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 TE Social Studies  
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 Lesson Plans

**The community of Hazel Park/ Introduction to Map (DAY 1)**  
**GLCEs:** 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.  
 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of Sources (e.g., data gathered from local residents, artifacts, photographs).  
 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline Of local community events.  
**Objective:** SWBAT discuss the purpose of maps and their features.  
 SWBAT find specific places in a map.  
**Materials needed:**  
 Teacher: Map of USA, Large map of Hazel Park, markers  
 Students: none  
 Time needed: Approx. 40 minutes  
  
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**Lesson Format:**  
**Intro to Hazel Park Unit:**

- To begin the unit will ask students: What city they live in? and what they already know about their city?
- Ask students about places that they frequently visit within Hazel Park.
- As a group we will talk briefly about what our unit is going to be about and explain that we are going to explore Hazel Park over the next two weeks.
- I will read a brief history about the city of Hazel Park to the students, pointing out things that are still around within the city. (I.e., the racetrack, stores, schools)

Visual learners:  
 -Use maps to point out locations of important places  
 -Show pictures from the book to allow students to make connections  
 -Allow students to look at the book after the oral reading is over  
 ADHD:  
 -Students help to locate places on the map of the city  
 -Give student activities that allow them to move about the room  
 Oral/auditory learners:  
 - Read story aloud  
 - Oral discussion as we look for locations on the map

**Learning Activity:**

- I will show students several different maps (USA, HP, MI) and ask students what they think these maps can be used for.
- Show map of Hazel Park, ask students to compare the map of HP to the map of the USA
- As a group we will review parts of the map (legend, compass) “Boys and girls what are these little pictures used for on the map?” Why are there blue lines on this map? I will prompt students to begin thinking about important things that maps include.
- Talk about why showing historical important places on a map is important.
- (10 minutes)

**Guided practice:**

- On chart paper we will make list of important places that students come up with that they would like to place on our map.
- Ask: Boys and girls as citizens of the city of Hazel Park, what are some of the very important places or roads that we might include on our map?” (Guide them to think of historical buildings and roads)
- “The road that our school is on is very important, does anyone happen to know the name of it?”
- After we develop a list of important ideas I will Model finding points of interest and making a legend to display on map.
- (20 minutes)

**Closure:**

- Explain to students that they will have the opportunity to make their own map of Hazel Park in the next lesson.  
Remind them to ask parents places that they visit often in Hazel Park, so they can include that on their maps. (5 minutes)

**High**

During the lesson will have students use the computer to research more about some of the important places within the city. I will have students work with me to do research. Student will be able to provide the class with more information about places in Hazel Park. These students may be asked to do research at home.

**Middle**

Student will work with group and maybe partnered with high students to look at research and explain information to the class. We will be doing this as a group.

**Low**

Student will work with group and will be provided additional help when locating places on the map. I will also ask student to help me locate specific areas to familiarize them with finding locations on the map.

<p>• <b>Closing summary for the lesson</b></p> <p>-Engage students further by saying, “Tomorrow you will get your chance to explore the city of Hazel park and make your own map for people to follow.” -  “Boys and girls, depending on where you live, there are many different ways to get around different towns Make sure to ask someone at home what your address is and one special place you often visit in Hazel park. We can trace the route you might take to get there.”  (1 minutes)</p> <p>• <b>Transition to next learning activity</b></p> <p>-“Boys and girls, thank you for being such great listeners. Please clear off your desk, We are going to be traveling to specials, by safely walking. Please wait for you table to be called.”</p>	
<p><b>Assessment</b></p> <p>Informal Assessment: Students participate in the whole class discussion about the city of Hazel Park.</p> <p>The information from the assessment will inform me on whether or not students are familiar with different places within their city. I will also learn is students have a common understanding of maps and there functions. If my high students have trouble, I know I will have to spend some time re-teaching the whole group and explaining maps in general. If only a few of the middle and/or lower students have trouble, then I will make some extra time to work with them.</p>	<ul style="list-style-type: none"> <li>• <b>High student</b>— I expect that these students are able to talk about different places in their city and maybe tell some of locations.</li> <li>• <b>Middle student</b>—Student will be able to refer to places within the city but may not know where they are located.</li> <li>• <b>Lower student</b>—Will be able to participate in the conversation but will not be able to tell the locations of any of the common places within the city. Student may know restaurants.</li> </ul>
<p><b>Reflection:</b></p> <p><b>Students learned</b> about maps and viewed a map of the city of Hazel Park.</p>	<p>-The lower-leveled students were able to tell locations of many unique places in the community. .</p>

**Students learned** that maps help people to get around and located where places are within a given area.

**I learned** that when teaching social studies it is very important to establish exactly what your requirements of the activity are, and that it is important to connect activities to student's lives. There are many different types of learners and it is important to explain things in a multiple of forms.

**Overall**, the lesson went well. Students found that students know more about their city than I expected. Students were able to include some history about their city from information given from parents.

**Next time**, I teach this lesson, I will ask students to talk with their parents about the community.

### **Hazel Park on Google Earth**

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

#### **Objective**

- SWBAT further expand their knowledge and understanding of their local community as part of a larger region through the use of technology.

**Materials needed:** projector, computer, Google Earth, laser pointer, students name sticks

**Time needed:** 45 minutes

#### **Goal(s):**

- a. Students will be able to explain the larger regions that Hazel Park is apart of.
- b. Students will use previously learned information about Hazel Park to think of additional areas to explore using Google Earth.

**Special circumstances:** ELL students will receive language support as we talk about the different places within Hazel Park. Students whom require explanations more detailed will have many opportunities to gather ideas from the exploration using Google Earth.

**Time needed:** about 45 minutes

**Anticipatory set:****Intro:**

- Get students excited about the lesson today by saying, “Today, we are going to dive into Hazel Park!” “We are going on an adventure and traveling through space, through earth, through the US, through MI, and right into Hazel Park!”
- Before starting the activity I will give students specific behavior expectations for the lesson:
- I will tell students that they will be the explores and explores always act like CHAMPS (I will explain what the activity is, the conversation, the movement, the ways to participate; in order to be a CHAMP)
- Explain that we will take a look at the many larger regions HP is apart of and hopefully end by exploring our city.
- Introduce Google Earth and how we are going to be using it in today's lesson.

**Learning activity:**

- I will have students sitting in areas where they will be able to see the projection of Google Earth; the first screen will be of the Earth. I will, ask students if we eventually want to explore HP, what continent do we need to zoom into first? (N. America)
- Zoom in, repeat process until zoomed into HP
- During each step ask students what to do next and pull sticks to allow students to help zoom in.
- Show students the major points of interest we have been studying, such as, major road, land marks, schools.

**Guided practice:** allow students following behavior expectations to locate their homes using Google Earth.

**Closure:** Express gratitude for polite listen skills and positive behavior and as a group reviews all the larger regions HP is apart of. Display chart of Regions in the classroom

***Transition to next learning activity (each day)***

“Boys and girls, we will have an opportunity to remember the different regions that Hazel Park is apart of by referring to our display of the regions chart at all times.”

“We are going to go to specials, leave your work on your desk and please put away any materials you were using. Once I see you are cleaned up, I will call your table to line up.”

Visual learners: students will be able to see everything that we are going to be looking at on the projection screen.

ADHD: will be able stand in the back of the room and will also be asked to do task that provide movement.

Oral/auditory learners:

-Oral explanations will be given about all the places and ways we are zoom into the city.

High level student:

Student will be able to use pointer to point to the areas we need to zoom in on, or give ideas for areas to explore. We understand that their school is located within the community.

Middle level student: student will be able to participate in the discussion and understand the regions the community is apart of.

Low-level student: Student will participate with guidance.

<p><b>Assessment</b></p> <p>Formal: students will be able to orally tell me the regions that their city is apart of.</p> <p>This information will inform me of how well the students are able to recall information we have learned about over the last few days. If my high students have trouble, I know I will have to spend some time re-teaching the whole group. If only a few of the middle and/or lower students have trouble, then I will make some extra time to work with them.</p>	<p>Students are receiving various support during assessment through:</p> <p>Oral explanations, visual explanations, allowing students do use sounds with pictures.</p> <p>Students with ADD/ADHD: Hands on minds on learning, students are becoming actively involved with their learning.</p> <ul style="list-style-type: none"> <li>• High student— Student will be able to explain where to go next when zooming in, in order to get to HP.</li> <li>• Middle student—student will be able suggest ideas of where to zoom in.</li> <li>• Lower student—Student will need to be guided through the recess of the ways to zoom in, in order to eventually get to HP.</li> </ul>
<p><b>Reflection</b></p> <p><b>Students</b> expanded their knowledge of the city of Hazel Park.</p> <p><b>I learned</b> that students needed to have solid background knowledge of regions and what they are. I also learned that students needed to have an understanding of the earth, and the continents.</p> <p><b>Overall</b>, the activity went very well and the lower-level students did well participating and asking valuable questions about the different regions and what was explored.</p> <p><b>Next time</b>, I will provide students with more background knowledge of regions, continents, and earth.</p>	<p>When re-teaching this material I will give a brief mini lesson on different regions that we plan to explore.</p>

