

Domain-Based Unit Overview

Title of Domain: Geography of the Americas, Grade 2

Learning Time: 16 days

Big Idea

People have adapted to the diverse landscapes of North and South America.

What Students Need to Learn

- How to locate the North American continent, Canada, the United States, Mexico, and Central America on a map or globe
- The United States has fifty states: forty-eight contiguous states, plus the states of Alaska and Hawaii.
- How to explain and give examples of the following new geographical terms when used in relation to the United States: coast, prairie, oasis; and how to review and give examples of the following geographical terms when used in relation to the United States: peninsula, harbor, bay, island, valley, and desert
- How to locate the American territories of Puerto Rico and the U.S. Virgin Islands on a map of North America and how to explain that two additional territories, American Samoa and Guam, exist elsewhere in the world
- How to locate the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States
- How to name their continent, country, state and state capital, neighboring states, and community
- Location of Mexico in relation to the United States, the Gulf of Mexico, and the capital of Mexico
- The primary languages spoken in North America: United States (English), Canada (English and French), Mexico (Spanish)
- Location of Central America in relation to Mexico, the United States, and South America
- Locations of the Caribbean Sea and the West Indies
- Locations of the South America continent, Brazil, Peru, Chile, Venezuela, Colombia, Ecuador, Bolivia, and Argentina on a map or globe
- The Amazon River and its tropical rainforests are primarily located in Brazil on the continent of South America.
- The country of Bolivia was named after Simón Bolívar, “The Liberator.”
- The Pampas are located in Argentina on the continent of South America.
- The primary languages spoken in South America: Spanish and (in Brazil) Portuguese

MN Academic Standards

2.3.1.1.1 *Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.*

2.3.1.1.2 *Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.*

2.3.1.1.3 *Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States*

2.3.1.1.4 *Use maps, photos, or other geographic tools to answer basic questions about where people are located.*

2.4.2.4.2 *Describe how the culture of a community reflects the history, daily life or beliefs of its people.*

Pre-Assessment

KWL Chart

Domain Lesson 1	Introduce Continents and Oceans/ Chapter 1: Using Maps
MN Academic Standards	2.3.1.1.2 <i>Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</i>
Objectives	-Understand why maps are important tools -Understand how to use keys and symbols on maps
Vocabulary	land features, compass rose, symbols, and key.
Procedure	- Show students “Seven Continents Song” and “Five Oceans Song” from CKHG online resources - Read Chapter 1: Using Maps from the Student Book
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 1 Additional Activities
MN Academic Standards	2.3.1.1.1 <i>Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.</i> 2.3.1.1.2 <i>Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</i>
Objectives	-Find places on a map -Understand the meaning of the following domain-specific vocabulary: land features, compass rose, symbols, and key.
Vocabulary	land features, compass rose, symbols, and key.
Procedure	- Continents Puzzle - North, South, East, West Game

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 2: The United States and Canada
MN Academic Standards	<i>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States</i>
Objectives	-Explain and give examples of the following new physical geographical terms when used in relation to the United States: coast, prairie, peninsula, harbor, bay, island, oasis, valley, and desert -Locate the Mississippi River, the appalachian and Rocky Mountains, and the great Lakes on a amp of the United States
Vocabulary	Capital, barges, tugboats, goods, grains, Great Plains, transported, horizon
Procedure	- "Fly" to Topeka, Kansas - Read Chapter 2: The United States and Canada pages 4-7 (United States) in Student Book. Follow along with the teacher manual, asking students questions as you read from the student book.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 2: The United States and Canada Continued
MN Academic Standards	<i>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i> <i>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
Objectives	-Identify the primary languages spoken in the United States (English) and Canada (English and French)
Vocabulary	border, provinces, territories, Canadian Arctic, boast, prairies, seat of government
Procedure	- Read Chapter 2: The United States and Canada pages 8-13 (Canada) in Student Book. Follow along with the teacher manual, asking students questions as you read from the student book.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 2 Additional Activities
MN Academic Standards	<i>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States</i>
Objectives	-Explain and give examples of the following new physical geographical terms when used in relation to the United States: coast, prairie, peninsula, harbor, bay, island, oasis, valley, and desert -Locate the Mississippi River, the Appalachian and Rocky Mountains, and the great Lakes on a map of the United States.
Vocabulary	capital, tugboats, barges, goods, grains, Great Plains, transported, horizon, border, provinces, territories, Canadian Arctic, coast, prairies, seat of government
Procedure	- Vocabulary Game: Display images for each of the vocabulary words from CKHG online resources. Have students guess the vocabulary words and discuss them as a class. - State Maps, Capitals, Nicknames, and Flags: use the CKHG online resources to find the MN flag and its state nickname. Locate its capital of St. Paul on a map. - My Map of the United States: Give each student a copy of My Map of the United States. Identify the following items on the map: The United States, the fifty states, the Rocky and Appalachian Mountains, the Mississippi River, the Great Lakes, the Atlantic and Pacific Oceans, and Minnesota. Create a key and color each item a different color.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	Chapter 2 Additional Activities continued
MN Academic Standards	<i>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States</i> <i>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i>
Objectives	-Locate the United States and Canada on a map of North America, as well as on a world map -Understand that the United States has fifty states-forty-eight contiguous states plus the states of Alaska and Hawaii.
Vocabulary	capital, tugboats, barges, goods, grains, Great Plains, transported, horizon, border, provinces, territories, Canadian Arctic, coast, prairies, seat of government
Procedure	- Musical Geography: Play the songs “50 Nifty United States,” “This Land is Your Land,” and “Home on the Range.”

	<ul style="list-style-type: none"> - Country Flags: United States and Canada - Distribute blank copies of the United States and Canadian flags. Discuss the colors and attributes of each flag and have students color each flag in to match. - Literature Connection: Read <i>Austin, Lost in America: A Geography Adventure</i> or <i>The Scrambled States of America</i>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Chapter 3: Mexico
MN Academic Standards	<p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
Objectives	<ul style="list-style-type: none"> -Identify and locate Mexico in relation to the United States -Locate the capital of Mexico- Mexico City - and the Gulf of Mexico
Vocabulary	population, cacti, yuccas, ruins, colonized, Central America, landscape, plateau, maize, ash, volcanoes, producer
Procedure	<ul style="list-style-type: none"> - “Fly” to Mexico - Read Chapter 3: Mexico from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Country Flags: Distribute blank copies of the Mexican flag. Discuss the colors and attributes of the flag and have students color it in to match.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Chapter 4: Central America
MN Academic Standards	<p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
Objectives	<ul style="list-style-type: none"> - Identify Central America, the West Indies, the territories of Puerto Rico and the U.S. Virgin Island, and the Caribbean Sea on a map of North America -
Vocabulary	rainforests, descendants, empire, cloud forests, earthquakes, natural resources, wind turbines, tourism, canal, self-governing territory

Procedure	-Read “Chapter 4: Central America” from the Student Book
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Chapter 4 Additional Activities
MN Academic Standards	2.3.1.1.4 <i>Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i> 2.4.2.4.2 <i>Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
Objectives	-Identify Central America, the West Indies, the territories of Puerto Rico and the U.S. Virgin Island, and the Caribbean Sea on a map of North America
Vocabulary	Raingforests, descendants, empire, cloud forests, earthquakes, natural resources, wind turbines, tourism, canal, self-governing territory
Procedure	- North America Countries Puzzle: Have students cut and paste the three main countries of North America on the Map of North America. - Caribbean Music: Talk about Caribbean music and explain the different styles of music including calypso music and reggae music. Play “One Love” by Bob Marley or “The Wheels on the Bus” by Reggae Randy which are found on the CKHG online resources.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Chapter 5: South America
MN Academic Standards	2.3.1.1.4 <i>Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i> 2.4.2.4.2 <i>Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
Objectives	-Indicate that the country of Bolivia was named after Simon Bolivar -Identify the primary languages spoken in South America: Spanish and in (Brazil) Portuguese.
Vocabulary	Lumber, bark, modern medicine, indigenous, cacao, navigable, salt flats, graze
Procedure	- “Fly” to South America - Read Chapter 5: South America (pages 27 - 32). Follow along with the teacher manual, asking students questions as you read from the student book.

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 12	Chapter 5: South America Continued
MN Academic Standards	2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
Objectives	-Indicate that Pampas are located in Argentina on the continent of South America -Indicate that the Amazon River and its tropical rainforests are located mainly in Brazil on the continent of South America
Vocabulary	Lumber, bark, modern medicine, indigenous, cacao, navigable, salt flats, graze
Procedure	- Read Chapter 5: South America (pages 33 - 39). Follow along with the teacher manual, asking students questions as you read from the student book.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 13	Chapter 5 Additional Activities
MN Academic Standards	2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
Objectives	-Locate the South America Continent, Brazil, Peru, Chile, Venezuela, Colombia, Ecuador, Bolivia, and Argentina on a map or globe. -Indicate that the Amazon River and its tropical rainforests are located mainly in Brazil on the continent of South America.
Vocabulary	Lumber, bark, modern medicine, indigenous, cacao, navigable, salt flats, graze
Procedure	-Map of South America: Give each student a copy of Map of South America. Identify the following items on the map: Andes Mountains, Amazon River, the Pacific Ocean, and Peru. Create a key and color each item a different color. -South America Countries Puzzle: Have students copy and paste the countries of South America on their South America Map.

	-Read <i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i> or “The Rainforest Grew All Around” to students.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 14	My Book About Geography of the Americas Day 1
MN Academic Standards	2.3.1.1.4 <i>Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i> 2.4.2.4.2 <i>Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
Objectives	-Create a helpful study guide covering the geography of the Americas by creating a travel poster.
Vocabulary	Vocabulary from the entire domain.
Procedure	- Distribute copies of My Book About Geography of the Americas (page 91 in Teacher Manual) and Travel Poster (AP CA.1). Explain that this will become a mini book filled with travel posters for each place they learned about in their student books. - Allow time for students to design the cover of their book (on page 91 in the Teacher Manual). Prompt students to consider using images from chapters in their student readers. - Once the cover is done, students should begin creating travel posters for the following places: the United States, Canada, Mexico, Central America, and South America. There should be five travel posters in their books.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 15	My Book About Geography of the Americas Day 2
MN Academic Standards	2.3.1.1.4 <i>Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i> 2.4.2.4.2 <i>Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
Objectives	-Create a helpful study guide covering the geography of the Americas by creating a travel poster.
Vocabulary	Vocabulary from the entire domain.
Procedure	- Continuation of Lesson 14. Students should finish their “My Book About Geography of the Americas.”

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 16	Domain Test
MN Academic Standards	<p><i>2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.</i></p> <p><i>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</i></p> <p><i>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States</i></p> <p><i>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</i></p> <p><i>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i></p>
Objectives	-Demonstrate knowledge of domain
Vocabulary	Vocabulary from entire Domain.
Procedure	Students will take the Domain test from the teacher manual.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>