

Lesson Title: Comparing Two Close Towns

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Target grade and subject: Second grade/Social Studies, Geography

Lesson Overview

The Overall theme/topic to be addressed is comparing the theme of place between two local communities by constructing maps and using critical thinking skills to see if it's possible for locks to be built at Tahquamenon Falls.

This lesson plan connects to the curriculum at my school by dealing with local history of Newberry, MI and Sault Ste. Marie, MI and constructing maps.

With this lesson I hope to accomplish the student using map symbols and legends correctly to an authentic learning experience.

Sources to help the teacher and learner

Boat Locks at Sault Ste. Marie, MI, how they work, connecting Lake Superior to the other Great Lakes, <http://www.exploringthenorth.com/soo/work.html>.

BrainPOP Jr. | Social Studies | Learn about Reading Maps,

<http://www.brainpopjr.com/socialstudies/geography/readingmaps/preview.weml>

Different Types of Maps 100% Educational Videos, 2005 . Full Video.

Discovery Education. Web. 29 August 2012. <<http://www.discoveryeducation.com/>>.

Haslam, Andrew. *Make it Work! Maps*. Chicago: World Book, Inc., 1996. Print.

Land Atlas and Plat Book, Chippewa County. Rockford Publishers, Inc. 2011. Print.

Land Atlas and Plat Book, Luce County. Rockford Publishers, Inc. 2011. Print.

Maps: Tools for Adventure - Adventure Island - National Geographic Education multimedia/interactive/maps-tools-adventure-island/kd/?ar_a=3.

Penrose. *A Guide to 199 Michigan Waterfalls*. Davison, MI: 1996. Print.

Romano, Karen. *Small Worlds Maps and Mapmaking*. New York: Scholastic, Inc., 2002. Print.

Soo Locks Boat Tours. Sault Ste. Marie, MI, 2006. Print.

Soo Locks at Sault Ste. Marie, MI, <http://www.exploringthenorth.com/soo/locks.html>.

Learning Objectives

At the end of this lesson students should be able to construct a map of Newberry, MI and Tahquamenon Falls and Sault Ste. Marie, MI and the Soo Locks using symbols, labels and legends. Students will compare both physical characteristics (theme of place) of the Falls and the Locks in order to see if and why building a set of locks at the Falls is possible (for ore boats or any kind of boats).

Time spent on lesson

3-4 days

State Benchmarks

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

Materials Needed

For the class: data projector using google earth, overhead projector, read books together about the Soo Locks

For student groups: paper, pencils, constructing paper, crayons, maps (physical map and a natural resource map) of Newberry, MI and Sault Ste. Marie, MI for student pairs, maps reference sheet (showing what symbols, labels and legends are) for each student

New Vocabulary

community A group of people living in the same locality and under the same government.

human characteristics The human-designed cultural features of place, from land use and architecture to forms of livelihood and religion to food and folk ways to transportation and communication networks.

physical characteristics Such things as the mountains, rivers, beaches, topography and animal and plant life of a place are physical characteristics.

symbols and labels of maps *see reference sheet of symbols and labels

Locks A section of waterway, such as a canal, closed off with gates, in which vessels in transit are raised or lowered by raising or lowering the water level of that section.

Focus Questions

(questions to kick off the lesson)

Draw two different pictures of locks.

What are the Locks at Sault Ste. Marie?

What are the Tahquamenon Falls?

Where is Sault Ste. Marie?

Is it possible for Tahquamenon Falls to have a set of Locks?

Draw as much as you know about map symbols and legends.

Classroom Activities

This is a hands-on-activity.

The teacher will need various physical and resource maps that are located in the classroom or on the web (including Google earth).

*This lesson about constructing maps is the second to the last lesson. Students have already read and discussed symbols and legends and have seen physical and resource maps. The video is used for review. There are reference sheets for the students to use for help with the activity.

1. TTW (The teacher will) ask the students to draw two different locks. If the students do not know about the Soo **Locks** she will ask if anyone has been to the Soo Locks in Sault Ste. Marie. TTW ask if anyone has been to Sault Ste. Marie and Tahquamenon Falls. TTW also ask the students to draw what they know about symbols and legends as a review from the previous lesson. TTW say, "In the next few days we will make a map of Sault Ste. Marie and our town of Newberry, MI and Tahquamenon Falls using symbols and legends. We will also use our thinking skills to see if Tahquamenon Falls could look like the Soo Locks."
2. TTW read a story about the Soo Locks and show pictures of the locks on the overhead projector during shared reading time.
3. TTW discuss and review the definitions of community, physical and human characteristics (students may draw pictures or the teacher can draw pictures for review), symbols and legends.
4. TTW have several maps (including Google earth) of Newberry/Tahquamenon Falls and Sault Ste. Marie available for the students to look at. TTW pass out the maps to student pairs. Students will write down (*see community sheet) the characteristics they see in each one.
5. TTW will ask the students to sit down together as a whole group at the carpet. She will ask each student group to name the physical and human characteristics they wrote down. She will add these to the Venn diagram (*see Venn diagram sheet, must make larger on copy machine or draw one on chart paper). Label one circle Newberry and one circle Sault Ste. Marie. The

students will be able to see the similarities and differences of both towns. The teacher may have the students make their own copy if she wishes, but it is not necessary.

6. TTW do the activities mentioned above (Classroom or Field activities) for understanding of the students' knowledge of symbols and legends.
7. TTW show the students the rubric (*see rubric sheet) of the map, symbols and legends. She will explain how the students' accomplishments will be assessed.
8. TTW ask the students to go back with their partner to make a map of both towns using symbols and legends. She will give the examples provided for the students. TTW ask the students to make the maps first in pencil in case there are any mistakes the students can see and then to use the crayons/markers.
9. TTW collect the maps to be assessed.
10. The students will synthesize what they have learned as they gather as a group at the carpet. TTW will ask the students about whether or not it would make sense to put Locks in the Tahquamenon river where the falls are. TTW ask the students what physical characteristics of the river would make it easy and not easy to put the lock system there. The students will use their knowledge from map constructing and the story of the Locks to answer the question as a group. The teacher may take a vote if she wishes (easy or not easy). The answer is: it is not a good idea.
11. The student pairs will orally tell the teacher why putting a Lock on the Tahquamenon River is not a good idea. (Tahquamenon river is too narrow and too shallow for ore boats to sail on, the river takes a long time to reach Lake Superior, building Locks would destroy natural resources, it would cost too much money for small boats to go through them.)

Extension activities

Field trips may be taken for students to see Taquamenon Falls and/or the Soo Locks.

Students may try to build their own paper Lock on the Taquamenon river (to scale) to see if ore boats could sail on it.

Assessment included

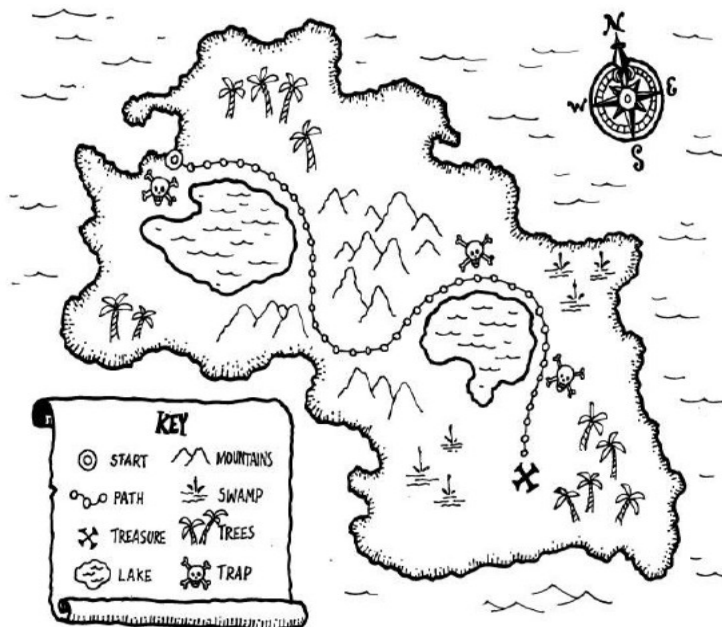
rubric for maps of Newberry and Sault Ste. Marie
rubric or oral telling

Making A Map : Map Symbols and Keys/Legends

CATEGORY	Excellent (4)	Good (3)	Average (2)	Needs Work (1)
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols. It shows many details of both towns.	Legend contains a complete set of symbols. It shows some details of both towns.	Legend contains an almost complete set of symbols. It shows details of mostly one town and some of the other town.	Legend is absent or lacks several symbols. There is one town lacking.
Knowledge Gained	When shown a blank map, the student can rapidly and accurately identify 100% of the features.	When shown a blank map, the student can rapidly and accurately identify 75% of the features.	When shown a blank map, the student can rapidly and accurately identify 50% of the features.	When shown a blank map, the student can rapidly and accurately identify 25% of the features.
Team Work	Takes a leadership role in groups, motivates others and disputes points made, participates well in presentation of ideas.	Works well in groups, contributes ideas, participates in presentation of ideas.	Sometimes works well in groups, sometimes contributes ideas and enters into discussion.	Does not work well in groups, wastes time, fails to contribute ideas.



Example of a map key (legion and symbols)



Example of a map and key (symbols and legend)

Name _____

Please write the physical and human characteristics you see in each community. Use the maps provided in the classroom. You may use your knowledge of your visits to Newberry and Sault Ste. Marie also. Work with your partner.

Communities

Newberry/Tahquamenon Falls

Sault Ste. Marie/Soo Locks

Answer Key

Name _____

Please write the physical and human characteristics you see in each community. Use the maps provided in the classroom. You may use your knowledge of your visits to Newberry and Sault Ste. Marie also. Work with your partner.

Communities

Newberry/Tahquamenon Falls

answers will vary

swampy

hilly

streams

small lakes

school

hospital

the falls

river

trees

Sault Ste. Marie/Soo Locks

river

hilly

Locks

ore boats

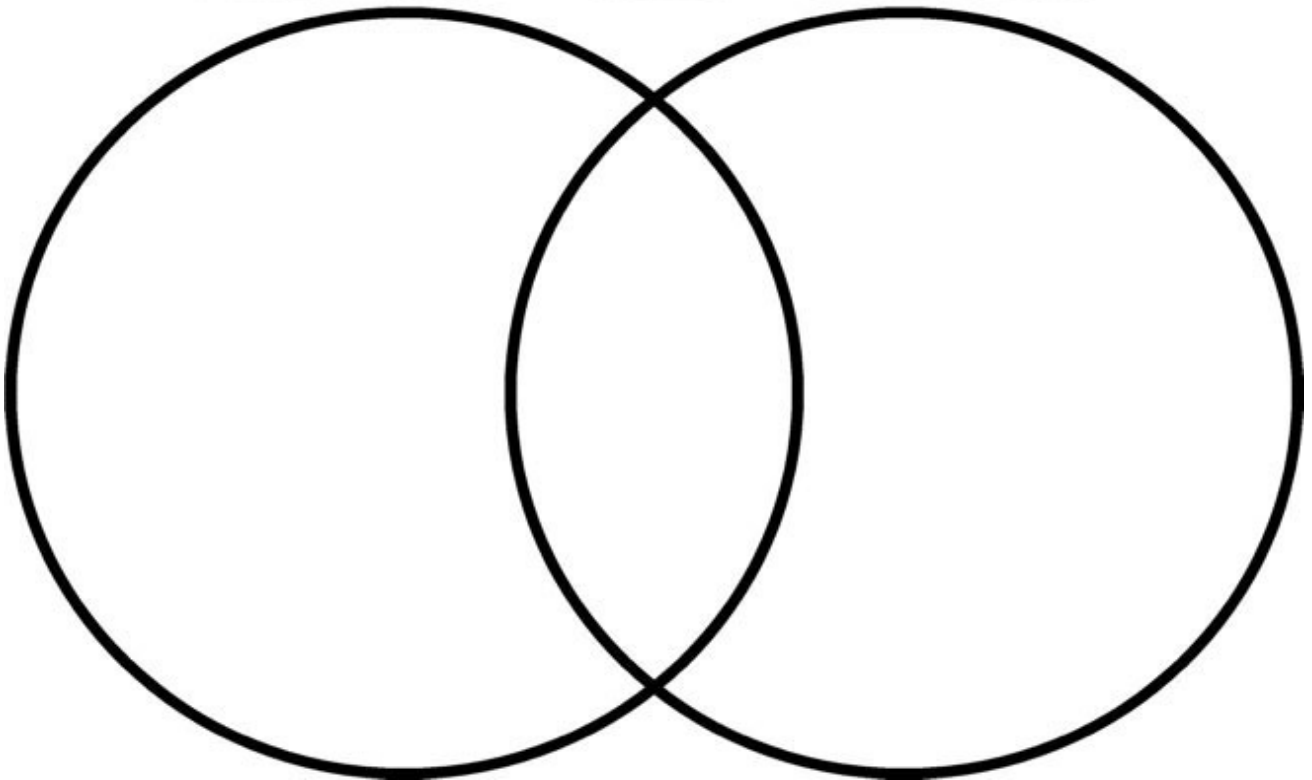
trees

VENN DIAGRAM

Different

Same

Different



Oral assessment of learning

Name _____

_____3 The student came up with many conclusions that locks could not be built on the Tahquamenon river because of the physical characteristics of the river, etc.

_____2 The student came up with some conclusions that locks could not be built on the Tahquamenon river because of the physical characteristics of the river.

_____1 The student was unsure of the conclusion.