



Florida

THE WORLD AROUND ME

Title of the Week: Place: Human Features

Summary of the Week: This week introduces the human features of places, like countries, states, and capital cities. Students will locate countries, states, and capital cities on maps.

Social Studies Standards:

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

B.E.S.T. ELA Standards:

ELA.2.R.2.1 Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.

ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

ELA.2.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.

ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.

ELD Standards:

ELD.K12.ELL.LA: Language of Language Arts

ELD.K12.ELL.SI: Language of Social and Instructional Purposes

ELD.K12.ELL.SS: Language of Social Studies

Essential Question: How can I describe where I live?

Learning Intention:

- I am learning how to use maps and globes to locate places.
- I am learning about human features so I can explain where I live.

Success Criteria:

- I can use maps and globes to locate my hometown, Florida, and North America and also to locate my state's capital and the national capital.
- I can explain the human features of my environment.

Teacher Background Knowledge: N/A**Student Edition Vocabulary:**

agricultural land: land used for growing crops and raising animals

capital city: the location where a state or country's government meets to work

commercial areas: where grocery stores and services are located

country: an area of land that has its own government

human features: things that come from people who live in a place and their ideas

industrial areas: where factories and warehouses are located

political maps: maps that show the borders of cities, states, and countries

recreational areas: where people play and relax

residential areas: where people live

Language for Social Studies Learning: N/A**Think Deeply:**

- Why is the United States called "united"?
- What are some examples of human features that affect your life?
- What might cause a map to change?

Let's Write:

- Draw a picture of a human feature near where you live. Write two or three sentences about it.
- Your town wants to build a new shopping mall, right in the middle of a big, open field. The mall will bring new jobs for workers and provide stores where people can buy things. But building the mall will destroy animal habitats and grasslands. Write a persuasive essay, sharing your opinion of whether this is a good or a bad idea. Can you come up with a solution?

Notes for Teacher: The sequence of articles in this week is designed to build and support the learning of concepts for students.

Weekly Assessment Questions:

1. Fill in the blank: The way people build their homes is part of the **human features** of a place.
Distractors: physical features; political features; climate features
2. What kind of map shows the borders of cities and states?
 - a. climate map
 - b. physical map
 - c. population map
 - d. political map**

3. Matching: Match each place with the area where it is found.
- gas station: commercial**
 - park: recreational**
 - farm: agricultural**
 - factory: industrial**
 - school: residential**
4. What is the location where a state or country's government meets to work?
- a. largest city
 - b. highest city
 - c. capital city**
 - d. leader city
5. Fill in the blanks: A **country** and a **state** both have capital cities.
Distractors A: territory, region, place
Distractors B: city, county, area
6. Open response: What are examples of human features? **(Answers will vary but may include: homes, clothes, food, parks, neighborhoods, transportation systems, people and their ideas.)**
7. What is an area of land that has its own government and is not controlled from the outside?
- a. city
 - b. state
 - c. territory
 - d. country**
8. Fill in the blank: A **star** is often used to mark a capital city on a map.
Distractors: circle; box; check

Student Edition Week 6

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UNIT: GEOGRAPHY

Place: Human Features

WEEK 6

Name _____

Land Use

Land use is a human feature. Land can be used for different purposes.

Communities where people live are called **residential**. Residential areas have houses, apartments, and schools.

Some areas of land are labeled as **industrial**. Industrial areas are where people make things. Warehouses, factories, and storage buildings are found in these areas.

Commercial areas are used for services. Gas stations, grocery stores, and hotels are found in commercial areas.

Recreational areas are where people play, relax, or do sports. Parks, swimming pools, and lakes are recreational areas.

Agricultural land is used for growing crops and raising animals. Crops and animals depend on temperature, rainfall, and soil. Access to clean water is very important to agricultural communities.

Images courtesy of Getty Images.

Florida

2 Studies Weekly

THE WORLD AROUND ME

Daytona 500 Speedway

Overseas Highway

Sunshine Skyway Bridge

Venetian Islands

Ponce de León Inlet Lighthouse

Ancient Spanish Monastery

Bok Tower Gardens

Human Features

Human features include the number of people who live in a place and their ideas. People make choices about where to live. They use their ideas to build the place. People make choices on how to meet their basic needs. They meet their needs by using the physical features of the place. The way people build their homes is part of the human features of a place. So are the clothes they wear and the foods they eat. A new park in your neighborhood is a human feature. Our transportation systems are, too. Human features tell us about people and culture.

ESSENTIAL QUESTION

How can I describe where I live?

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Place: Human Features

Political Maps

Many people in the world live in cities. **Political maps** show the borders of cities and states. Political maps also show us where each country is. Political maps show us where one border stops and a new one begins.

What Is a Country?

What is a country? A country is a place that has its own flag. However, states have their own flags, too. A country has a capital city. States have capital cities as well. What is different about a country, then? A **country** is an area of land that has its own government, and nobody controls it from the outside. It also has a leader who is not controlled by anybody from outside. Most countries have their own money. The United States, Mexico, and Canada are all countries. So are some of the nations in the Caribbean.

What Is a Capital City?

A **capital city** is the location where a state or country's government meets to work. It is the most important city in a country or state. It is where you can find the government leaders. On maps, capital cities are often represented by stars. The capital city of the United States is Washington, D.C. States have capital cities, too. The capital city of Florida is Tallahassee.

Look at the map. Find Canada and Mexico. What are their capital cities? Can you find other capital cities?

POLITICAL MAP OF NORTH AMERICA

KEY/LEGEND

★ CAPITAL CITY

— BORDER

0 200 400 600 800

SCALE OF MILES

Map labels: ALASKA (UNITED STATES), GREENLAND, CANADA, UNITED STATES, MEXICO, MEXICO CITY, WASHINGTON D.C., OTTAWA, ATLANTIC OCEAN, PACIFIC OCEAN, TALLAHASSEE, GULF OF MEXICO, HAVANA, CUBA, DOMINICAN REPUBLIC, SANTO DOMINGO, PORT AU PRINCE, JAMAICA, KINGSTON, HAITI, PUERTO RICO, BAHAMAS.

Cuba Capital Building in Havana

Article 1: Human Features**Word Count: 101****Vocabulary****human features:** things that come from people who live in a place and their ideas**High Impact Teaching Strategies:** Multiple Exposures, Collaborative Learning, Explicit Teaching**Lesson Plan:**

1. Invite the students to do a picture walk of all four pages of the student edition. Have students pair up and discuss the following prompts:
 - a. What kind of things do you see in the pictures?
 - b. How do you think these things got there?
 - c. What are the things in the pictures used for?
 - d. How do these things help people?
 - e. Are some of them more important than others?
2. Read the article as a class.
3. Take a walk around the school and playground. Ask the students to create a list of human features they see as they explore.
4. Have the students create illustrations of the human features that they found in their interactive notebooks. Have them label the illustrations.
5. As a class, create a T-chart with each human feature on one side and the need it meets on the other. Post the chart in the classroom.

Article Assessment Questions:

1. The ideas people have about how to use their physical environment are called _____.
 - a. national symbols
 - b. human features**
 - c. communication
 - d. continents
2. Which of these is **not** a human feature of a place?
 - a. rivers people fish in**
 - b. clothes people wear
 - c. houses people live in
 - d. food that people eat

Materials Needed: N/A**Online Related Media:** N/A**Extended Reading Articles:** N/A**Article 2: Political Maps****Word Count: 39**

Vocabulary

political maps: maps that show the borders of cities, states, and countries

High Impact Teaching Strategies: Questioning, Worked Examples, Collaborative Learning

Lesson Plan:

- Have a discussion about where the students live. Ask the following:
 - What is your address? Or, what's the school's address?
 - What is the name of our city?
 - What is the name of our state?
 - What is the name of our country?
 - What is the name of our continent?
- When you look at the map in the article, what do you notice? **(different colors, different shapes)** What do the different colors help you with? What does the legend tell you? How does the map help you understand the article?
- Read the article together. Highlight the word "political" whenever you read it.
- Have students pair up and come up with a definition for the word "border." **(where one area stops and the next one begins)** Challenge the students to come up with examples of borders. Look around the room. Where does one object stop and another begins?
- Using the image of the Political Map of North America in the student edition and the image of the Political Map of Florida, found in related media, ask the following questions:
 - Where is our continent? Model tracing the border.
 - Where is our country? Trace the border.
 - Where is our state? Trace the border.
 - Where is our city? Circle it.
- Using the following sentence stem, have students write out the whole sentence and create an image to support their sentence. Encourage good handwriting and correct spelling of the missing words. Use the text for support.
 - Political maps show the _____ **(borders)** of _____ **(cities)** and states. _____ **(Political)** maps show us _____ **(where)** one border _____ **(stops)** and a _____ **(new)** one begins.
- Have students include the sentence and the image in their interactive notebooks.

Article Assessment Questions:

- What type of maps show us borders?
 - physical maps
 - political maps**
 - climate maps
 - biome maps
- Which of these is **not** on a political map?
 - city
 - state
 - forest**
 - country

Materials Needed: N/A

Online Related Media:

Image: "Political Map of Florida"

Extended Reading Articles: N/A

Article Background Information: The political status for the islands of the Caribbean varies. Some places, including Haiti, Cuba, Jamaica, and the Dominican Republic, are countries in their own right. Others have a different status. Puerto Rico and the U.S. Virgin Islands, for example, are territories of the United States. France, Venezuela, Colombia, the Netherlands, and the United Kingdom also have island territories or states that are part of the Caribbean. Because of the complexity of the different statuses, we have chosen to discuss only the major places in the Caribbean to simplify things for the students.

Article 3: What Is a Country?

Word Count: 87

Vocabulary:

country: an area of land that has its own government

High Impact Teaching Strategies: Explicit Teaching, Multiple Exposures

Lesson Plan:

1. Show students a political map of the United States and have them find Florida.
2. Have them review the political map of North America and ask them the number of countries they see on the map. Point out the Caribbean islands near Florida.
3. Read the article out loud to the students. Encourage them to ask questions.
4. Have students write the definition of a country in their interactive notebooks (**an area of land that has its own government**) and draw or trace a picture of their country.
5. Have students pair up and use the political map of the U.S. to play "Find the State." One person calls out a state and the other person points it out on the map. They can do the same with capital cities of the states.

Article Assessment Questions:

1. Which of these is **not** true?
 - a. Canada is a country.
 - b. Mexico is a country.
 - c. Florida is a country.**
 - d. The United States is a country.
2. Which of these does **not** describe a country?
 - a. a place that has its own flag
 - b. a place that has its own capital city
 - c. a place that has its own government
 - d. a place that has its own leader from outside**

Materials Needed: N/A

Online Related Media:

Image: "Political Map of North America"

Image: "Political Map of the United States"

Extended Reading Articles: N/A

Article 4: What Is a Capital City?

Word Count: 86

Vocabulary:

capital city: the city where a state or country's government meets to work

High Impact Teaching Strategies: Explicit Teaching, Questioning

Lesson Plan:

1. Review the last lesson, reminding students that both states and countries have capitals.
2. Have students look at the map that goes with the article. What countries do they see? What states do they see?
3. Have the students take turns reading sentences of the article aloud.
4. Find the capital cities on the map.
5. Show students the United States Regions Map with State Capitals, found in related media. Give them some time to examine the map.
6. Empty the wastepaper basket in your class and place it in front of the board. Ask students to locate some state capitals on the map. The first student to find each capital gets to try throwing a bean bag (or any suitable object) into the wastepaper basket.
7. Have students copy the definition of capital city from the article into their interactive notebooks. Have them draw or trace Florida and mark the capital, Tallahassee.
8. *Answer, bonus question in the article: Canada: **Ottawa**; Mexico: **Mexico City**

Article Assessment Questions:

1. Tallahassee is the capital city of _____.
 - a. Mexico
 - b. Canada
 - c. Florida**
 - d. Arizona
2. What is often used on a map to represent a capital city?
 - a. a dot
 - b. a star**
 - c. a line
 - d. a circle

Materials Needed: N/A

Online Related Media:

Image: "United States Regions Map with State Capitals"

Extended Reading Articles: N/A

Article 5: Land Use

Word Count: 116

Vocabulary:

agricultural land: land used for growing crops and raising animals

commercial areas: where grocery stores and services are located

industrial areas: where factories and warehouses are located

recreational areas: where people play and relax

residential areas: where people live

High Impact Teaching Strategies: Collaborative Learning, Multiple Exposures

Lesson Plan:

1. Divide the class into five groups: residential, industrial, commercial, recreational, and agricultural.
2. Have the students read the related section of the article in their groups. Encourage them to highlight any information that is important for their group to know.
3. Explain to students that sometimes, the purposes for which land is used may overlap. For example, you may find a storage building in a residential area. You may also find a farm in an industrial area.
4. Invite each group to stand up and read the details in the article that describe their area to the rest of the class. Be sure they come up with a definition of their type of land use.
5. Show the students the images of residential, industrial, commercial, recreational, and agricultural areas, found in related media. Invite them to give a thumbs-up when they see an image that represents the area their group studied. Discuss misconceptions and why an image could be in multiple groups.
6. Think about where you live. What are some examples of residential, industrial, commercial, recreational, and agricultural areas that are in your area?
7. Cut sheets of 8½ x 11 paper into fourths. Give each student five sheets of paper. Have them label each sheet with the headers "Residential," "Industrial," "Commercial," "Recreational," and "Agricultural" and illustrate an example from their community for each type of land use.
8. Using the illustrations, create a class mural that shows all the forms of land use. Encourage students to create the areas to represent residential, industrial, commercial, recreational, and agriculture (e.g., you typically wouldn't find an industrial plant in the middle of a residential area). They can add roads, plants, and animals to the mural. The goal is for them to see how cities often divide up their land for certain uses.

Article Assessment Questions:

1. What do we call areas that have houses, apartments, and schools?
 - a. commercial areas
 - b. industrial areas
 - c. residential areas**
 - d. recreational areas
2. What do we call areas that have warehouses, factories, and storage buildings?
 - a. commercial areas
 - b. industrial areas**
 - c. residential areas
 - d. recreational areas

Materials Needed:

Large paper for class mural
Cut sheets of paper for student illustrations
Crayons or colored pencils

Online Related Media:

Image: "Elementary School"
Image: "Warehouse"
Image: "Residential"
Image: "House on a Farm"
Image: "Commercial"
Image: "Recreational"
Image: "Water Park"
Image: "Swimming Pool"
Image: "City Skyline (Washington, D.C.)"
Image: "Retail Shop"
Image: "Farmers Market"
Image: "Gas Station"
Image: "Agricultural"
Image: "Apartment Building"

Extended Reading Articles: N/A

Additional Answer Keys: N/A

Name _____

Date _____

Florida Studies Weekly: The World Around Me

Place: Human Features

Week 6 Assessment

1. The way people build their homes is part of the _____ of a place.

physical features

political features

climate features

human features

2. What kind of map shows the borders of cities and states?

A. climate map

B. physical map

C. population map

D. political map

3. Match each place with the area where it is found.

gas station

residential

park

recreational

farm

industrial

factory

commercial

school

agricultural

4. What is the location where a state or country's government meets to work?

- A. largest city
- B. highest city
- C. capital city
- D. leader city

5. Choose the words that best complete the sentence.

A _____ A _____ and a _____ B _____ both have capital cities.

A

territory

region

country

place

B

city

county

area

state

6. What are examples of human features?

7. What is an area of land that has its own government and is not controlled from the outside?

- A. city
- B. state
- C. territory
- D. country

8. A _____ is often used to mark a capital city on a map.

circle

star

box

check