

# 180 DAYS<sup>TM</sup>

## Lessons and Activities

### Geography for Second Grade

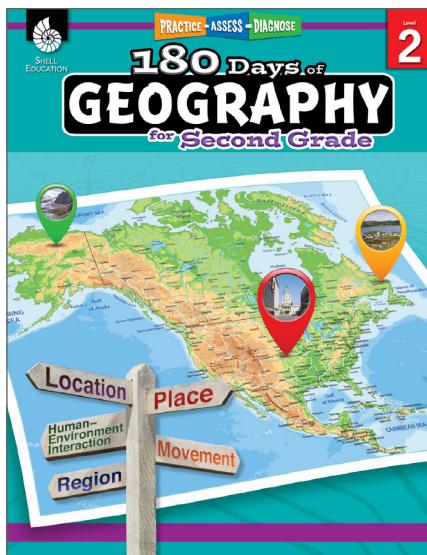
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Table of Contents (1 page)

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**HOW TO USE THIS BOOK**

**Weekly Structure**  
The first two weeks of the book focus on map skills. By introducing these skills early in the year, students will have a strong foundation on which to build throughout the year. Each of the remaining 34 weeks will follow a regular weekly structure.

Each week, students will study a grade-level geography topic and a location in North America. Locations may be a town, a state, a region, or the whole continent.

Days 1 and 2 of each week focus on map skills. Days 3 and 4 focus on what they have learned. Days 5 and 6 focus on what they learned to themselves.

**Day 1—Reading Maps:** Students will map and answer questions about it.

**Day 2—Creating Maps:** Students will existing map.

**Day 3—Read About It:** Students will topic or location for the week and answer questions about it.

**Day 4—Think About It:** Students will or other graphs related to the topic or answer questions about it.

**Day 5—Geography and Me:** Student connect what they learned to themselves.

**Five Themes of Geography:** Good geography teaching encompasses all five the human-environment interaction, movement, and relative locations of a specific point or place. human-environment interaction of a place. Movement describes how people, goods, and ideas move from one place to another. Regions are groups of places that share similar characteristics. Movement describes how people, goods, and ideas move from one place to another. Regions are groups of places that share similar characteristics.

**Map Skills:** Students will learn how to read and interpret maps. They will learn about different types of maps, such as political maps, physical maps, and thematic maps. They will also learn how to use map features, such as scales, legends, and grid lines.

**Geography Vocabulary:** Students will learn new geography terms and definitions. They will also learn how to use these terms in context.

**Geography Activities:** Students will participate in various geography activities, such as map puzzles, scavenger hunts, and geography games.

**Assessments:** Students will take weekly assessments to track their progress and identify areas for improvement.

**Teacher Resources:** The teacher resources section includes a weekly lesson plan, a list of materials needed, and a glossary of terms.

**Answer Keys:** The answer keys provide the correct answers for the student pages.

**WEEK 8 DAY 2**

**The Great Basin**

**Legend**

28623—180 Days of Geography



Shell  
Education

PRACTICE - ASSESS - DIAGNOSE

Level

2

180 Days of

# GEOGRAPHY

for Second Grade



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## INTRODUCTION

With today's geographic technology, the world seems smaller than ever. Satellites can accurately measure the distance between any two points on the planet and give detailed instructions about how to get there in real time. This may lead some people to wonder why we still study geography.

While technology is helpful, it isn't always accurate. We may need to find detours around construction, use a trail map, outsmart our technology, and even be the creators of the next navigational technology.

But geography is also the study of cultures and how people interact with the physical world. People change the environment, and the environment affects how people live. People divide the land for a variety of reasons. Yet no matter how it is divided or why, people are at the heart of these decisions. To be responsible and civically engaged, students must learn to think in geographical terms.

### The Need for Practice

To be successful in geography, students must understand how the physical world affects humanity. They must not only master map skills but also learn how to look at the world through a geographical lens. Through repeated practice, students will learn how a variety of factors affect the world in which they live.

### Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' geographical understandings. This allows teachers to adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. The data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

# HOW TO USE THIS BOOK

## Weekly Structure

The first two weeks of the book focus on map skills. By introducing these skills early in the year, students will have a strong foundation on which to build throughout the year. Each of the remaining 34 weeks will follow a regular weekly structure.

Each week, students will study a grade-level geography topic and a location in North America. Locations may be a town, a state, a region, or the whole continent.

Days 1 and 2 of each week focus on map skills. Days 3 and 4 allow students to apply information and data to what they have learned. Day 5 helps students connect what they have learned to themselves.



**Day 1—Reading Maps:** Students will study a grade-appropriate map and answer questions about it.



**Day 2—Creating Maps:** Students will create maps or add to an existing map.



**Day 3—Read About It:** Students will read a text related to the topic or location for the week and answer text-dependent or photo-dependent questions about it.



**Day 4—Think About It:** Students will analyze a chart, diagram, or other graphic related to the topic or location for the week and answer questions about it.



**Day 5—Geography and Me:** Students will do an activity to connect what they learned to themselves.

## Five Themes of Geography

Good geography teaching encompasses all five themes of geography: location, place, human-environment interaction, movement, and region. Location refers to the absolute and relative locations of a specific point or place. The place theme refers to the physical and human characteristics of a place. Human-environment interaction describes how humans affect their surroundings and how the environment affects the people who live there. Movement describes how and why people, goods, and ideas move between different places. The region theme examines how places are grouped into different regions. Regions can be divided based on a variety of factors, including physical characteristics, cultures, weather, and political factors.

# HOW TO USE THIS BOOK (cont.)

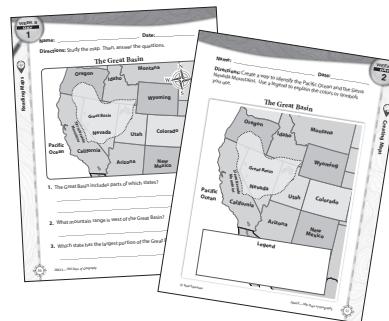
## Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework.

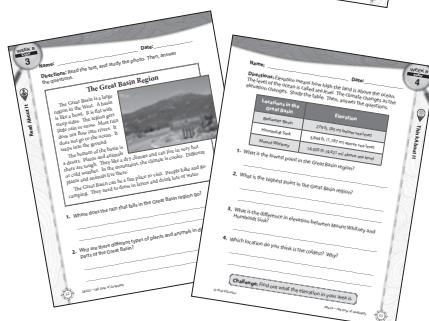
As outlined on page 4, each week examines one location and one geography topic.



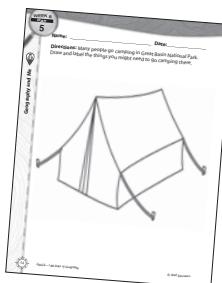
The first two days focus on map skills. On Day 1, students will study a map and answer questions about it. On Day 2, they will add to or create a map.



Days 3 and 4 allow students to apply information and data from texts, charts, graphs, and other sources to the location being studied.

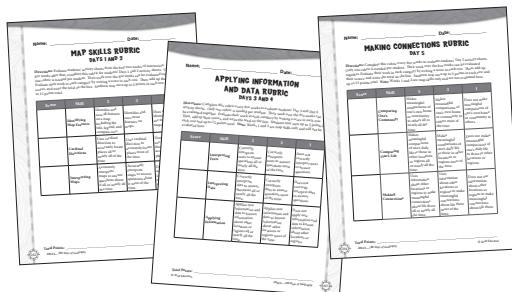


On Day 5, students will apply what they learned to themselves.



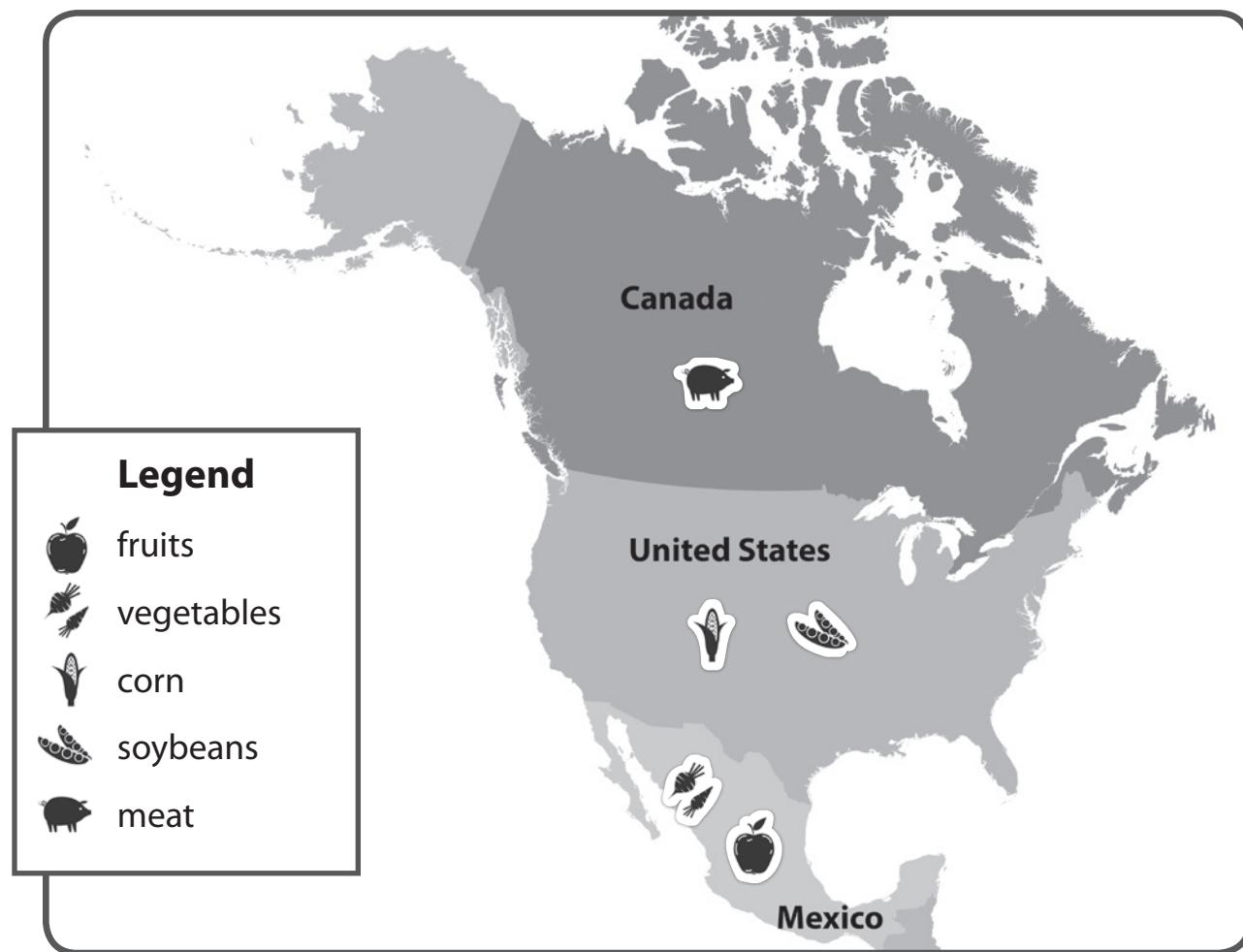
## Using the Resources

Rubrics for the types of days (map skills, applying information and data, and making connections) can be found on pages 202–204 and in the Digital Resources. Use the rubrics to assess students' work. Be sure to share these rubrics with students often so that they know what is expected of them.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Countries in North America trade what they grow with other countries. This map shows what three countries trade. Use the map to answer the questions.



1. What does the United States trade?

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2. What does Mexico trade?

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3. What does Canada trade?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Create a way to identify the Pacific Ocean and the Sierra Nevada Mountains. Use a legend to explain the colors or symbols you use.

## The Great Basin



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and study the photo. Then, answer the questions.

## The Mississippi River

The Mississippi River is 2,350 miles (3,800 km) long. It flows south to the Gulf of Mexico. People use the river for many things. Cities use the river for water. Farmers use its water for crops. People ship goods up and down the river on large ships called *barges*.

Other living things need the river, too. Birds that migrate use the river. Mammals drink from it. Frogs, snakes, and turtles live by the river.

Parts of the river are dirty. People cannot swim or eat the fish. Animals can get sick from the water. People are working to clean the river. They want to make it safe for all.



1. How long is the Mississippi River?

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2. How is the river important to living things?

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3. Parts of the river are dirty. What effect does this have?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the photos closely. Then, answer the questions.



This is Las Vegas, Nevada, in 1910.



This is Las Vegas, Nevada, today.

1. In 1910, was Las Vegas rural, suburban, or urban?

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2. Is Las Vegas rural, suburban, or urban today?

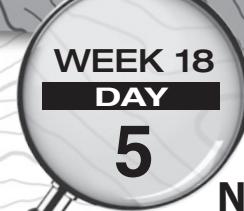
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3. How has the city changed?

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**Directions:** Make a list of the things you do that use electricity. Then, answer the questions.

## 1. How would your life be different without electricity?

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2. What do you think someone from the 1800s would think about your life?

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