

2nd Grade – My Neighbors are Nebraska – Lesson 2

Grade 2	<p>Theme: My Neighbors are Nebraska (Geography) Lesson Title: My Nebraska Community Then and Now Literacy Strategies: Graphic organizers, note-making, and oral discussions</p>
Objectives / Learning Targets	<ol style="list-style-type: none"> 1. I can create a community map and label landmarks after taking a community walk around our school. 2. I can compare and contrast an Omaha community from past and present.
Background Information	<p>It is important to schedule this community outing with your administration. Also if you plan on leaving school grounds, the attached field trip permission form can be filled in, sent home, and returned with a guardian's signature by each student. It is also important to access the website prior to performing the lesson to ensure workability. As a summary, set up a time with a younger grade so that the students can share the maps they create.</p>
Materials & Resources	<p>http://invisiblehistory.ops.org , printed examples of maps, large white paper for each student, Venn Diagram graphic organizer for each student</p>
Content Standards/ Indicators	<p>Social Studies: SS 2.3.1.b, SS 2.3.1.c, SS 2.3.1.e, SS 2.3.2.c, SS 2.4.5.a, SS 2.4.2.b ELA: LA 2.1.5.b, LA 2.1.5.c, LA 2.1.6.f, LA 2.1.6.g, LA 2.1.6.i, LA 2.1.6.l, LA 2.1.6.n, LA 2.3.1.a, LA 2.3.1.b, LA 2.3.1.c, LA 2.3.3.a, LA 2.3.3.d, LA 2.4.1.c</p>
Procedures & Routines	<p><u>Anticipatory Set:</u> Say to class, "Students, today is the day we take our community walk. We are going to be walking around the neighborhood that our school is located in. Your home might be in a different neighborhood, but we will be looking at our school neighborhood. Before we go on our walk, I'd like us to take a look at what Omaha used to look like."</p>
Gradual Release of Instruction	<p>Project the website http://invisiblehistory.ops.org and select the area of Omaha in which your school is located. Click through the pictures and videos. Discuss what was noticed and what has changed.</p> <p>"Now we are going to walk through our neighborhood to see how Omaha has changed. I want you to notice the different buildings in our neighborhood. Think about why someone would put a building there. Notice where the different businesses or companies are located. Think about how far apart or close together they are. When we return from our walk, you will each be creating a map of what you saw on your walk. We want this to be a true map so be very observant of where things are located." Go over expectations for the walk and depart together.</p> <p><u>Modeled:</u> When you return from the walk have students immediately gather on the carpet or on your usual gathering place. Make a class-generated list of what was seen or experienced on the walk. Point out street names, businesses along the streets, parks, schools, and any other important points to notice. Make an anchor chart of a map legend that will apply to what was seen on your walk. Use the provided legend as an example.</p>

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Shared:

Spread the printed maps out around the classroom. Instruct the students that they will be taking a gallery walk of the different printed maps. Have students notice any map legends, symbols, and the layout of the illustrations.

Divide students into groups of four. Have students count off numbers in their groups (1-4). Explain, "As you look at each of the maps, you want to discuss together what you notice about the maps. What do they have in common? What makes one map better or easier to read than another?" Assign each group a map to start with. Give students 3-4 minutes at each map to look, discuss and record ideas. Use a timer. Each student (#1-4) takes a turn drawing or writing about the map.

After the groups have seen each map, gather together to discuss what they noticed. Teacher calls a number. The student with that number from each team shares a "notice" individually, using the notes made by the group during the map rotations. Teacher records students' thoughts on board or chart.

Map #1	Map #2
Map #3	Map #4
Map #5	Other map (optional)

Guided:

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Project the location of your school on google maps so that students can see the route they walked. Assist students in drawing and labeling the streets that were walked. This will be the outline for them to fill in.



Independent:

After students have started their outline, they can continue to add businesses, landmarks, parks, parking lots, or anything else they saw during their walk that was pertinent. Have the class generated anchor chart visible so that students can include these items as well.

Shared:

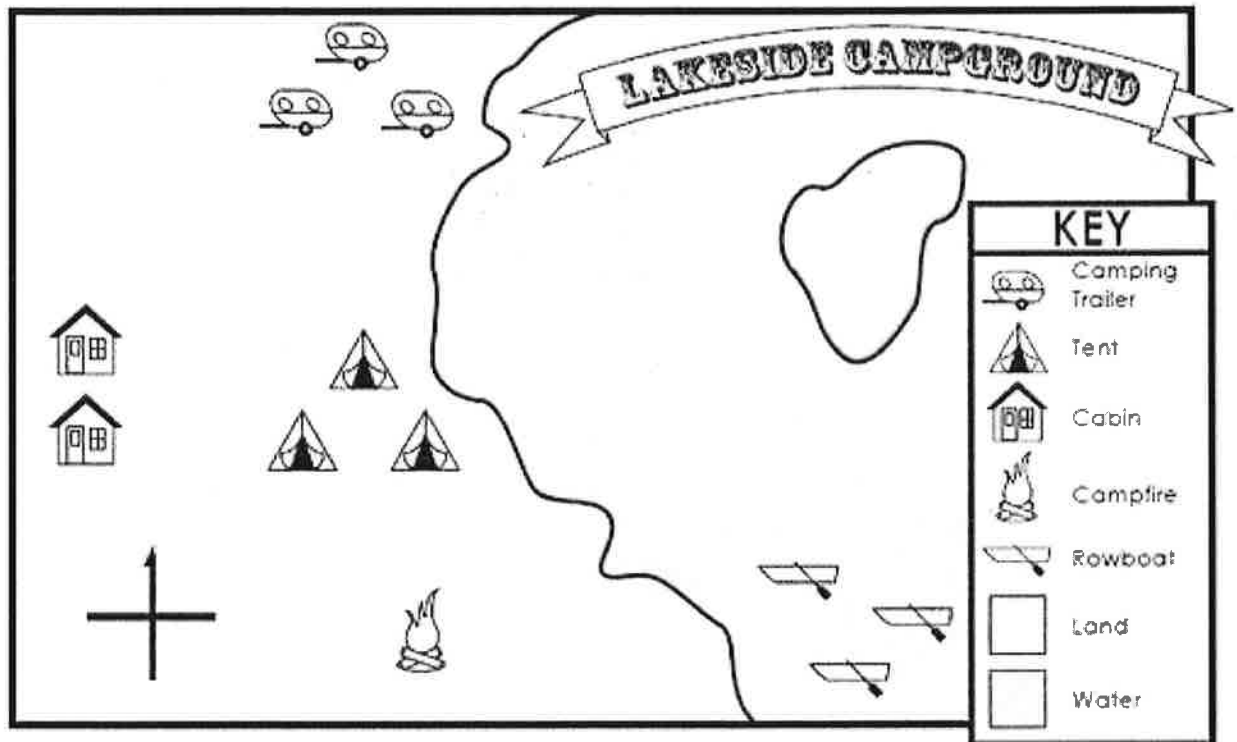
As student finish, distribute the Venn Diagram graphic organizers. Label one side "Omaha Then" and the other "Omaha Now." Have one student make a statement and the other students decide if it belongs in the Then, Now, or Both section. Repeat this until all sections are full.



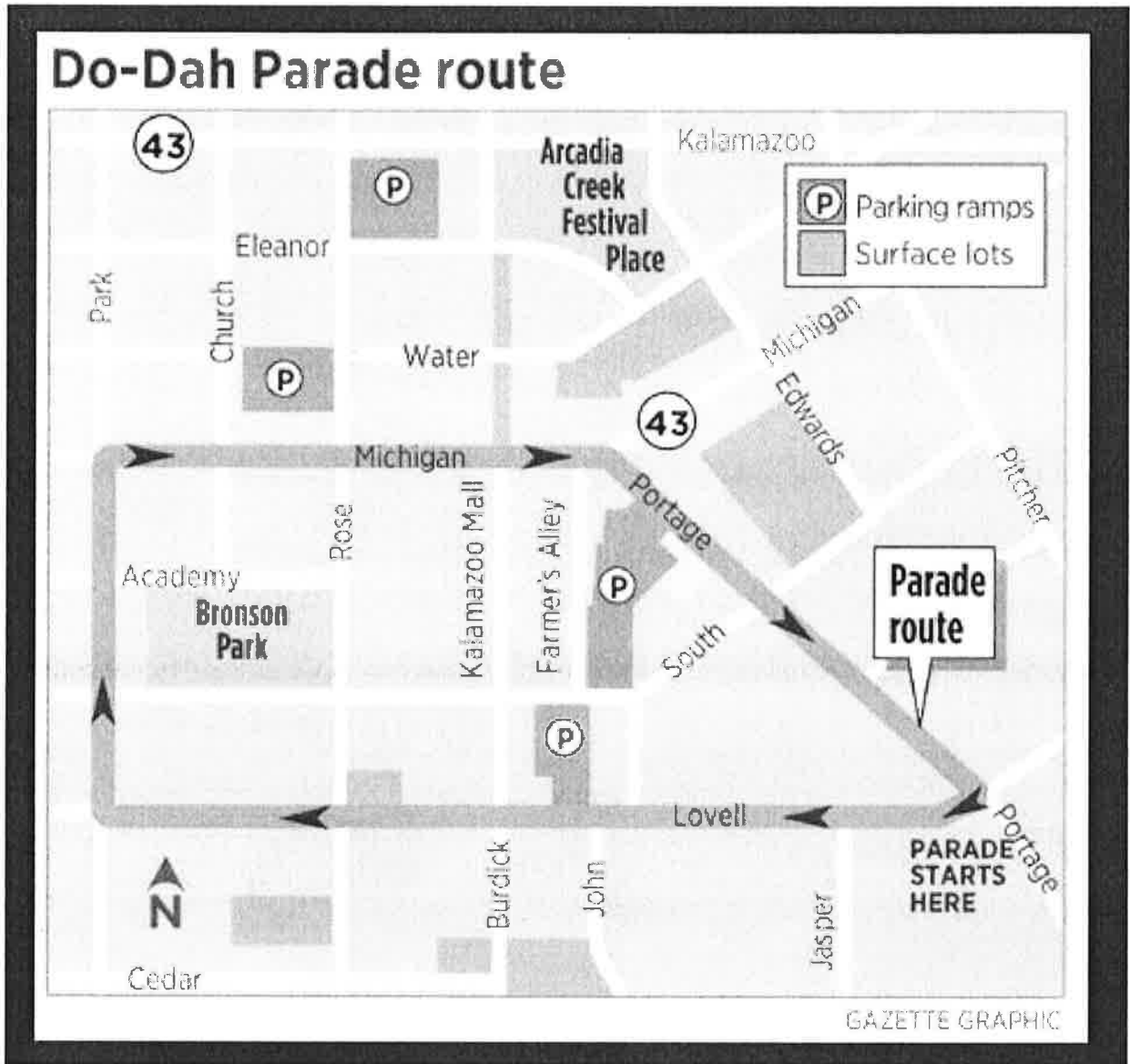
Summary Arrange a time with a younger grade so students can share the maps they created. Have them discuss the businesses in the area, the streets, the map legend, and anything they added to their map to make it unique.

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MAP #1

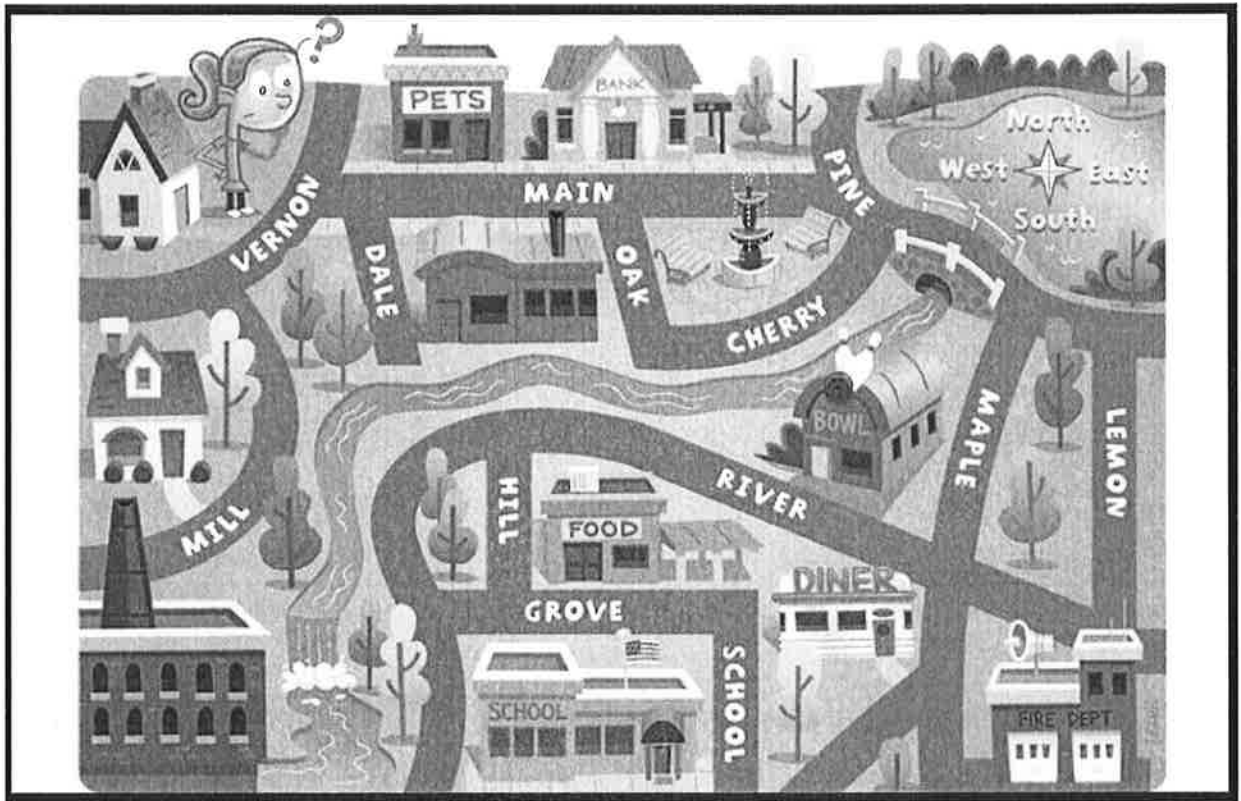


MAP #2



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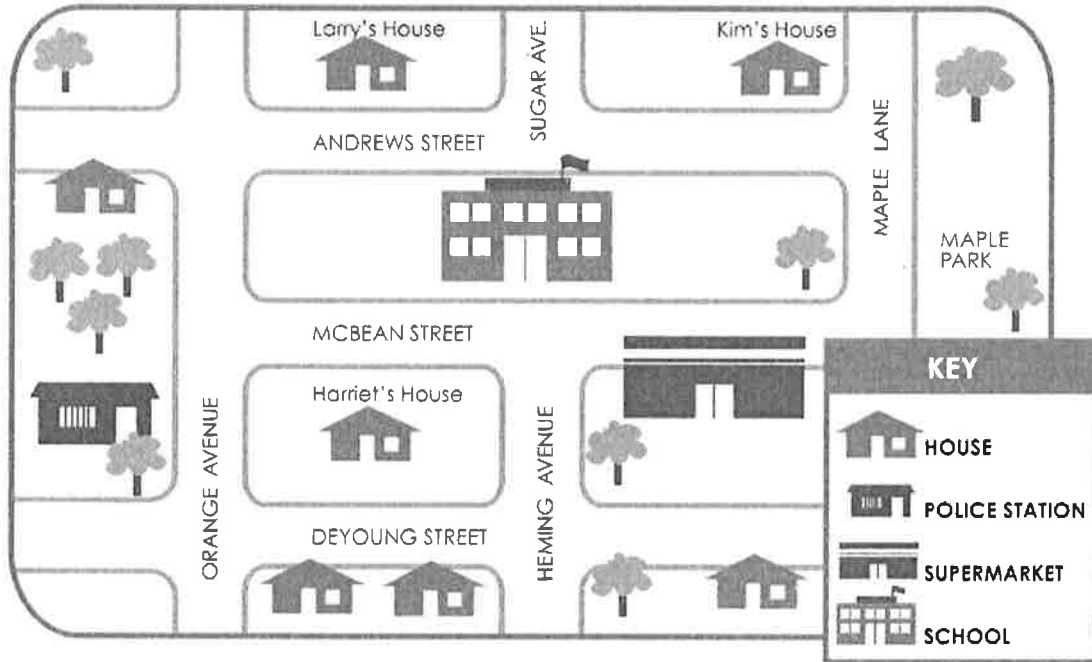
MAP #3



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MAP #4

TOWN MAP



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MAP #5

