



## Grade 2 - Unit 3 - Madison, USA

Unit Focus
Throughout the study of Town as community, students will question and explore what "Madison" can look like in other geographic regions of the United States. Students will be introduced to Madison, WI as a way of comparing and contrasting geographies, climates, and lifestyles. The geographic, economic, and cultural elements of different regions will then be explored through investigations of other towns and cities, especially as those elements affect the people living there. Students will be able reflect on those factors which make each region unique. Students will compare the similarities and differences between Madison Connecticut and other towns in different regions. Maps and map skills will facilitate this by helping students identify and understand relative location, proximity, use of natural resources, topography, climate, population density, and other pertinent information; students will synthesize information gained through maps in order to develop hypotheses about life in different places.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 2</i>            921224 DIMENSION 1. Developing Questions &amp; PLANNING INQUIRIES            921225 Constructing Compelling Questions            921226 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...            • D1.2.K-2. Identify disciplinary ideas associated with a compelling question.            921229 Constructing Supporting Questions            921230 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...            • D1.3.K-2. Identify facts and concepts associated with a supporting question.            921233 Determining Helpful Sources            921234 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...            • D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.            921236 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS            921278 Geography            921279 Geographic Representations: Spatial Views of the World            921280 INDIVIDUALLY AND WITH OTHERS, STUDENTS...            • D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.            • D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.            • D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>	T1 Analyze how geography impacts people and people impact geography.	T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Humans impact and are impacted by their environment.	Q1 How does where people live shape how they live?
	U2 Geographic representations are created for different purposes but they share basic components (key, map scale, compass rose). (U.G.2) (street maps, driving, walking, hiking, relief maps, political, town vs state vs country)	Q2 What makes a region unique? Q3 How do different communities use resources?
	U3 Developing questions helps us as learners to better understand a topic. Questions are based on what we know and what we want to learn.	Q4 How can we use a map to learn about a particular area? Q5 How does thinking about what I've learned lead me to ask more questions?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 Cardinal directions	S1 Reading a map, including <ul style="list-style-type: none"> <li>• using a compass rose to determine direction</li> <li>• using a map key</li> <li>• Figuring out how to use a map to get from one place to another</li> </ul>
	K2 Defining features of different geographic regions in the United States	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

921284 *Human-Environment Interaction: Place, Regions, and Culture*  
 921285 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.  
 • D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.  
 921289 *Human Population: Spatial Patterns and Movements*  
 921290 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.  
 921319 *Dimension 3. Evaluating Sources & USING EVIDENCE*  
 921320 *Gathering and Evaluating Sources*  
 921321 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.  
 921324 *Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*  
 921325 *Communicating Conclusions*  
 921326 *INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*  
 • D4.1.K-2. Construct an argument with reasons.  
 921330 *Critiquing Conclusions*  
 921331 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D4.2.K-2. Ask and answer questions about explanations.

**Student Growth and Development 21st Century Capacities Matrix**  
*Critical Thinking*  
 • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.  
*Collaboration/Communication*  
 • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

K3 Where Madison and Connecticut are located within the United States

K4 Definitions of towns, cities, states, and nations

- Determining the kinds of information a map is displaying
  - Interpreting multiple maps to learn about a place
- S2 Comparing and contrasting geographic regions  
 S3 Using maps as evidence to support a claim