unit 3: Willington now

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| **SUBJECT**  Social Studies | **GRADE LEVEL(S)**  2nd Grade | **LOCATION**  Willington, CT |
| **SOCIAL STUDIES FRAMEWORK THEMES**  Perspectives and Diversity in our World | | |
| **TOPICS**  Map skills, Geography, Places, Regions and Culture | | |

# Dimension 1: potential compelling question

###### Lesson 1: How do maps help us understand our community?

* Read students mentor text: Mapping Penny’s World, or Me on a Map
* Ask students to turn and talk with a partner about the question, how do maps help us understand our community? Students share their ideas.
* Then, introduce the topic of this unit; we will be creating maps of our community.

## Standards

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| **CT SOCIAL STUDIES FRAMEWORKS** **INQ K-2.3:** Identify facts and concepts associated with a supporting question.  **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. | **CCSS**  **CCSS.ELA-LITERACY.SL.2.1**: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. |

# dimension 2: disciplineary concepts & tools

###### Lesson 2: Familiar Places

* Students are introduced to the concept of familiar places; a place that they visit frequently, on an almost daily basis, that they rely upon for some need or want (school, park, home, store).
* They work independently to create a list of the familiar places in their life and then use their Chromebooks to find the address of each on google maps.
* They will use google maps to find the distance in miles they travel from home to school every day.
* Students will share as a class, the teacher lists the data, as a class they will find the highest and lowest number.

## Standards

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| **SOCIAL STUDIES FRAMEWORKS** **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.  **INQ K-2.17**: Use listening, consensus-building, and voting procedures to decide on and take action in their classroom. | **CCSS**  **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **CCSS.ELA-LITERACY.SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |

# Dimension 3: evaulating sources and using evidence

###### lesson 3: map makers

* They will construct a geographic representation of their familiar places, with Center School as the starting point (because this is the one perspective they all have in common).
* Familiar places are the important places in their community that they rely on, such as their home, school, grocery store, park, friend’s house, etc.
* They will use maps of Willington to plot the locations of their familiar places, and the route they take to get there.
* If the familiar place is not in Willington, they must draw the route they take to get there and add an arrow showing that they leave Willington to get there.
* They make a list on the back of the map or a separate piece of paper of the places that are not in Willington. They will evaluate and use sources of evidence such as google maps, maps of Willington from town hall, and business directories.

## Standards

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| **SOCIAL STUDIES FRAMEWORKS** **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.  **INQ K-2.6:** Gather relevant information from one or two sources while using the origin and structure to guide the selection. | **CCSS**  **CCSS.ELA-LITERACY.W.2.8:** Recall information from experiences or gather information from provided sources to answer a question. |

# dimension 4: communicating conclusions

###### lesson 4: Comparing perspectives

* They will then compare their maps with their classmates, what is similar? What is different? The lesson is that everyone has different perspectives, even though they live in the same community.
* Afterwards, students share what familiar places they go to out of Willington; what is Willington missing? Why doesn’t Willington have these things?

## Standards

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| **CT SOCIAL STUDIES FRAMEWORKS** **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.  **INQ K–2.11:** Construct explanations using correct sequence and relevant information.  **INQ K-2.10:** Construct an argument with reasons.  **INQ K-2.12:** Present a summary of an argument using print, oral, and digital technologies.  **INQ K-2.17:** Use listening, consensus-building, and voting procedures to decide on and take action in their classroom. | **CCSS**  **CCSS.ELA-LITERACY.SL.2.1**: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **CCSS.ELA-LITERACY.SL.2.3**: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |

# content integration

###### mathematics

Old business directories, students lists the type of businesses Willington has and how many of each. Ex. 15 garages, 10 restaurants. Graph them--- how many garages and restaurants do you have compared to grocery stores?

###### Writing

If Willington has 7,231 acres of unused land, what would be useful to build in the open space? Why? (Hint: look at your maps, what places do you have to leave Willington to go to?)

* 7,231 Acres of Unused Land (4,253 acres of open land and 2,978 acres of vacant land)