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**Second Grade Geography**  
**Unit and Vocabulary Planning Guide**

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## ***2. Overview/Rationale/Introduction***

### **Overview:**

This unit will introduce second graders to the creation and different uses of maps. Students will understand that certain parts must be included on a map in order to fully understand what the map is displaying. The students will understand that in order to create a map they must include labels, symbols, and a legend that explains the labels and symbols. Students will understand that a map helps explain how a local community is organized and will be able to use this to explain where parts of the community are in relation to others. They will understand that a map will show where human and physical characteristics are at and they will understand that they can be compared. Lastly, the students will understand that the smaller communities are all a part of larger regions. Students will understand that every community uses their land in different ways.

### **Rationale:**

It's important that students learn about maps and the different aspects of them. Map skills are important to learn because people will need them in the future and as they get older. Creating a map is important for students to understand location. Students need to have a good understanding of symbols, labels, and legends in order to create a map. They must understand physical and human characteristics to understand what the labels and symbols mean on a map and what they represent. Lastly, it is important for students to have an understanding how a smaller community is a part of a larger region, which can be seen on a map.

### **Introduction:**

This unit is about students using their geography skills to understand maps and what correlates with maps. Students will engage in making maps, explaining maps and what are on the maps.

## Lesson Plan Guide 1

### 1. KUDs: The road map

<b>GLCE and Verb</b>	<b>2 – G1.0.1 Construct</b> maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.			
<b>Knowledge (K)</b>	<b>Understand (U)</b>	<b>DOL: Demonstration of Learning (DO)</b>	<b>Vocabulary</b>	<b>I Can</b>
Students will know what a map is and what it is used for. A map is a representation of an area of land or sea showing human and natural characteristics. It is used to see the location of places and characteristics in relation to one another. They will know that a characteristic is a feature or quality belonging typically to a person, place, or thing.. Students will know that a human characteristic is a characteristic of a place that is related to people. They will know that the human and natural characteristics are represented on a map using labels and symbols. The symbols and labels can represent oceans, forests, mountains, rivers, volcanoes, countries, malls, airports, etc. They will know that the legend on a map will interpret and explain what the labels and symbols placed on the map mean.	Students will understand that certain parts must be included on a map in order to fully understand what the map is displaying.	Students will construct a map of their own town community with correct symbols, labels, and a legend. If the legend is correct, it will explain the map correctly. There will be a rubric for them to follow that gives them guidelines for how many of each characteristic should be on the map.	<ul style="list-style-type: none"> <li>- <b>Maps</b></li> <li>- <b>Community</b></li> <li>- <b>Symbols</b></li> <li>- <b>Label</b></li> <li>- <b>Legend</b></li> <li>- <b>Human Characteristics</b></li> <li>- <b>Natural Characteristics</b></li> </ul>	I can make a map of a community with symbols and labels and a legend that explains the symbols and labels.

2. *Assessment ideas:*

- a. Students will create a map of their own of a region of their choosing that includes symbols, labels, and a legend.
- b. There will be a rubric for the students to follow that have the following things: correct scaling, symbols, and labels; legend accurately describing the symbols and labels; and at least 2 human and 2 natural characteristics.

3. *Sequence of Instruction: What will you do? What will they do?*

<p><b>Lessons: How will you take them where they need to go?</b> <i>(Step-by-Step plan from A-Z)</i></p>	<p><b>Instructional strategies/Social constructs: How will they work?</b> <i>(AND what will YOU do?)</i></p>	<p><b>Resources needed: What materials and resources will they need?</b> <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
<p><b><u>Pre-test/Anticipatory Set:</u></b> Teacher will show examples of a world map, country map, state map, and a city map. This will lead the class into the discussion about maps and what must be included in a map.</p> <p><b><u>Lessons:</u></b> <b>Direct Instruction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain that our class is going to begin to use maps. A map is a drawing or picture showing selected features of an area. The teacher will explain that on a map there are symbols, labels, and a legend. A symbol on a map is something that represents objects on a map. A label and a symbol are used for the same purpose, but a label is usually a word rather than a</li> </ol>	<p><b><u>Instructional strategies/Social constructs:</u></b> Students will engage in a class discussion about maps and the parts of a map.</p>	<p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"> <li>• Examples of maps</li> <li>• Resource A (world)</li> <li>• Resource B (country)</li> <li>• Resource C (state)</li> <li>• Resource D (city)</li> <li>• Resource E (legend)</li> </ul>

<p>picture. A legend explains the symbols and labels that are on a map. Another example of a possible map is one of a community. Our town is a community; a community is a group of people living in the same place or having particular characteristics in common. Human characteristics and natural characteristics are what symbols and labels often represent. Human characteristics are characteristics that are created by humans, like a school, store, or factory. Natural characteristics are characteristics made by nature, like a river, ocean, or valley.</p>		
<p><b>Guided Practice:</b></p> <p>2. Have the class create a map of their classroom that includes all of the vocabulary words (let them use their imagination! Natural characteristics could be from what they see outside their classroom window and human characteristics could be the school itself). The teacher will ask the students guiding questions that will help them place the objects in the correct places. The teacher will ask the</p>	<p>All of the students will help the teacher create a map of the classroom by giving verbal instruction of what to do. The teacher will display the map using technology of some sort (smartboard?) and will begin with the shape of the classroom and where the windows/doors are located to give the students an idea of where to start. The students must create labels, symbols, and a legend for their classroom map.</p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Smartboard (or other technology)</li> <li>• Pencil/pen</li> </ul>

<p>students how they would like to label certain parts or if they think a symbol would be more appropriate. Throughout this activity the teacher will continue to remind the students that they must explain their labels and symbols in the legend.</p>		
<p><b>Independent Practice:</b></p> <ol style="list-style-type: none"> <li>3. Have the students take out their journal and write down the new vocabulary words on a new page. For each word the student must write a definition in their own words to keep for their record.</li> <li>4. Students will create a map of their town as a small group of 3-4 students. The map must include accurate symbols, labels, and a legend. The students will have to describe which parts of their map are a human characteristic and which are natural characteristics. Each group will present their maps to the class. After every group presents, they will all put theirs on display for the class to walk around and observe closely. As students are observing, they will make note of examples of the vocabulary words on each of the maps the groups made. The whole class will come together</li> </ol>	<p>Students will work more on the vocabulary words to improve their understanding. They can use the teacher or a book to use for reference. The students will come together to discuss the different maps that were created.</p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils/Markers</li> <li>• Vocabulary list</li> <li>• Dictionary/text book (that students could look at for a reminder of the definitions)</li> </ul>

<p>for a discussion of what they noticed were good (and correct) examples of the vocabulary words.</p>		
<p>5. The teacher will review the maps created by the students and provide written feedback. The teacher will introduce the Vocabulary Rock and Roll game to the class to end the lesson. The class will play this game as a whole and each student will take their turn. Each student will roll the di and follow the game board (Resource C). The students must complete each action for every vocabulary word. The teacher can keep track of what has been done already and use that to pick the vocabulary word for the student based on what has not been done.</p>	<p>The students will read the feedback provided by the teacher. Once they have all done this they will engage in the game, Vocabulary Rock and Roll.</p>	<ul style="list-style-type: none"> <li>• Resource D</li> </ul>

## A Script for Vocabulary Development

**Step 1:** Teacher-talk: Teacher describes the vocabulary word.

### **Maps**

Teacher-talk: \*Show students a map of the world, United States, Michigan\* What do these pictures have in common? *Waits for answer: shows where places are, states, countries, cities, rivers, mountains, etc.* These are all maps! A map is a drawing or picture showing selected features of an area. So, after looking at these examples of maps what kind of maps are there? *Waits for answer: the world, country, state...* There are maps for the world, countries, states, and even towns. You can create a map for just about anything in relation to location! You can even make a map of your house.

### **Symbols**

Teacher-talk: \*Points to a few symbols on the world map\* Maps have symbols that are used to explain what the map is showing. A symbol on a map is something that represents objects on a map. Can anyone give me an example of what kind of symbols a map might have? *Wait for answer: rivers, mountains, ocean, forest, etc.*

### **Label**

Teacher-talk: \*Points to a few labels on the world map\* Another way to represent certain things on a map is a label. Labels tell a person what they are looking at. A label and a symbol are used for the same purpose, but a label is usually a word rather than a picture.

### **Legend**

Teacher-talk: \*Show example of legend\* This is where the symbols and labels are explained on a map. This little box explaining the labels and symbols on a map is called a legend. A legend can explain the rivers, mountains, roads, oceans, and much more! Can anyone give me more examples of what we might see on a legend? *Waits for answer.*

### **Community**

Teacher-talk: A community is a group of people living in the same place or having particular characteristics in common. Our town is a community! There can be big and small communities. A map can be made of a community.

### **Human Characteristics**

Teacher-talk: There are two types of characteristics we are going to talk about today. A characteristic is a feature or quality belonging typically to a person, place, or thing. Characteristics of a place that are related to people are human characteristics.

Human characteristics can be shown on a map as well! Some examples of human characteristics are airports, shopping malls, and schools. Does anyone know of any other examples? *Waits for answer.*

### **Natural Characteristics**

Teacher-talk: The other form of characteristics we are going to talk about are natural characteristics. Natural characteristics are a little different than human characteristics. Natural characteristics are a characteristic of a place that is related to nature or that nature created. A few examples are valleys, mountains, and oceans. Can anyone give me any examples of this? *Waits for answer.*

### **Step 2 and 3 – Building Academic Vocabulary: Write in your own words the meaning of the terms and draw a picture or something that shows you know the meaning of the terms**

Students will write down a definition of each vocabulary word in their own words. Students will have to draw a map of their classroom including symbols, labels, and a legend.

### **Step 4 – Building Academic Vocabulary: Do activities that allow students to work with the words**

Students will create a map of their town as a small group of 3-4 students. The map must include accurate symbols, labels, and a legend. The students will have to describe which parts of their map are a human characteristic and which are natural characteristics.

### **Step 5 – Periodically ask students to discuss the terms with one another**

Each group will present their maps to the class. After every group presents, they will all put theirs on display for the class to walk around and observe closely. As students are observing, they will make note of examples of the vocabulary words on each of the maps the groups made. The whole class will come together for a discussion of what they noticed were good (and correct) examples of the vocabulary words.

### **Step 6 – Building Academic Vocabulary: Play games with the words they are learning**

Play Vocabulary Rock and Roll. Have the students roll the die and follow the game board. Make sure each action is done for each vocabulary word. The teacher can pick the word for the student based on what has been done and what has not been done.

**Lesson Plan Guide 2**

1. KUDs: The road map

<b>GLCE and Verb</b>	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.			
<b>Knowledge (K)</b>	<b>Understand (U)</b>	<b>DOL: Demonstration of Learning (DO)</b>	<b>Vocabulary</b>	<b>I Can</b>
Students will know what it means to describe the spatial organization of a local community and will know that they can do so by looking at a map. They will know that spatial means in relation to having space. They will know that relative location means to locate a place relative to other landmarks. They will know how to correctly use relative location by using places and landmarks around what is being described along with using the proper distance, direction, and scale. They will know that scale is a ratio which compares a measurement on a map to the actual distance between locations. They will know that north, south, east, west, northeast, northwest, southeast, and southwest are the directions that should be used.	Students will understand that a map helps explain how a local community is organized.	Given a map of their local community students will describe how it is set up with relative location, distance, direction, and scale by writing simple statements for 10 different descriptions.	<ul style="list-style-type: none"> <li>- <b>Maps</b></li> <li>- <b>Spatial</b></li> <li>- <b>Organization</b></li> <li>- <b>Local</b></li> <li>- <b>Community</b></li> <li>- <b>Relative Location</b></li> <li>- <b>Distance</b></li> <li>- <b>Direction</b></li> <li>- <b>Scale</b></li> </ul>	I can use maps to describe how a community is set up and organized using relative location, distance, direction, and scale.

*2. Assessment ideas:*

- a. Students will write 10 different statements that describe how their local community is set up using relative location, distance, direction, and scale.
- b. I will review the different statements and make sure that they used the relative location, distance, direction, and scale correctly. The students will be given a scoring guide that indicates the point values and how they will be assigned.

### Lesson Plan Guide 3

#### 1. KUDs: The road map

<b>GLCE and Verb</b>	<b>2 – G2.0.1 Compare</b> the physical and human characteristics of the local community with those of another community.			
<b>Knowledge (K)</b>	<b>Understand (U)</b>	<b>DOL: Demonstration of Learning (DO)</b>	<b>Vocabulary</b>	<b>I Can</b>
Students will know what physical and human characteristics in a community are. They will know that physical characteristics are the same as natural characteristics, created by nature. Examples are: Students will know that human characteristics are characteristics created by people. Examples are: They will know that every local community has different physical and human characteristics. They will know that they can compare two different communities using these physical and human characteristics they found for each community.	Students will understand that communities will have different physical and human characteristics that can be compared.	Students will compare their local community's physical and human characteristics to another community's physical and human characteristics nearby that they are familiar with by creating a poster and a Double-Bubble thinking map.	<ul style="list-style-type: none"> <li>- <b>Physical Characteristics</b></li> <li>- <b>Human Characteristics</b></li> <li>- <b>Local Community</b></li> </ul>	I can compare the physical and human characteristics of two different communities.

#### 2. Assessment ideas:

- a. Students will create a Double-Bubble thinking map that will compare their community's physical and human characteristics to another's.
- b. I will review the Double-Bubbles to see that they have accurately identified the shared characteristics between the two communities and the different ones.

3. *Sequence of Instruction: What will you do? What will they do?*

<p><b>Lessons: How will you take them where they need to go?</b> <i>(Step-by-Step plan from A-Z)</i></p>	<p><b>Instructional strategies/Social constructs:</b> <b>How will they work?</b> <i>(AND what will YOU do?)</i></p>	<p><b>Resources needed: What materials and resources will they need?</b> <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
<p><b><u>Pre-test/Anticipatory Set:</u></b> Teacher will have a discussion with the students. We will have a quick review of what physical and human characteristics are. Then we will talk about how some communities have physical and/or human characteristics that another community does not have. Teacher will show the class a map of a community and surrounding communities that show human and physical characteristics.</p> <p><b><u>Lessons:</u></b> <b>Direct Instruction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will give an example of two different communities (in different states, so that the students are able to compare the communities around them) and compare their human and physical characteristics.</li> </ol>	<p><b><u>Instructional strategies/Social constructs:</u></b> Students will participate in class discussion about physical characteristics and human characteristics.</p>	<p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"> <li>• Google Earth</li> <li>• Google Map of community and areas around</li> </ul>
<p><b><u>Guided Practice:</u></b></p> <ol style="list-style-type: none"> <li>2. The teacher will show a map</li> </ol>	<p>The class will work together to compare the communities and keep record of it. The</p>	<ul style="list-style-type: none"> <li>• Double-Bubble Template</li> <li>• Resource G</li> </ul>

<p>from Google maps of the two different communities. The teacher will show the map for the whole class to see and guide them through comparing the different physical and human characteristics in the two communities in a class discussion while keeping track of what they found on the whiteboard. The teacher will then display the Double-Bubble template and explain how it works.</p>	<p>students will help the teacher complete the Double-Bubble for these two communities. This will help the students know what is expected of them when they do this on their own.</p>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Maps of two communities</li> </ul>
<p><b>Independent Practice:</b> 3. The students will use a map of two different communities of their choice to create a Double-Bubble. They will have to write in short sentences what their Double-Bubble describes. For example, Allendale and East Lansing both have colleges as human characteristics in their community.</p>	<p>The teacher will walk the students through finding the maps on Google that show the human and physical characteristics of a community (Zooming in helps show more human characteristics). The students will then complete the rest of this on their own, using different communities. They must provide an explanation along with their Double-Bubble to further explain the differences and similarities they noticed. This can be done in short brief statements.</p>	<ul style="list-style-type: none"> <li>• Double-Bubble Template</li> <li>• Computer (to find the maps of the communities being compared – which the teacher will guide the students through)</li> <li>• Paper</li> </ul>
<p>4. The teacher will review the students work to evaluate for accurateness. From this the teacher will decide if the students work needs to be modified.</p>	<p>Students will sit down with the teacher and revise the statements that were incorrect together, so the teacher can give proper feedback and help the student understand what it was that was inaccurate.</p>	

**Lesson Plan Guide 4**

1. *KUDs: The road map*

<b>GLCE and Verb</b>	<b>2 – G2.0.2 Describe</b> how the local community is part of a larger region (e.g., county, metropolitan area, state).			
<b>Knowledge (K)</b>	<b>Understand (U)</b>	<b>DOL: Demonstration of Learning (DO)</b>	<b>Vocabulary</b>	<b>I Can</b>
Students will know that a community is a group of people living in the same place or having particular characteristics in common. Students will know that a community exists within a larger area, which they will learn to be defined as a region. They will know different examples of larger regions that a community can be a part of. For example, the county, state, country, continent. They will know how to describe how the local community is an element of a larger region. For example, Michigan is part of the United States of America and the North American continent.	Students will understand that the local community is part of a larger region.	Students will provide examples of how their local community is part of a county, metropolitan area, state, country, and continent by making an arrowed sequence. (For example, Allendale → Ottawa County → Michigan → United States of America → the World)	<ul style="list-style-type: none"> <li>- <b>Local</b></li> <li>- <b>Community</b></li> <li>- <b>Region</b></li> <li>- <b>County</b></li> <li>- <b>Metropolitan Area</b></li> <li>- <b>State</b></li> </ul>	I can describe how a local community is part of a larger area.

2. *Assessment ideas:*

- a. Students will have to state and explain how their local community is part of a larger region.
- b. The students will have a scoring guide that will indicate the points available for correctly identifying the entire sequence and the points that will be taken off for missing a part.

**Lesson Plan Guide 5**

1. *KUDs: The road map*

<b>GLCE and Verb</b>	<b>2 – G4.0.1 Describe</b> land use in the community (e.g., where people live, where services are provided, where products are made).			
<b>Knowledge (K)</b>	<b>Understand (U)</b>	<b>DOL: Demonstration of Learning (DO)</b>	<b>Vocabulary</b>	<b>I Can</b>
Students will know that a community is a group of people living in the same place or having particular characteristics in common. Students will know that every community uses land in different ways. They will know that the land in every community has many uses. For example, living, production, farming, sales, etc. They will know that every physical part of their community is using land in some way. For example, in Allendale, much of the land is used for schooling. Allendale has its own public school district and a university, Grand Valley State University. Allendale also uses the land for farming. There are many cornfields and farms in Allendale.	Students will understand that people use land in a community for many purposes, entertainment, industry, growing food, housing, retail stores, etc.	Given 10-15 places in their community, students will describe what the places are using the land for, e.g., living, production, sales, etc. (For example, my family uses land to live. Our house uses the land. My community uses the land for transportation. We all use the road to get from point A to point B.)	<b>- Community</b>	I can explain the different ways we use the land in our community.

2. *Assessment ideas:*

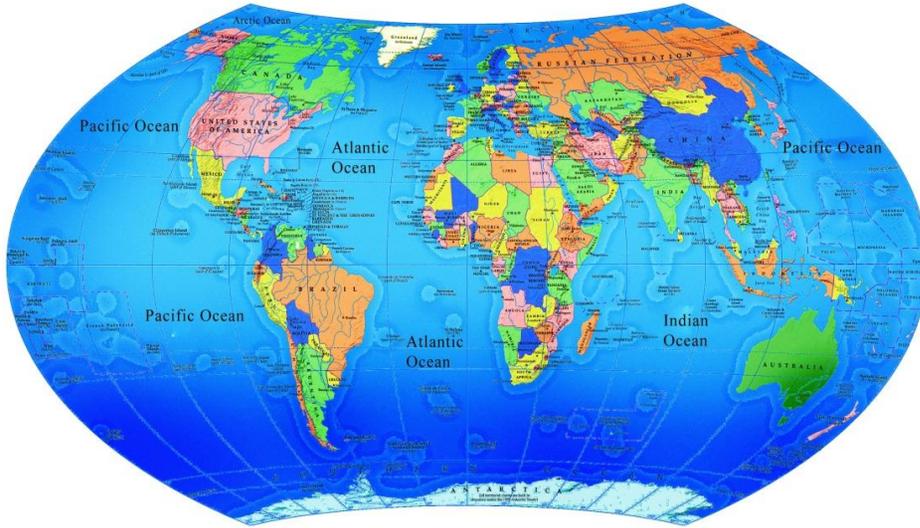
- a. Students will be able to identify and describe what 10-15 places in their community are using the land for.
- b. Students will be given a rubric to follow that have the following things: correctly identifies the type of land use; provides a valid explanation of the land use.

3. *Sequence of Instruction: What will you do? What will they do?*

<p><b>Lessons: How will you take them where they need to go?</b> (Step-by-Step plan from A-Z)</p>	<p><b>Instructional strategies/Social constructs: How will they work?</b> (AND what will YOU do?)</p>	<p><b>Resources needed: What materials and resources will they need?</b> (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
<p><b><u>Pre-test/Anticipatory Set:</u></b> Teacher begins discussion about the way communities use their land. The teacher will explain how every community uses land in different ways and there are different ways that land can be used.</p> <p><b><u>Lessons:</u></b> <b>Direct Instruction:</b></p> <ol style="list-style-type: none"> <li>The teacher will explain that land can be used for residential, commercial, agriculture, industrial, transportation, recreational, and waste management. Every community differs in how they use the land or how much they use the land for one category compared to the others.</li> </ol>	<p><b><u>Instructional strategies/Social constructs:</u></b> Students engage in a whole class discussion sharing their ideas of the way land is used. Then will give examples for each way land is used.</p>	<p><b><u>Resources needed:</u></b></p>
<p><b><u>Guided Practice:</u></b></p> <ol style="list-style-type: none"> <li>The teacher will introduce the Land Use Worksheet to the class to complete as a whole. The students will provide examples for each category of land use in their community. Try to find as</li> </ol>	<p>The students will work together as a class to complete the Land Use Worksheet. The teacher will record their answers on a worksheet that is displayed to the class for the students to copy and keep to possibly use for reference.</p>	<ul style="list-style-type: none"> <li>Resource H</li> </ul>

<p>many as the students can to create large lists.</p>		
<p><b>Independent Practice:</b> 3. The teacher will have the students get out a piece of paper and fold it in fourths. The students can pick four of the different categories of land use to use in the four different squares on the paper. Each square should contain an example or two and a picture that can be drawn or cut out from a magazine.</p>	<p>The students will create their own Land Use Poster that explains in words and pictures how that category of land use can be found in communities. The teacher should encourage examples other than the ones the class found for their own community.</p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Markers/colored pencils/etc.</li> <li>• Old magazines</li> </ul>
<p>4. The teacher will review each student's posters to check for correctness. Then will have the table groups share their posters to each other.</p>	<p>The students will present their poster to their table group and share what they found.</p>	

Resource A:



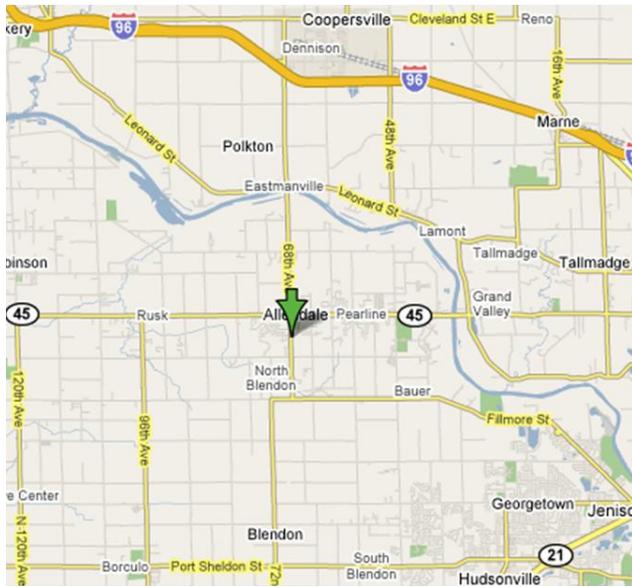
Resource B:



Resource C:



Resource D:



**Resource E:**



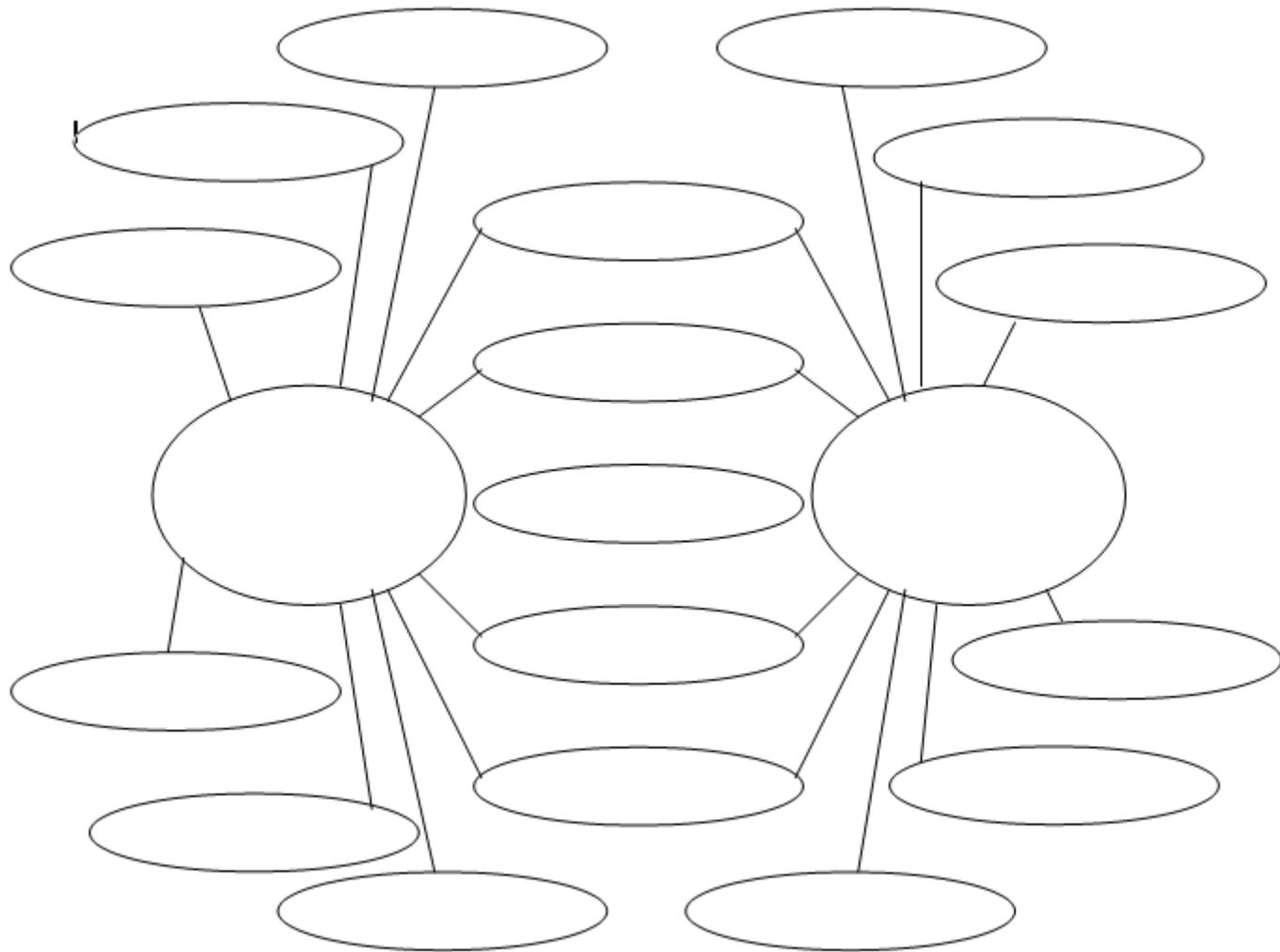
**Resource F:**

**Vocabulary rock and ROLL!**

Define the Word	Draw it!
Something that means the same	Act it out!
What does it remind you of?	Something that means the opposite

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**Resource G:**



# Resource H

Land Use Worksheet

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

<p>Residential</p> 	<p>Commercial</p> 	<p>Agricultural</p> 
<p>Industrial</p> 	<p>Recreational</p> 	<p>Transportation</p> 
<p>Waste Management</p> 		

### 7. Citation Page

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