

Sample Social Studies Learning Plan

Big Idea/ Topic

My Location

Connecting Theme/Enduring Understanding:

Location: The student will understand that where people live matters.

Essential Question:

Where do I live? (city, county, state, nation, and continent)

Standard Alignment

SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or globe..

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Information Processing Skills: 6. Identify and use primary and secondary sources

Map and Globe Skills: 1. Use a compass rose to identify cardinal directions. 2. Use intermediate directions.

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: Before starting the lesson, have students think about where they live. Remind them that in kindergarten they learned the difference between a map and globe and learned their city, state, and country. Now students will be ready to locate those same things on a map. Allow students to share their city, state, and country.

In a live or recorded session, read the book *Me on the Map* by Joan Sweeney. You can do your own reading if you are live with students or use the following YouTube version.

(https://www.youtube.com/watch?v=v_qUK8U9dE0)

After the reading, have students share what they see, what they think, and what they wonder about the different maps discussed throughout the book. Students can share responses orally in live lessons or record responses in their notebooks to submit. (You may want to go through each page to review the maps and scaffold discussion towards the various locations the girl lives.)

***Unplugged variation** – see attached document (*Me on the Map PowerPoint*) which is a modified version of the book. Students can use it to see that they can use maps to locate where they live. NOTE: Teachers will need to add their own city before giving it to their students.

Part 2: (Students should already know the name of their city, state, and country from kindergarten. The first grade standard adds the name of their county and continent. It also builds on that knowledge and requires that students must locate them on a map.) Using the *Where Do I Live?* PowerPoint, introduce the maps to the students starting with the map of Georgia. NOTE: Be sure to add in the location of your specific city and county before teaching this lesson. When pointing out the location of your city and county, be sure to reference the compass rose on the map. Review the cardinal directions and introduce the intermediate directions. Give students a reference on the map to help them locate their city and county. (For example, “Our city is located slightly north of Valdosta.” “Our county is located in the northeastern corner of the state.”) Continue working through the PowerPoint helping students find our location on each map. Use the notes on the PowerPoint as a guide if needed. When students are ready, they can complete the *Where Do I Live?* graphic organizer.

Teacher’s directions to students: Use the *Where Do I Live?* graphic organizer to practice identifying your city, county, state, county(nation), and continent. Use the maps to help make the connections so you will be able to identify them later. If needed, you can also reference the *Where Do I Live?* PowerPoint.

***Unplugged variation to Where Do I Live activity** – Provide a print copy of the *Where Do I Live?* PowerPoint slides. Be sure to add names and maps of your specific city and county before sending home with students. Print a copy of the *Where Do I Live?* graphic organizer.

Discuss with students: Review with students their city, county, state, country (nation), and continent. In a live or recorded lesson, show students different maps and have them identify whether that is our city, county, state, county(nation), and continent. Also have students name the city, county, state, country (nation), and continent you show. (This can also be something you suggest unplugged families to do as a review at home using the maps provided from the PowerPoint.)

Part 3: For a summative assessment, students must identify and locate their city, county, state, country (nation), and continent. Students will use the *Where Do I Live?* Assessment to match the map and name with the correct location. NOTE: Teachers will need to add their own city and county before giving it to their students.

***Unplugged variation to summative assessment** – Provide a print copy of the *Where Do I Live?* assessment. Be sure to add names and maps of your specific city and county before sending home with students.



Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these changes for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Some students will struggle to complete the organizers independently. These are a few suggestions: allow students to use the PowerPoints as a guide, give students the organizer partially completed to lessen the amount of work, give students a “key” to copy.
- Provide students with various maps to use when finding their location, especially their city and county.
- If students can show their understanding of the standard in a different way through speaking, writing, illustrating, reading, or listening encourage that as long as they are identifying and locating their location.

Opportunities for Extension:

- Have students make their own maps recreating their city, county, state, country (nation), and continent maps. Encourage them to include a compass rose.
- Have students create flip books to teach about their location.
- Make a matching game with the names of the locations and the maps to play at home for practice.

Lesson Supplies: (*signifies unplugged only)

- Lesson checklist *
- *Me on the Map* by Joan Sweeney (https://www.youtube.com/watch?v=v_gUK8U9dE0)
- [Me on the Map PowerPoint*](#)
- [Where Do I Live? PowerPoint](#)
- [Where Do I Live? Graphic Organizer](#)
- *Where Do I Live?* Assessment

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, *Me on the Map* PowerPoint*, *Where Do I Live?* PowerPoint, *Where Do I Live?* Graphic Organizer, *Where Do I Live?* Assessment



Where Do I Live? Lesson Checklist

SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or globe.

Part 1:

- 1. Where do you live? Think about what you learned in kindergarten and see if you can name your city, state, and country. Write them here:
City:
State:
Country:
- 2. Use the *Me on the Map* PowerPoint to learn the name and location of your city, state, country (nation) and continent. Pay close attention to both the name and the map.

Part 2:

- 3. Using the *Where Do I Live?* PowerPoint, identify and locate your city, county, state, country (nation), and continent.
- 4. Find the compass rose that is on each map. Identify the north, south, east, and west. In between each cardinal direction is what is called an intermediate direction. Locate the intermediate directions. NW-northwest, SW-southwest, NE-northeast, SE-southeast
- 5. After enough practice identifying and locating your city, county, state, country (nation), and continent, use the *Where Do I Live?* graphic organizer to practice.

Part 3:

- 6. Answer the Essential Question: *Where Do I Live?* by completing the *Where Do I Live?* assessment. Remember, you must be able to identify and locate your city, county, state, country (nation), and continent.

