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<th>Sense of Place</th>
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<tbody>
<tr>
<td>Prepared By</td>
<td>UNT Sustainability</td>
</tr>
<tr>
<td>Original Creation Date</td>
<td>August 29, 2014</td>
</tr>
<tr>
<td>Version</td>
<td>1.0</td>
</tr>
<tr>
<td>Date of Current Version</td>
<td>August 29, 2014</td>
</tr>
<tr>
<td>Revised By</td>
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<tr>
<td>Edited By</td>
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<tr>
<td>Description</td>
<td>A collection of activities and resources regarding sense of place that meet state education standards and national sustainability standards for the second grade level.</td>
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<td>Licensing Information</td>
<td>[CC BY-NC]</td>
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## Revision History

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Introduction

Grade Level

These activities are intended for a second grade classroom.

Discipline

These activities have a science and social studies focus.

TEKS

Content: In Grade 2, careful observation and investigation are used to learn about the natural world and reveal patterns, changes, and cycles. Students should understand that certain types of questions can be answered by using observation and investigations and that the information gathered in here may change as new observations are made. As students participate in investigation, they develop the skills necessary to do science as well as develop new science concepts. TEKS §112.13. Science, Grade 2. (a)(4)(B).

In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms. TEKS §113.13. Social Studies, Grade 2. (a)(1).

Skills:

The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. TEKS §113.13. Social Studies, Grade 2. (b)(7)(A)(B)(C).

The student uses simple geographic tools such as maps and globes. TEKS §113.13. Social Studies, Grade 2. (b)(5)(A)(B).

The student understands the locations and characteristics of places and regions in the community, state, and nation. TEKS §113.13. Social Studies, Grade 2. (b)(6)(A)(B)(C).

The student understands how physical characteristics of places and regions affect people's activities and settlement patterns TEKS §113.13. Social Studies, Grade 2. (b)(7)(A)(B)(C)(D).

The student identifies customs, symbols, and celebrations that represent American

The student understands ethnic and/or cultural celebrations. TEKS §113.13. Social Studies, Grade 2. (b)(16)(A)(B).

National Education for Sustainability K-12 Student Learning Standards

2.1 ~ Interconnectedness ~ Sense of Place
Objective

Students will learn what a maps look like, and how to determine their location, and the locations of others using a map. They will learn the basic components of a map, and will make a map to represent an area around their school. They will then use a map to select several different cities, and will predict the upcoming weather for these cities based on the forecast and the city’s location (for example, it makes more sense that it would snow in New York in January than in Miami).

Key Words

Maps
Legends
Keys
Symbols
Garden
Weather
Forecast
Drought
Earthquake
Hurricane
Precipitation
Snow
Tornado

Description of Activities

The following activities have been compiled to address the topic of "Sense of Place" in second grade classrooms. The activities meet the state and national education standards for second grade, and are intended to supplement pre-existing curricula, with a focus on integrating sustainability topics. The activities can be used in conjunction or alone.
Activities

Activity 1: Mapping a Garden

Introduction

The purpose of this lesson is to have the students’ gain an understanding of maps. The students will learn the components of a map, particularly the legend, the key, the symbols and the area. The students will develop their own map of a garden they will be planting in their upcoming science lesson. The students have background knowledge in mapping due to the exposure of maps in previous lessons.

Materials

- 4 Maps to be used as examples
- 2 Maps to be used for identifying components
- Enough blank maps for each student to make their own
- Pencils
- Crayons

Products

Map of a Garden

Process

1. The teacher will start a discussion by asking the students if they have ever used a map and why. The teacher will then ask the students why maps are important. The teacher will ask students if they know what the basic components of a map are and how to use them. After the students respond, the teacher will discuss the importance of maps and why people use them and also discuss the basic components of a map. The teacher will then tell the students that they, as a group will be making their own class map of a garden they will be planting. Questions to guide the discussion may include:
   - What is a map?
   - Have you ever used a map and why?
   - Why are maps important?
   - Is it important to know how to read a map and why?
   - Does anyone know what the legend, key, symbols, or area is on a map?

2. The teacher will then discuss all of the questions asked in detail. The teacher will display four examples of maps and point out the legend, key, symbols, and area on each map. The teacher will discuss what each component is used for on a map and why. The teacher will ask students if they have any questions. The teacher will then display two more examples of maps and ask the students, as a large group to identify each component discussed. Teachers can use almost any map for this activity (world map, map of a city or state, etc. as long as it has a legend, a key, and symbols). Teachers should point out different features.
on the maps, such as the location of the students’ continent, country, state, city, and even school. They may also describe different topographical features, such as oceans, lakes, and mountain ranges. Students should have a general idea of how to use a map to find certain features (for example, if the teacher points out the United States and tells the students that Canada is directly north of the United States, students should be able to find Canada).

3. The teacher will explain to students that they will be planting a garden in the near future and will need to map out the plants that they will be planting. The teacher will explain why they need to map out the garden. The teacher will tell the students that by making a map of the garden, everyone will know where to plant the plants and they will have a neat organized garden. The map will also be important after planting, so that students can tell which plant is where.

4. The teacher will tell the students that they will be planting four of each of these types of plants: peppers, tomatoes, carrots and lettuce. The teacher will then distribute a blank map to the students that will have a box for the legend, key and symbols. The area of the map will have a square, two rectangles, a circle and a triangle. The teacher will draw the same map on the board and ask the students what they would like to plant in each of the shapes and come to an agreement of the arrangement. The teacher will then ask the students what type of symbol they would like to use for each plant and come to an agreement of the symbols. The teacher will then plot out the arrangement on the board using the symbols established by the class. The teacher will complete the legend and key portion on the map as well.

5. The teacher will then instruct the students to copy the model map from the board to complete their own map. The students will use crayons to draw the symbols in the legend and key. The students will also use crayons to fill in the shapes with the correct corresponding symbol.

6. Review the components of the map and ask the students what each component is and what it is used for. Review the model of the map and ask the students if all of the components are included on the map. Review each symbol and what it represents. Review what plant will be planted in each shape. Ask the students if they have any questions about the map or the components.
Activity 2: Predicting Weather Based on Location

Introduction

Students will be able to name various types of weather in the world and the U.S., and be able to talk about how weather affects the state or country.

Materials

Large sheet of paper
Pencils
Newspapers
Computer/Internet/T.V. Access

Products

Weather Forecast

Process

1. Tell students that weather is influenced by many different factors, and different areas of the world (and the country) experience different weather patterns because of their geographic locations. Refer to (some of) the following websites, discussing the frequency of certain weather phenomena, and discuss with students why some types of weather occurrences are more likely to happen in certain areas (for example, hurricanes occur in coastal areas because of their proximity to water). The discussion does not have to be too complicated, but students should have a simple understanding of why certain weather phenomena occur, and where they are most likely to occur.

- Drought: http://drought.gov/drought/content/resources/reports
- (All) Precipitation: http://data.worldbank.org/indicator/AG.LND.PRCP.MM/countries?display=map
- Snow: http://nsidc.org/cryosphere/snow/science/where.html
- Tornadoes: http://www.ncdc.noaa.gov/climate-information/extreme-events/us-tornado-climatology

2. Have students find the 5-day forecast for their city (online, on T.V., or in the newspaper). Have them talk to each other about what the different forecasts were for different days, then have them work together to give different types of weather that could happen. They should list the forecast on a large sheet of paper and leave it hanging up during the weather unit. Split the class into groups, and assign each group a city outside of the United States. Students should look up the forecast for their assigned city, and make their own forecast based on what they have learned about weather and geography. Students should compare and contrast the official forecast, their forecast, and the actual weather each day for their home city and their assigned city.
Excellence in Curricula and Experiential Learning

Created by Haren, D. Weather in the U.S. and the World. Lesson Plans for Teachers by Teachers. 
Additional Resources

Online Resources

Primary Resources

http://lessonplanspage.com/ssmapagarden-mapping2-htm/
http://lessonplanspage.com/sciencessweatheract1-forecastshowpreparefor-typeside2-htm/

Secondary Resources

http://urbanext.illinois.edu/firstgarden/
http://www.fao.org/docrep/009/a0218e/a0218e05.htm
http://www.sustainablefoodcenter.org/about
http://drought.gov/drought/content/resources/reports
http://www.weather.com/weather/hurricane-central/article/hurricane-strike-frequency_2011-08-12
http://nsidc.org/cryosphere/snow/science/where.html
http://www.ncdc.noaa.gov/climate-information/extreme-events/us-tornado-climatology
http://www.weather-and-climate.com/

Educational Literature

“There's a Map on My Lap! All about Maps” by Tish Rabe and Aristides Ruiz

“Maps and Geography” by Ken Jennings and Mike Lowery

Educational Videos

http://www.youtube.com/watch?v=5BNcgqhoWqU
http://www.youtube.com/watch?v=u6Gb5vO246g
http://www.youtube.com/watch?v=rGWLT8_89m8

Sense of Place
Instructional Games


http://www.eslgamesplus.com/weather-vocabulary-esl-interactive-board-game/v
EXCEL is a division of the Sustainable Communities Initiative