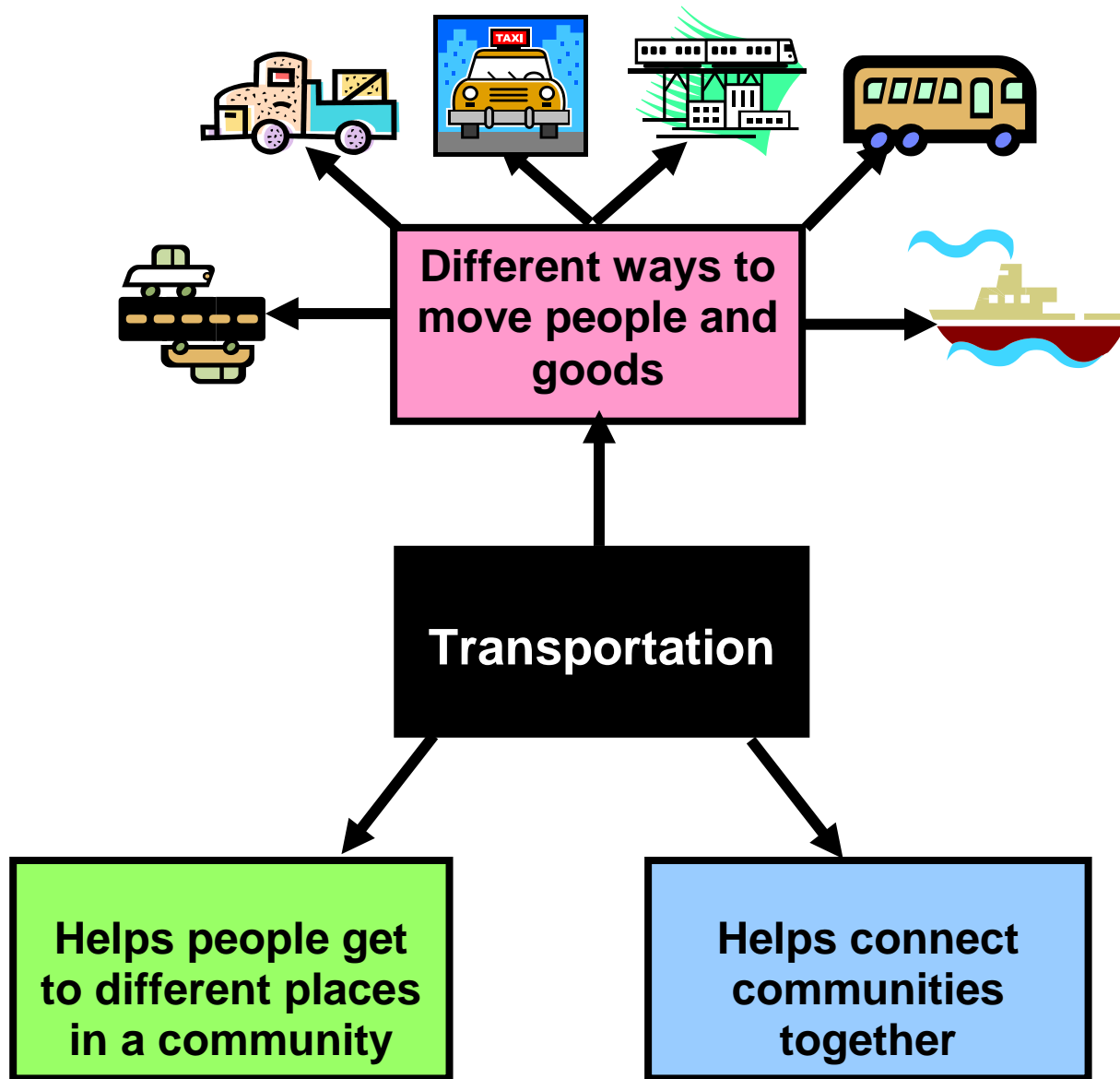
Big Ideas of Lesson 4, Unit 2

- We can use what we have learned about our community and maps to create a map of our community.
- Our map has to have a title and a map key.
- Our map has to show important natural and human characteristics.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Map – Word Card #1 From Lesson 1
- Map Key – Word Card #2 from Lesson 1
- Natural Characteristics – Word Card #6 from Lesson 3
- Human Characteristics – Word Card #7 from Lesson 3

Lesson 5 Graphic Organizer

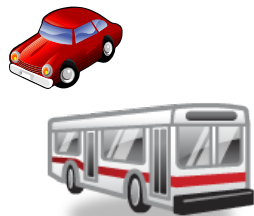


Big Ideas of Lesson 5, Unit 2

- Transportation means different ways to move people and goods from one place to another.
- Transportation is very important in a community.
- Transportation helps people get to different places in a community.
- Transportation also helps connect communities together.
- Roads are an important part of transportation in a community.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Map – Word Card #1 From Lesson 1
- Human Characteristics – Word Card #7 from Lesson 3

**8
transportation**

different ways to move
people and goods from
one place to another

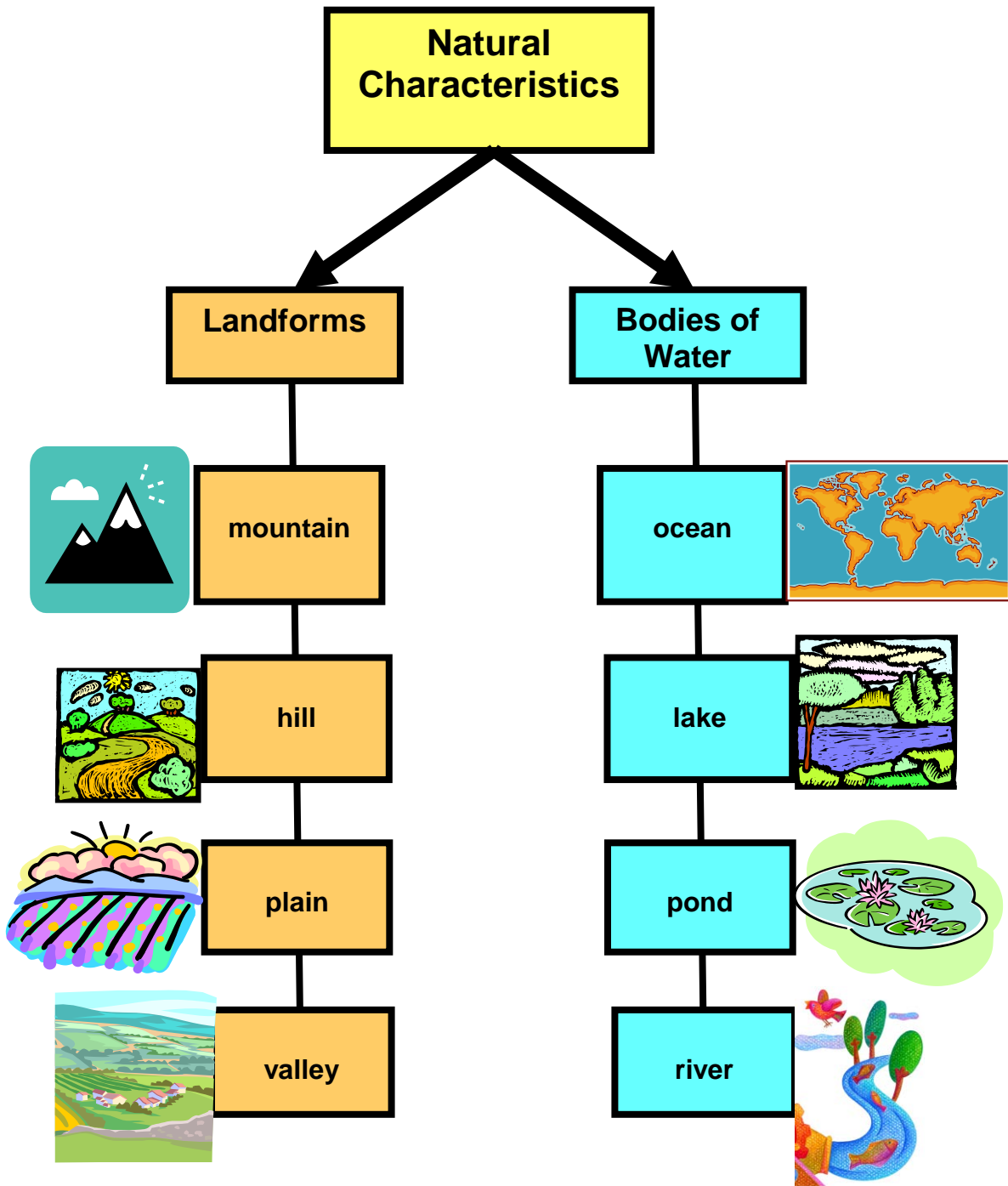
Example: Cars, trains and buses are part of
transportation.

Lesson Review

How do people and goods, or things, move in our community?

What are some other ways people and goods, or things, move?

Lesson 6 Graphic Organizer



Big Ideas of Lesson 6, Unit 2

- There are many different kinds of natural characteristics of the Earth.
- Landforms are different kinds of land on the Earth.
- Mountains, hills, valleys and plains are landforms.
- Bodies of water are different kinds of water on the Earth.
- Oceans, lakes, ponds and rivers are bodies of water.
- Communities are sometimes different because they have different landforms and bodies of water.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Natural Characteristics – Word Card #6 from Lesson 3

9 landforms

different kinds of land on the Earth



Example: Mountains, hills and valleys are different landforms.

10 bodies of water

different kinds of water on the Earth



Example: Oceans, lakes and ponds are different bodies of water.

**11
mountain**

the highest kind of land



Example: It is hard to build a community on a mountain.

**12
hill**

land that rises up high but not as high as a mountain



Example: Some communities have hills in them.

**13
plain**

land that is mostly flat



Example: Plains often have good farm land.

**14
valley**

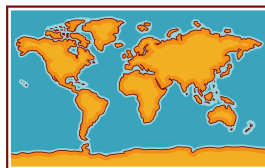
low land between mountains



Example: Some communities are built in valleys.

**15
ocean**

the largest body of water and its water is salty



Example: Oceans are so big you cannot see across them.

**16
lake**

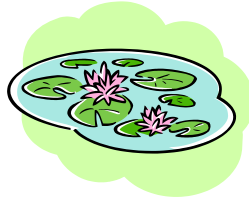
a body of water that has land around it



Example: Lakes can be many different sizes.

**17
pond**

a small body of water
that has land around it



Example: Ponds are smaller than lakes.

(SS020206)

**18
river**

a long body of water that
flows through the land.



Example: Rivers often flow into a large body
of water like an ocean.

(SS020206)

Landforms



the highest kind of land



**land that rises up high but
not as high as a mountain**



land that is mostly flat



**low land between
mountains**

Bodies of Water



**the largest body of water
and its water is salty**



**a body of water that has
land around it**



**a small body of water that
has land around it**



**a long body of water that
flows through the land**

Photographs of San Francisco



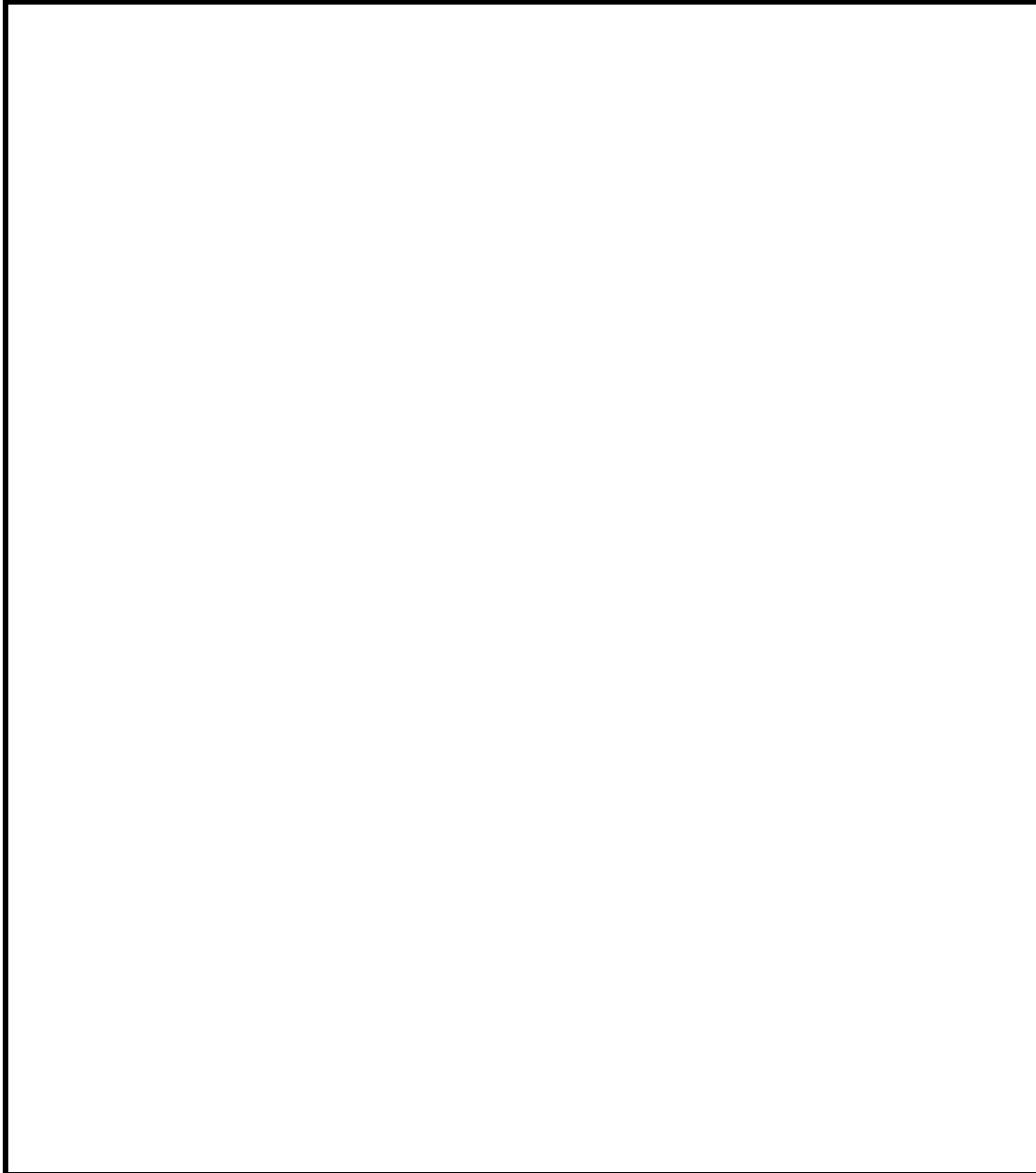
Lesson Review

Directions: Write the words below in the correct places in these sentences.

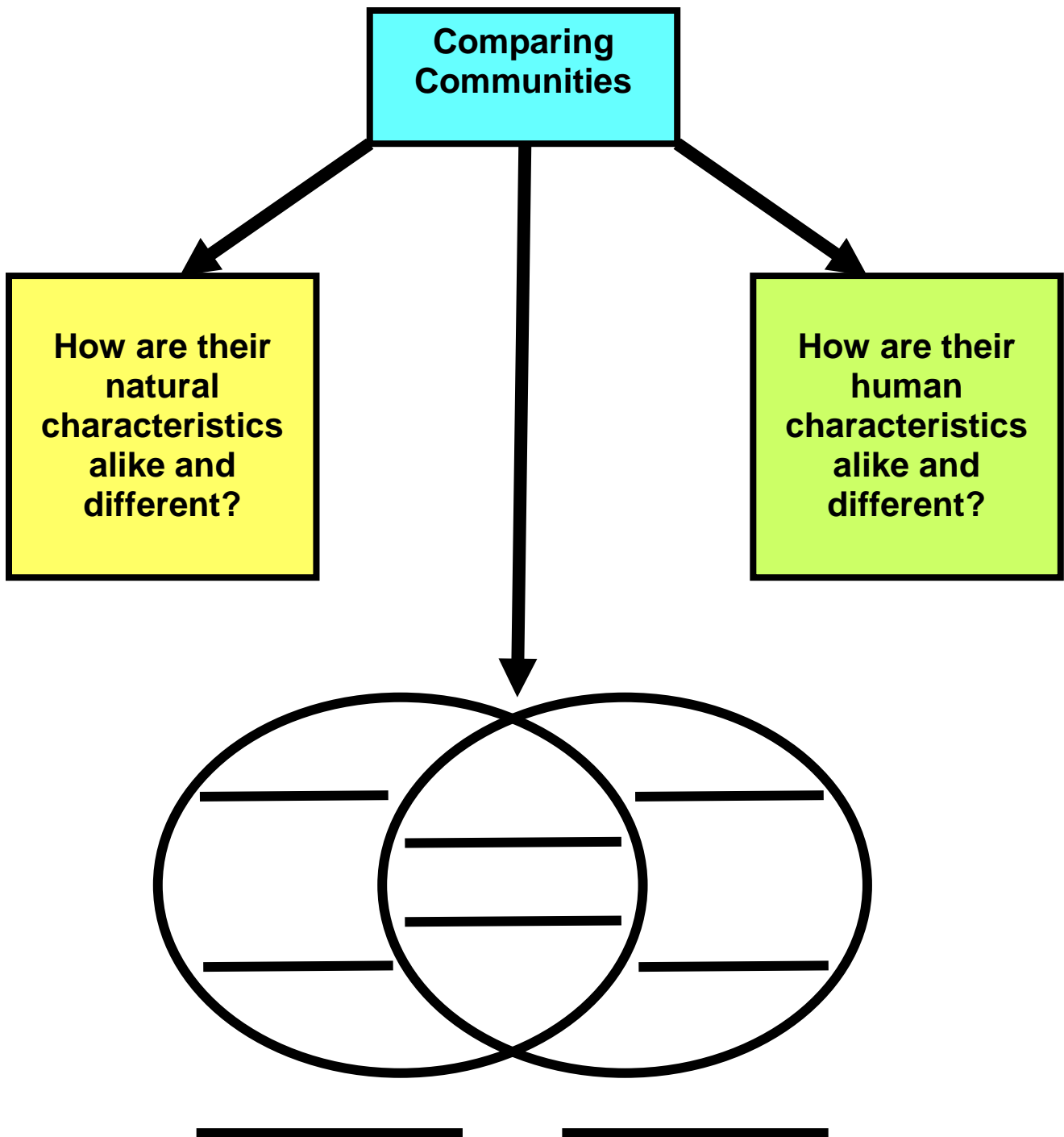
mountain hill plain valley	ocean lake pond river
-------------------------------------	--------------------------------

1. A _____ is low land between mountains.
2. A _____ is a long body of water that flows through the land.
3. A _____ is land that is mostly flat.
4. A _____ is a small body of water that has land around it.
5. A _____ is a body of water that has land around it.
6. An _____ is the largest body of water and its water is salty.
7. A _____ is the highest kind of land.
8. A _____ is land that rises up high but not as high as a mountain.

Directions: Draw a picture that has two different landforms and two different bodies of water. Write their names on your drawing.



Lesson 7 Graphic Organizer



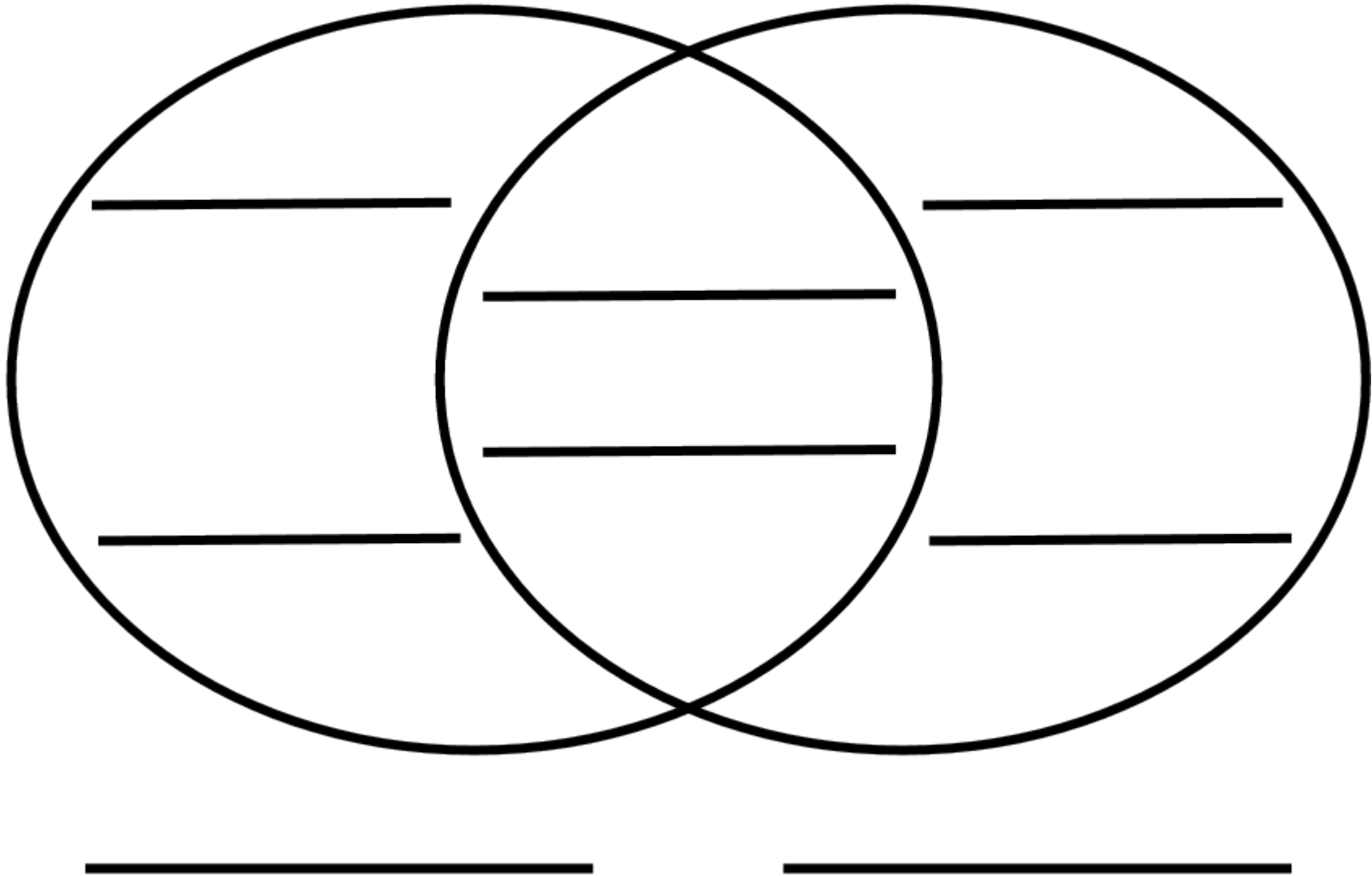
Big Ideas of Lesson 7, Unit 2

- Our community has many important natural and human characteristics.
- We can compare our community to another community by comparing natural and human characteristics.
- We can use a Venn diagram to show how our community is alike and different from another community.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Natural Characteristics – Word Card #6 from Lesson 3
- Human Characteristics – Word Card #7 from Lesson 4
- Landforms – Word Card #9 from Lesson 6
- Bodies of Water – Word Card #10 from Lesson 6

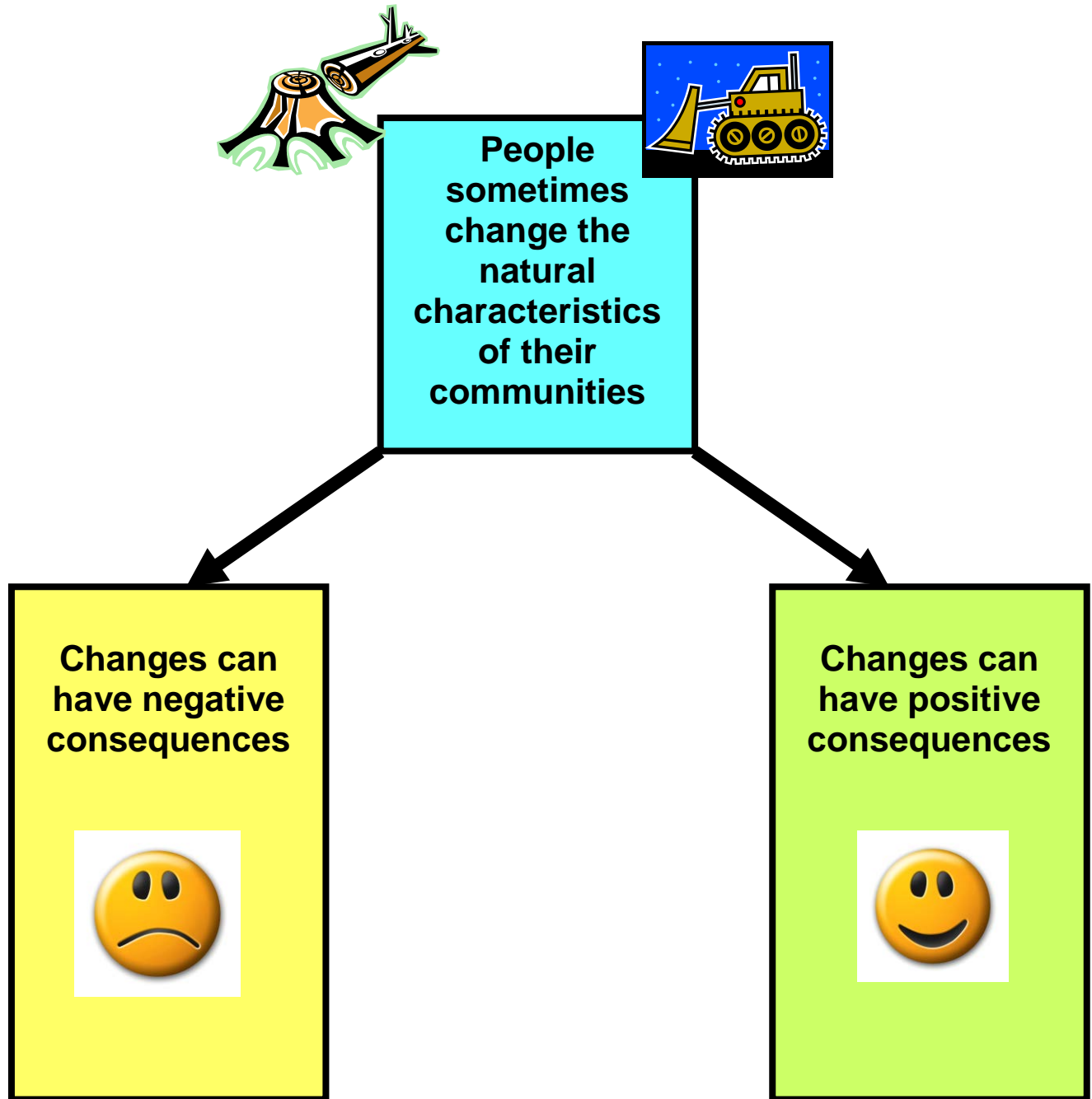
A Venn Diagram



Community Characteristics

	Natural Characteristics	Human Characteristics
Our Community		
Community of _____		

Lesson 8 Graphic Organizer



Big Ideas of Lesson 8, Unit 2

- People sometimes change the natural characteristics of their community.
- Cutting down trees, filling in wetlands, and littering are examples of these kinds of changes.
- Changes to the natural characteristics of a community can have positive and negative consequences.
- People need to work together to take care of the natural characteristics of their local community.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Natural Characteristics – Word Card #6 from Lesson 3

19 wetland

areas that are often wet
and have special plants and animals

Example: People often fill in wetlands in order to build things like roads and houses.



20 consequence

something that happens as a result of
an action a person or group takes

Example: Changing the natural characteristics of a community has consequences.

21 negative consequences

bad things that happen as
a result of an action a
person or group takes

Example: Littering in a community has negative consequences.



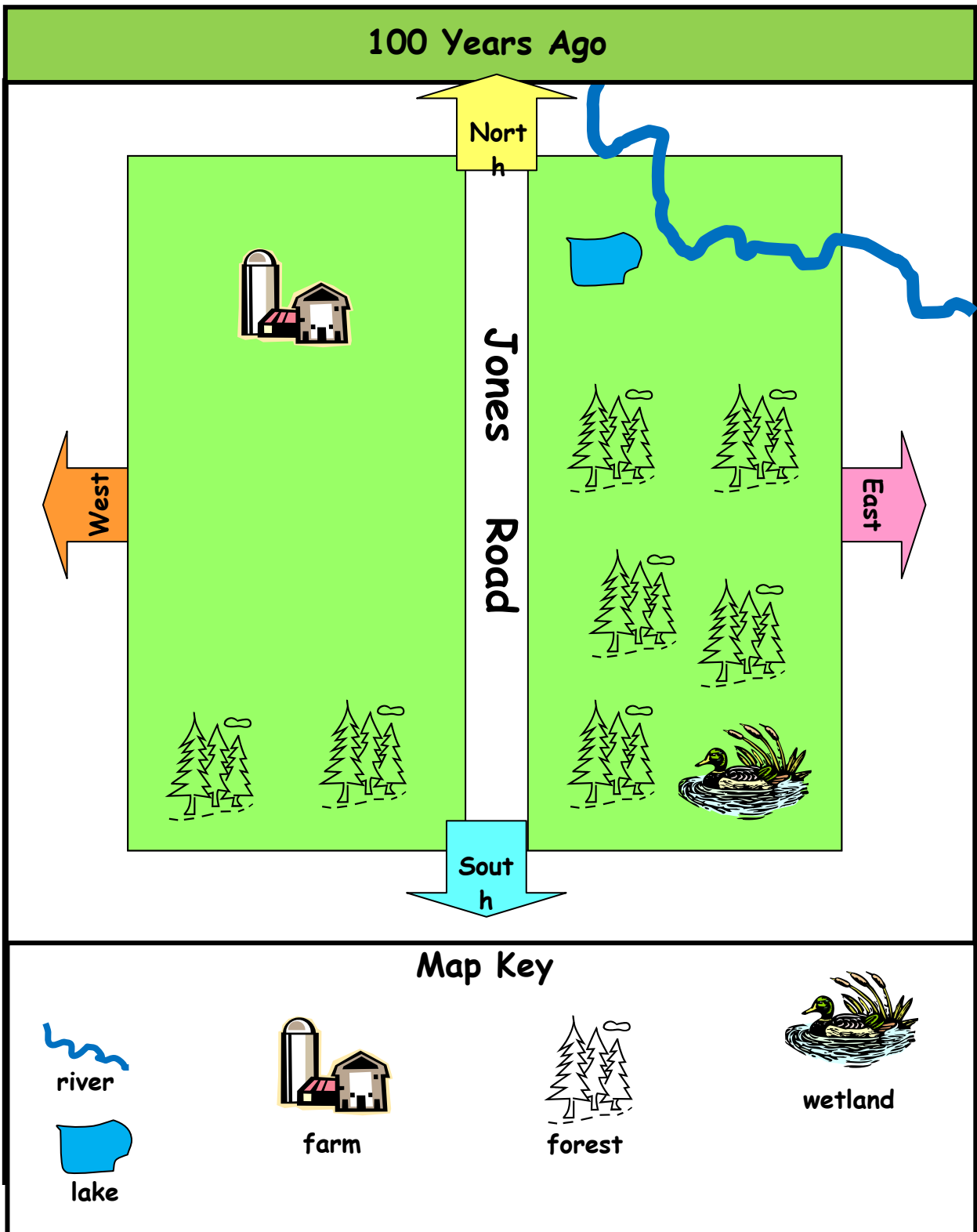
22 positive consequences

good things that happen as
a result of an action a
person or group takes
takes

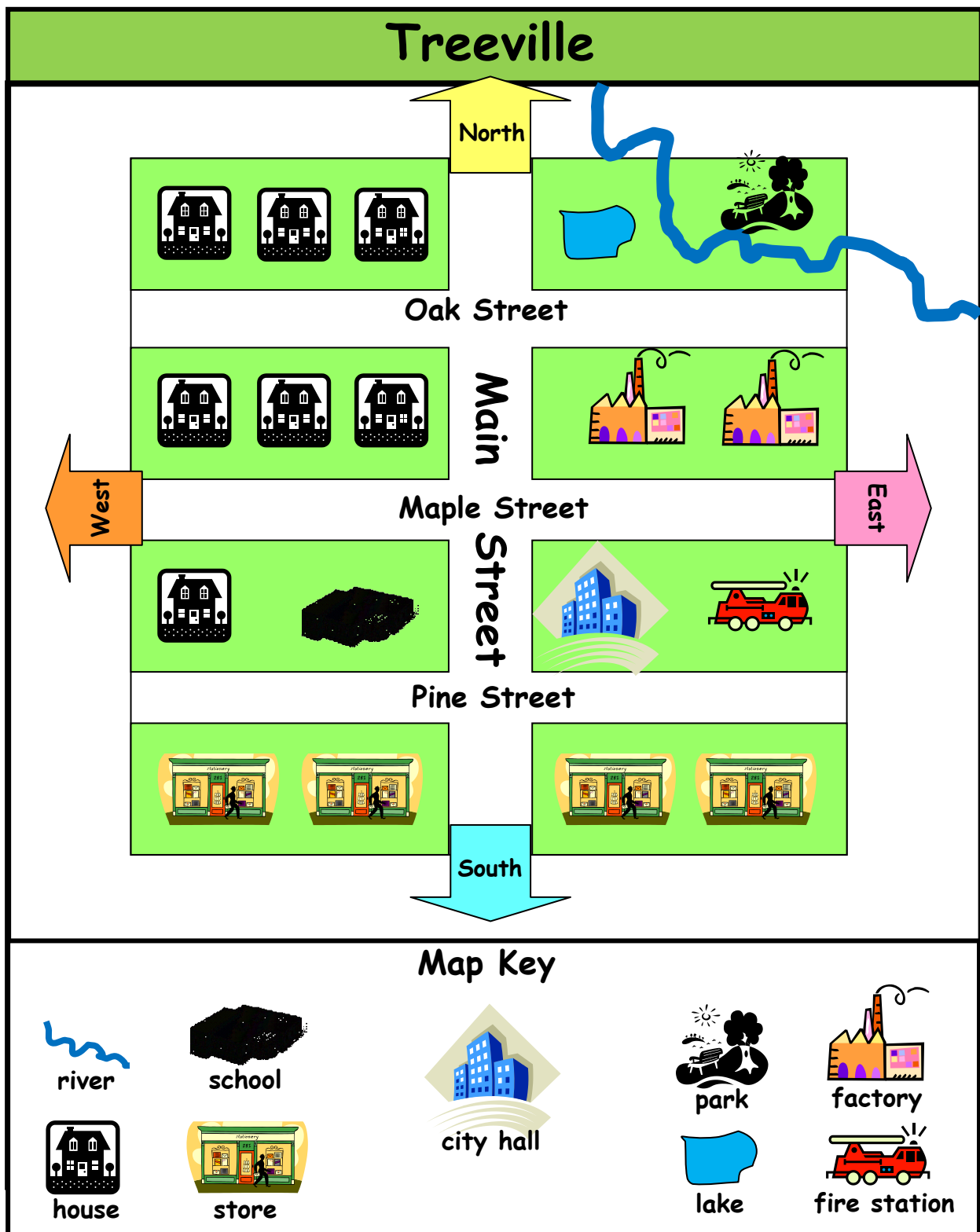
Example: Picking up litter in a community has positive consequences.





Treeville in the Past



Treeville Now





Consequences in Treeville

	 Negative Consequences	 Positive Consequences
People cut down the forests.		
People filled in the wetland.		

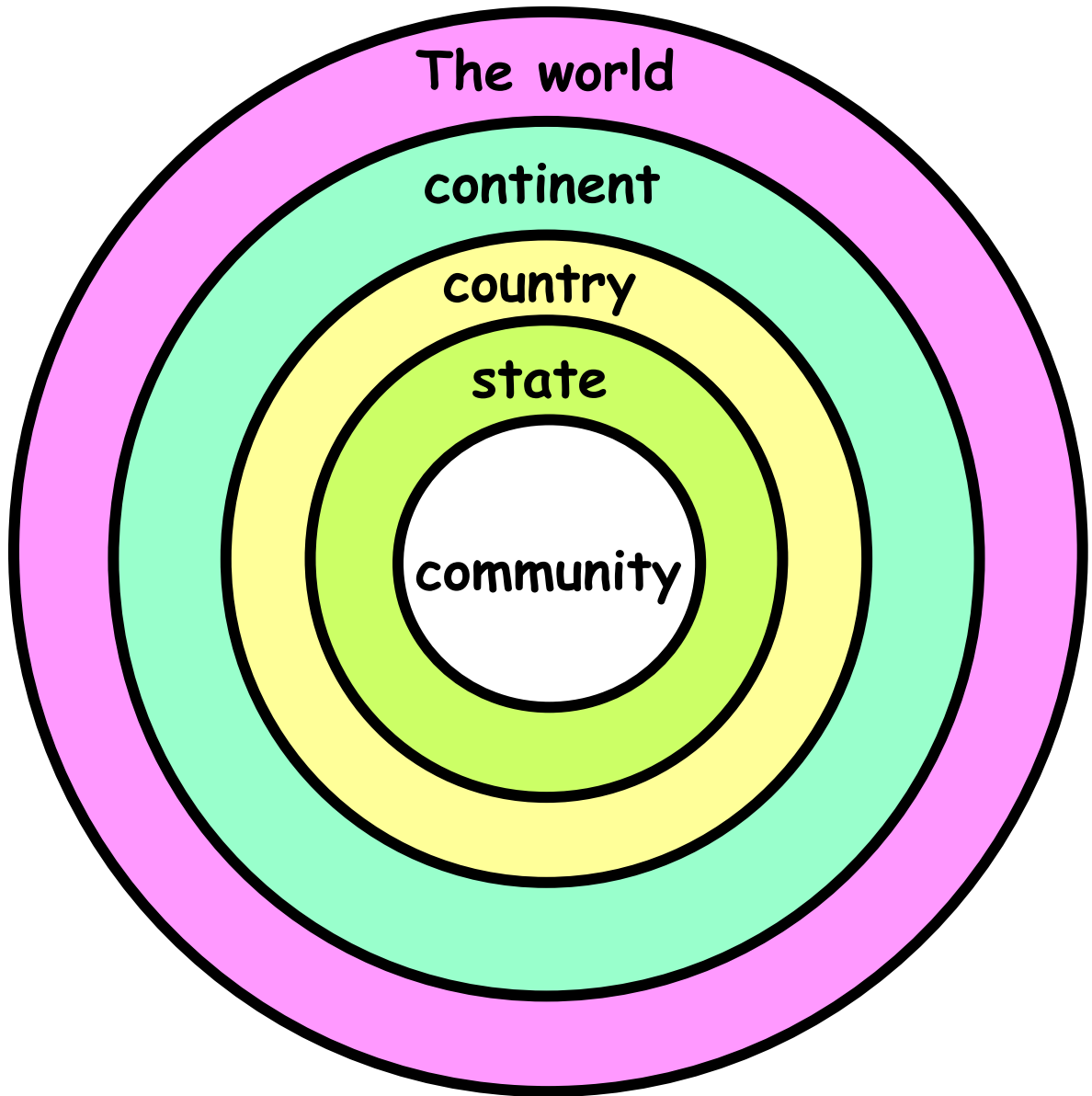
Lesson Review

People in a community cleared the trees from an area so a new neighborhood could be built



Positive Consequence 	Negative Consequence 

Lesson 9 Graphic Organizer



Big Ideas of Lesson 9, Unit 2

- Our community is part of many bigger places.
- Our community is part of the state of Michigan.
- The state of Michigan is part of the country of the United States.
- The country of the United States is part of the continent of North America.
- The continent of North America is one of the seven continents of our world, the Earth.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Natural Characteristics – Word Card #6 from Lesson 3

23 state

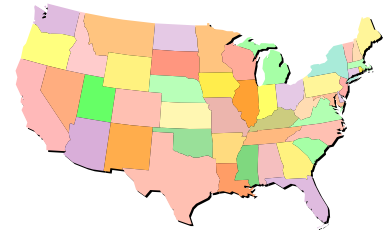
one of the 50 parts of
our country



Example: States have their own land,
borders, and government.

24 country

50 states make
up our country,
the United
States of America



Example: I live in the country of the United
States of America.

25 continent

the largest pieces of
land on Earth



Example: We live on the continent of North
America.

26 world

the large ball of land
and water on which we
live

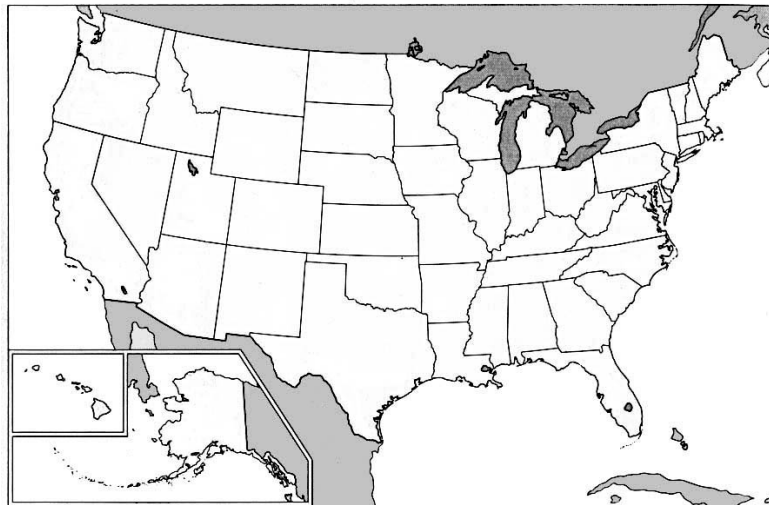


Example: The name of our world is Earth.

My state: _____



My country: _____



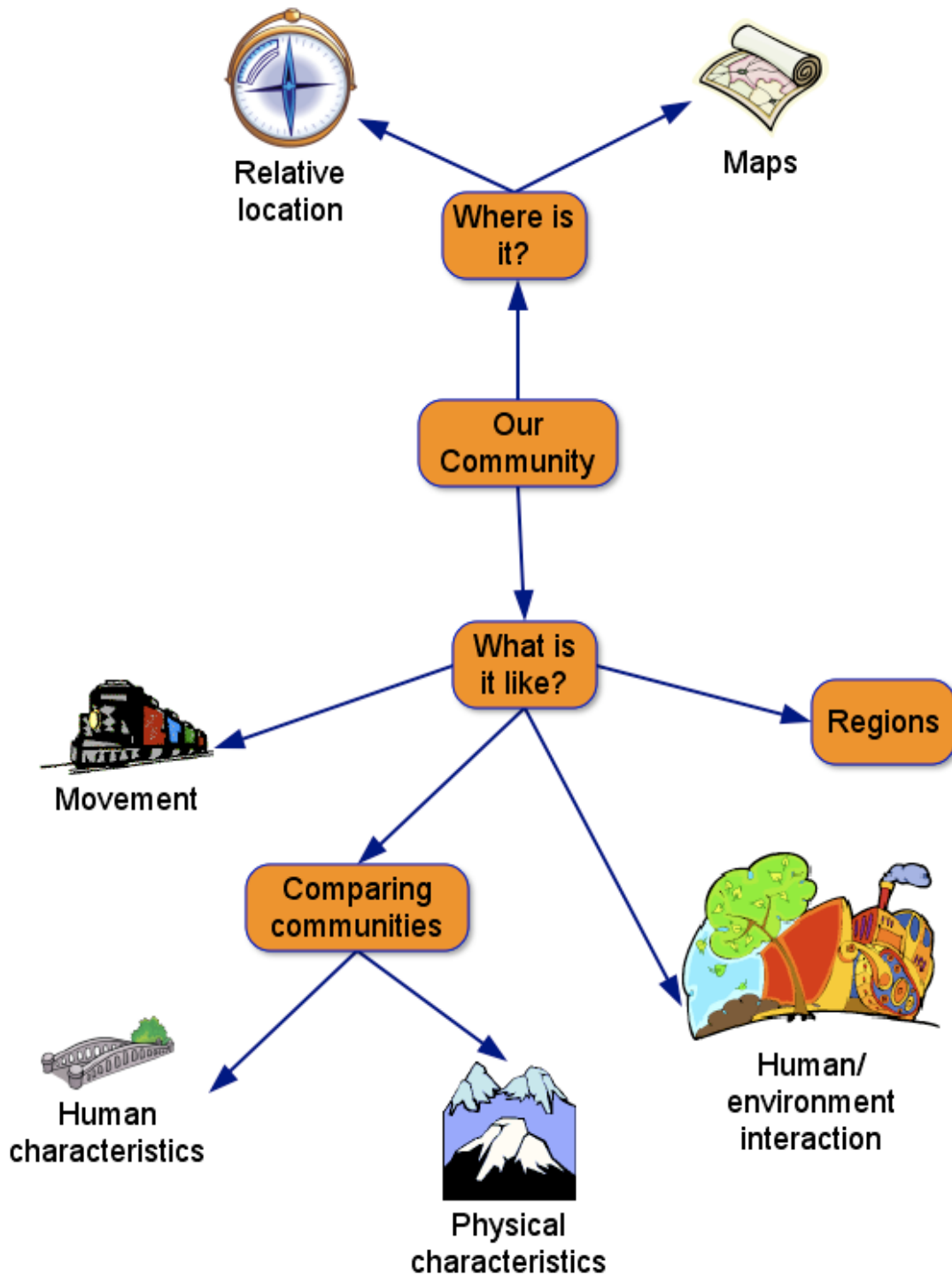
My continent: _____



The World: _____



Unit 2 Graphic Organizer



Unit 2 Vocabulary Words

bodies of water	27
consequence	40
continent	46
country	46
direction words	4
hill	28
human characteristics	17
lake	28
landforms	27
location	14
map	4
map key	4
mountain	28
natural characteristics	17
negative consequences	40
ocean	28
plain	28
pond	29
positive consequences	40
river	29
state	46
symbol	4
transportation	24
valley	28
wetland	40
world	46

Unit 2 Key Concepts

community

geography

human characteristic of place

human/environment interaction

land use

location

map

movement

physical characteristic of place

region

transportation