

MI OPEN BOOK PROJECT

Community Studies

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**Community
Studies**



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The Michigan Open Book Project

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Community Studies Readers:

Joseph Baumann

Melissa Kendell

Kelli Simons



About the Authors - Families and Schools



McAnn Bradford

KND Elementary

Kaleva Normon Dickson Schools

Avid lover of all things History and Technology. Loves to find and use new ways to get topics and information to my students. My goal is that every student learns one thing they didn't know each day! When I am not teaching, I am reading, crafting, traveling, and spending time with people .

Tami Cronic

Thomas Edison Elementary

Port Huron Area Schools

Tami received her Bachelor of Arts from the University of Michigan with a major in Language Arts and a minor in Social Studies. She obtained her Masters Degree from Marygrove College. She has taught for the Port Huron School District for 14 years, co-coaches an after school enrichment STEAM class, helps with the Running Club, and tutors K-2 students in her spare time. Recently, she was nominated for and accepted a position as active board member for the Port Huron Schools Endowment Fund. Her passions include attending church, watching U of M ball, hiking, Jeep off-roading, and spending time with her husband Rob and 2 children, Paige and Cam.



Tami Morris

Thomas Edison Elementary

Port Huron Area Schools

I earned my bachelors' degree from Western Michigan University in Elementary Education with minors in elementary education, english, and science. My masters degree is in Educational Leadership from Eastern Michigan University. I have been teaching in Port Huron Area Schools for 26 years, I am a single mom of two children; Ashley and Matt. When I am not teaching I like to try my hand at photography, hang out with my kids, friends, or play with my two Yorkies; Elmer and Max.



Vicki Shearer

Holland West K-7

Holland Public Schools

I love my family! My husband, Tom, and I have two sons, Chris and Tim, one daughter in law, Amber, and one future daughter in law, Alina. We love walking on the beach of Lake Michigan from our house. We can often be seen riding bikes, canoeing, or hiking trails. We are trying to visit as many National Parks as we can. We feel very blessed to live in the greatest country of the world!

Carol Bacak-Egbo

Editor

Oakland University Special Lecturer

Carol Egbo has more than 40 years of experience in education as a teacher, curriculum developer, staff development specialist, and social studies consultant. She is currently a special lecturer in the Teacher Development and Educational Studies Department at Oakland University, and a contract consultant for the Oakland Intermediate School District. She has been the project director for two federal Teaching American History Grants, and was the primary curriculum designer and writer for grades 2-6 of the MC3 Project. She has extensive experience in presenting professional development for teachers including summer institutes at University of California-Los Angeles, institutes for the Michigan Department of Education, teacher networks, national and state conferences, teacher seminars sponsored by Michigan State University, Saginaw Valley State University and Oakland University. She is the recipient of numerous awards including the MCSS Elementary teacher of the year award, the MCSS Mentor Award, WDIV/Newsweek Teacher of the Year Award, and the WXYZ Michigan Teacher of the Year award.



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



The Michigan Open Book
Project

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Department of Education

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Geographic Alliance

Carol Gersmehl - Michigan
Geographic Alliance

Melissa Kieswetter - Michigan
Department of Civil Rights



About the Readers - Community Studies



Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.

Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.

Chapter 2

What Are Some Ways People Interact With the Natural Characteristics of Their Community?

How can we show where things are located inside communities?

How can we compare communities?

How do people use the environment of their community?

How do people change the environment of their community?



For Teachers

This second chapter covers the geography standards for second grade. Now that students have a firm understanding of what a community is, we move into the study of communities by getting students into exploring maps. In Kindergarten and First grade we had teachers construct a classroom box. This activity was designed by Dr. Phil Gersmehl and his wife Carol and is based upon some of the work they did in Harlem New York. In this chapter we once again revisit the idea of a classroom in a box, and present to you here instructions for making your own.

We use two Michigan based communities for comparison in this chapter. The idea is that you can potentially bring a third to the table.

The chapter closes with a discussion on how we impact the environment. We hope you'll find many good connections to science in this chapter.

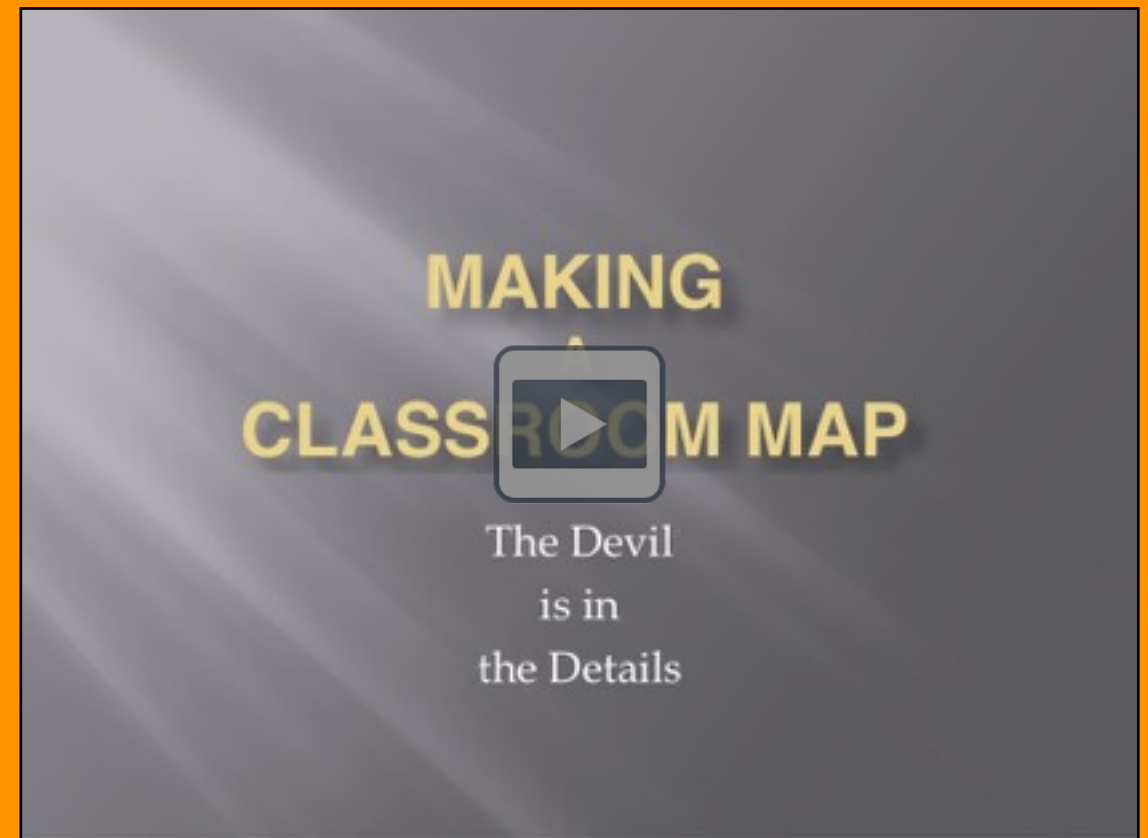
Printable PDFs with many of the images you may choose to use in your classroom model are available here:

[Doors and Cubbies](#)
[Greenboards and Clocks](#)
[Posters and Map](#)
[Rug and Flowers](#)
[Window Book Cases](#)
[North, South, East, West](#)
[Greenboards](#)



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Interactive 2.1 Making a Classroom Map



This presentation by Dr. Phil Gersmehl provides a brief overview of the model as well as the science reasoning behind it.

How Can We Show Where Things are Located Inside Places?

QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

TERMS

map: a picture or drawing of a place

symbol: something that stands for something else. For example, a curvy line on a map can stand for a river.

map key: tells what the symbols on a map mean

directions: north, south, east, west

You have learned that communities have places where people live. Communities have places where people work. Communities also have places where people play. How can you find where those places are located in a community? You could use a map!

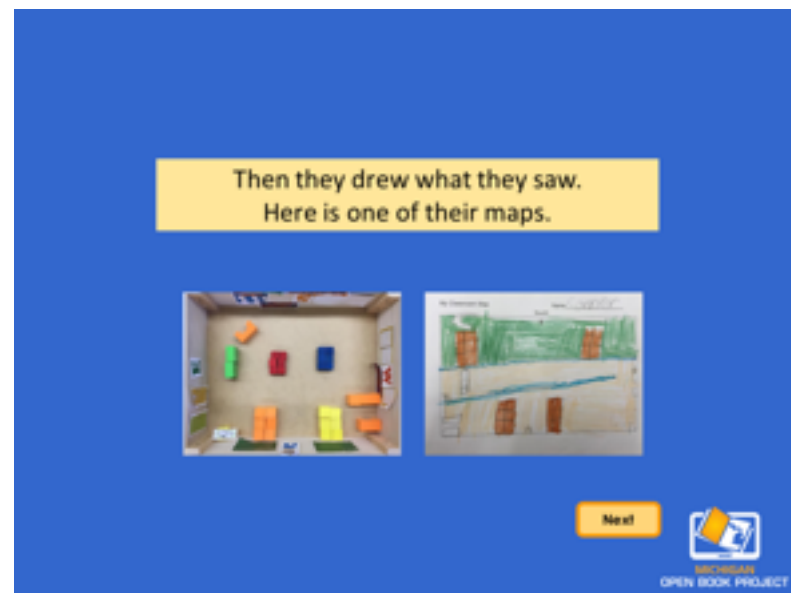


Have you ever seen someone use a map? What did they use it for? Have you ever used a map? What did you use it for?

What is a Map?

A **map** is a picture or drawing of a place. Maps can show us where things are located in a place. This means maps can show us where to find things. What if you wanted to show where things are in your classroom? What could you do? You could make a map!

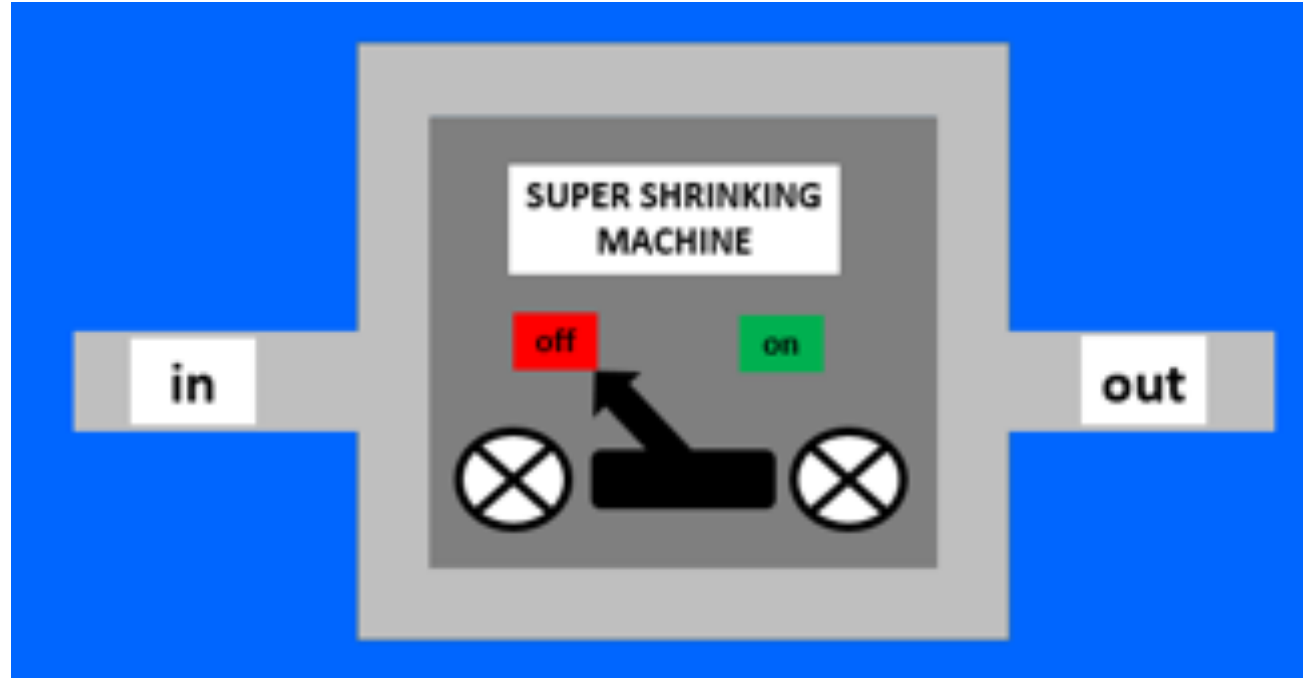
Interactive 2.2 Making a Classroom Map



How do you make a classroom map? Click here to see how some students did it!



Image source: Soloviova Liudmyla/Shutterstock



Now, it is your turn! You probably don't have a Super Shrinking Machine. You might not have time to make a model of your classroom, however, you can still make a map! Here's how:

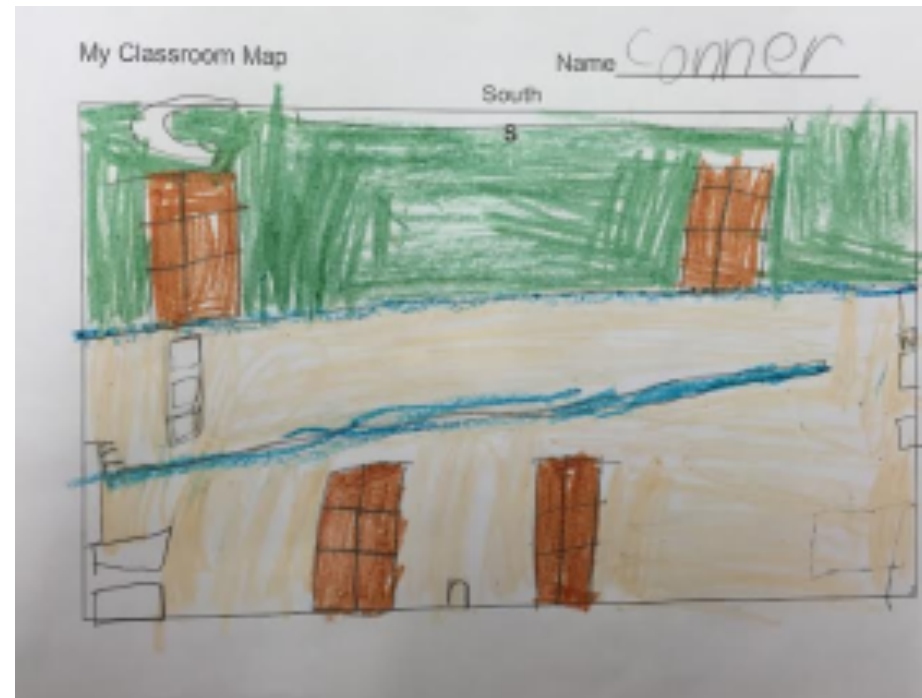
1. Imagine you are a bird flying over your classroom.
2. Draw the shape of your classroom.
3. Add names for the walls: N for north, S for south, E for east and W for west.
4. Add in windows and a door.
5. Add in details like a rug, desks and tables.

What are the Parts of a Map?

Look at the map below. How do you know it is a map of a classroom? Maybe it is a map of a bedroom!

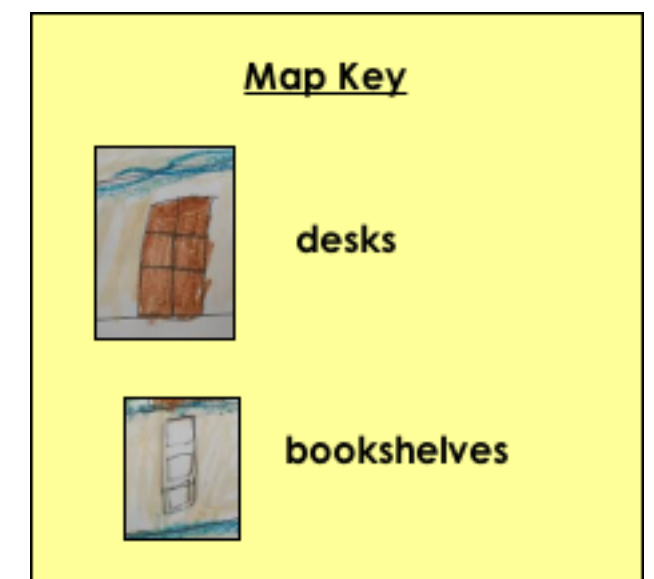


How do you know? It says it is a classroom map! It has a title: My Classroom Map. The title of a book tells you what the book is about. The title of a map tells you what the map is about!



What are the brown rectangles in the map? Are they book shelves? Are they desks? These brown rectangles are called **symbols**. A symbol is something that stands for something else. The brown rectangles could stand for bookshelves. They could stand for desks? How would we know?

This map needs a map key. A map key tells what the symbols on a map mean. Maps need a title and a map key.





Look again at the classroom map. What else does it have? It has compass direction words! You learned about compass direction words when you saw how the class made its map earlier. The class used compass direction words to name the walls in the classroom. Compass direction words include north, south, east and west.

Directions help us find things in a place. Where are the bookshelves in the classroom shown on the map? Use directions to help you answer!



The bookshelves are near the east wall. Are the walls in your classroom named? If not, ask your teacher to help you name them!



How would a map of the community be helpful?

You have learned that maps help us find where things are in a place. They have a title. They have a map key. They have directions. These map parts help us understand the map.

Interactive 2.3 Map Review



Put the star next to the right answer. ★

What is this map missing?

- A. a boat
- B. water
- C. a title
- D. a shape

Next

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[Click here to practice your map reading skills.](#)

How Can We Show Where Things Are Located Inside Communities?

QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

TERMS:

bird's eye view: looking down on a place from above

state: one of the 50 parts of our country

Michigan: the state you live in

You have learned that maps help us find where things are in a place. You learned how to show where things are in your classroom by making a map. Communities are much bigger than classrooms! How can maps help you find places inside a community?



Think about your community. What two things would you put on a map of your community?

Learning About a Special Place in a Community

Look at the pictures below. They show a special place in a community. What kind of a place do they show?



Image source: Carol Egbo



Image source: Carol Egbo

Did you guess that these pictures show a school playground? If you did, you were right!

What if you wanted to make a map of the playground? It would be hard to put it in a Super Shrinking Machine! It would be hard to make a model of it.

Interactive 2.4 Making a Map of a Playground



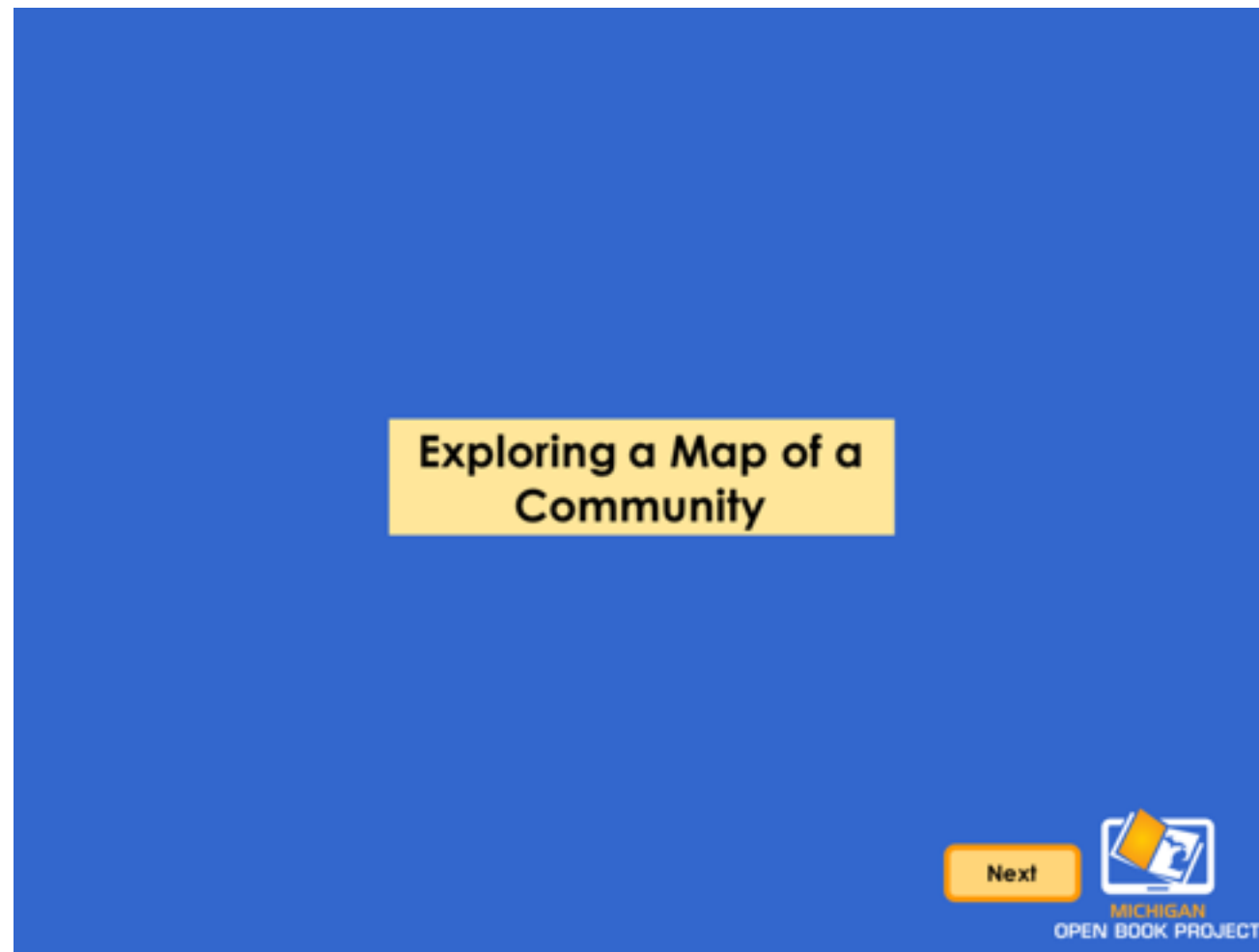
How would you make a map of something as big as a playground? Click here to find out.

How do you make a map of a big place? You look at a **bird's eye view** of the place! A bird's eye view is when you look down on a place from above.

Exploring a Community Map

Now you know how to read a playground map. It's time to explore a map of a bigger place. It's time to explore a map of a community!

Interactive 2.5 Exploring a Community Map



Click here to explore a map of a community!

Maps of Bigger Places

You just learned how to read a map of Beal City. You learned the elementary school was inside of Beal City. The hardware store was inside of Beal City. The school and the hardware store were smaller than Beal City.

Interactive 2.6 Exploring a Map of a State



What is bigger than Beal City? What is Beal City inside of? Click here to find out!

You just learned that Beal city is inside the state of Michigan. A **state** is one of the 50 parts of our country. Michigan is inside our country.



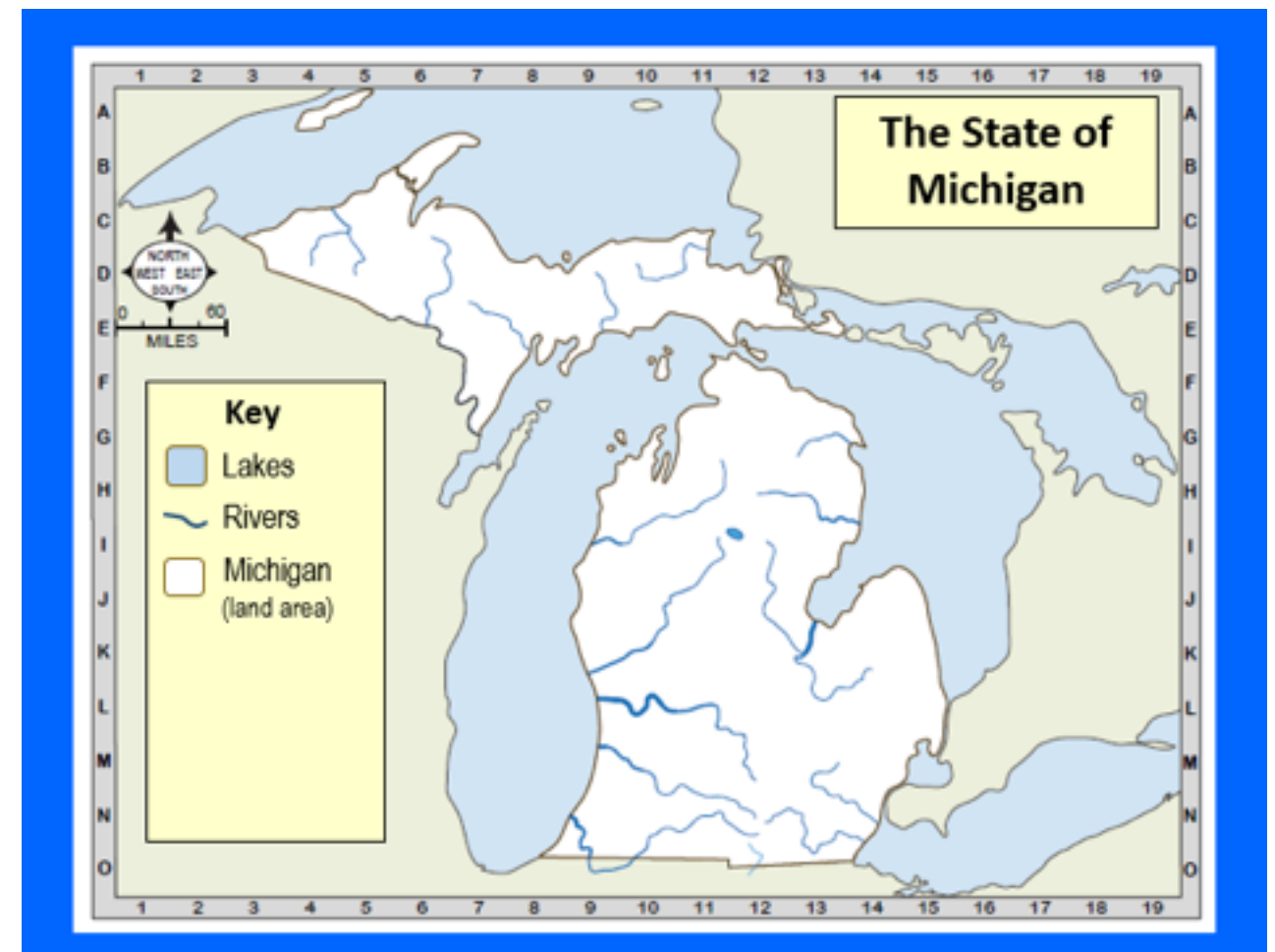
What are some of the other states that are inside of our country? Find a partner. Try to think of some together.

Maps show a bird's eye view of a community. They show what the community looks like from above. Maps can be used to find things inside of communities.

Maps can show what is inside bigger places also. Maps can show what is inside of a state.



Work with your teacher and your class to locate your community on this map of Michigan.



How Can We Compare Communities?

QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

Maps show a bird's eye view of a community. They show what the community looks like from above. Maps can be used to find things inside of communities.



You can use maps to learn about what is inside of places. What else can you use them for?

How Can We Use Maps to Compare Communities?

How do you compare things? You try to find how the things are different. You also try to find how the things are alike. You can use maps to compare communities.

You learned that maps can help you compare communities. They can help you compare where communities are located inside of Michigan. They can help you compare the size of communities. What else can you use to compare communities?

How Can We Use Photographs to Compare Communities?

Look at the two photographs below. One shows the community of Holland from above. One shows the community of Beal City from above. What differences do you see?



Holland Michigan from above



Beal City Michigan from above

The photographs show that Holland has many more buildings. It has many more roads. It is a much larger community than Beal City.



Holland Michigan from above



Beal City Michigan from above

How Can We Use Words to Compare Communities?

Read the words in the two boxes. Look for ways Holland and Beal City are alike. Look for ways Holland and Beal City are different.

Beal City

Beal City is a small village. It has only a few buildings. It has only one store. It has just two main roads. It has many farms near it. People who live in Beal City love their community.

Holland

Holland is a big city. It has many buildings. It has many stores. It has many roads. It has a park inside it. It is near a big lake. People who live in Holland love their community.

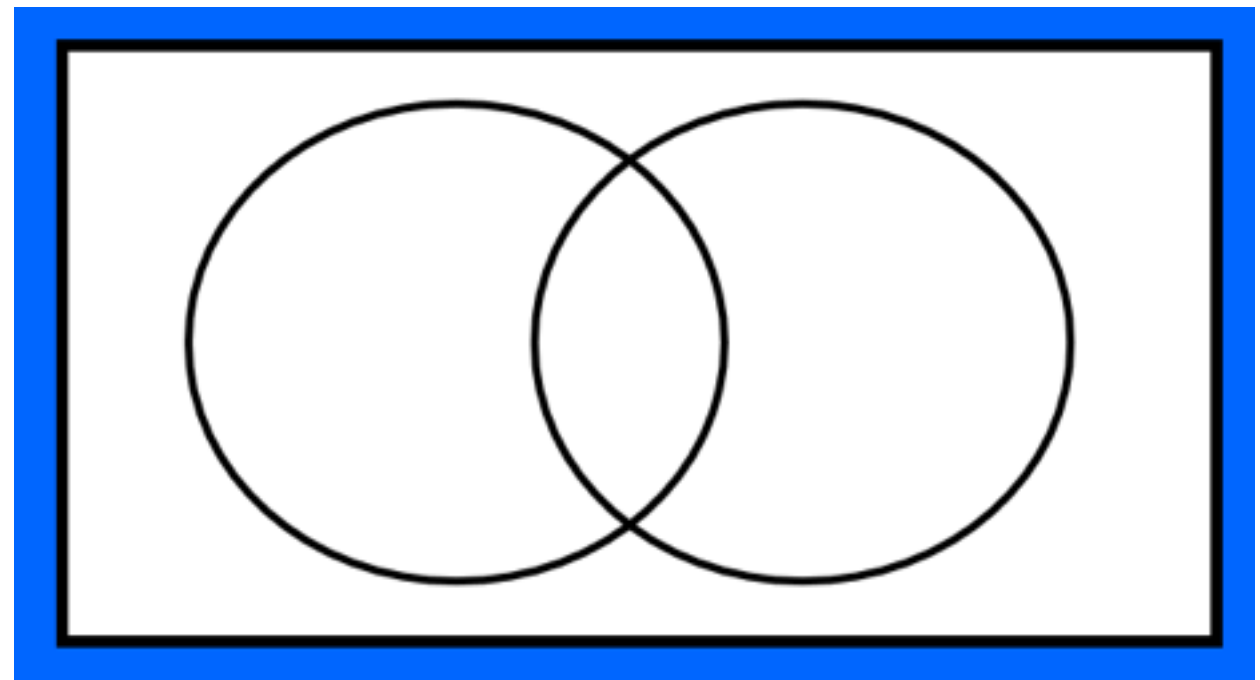


What is one way Holland is different from Beal City? What is one way Holland is like Beal City?

We can use maps to compare communities. We can use photographs to compare communities. We can use words to compare communities.



Work with your teacher and your class to compare your community to either Holland or Beal City. Make a Venn diagram showing your comparison.



How and Why Do People Change the Natural Environment of their Community?

QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

TERMS

natural environment: everything around you that is not made by humans

forest: an area covered with trees

swamp: an area of low ground filled with water

You have learned that people like to live in communities. Communities help people meet their basic needs. Basic needs include food, clothing and houses. Communities have places where people can live. Communities have places where people can play. Communities have places where people can work.



What do you like best about your community? Think of an answer and then share it with a partner.

All Communities have a Natural Environment

You learned that communities have human characteristics. These are things made by people. You also learned that communities have natural characteristics. These are things that were not made by people. What natural characteristics are in this photograph?



Image source: Artens/Shutterstock.com

The flowers in the photograph are natural characteristics. The trees are natural characteristics. The river is a natural characteristic. The grass is a natural characteristic. The dirt the grass is growing in is a natural characteristic. There is even a natural characteristic that you can't see! What is it? Air is a natural characteristic. You can't see air!

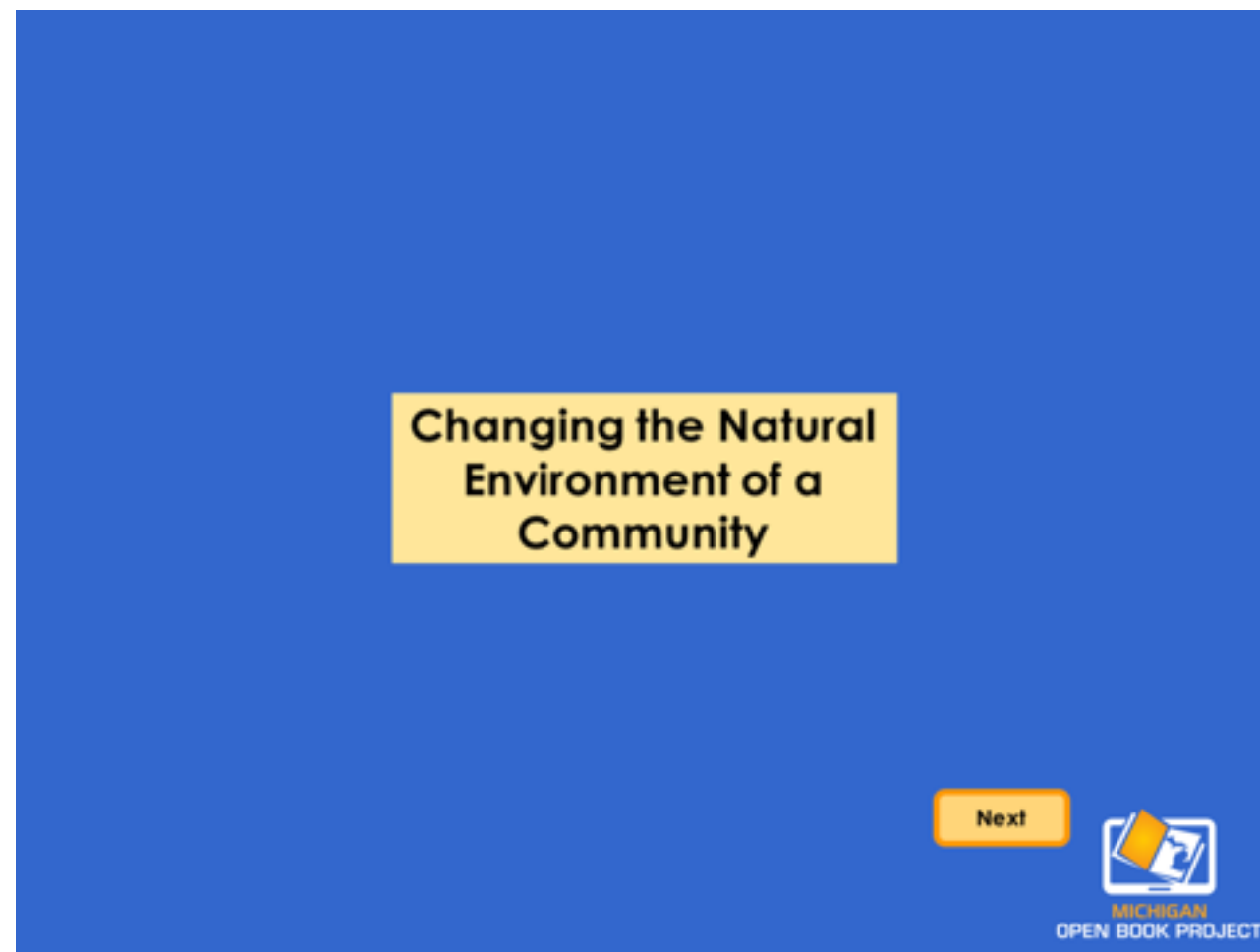
All these natural characteristics make up the natural environment of a place. The natural environment is everything around you that is not made by humans.



Image source: cgterminal/Shutterstock

The natural environment is very important to a community. It gives people air to breathe. It gives people water to drink. It gives people trees to build houses.

Interactive 2.7 Changing the Natural Environment



Do people sometimes change the natural environment of their community? How would they do that? Why would they do that? Click here to find out.

Changing the Natural Environment of a Community

What did people do to build the community of Holland? They changed the natural environment of their community. People cut down trees. People filled in swamps. This made space for roads. This made space for houses. This made space for farms.





Good things can happen when you change the environment. When people cut down trees they were able to build houses. When people drained swamps they were able to start farms.



People changed the environment so they could build the community of Holland. This was a good thing. Do you think any bad things happened when they changed the environment? What were they?

Many times bad things also happen when you change the environment. What happened to the animals that were living in the forests? What happened to the animals that were living in the swamps? They lost their homes.



Bad things can happen when you change the natural environment. Cutting down too many trees changes the environment. It causes problems.



Image source: Antonina Potapenko/Shutterstock.com

Dumping garbage in a river changes the natural environment. It hurts the river.



Image source: De Visu/Shutterstock.com

Making Good Choices

People in a community often have to change the environment. They might need to cut down trees to make space for houses. How many trees should they cut down? How can they make good choices?

Interactive 2.8 Making Good Choices



How can you make good choices about changing the environment? [Click here to find out!](#)

People often have to change the natural environment of their community. This can cause good things to happen. This can also cause bad things to happen. That is why people need to make good choices when they change the environment.



Work with your teacher and your class to learn how people have changed the environment of your community. Then, make a chart like the one below. Show a good thing that happened. Show a bad thing that happened.

Good 	Bad 