

Arkansas History Lesson Plan Template

Places in My World

***Appropriate Grade Level(s):**
Grade 2

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***District/School/Grade level(s):**
Berryville/Berryville School/Grades K-3
English as a Second Language

***Enduring Understanding:**
I know my place in Arkansas and the world.

***Essential Questions**

- Where would I like to go? Why? How could I get there?
- Where do I live now?
- Why do I need to know where I live?
- Where am I in relation to others?
- Why would I need to know where other places are in my world?
- How can I get to the (LANDMARKS IN ARKANSAS) from here?
- Why do people come to Arkansas?

***Student Learning Expectations from K-6 Social Studies Framework**

Arkansas Social Studies Curriculum Framework:

Strand: Geography

Standard 1

G.1.2.1 Define relative location

G.1.2.2 Locate the county in which the student lives on an Arkansas map

G.1.2.3 Locate the capital of Arkansas

G.1.2.4 Identify and locate countries bordering the United States

G.1.2.5 Locate and define the North and South Poles and the Equator on a map or globe

G.1.2.6 Locate the seven continents using a map or globe

G.1.2.7 Name and locate the four major oceans

G.1.2.8 Describe how climate changes with the seasons

G.1.2.9 Distinguish between types of maps: physical, political, historical

G.1.2.10 Understand the purpose of map components: title, compass rose, legend/key, map scale

G.1.2.11 Describe the relative locations of places using cardinal directions

G.1.2.12 Identify and locate physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, and coast

G.1.2.13 Construct maps of a familiar place that include title, compass rose, and legend/key.

Standard 2

G.2.2.3 Compare and contrast how people in rural and urban areas live and work

Strand History

Standard 6

H.6.2.3 Discuss historical people of Arkansas (e.g. Bill Clinton, Scott Joplin)

Strand Economics

Standard 8

E.8.2.4 Give examples of capital resources

***Lesson Plan which must include all of the following:**

***Overview**

Students will explore various globes, maps, and atlases to determine where they live. They will find where relatives live and figure out routes they could use to get there. They will locate where favorite authors and illustrators live, find locations mentioned in reading selections, and, and then tell where that is in relation to Arkansas or their town if it's in the same state. Students will be able to find Arkansas' approximate location on the globe or map of continents. Students will be able to locate Arkansas on a U.S. map. Students will be able to draw a state map and locate their town and state capital. Students will be able to locate Arkansas places of interest on an Arkansas map. Students will find places of interest found in their reading selections/books and author & illustrator studies. Students will listen to books about Arkansas. Students will evaluate why people move to different locations and plan some trips of their own.

***Lesson Objectives:**

- 1. Students will be able to state their planet, continent, country, state, county, and town.**
- 2. Students will be able to use the globe, maps, and atlas to locate Arkansas.**
- 3. Students will be able to explain which directions you would travel to reach a destination (north, south, east, west, NE, NW, SE, SW, provided a compass rose for the later)**
- 4. Students will be able to identify characteristics of places (rural, city, mountains, flat land, water, attractions, jobs, relatives, climate, schools, etc.) that influence people's decisions to locate or visit there.**
- 5. Students will be able to choose a destination to visit and support their choice with facts obtained from maps and research.**
- 6. Students will be able to understand and provide appropriate answers to the essential questions.**

***Teaching Strategies:**

Post questions so you can refer to them often, have access to maps, globes, atlases, and internet sites when needed, read to students about places in the state and around the world, find out where authors and illustrators of books used are from, demonstrate and model asking questions about places, as well as, using globes, maps, atlases. Provide vocabulary study as needed by individuals. Accept student's selections with enthusiasm. Help them to use vocabulary correctly when speaking. Make this study correlate smoothly with other areas (reading, science-water, math-directions, writing-descriptions/word choice). Revisit and provide students time to really use in their world, therefore really learn.

***Background information**

Understand questions and the concept of location as a place.

***List of materials**

Globes, world maps, atlases, United States maps, Arkansas maps, access to internet for maps and information, access to library, current reading and content materials, flash cards, paper, pencil, markers, crayons, student journals, books.

Books I used, but you may be able to find others:

Welsbacher, Anne. (1998) *Arkansas*. Edina, Minnesota: Abdo & Daughters.

Shoulders, Michael and Anderson, Rick. (2003) *N is for Natural State: An Arkansas Alphabet*. Chicago, Michigan: Sleeping Bear Press.

***Vocabulary**

Location, place, direction, north, south, east, west, planet, Earth, continent, North America, country, United States, state, Arkansas, city, town, your city or town, relation to, atlas, globe, map, mountains, plains, valley, river, lake, capital, farming, city, rural, climate, jobs, relatives or kin, local attractions and others from reading materials according to your students needs.

***Activities**

- ✓ **Explore** in pairs and small groups globes, world maps, U.S. maps, and state maps to find Arkansas. Try to get students to see on global maps Arkansas is not labeled but they can estimate where it is using the other maps. May need to use a visual of a large circle with each location inside being a smaller circle or a large upside down triangle to show large (continent to country to state to town).

- ✓ Allow students to **use** several different kinds and sizes of atlases. My students didn't know name "**atlas**" but they learned and quickly learned to use the **index** to find the page to look for their place.
- ✓ **Use** maps to find where their relatives live (this seems to happen naturally). Ask questions like is that near or far from Arkansas? Can you show me where it is? Where is Arkansas?
- ✓ Every time a location is mentioned in a reading selection or a book is shared the teacher will allow time for students to **find** where that place or person is from and **explain** where it is from Arkansas (this will go on all year and reinforce map skills and students' ability to give directions)
- ✓ **Listen** to and discuss book *N is for Natural State: An Arkansas Alphabet* by Michael Shoulders and Illustrated by Rick Anderson
- ✓ **Use computers** to look at maps. Place several good websites under "favorites" and allow students to explore these to find locations given in book. Some good sites are: www.worldatlas.com/webimage/countrys/namerica/usstates/ar.htm and www.arkansas.com/maps/
- ✓ Have students **read** *Arkansas* by Anne Welsbacher
- ✓ Have students use landform maps and information from the book to **color** in the main landforms found in Arkansas. (This can be simple or more complex—with or without a key—according to ability level students are at) Application Skill
- ✓ Have students **share** what "characteristics of the land and climate" they prefer where they live? Then ask them if country, rural or city, attractions, jobs, or relatives make a difference in their choice. (Self Evaluation)
- ✓ Have students **make** a list of at least 3 places they would like to visit (may be ones they have read about or seen on television or heard about). Then guide them in simple research of these places to pick one. Tell students to try and pick different places from their peers. Then have the students **draw a map** to show this place in relation to Arkansas or town if in same state. Include with map a key, compass rose, and title.
- ✓ Next, you need to give students a choice in projects: They can **write** an essay about why this is such a great place. They can **design** a poster and give an oral presentation using their own notes. They can **write** a letter to someone at a school in this location and ask them to write back with information about living there. They might **create** a travel brochure or commercial. The ideas are as varied as the students. However, make it a challenge for each one in which they have to think and apply themselves. All students must **share** their project in some way and answer "Essential Question" #1 Where would I like to go? Why? How could I get there?
- ✓ Have students locate names of town, county, and state in weekly local newspapers.

- ✓ Have students **discuss** in large group, then **write** in journals about:
Why I need to know where other places are in my world?
Why do people come to Arkansas?
- ✓ **Play** games with the students where you name a place and they find it on an Arkansas map-or name a continent-or name a state-or ask them which direction would you travel from Arkansas to get to ____? (They love it!) You can roll a die and keep points, but mine just like the challenge with the maps to see who can find it first. I've also cut out continents from a world map shuffled them and had the students match labels to them. At first we just did for accuracy, but now they like to be timed. U.S. State puzzles are also enjoyed by students and reinforce location of places. These types of games should be done throughout the year to reinforce learning, especially on days before holidays because they don't see it as work!

*Cross-curricular connections. Identify the content framework and SLEs.

Arkansas English Language Arts Curriculum Framework:

OV.1.2.1 Use words that reflect a growing range of interests and knowledge.

OV.1.2.6 Use oral language for different purposes (i.e., to inform, persuade, and entertain.

OV.1.2.7 Support spoken ideas and opinions with examples and evidence.

OV.1.2.8 Give three step and four step directions.

OV.1.2.12 Ask and answer questions.

OV.2.2.1 Demonstrate active listening behaviors

OV.2.2.3 Follow oral directions with three or four steps

OV.2.2.4 Listen to literature and respond appropriately, including comparing/contrasting and extending the text

W.4.2.3 Make decisions about which topic to work on over several days

W.4.2.12 Edit writing

W.4.2.14 Prepare pieces for publication

W.4.2.16 Use available technology for publishing

W.5.2.3 Write daily

W.5.2.4 Respond to open-ended questions

W.5.2.7 Write letters

W.5.2.13 Write in personal journals

W.6.2.11 Capitalize proper nouns

W.6.2.16 Write legibly in manuscript

W.7.2.5 Apply new vocabulary and concepts into writing

R.11.2.7 Learn new words from reading and discuss the meanings

IR.12.2.4 Access information from such sources as charts, maps, graphs, and directions.

IR.12.2.5 Locate information from a variety of print, non print, and technological resources

***Assessments**

Observations of ability to use tools and complete tasks.

Projects that answer the essential questions.

Classroom oral answers and participation in discussions.

Journal responses.

Performance task where student can explain in oral or written form how to get from Arkansas to a location or to Arkansas from another location.

***Estimated time allotted for lessons**

2 weeks- but reinforced all year through games and use of tools in other areas

***Adaptations for special needs learners**

Included in activities above

***Resources/bibliography**

Included in activities and materials list

***Extension activity**

Included in activities

***Attachments**

Rubrics should be written for oral and written responses and projects designed by teacher based on student expectations and area in writing you would like to focus on....

***Sample rubric for finding and naming locations:**

1. Can name and find all seven continents. +___/14
2. Can name and find the four main oceans +___/8
3. Can locate the country he/she lives in and tell the name +___/2
4. Can locate and name his/her state. +___/2
5. Can locate and name his/her county. +___/2
6. Can locate and name his/her town. +___/2
7. Can read or show a neighboring country to south and north. +___/2
8. Can read or show a neighboring state to south, north, east, and west.
+___/4

***Sample presentation rubric:**

PRESENTATION RUBRIC

NAME _____

**0=Not shown 1= LESS THAN SATISFACTORY 2=SATISFACTORY
3=GOOD**

NOTE: Modifications may be made in areas where an ESL student is rated a 3 or less in language ability (for example in pronunciation). However, with practice before hand this shouldn't be a big concern.

1. The student can be heard.	0	1	2	3
2. Speaking was fluent.	0	1	2	3
3. Vocabulary words are pronounced correctly	0	1	2	3
4. Student appears will prepared/researched	0	1	2	3
5. Use of map.	0	1	2	3

COMMENTS: _____

