

# Around the World

**Grade Level:** 2nd grade

**Presented by:** Sandra Gammon & Sasha Lance, Washington-Wilkes Primary School,  
Washington, GA

**Length of Unit:** 14 Lessons

## I. ABSTRACT

This unit focuses on teaching geography to younger students using hands-on activities and technology. The objectives will emphasize identifying the continents, country, state, and community. Locating areas on a map and globe using keys, legends, and symbols. Emphasizing cardinal directions, oceans, northern and southern hemispheres, north and south poles, and the equator.

## II. OVERVIEW

A. Concept Objective:

1. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.

B. Content from the *Core Knowledge Sequence*: page 47

1. Name your continent, country, state, and community.
2. Understand that maps have keys or legends with symbols and their uses.
3. Find directions on a map: east, west, north, south.
4. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
5. Locate the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
6. Locate: Canada, United States, Mexico, Central America
7. Locate: the Equator; Northern Hemisphere and Southern Hemisphere; North and South Poles.

C. Skill Objectives: (Georgia Quality Core Curriculum Standards)

1. Identifies characteristics of neighborhoods and communities. (QCC SS 1)
2. Describes specified locations on a map using cardinal directions; calculates distance between locations. (QCC SS 7)
3. Describes and creates models that identifies characteristics of landforms (e.g., continents, peninsulas, islands, others) and bodies of water (e.g., lakes, ocean, rivers, others) of the Earth. (QCC SS 9)
4. Defines terms: poles, hemispheres, equator. (QCC SS 10)
5. Uses maps and globes as a source of information. (QCC SS 38)
6. Compares size and shape of same area on different globes and maps. (QCC SS 39)
7. Examines a map's content and title to determine its purpose. (QCC SS 40)
8. Names and locates one's state, country, and continent on a map and a globe. (QCC SS 41)
9. Locates the North and South poles on a map and globe. (QCC SS 42)
10. Uses cardinal directions to locate general areas on map. (QCC SS 43)
11. Locates a place on a simple map by following directions. (QCC SS 44)
12. Locates North America in relation to the other continents on a globe and a map. (QCC SS 45)

13. Identifies drawing of the earth's physical features on a map. (QCC SS 46)
14. Uses map key to interpret symbols and read a map. (QCC SS 47)
15. Explains that map keys vary from map to map. (QCC SS 48)

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. *What Your Second Grader Needs To Know* by E.D. Hirsch, Jr.
2. website: <http://edtech.kennesaw.edu/web/maps.html>
3. website: <http://www.glc.k12.ga.us> Georgia Learning Connections- QCC

#### B. For Students

1. Students will have a basic understanding from 1st grade Core content
2. continent, country, state, and community.
3. map keys and legends with symbols and their uses.
4. directions
5. major oceans and seven continents.
6. locating Canada, United States, Mexico, Central America
7. locating the equator, Northern and Southern hemisphere, and North and South poles.
8. geographical terms and features.

### IV. RESOURCES

A. Asch, Jan, *Games for Global Awareness*

B. DeWeese, Bob, *Geography Rhymes and Chants*

C. Kenda, Margaret, and Williams, Phyllis, *Geography Wizardry for Kids*

D. Websites:

1. <http://mapblast.com/myblast/index.mb>
2. <http://www.maps.com/learn/games/>
3. <http://geography.about.com/library/blank/blxindex.htm?once=true&>
4. <http://www.lonleyplanet.com/destinations/>
5. <http://www.enchantedlearning.com/usa/statesbw/>
6. <http://eduplace.com/geo/indexhi.html>
7. <http://www.jayzeebear.com/map/usa.html>
8. <http://www.jayzeebear.com/map/index.html>
9. <http://edtech.kennesaw.edu/web/maps.html>

E. "We All Live Together" song by Greg and Steve

F. *Apple Works* computer software

G. Schooldays March/April 2000 "Hands-On Geography" by Bonnie Bradford

H. *Roxaboxen* by Alice McLerran

I. Software: Carmen Sandiego, Junior Detective, Broderbund

J. Software: Travel the World with Timmy!, Edmark

K. Software: Imagination Express; Destination: Neighborhood, Edmark

L. Smart Board: Smart Technologies, Inc. Calgary, AB, Canada

<http://www.smarttevh.com>

### V. LESSONS

#### Lesson One: Directions- Which Way? Part 1 (day 1)

- A. *Daily Objectives*
1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Find directions on a map: east, west, north, south.
  3. Skill Objectives: (Georgia Quality Core Curriculum Standards)
    - c. Locates a place on a simple map by following directions. (QCC SS 44)
    - d. Uses cardinal directions to locate general areas on map. (QCC SS 43)
    - e. Identifies characteristics of neighborhoods and communities. (QCC SS 1)
- B. *Materials*
1. *Roxaboxen* by Alice McLerran
  2. blindfold (optional)
  3. direction cards
- C. *Key Vocabulary*
1. map- plane surface of a region
- D. *Procedures/Activities*
1. Read *Roxaboxen* by Alice McLerran.
  2. Discuss the idea of creating a make-believe village.
  3. Ask students how would they tell their friends where they lived.
  4. Discuss the differences between neighborhoods (small areas mostly containing homes) and communities(multiple neighborhoods including commercial properties).
  5. Discussion questions: Why is it important to know how to get from one place to another (to avoid getting lost, to save time.) What good ways are there to give directions (orally, written, pictorially.)
  6. Reintroduce cardinal directions (first grade).
  7. Play “Basic Orientation” game. Put students in pairs. One student will be blindfolded and given a direction to follow, for example; walk 5 steps north, 3 steps east, 5 steps south, and 3 steps west. Put directions on cards and let the student draw one. A variation to this is to have students measure how many steps it is to a certain location using north, south, east, and west. After a few times, the partners switch and play again. Teacher will guide any students having problems. After everyone has had a chance to play the game, the teacher will then review direction words and introduce northeast, northwest, southeast, and southwest.
- E. *Assessment/Evaluation*
1. Students will pair up and write directions to one of their chairs, and then the teacher will follow the directions to the location they have described. These written directions will be graded on a rubric (see Appendix G) The assessment may also be teacher observation during the “Basic Orientation” game.

## **Lesson Two: Direction- Which Way? Part 2 (day 2)**

- A. *Daily Objectives*
1. Concept Objective:

- a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
- 2. Lesson Content:
  - b. Find directions on a map: east, west, north, south.
- 3. Skill Objectives: (Georgia Quality Core Curriculum Standards)
  - c. Locates a place on a simple map by following directions. (QCC SS 44)
  - Uses cardinal directions to locate general areas on map. (QCC SS 43)
- B. *Materials*
  - 1. school building map
  - 2. scavenger hunt clues
  - 3. compass
  - 4. journals
- C. *Key Vocabulary*
  - 1. compass- an instrument used to determine direction
- D. *Procedures/Activities*
  - 1. Students will be introduced to the compass. Have a compass for the students to look at. Explain how a compass works. Practice using the compass to get around the room.
  - 2. Using a school building floor plan, play a scavenger hunt game. Have the clues on cards and students must follow the directions on the cards using a compass. (if the students are not familiar with how to use a compass, the teacher may assist the students. Make sure the students end up in the classroom to receive their treat.
  - 3. To review for the day, have students write in their journal about their experiences from the game.
- E. *Assessment/Evaluation*
  - 1. The assessment will be the student journals.

**Lesson Three: Our Community and County (day 3)**

- A. *Daily Objectives*
  - 1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  - 2. Lesson Content:
    - b. Find directions on a map: east, west, north, south
  - 3. Skill Objectives: (Georgia Quality Core Curriculum Standards)
    - c. Locates a place on a simple map by following directions. (QCC SS 44)
    - d. Uses cardinal directions to locate general areas on map. (QCC SS 43)
- B. *Materials*
  - 1. “Around the School” worksheet- a floor plan of your school
  - 2. map of your county
  - 3. push pins
  - 3. labels for names
- C. *Key Vocabulary*
  - 1. urban- pertaining to the city
  - 2. rural- pertaining to the country

- D. *Procedures/Activities*
  1. Display a map of the county on a wall in the classroom. Have students identify where in the county they live. Use a label to identify each student and with a push pin mark the spot.
  2. Discuss what type of community we live in (urban or rural)?
  3. Have students complete the worksheet “Around the School” (Appendix A)
- E. *Assessment/Evaluation*
  1. The students will be evaluated on the completed worksheet “Around the School”.

**Lesson Four: My State and Country Part 1 (day 4)**

- A. *Daily Objectives*
  1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Name your country, state, and community.
  3. Skill Objective:
    - Names and locates one’s state, country, and continent on a map and a globe. (QCC SS 41)
- B. *Materials*
  1. fact book of states
  2. construction paper cut in half length-wise and fold in half
  3. yarn
  4. a map of the world
- C. *Key Vocabulary*
  1. boundary- border
  2. contiguous- physically contacting all or most of one side
- D. *Procedures/Activities*
  1. Using a wall map, locate the United States, and then locate your state. Discuss the vocabulary and find all the states that border your state. Which two states do not touch the rest of the United States?
  2. Brainstorm with students what they know about their state. Write all answers on the board. After everyone has had a chance to participate, together go through the answers and correct any mistakes.
  3. After brainstorming with the state information, have students create their own fact book. Using the construction paper (as many as you need to include the facts of your state), fold in half and punch holes in the book and tie with yarn. Can include illustrations with facts.
- E. *Assessment/Evaluation*
  1. The assessment will be the completion of the state fact book.

**Lesson Five: My State and Country Part 2 (day 5)**

- A. *Daily Objectives*
  1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:

- b. Name your country, region, state, and community
  3. Skill Objective:
    - c. Names and locates one's state, region, country, and continent on a map and a globe. (QCC SS 41)
- B. *Materials*
  1. 50 index cards with the names of each state
  2. United States floor rug or large floor map
  3. USA bingo game (if needed)
  4. a black line master of the United States <http://geography.about.com>
  5. crayons
  6. "Geography Tidbits" handout (Appendix B)
- C. *Key Vocabulary*
  1. boundary- border
  2. contiguous- physically contacting all or most of one side
  3. region- an area or place
- D. *Procedures/Activities*
  1. To familiarize the students with the United States, play USA Geography Relay. Divide the class into 2 teams. Use the United States floor rug as the game board, then use the state cards to draw from. Have students find that state.
  2. You can keep score or do it just for fun. Discuss the states that border the state that they have found. (If you do not have a large enough floor map you can play USA Bingo)
  3. Discuss what a region is and how the boundaries are determined. (This question has many answers: landforms, rivers, individuals or governments staking their claims.)
  4. Have students color code a US map by regions. i.e. New England- red, Middle Atlantic- blue, Southern- green, Midwestern- orange, Rocky Mountain- yellow, Southwestern- brown, and Pacific- purple.
  5. To help students learn the locations of the United States, distribute "Geography Tidbits" handout.
  6. Review the 48 contiguous states and the 2 that do not border the United States.
- E. *Assessment/Evaluation*
  1. The students will be evaluated on the US map color coding of regions.

### **Lesson Six: My Continent and Planet (day 6)**

- A. *Daily Objectives*
  1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Name your continent, country, state, and community.
    - c. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
    - d. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
  3. Skill Objectives:
    - e. Uses maps and globes as a source of information. (QCC SS 38)
    - f. Names and locates one's state, country, and continent on a map and a globe. (QCC SS 41)

- B. *Materials*
  - 1. paper for activity and passport
  - 2. crayons/markers
  - 3. map of your region
  - 4. globe
  - 5. atlas
  - 6. world map
  - 7. construction paper
- C. *Key Vocabulary*
  - 1. atlas- book of maps
  - 2. globe- a spherical model of the earth showing the continents and seas
- D. *Procedures/Activities*
  - 1. Discuss the differences and similarities between maps and globes (a map is a flat picture seen from above while a globe is a 3D model of the earth which shows landforms more accurately.)
  - 2. Using a world map, have students locate the 7 continents and the 4 oceans.
  - 3. Do the activity “Discover your real address” as a whole group activity. (Appendix C) This activity shows the students their cosmic address.
  - 4. Students will then use paper, crayons, markers and construction paper to make their own passports to use with the culminating activity.
- E. *Assessment/Evaluation*
  - 1. The students will be evaluated on their cosmic address.

**Lesson Seven: Hemispheres, Poles and Equator (day7)**

- A. *Daily Objectives*
  - 1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  - 2. Lesson Content:
    - b. Locate: the Equator; Northern Hemisphere and Southern Hemisphere; North and South Poles.
  - 3. Skill Objectives:
    - c. Defines terms: poles, hemispheres, equator. (QCC SS 10)
    - d. Locates the North and South poles on a map and globe. (QCC SS 42)
- B. *Materials*
  - 1. *The Big Book of Geography Rhymes and Chants* by: Bob DeWeese
  - 2. chart paper
  - 3. play dough
  - 4. yarn
  - 5. party toothpicks (colored ones)
  - 6. labels or paper and tape
  - 7. globe
- C. *Key Vocabulary*
  - 1. hemisphere-half of a sphere or globe
  - 2. sphere- a round surface having equal distance to the center from all points
  - 3. equator- an imaginary circle around the earth equal distances from the North and South Poles

4. poles- either end of any axis , as of the earth, North and South
- D. *Procedures/Activities*
1. Introduce the poems/rhymes: “Hemisphere”, “The Poles”, and “The Equator” from *The Big Book of Geography Rhymes and Chants*.
  2. Discuss the vocabulary and using a globe locate the equator, the North and South Poles, and the Northern and Southern hemispheres.
  3. Using play dough, create a model of the earth using different colors to represent the Northern and Southern hemispheres. Use a piece of yarn as the equator and colored toothpicks to designate the North and South poles. You can use the labels to label the different parts.
- E. *Assessment/Evaluation*
1. The assessment will be the student’s model of the earth!

### **Lesson Eight: Where I live... (day 8)**

- A. *Daily Objectives*
1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Name your continent, country, state, and community.
  3. Skill Objectives:
    - c. Names and locates one’s state, country, and continent on a map and globe. (QCC SS 41)
- B. *Materials*
1. construction paper (various sizes and colors precut: 1x4, 3x6, 5x8, 7x10, 8x12)
  2. markers
  3. glue
  4. *We All Live Together* by Greg and Steve
- C. *Key Vocabulary*
1. city/town/community- a center of population
  2. county- a small local area of most states
  3. state- any body that constitutes a government
  4. country- an area of land ruled under one government
  5. continent- any of the main large land areas of the earth
- D. *Procedures/Activities*
1. Discuss the vocabulary.
  2. Have students sing with the music of *We All Live Together*.
  3. Using construction paper (various sizes and color), have students glue construction paper from largest to smallest.
  4. Label with a marker the name of the student’s city, county, state, country, and continent.
- E. *Assessment/Evaluation*
1. The assessment will be the construction paper activity making sure students have labeled all the parts correctly.

### **Lesson Nine: Map Keys and Legends (day 9)**

- A. *Daily Objectives*
1. Concept Objective:

- a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
2. Lesson Content:
  - b. Understand that maps have keys or legends with symbols and their uses.
3. Skill Objectives:
  - c. Uses maps and globes as a source of information (QCC SS 38)
  - d. Uses map key to interpret symbols and read a map (QCC SS 47)Explains that map keys vary from map to map (QCC SS 48)
- B. *Materials*
  1. different kinds of maps with a variety of keys and legends
  2. paper
  3. pencil
  4. AppleWorks Draw
  5. Smart Board
  6. computer
  7. grid paper for maps (if needed)
- C. *Key Vocabulary*
  1. symbols-small pictures of things that are real
  2. key or legend-a box containing a scale or symbols to show where objects can be found
- D. *Procedures/Activities*
  1. Have the students work in pairs, distribute a map per group. The students will have fifteen minutes to compare/contrast the keys/legends on the different maps.
  2. Students will write their comparisons to share with the class.
  3. The teacher will load AppleWorks program on the computer. The teacher will also set up a SmartBoard to display the screen to the class.
  4. As a group, make a map using the drawing component of AppleWorks. Including streets, buildings, and other areas
  5. An alternate activity would be that students can create their own maps on grid paper and include their legend.
- E. *Assessment/Evaluation*
  1. The assessment will be the comparison and contrasting of the maps by the pair.
  2. The assessment for the alternate activity would be the student's map with a legend.

### **Lesson Ten: Class Map (day 10)**

- A. *Daily Objectives*
  1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Understand that maps have keys or legends with symbols and their uses.
  3. Skill Objectives:
    - c. Describes and creates models that identifies characteristics of landforms and bodies of water of the earth. (QCC SS 9)

- B. *Materials*
  - 1. craft items
  - 2. Styrofoam
  - 3. sand
  - 4. yarn
  - 5. construction paper
  - 6. play dough (various colors)
  - 7. card board backer 1 for each group
- C. *Key Vocabulary*
  - 1. topography- an accurate and detailed description of a place
- D. *Procedures/Activities*
  - 1. Divide the students into groups of 4 or 5.
  - 2. Give each group a cardboard backer. Have a table with all the craft items. Students can decide the location of the map i.e. The United States, The World, the city...
  - 3. Using the craft items, have students make their own map.
  - 4. All of the groups must make a map key with the items they used on the map.'
- E. *Assessment/Evaluation*
  - 1. The assessment will be the finished map including the map key

**Lesson Eleven: Land Forms (day 11)**

- A. *Daily Objectives*
  - 1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  - 2. Lesson Content:
    - b. Understand that maps have keys or legends with symbols and their uses.
  - 3. Skill Objectives:
    - c. Describes and creates models that identifies characteristics of landforms (e.g., continents, peninsulas, islands, others) and bodies of water (e.g., lakes, ocean, rivers, others) of the Earth. (QCC SS 9)
- B. *Materials*
  - 1. 11" x 18" sheet of blue construction paper
  - 2. 9" x 12" sheet of brown construction paper
  - 3. scraps of other pieces of construction paper of various colors
  - 4. scissors
  - 5. glue
  - 6. markers
  - 7. 1 cotton ball
  - 8. sentence strips for word wall
- C. *Key Vocabulary*
  - 1. island- land surrounded by water
  - 2. peninsula- an area of land surrounded by water on all but one side
  - 3. coast- land at the edge of the ocean
  - 4. valley- a low area between ranges of hills or mountains
  - 5. river- a large, natural stream of water with a continuous course
  - 6. lake- a large, inland body of water
  - 7. mountain- a landmass with steep slopes and a sharp peak

8. desert- dry land which supports only scattered plant and animal life
  9. gulf- part of an ocean partly enclosed by land
  10. hill- an upland area of gentle slopes, lower than mountains
  11. ocean-the whole body of salt water covering a major part of the earth
  12. isthmus-a narrow strip of land joining two larger land areas
- D. *Procedures/Activities*
1. Using the vocabulary, make a word wall with the geographical words including the definitions.
  2. To help students understand the various land forms, have students create a paper map by following the teachers directions and make a key to go along with the map. (See student directions handout from Appendix D)
- E. *Assessment/Evaluation*
1. The assessment will be teacher observation and completed activity.

### **Lesson Twelve: Geography Detectives (day 12)**

- A. *Daily Objectives*
1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Locate: Canada, Unites States, Mexico, and Central America
  3. Skill Objectives:
    - c. Uses maps and globes as a source of information. (QCC SS 38)
    - d. Locates a place on a simple map by following directions. (QCC SS 44)
- B. *Materials*
1. United States map
  2. atlas of the United States
  3. collection of road maps
  4. magnifying glass
  5. pencil
  6. paper
- C. *Key Vocabulary*
1. index- a list of alphabetical names, subjects, etc., in the back of a book
  2. capital-a city that is the official seat of a government
  3. capitol-a building
- D. *Procedures/Activities*
1. Discuss the difference between capital and capitol. Put on word wall. (I have a word wall in my room, some of the words have pictures to help students remember the words.)
  2. On a globe and map, have students locate Canada, United States, Mexico and Central America.
  3. Students will be in groups of 3 or 4. Each group will be given an assignment card (Appendix E). Using an atlas, United States map, or road maps, the students will complete the assignment and share the findings with the class.
  4. Using the atlas, the teacher will call out a city, state, country, or continent and have students use the index to locate it.
- E. *Assessment/Evaluation*
1. The assessment will be student participation.

### **Lesson Thirteen: Outdoor Classroom Map (Day 13)**

- A. *Daily Objectives*
1. Concept Objective:
    - a. How an understanding of geographic tools and terms gives one a sense of location in their community and their world.
  2. Lesson Content:
    - b. Understand that maps have keys or legends with symbols and their uses.
  3. Skill Objectives:
    - c. Describes specified locations on a map using cardinal directions; calculates distance between locations. (QCC SS 7)
    - d. Uses cardinal directions to locate general areas on a map. (QCC SS 43)
- B. *Materials*
1. an outdoor location (Outdoor Classroom)
  2. digital camera (or a Polaroid)
  3. trundle wheel
  4. pencil
  5. paper
  6. tape
  7. computer/printer
  8. checkered tablecloth (plastic)
  9. flagging tape
  10. ruler
  11. tape measure
  12. overhead projector
- C. *Key Vocabulary*
1. trundle wheel-a measurement tool
  2. map scale-tells the actual distance between places compared to the distance shown on the map.
- D. *Procedures/Activities*
1. As a group, measure the length and width of the classroom with a tape measure.
  2. Decide on a scale [1 inch] = \_\_\_\_\_ feet. Using an overhead projector, the teacher will draw the classroom to scale.
  3. Have students tour the outdoor classroom. Take digital pictures of main features in the outdoor classroom. Using a trundle wheel, measure the distance between specified locations and record information.
  4. Print the digital pictures. Have students visually locate the places from the outdoor classroom. Have students place pictures on the tablecloth. Using a ruler, have the students build the outdoor classroom with pictures to scale.
  5. As an extension, use craft items to add details.
- E. *Assessment/Evaluation*
1. The evaluation will be the class completion of this project and student participation. \_

### **Lesson Fourteen: Technology Connection/Research (Day 14)**

- A. *Daily Objectives*

1. Concept Objective:
    - a. Students will understand characteristics of geographical areas.
  2. Lesson Content:
    - b. Identify major oceans: Pacific, Atlantic, Indian and Arctic.
    - c. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica and Australia.
    - d. Locate: Canada, United States, Mexico, Central America
    - e. Locate: the Equator, Northern Hemisphere and Southern Hemisphere; North and South Poles.
  3. Skill Objectives:
    - f. Uses maps and globes as a source of information. (QCC SS 38)
- B. *Materials*
1. Computer
  2. websites
  3. computer software
  4. paper
  5. pencil
- C. *Key Vocabulary*
1. research-to investigate thoroughly
  2. brainstorm- an idea
- D. *Procedures/Activities*
1. The teacher will need to bookmark the websites being used for research.
  2. In a computer lab, pair students to each computer. The students may use software or websites to brainstorm ideas for their research project based on a geographic term/area.
  3. The students will write down ideas of their research findings. (if there is no computer lab, or very few computers available, you may have books from the library for the students to use.)
  4. After students have completed their brainstorming session, each student will need to choose a research (geography) topic that is interesting to them. (i.e., an ocean, continent, city, country, state, Bermuda Triangle, Sphinx, etc.)
  5. The students will be able to complete the project at school or home.
  6. Students will complete their research project in a manner customized by their teacher(written paper, poster, tri-board, model, etc.).
- E. *Assessment/Evaluation*
1. The students' evaluation will be the finished project.

## **VI. CULMINATING ACTIVITY**

- A. Trip Around the World
- After researching their geography topics, the students will create projects including pictures, models, written papers, etc. The projects will be set up in different locations around the school (cafeteria, library, classrooms, and gym). The students will have their passport (from day 6) as they "Travel Around the World". When the students visit the different locations, their passports will be stamped. Students from the school, parents, and members of the community will be invited to view all the projects.

## **VII. HANDOUTS/WORKSHEET**

- A. "Around the School" activity sheet

- B. Geography Tidbits handout
- C. “Discover Your Real Address” directions
- D. Land Forms
- E. “Geography Detectives” assignment cards
- F. Teacher made test

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## Appendix A

### Teacher directions:

Give oral directions to students to help them find their way around the map of the school.

Practice by having students move around the map using their finger.

Example: Start at the classroom. Go to the water fountain.

Review directions: north, south, east, and west

Example: Put your finger on the gym. Move north. Turn east, where are you now?

Now have students take a pencil and follow your oral directions around the school.

You may do this several times using different directions with different crayons.

## Appendix B

### Geography Tidbits

Florida- the state that is a peninsula

Hawaii- the state that is made up of islands

Alaska- the largest state

Texas- the largest contiguous state

Rhode Island- the smallest state

The four states that touch in four corners: U CAN : : **U**tah, **C**olorado, **A**rizona, **N**ew Mexico

Names of the Great Lakes: HOMES: **H**uron, **O**ntario, **M**ichigan, **E**rie, **S**uperior

#### **MIMAL:**

**Minnesota: the hat**

**Iowa: his face**

**Missouri: his shirt**

**Arkansas: his pants**

**Louisiana: his boots**

**The Mississippi River flows along the front of MIMAL.**

## Appendix C

### Directions for “Discovering Your Real Address”

**Write your name and the street you live on.**

**Using a map, county and state, find all the names you live under**

**Example: Sandra, Clark Gresham Road, Washington, Wilkes, Central Savannah River Area, Georgia, Southeast.**

**Write the official name of your country.**

**Write the name of the two hemispheres.**

**Write the name of your planet.**

**Write the name of the galaxy.**

**My cosmic address:**

**Sandra, Pond Road, Washington, Wilkes, Central Savannah River Area, Georgia, Southeast, United States of America, Northern Hemisphere, Western Hemisphere, Earth, and Milky Way.**

## Appendix D

### LAND FORMATIONS

1. Give each child an 11x18 sheet of blue construction paper (ocean), a 9 x 12 sheet of brown construction paper (land), and scraps of other colors.
2. Cut a large area of land from one corner of the brown paper, so the shape has two straight sides. Match the straight edges to one corner of the blue paper. Glue the land in place.
3. Cut an island shape from the brown paper and glue it somewhere in the ocean.
4. Cut a peninsula from the brown paper and add it to a land area.
5. Cut a river and a lake from blue paper and glue them to the land.
6. Cut a hill from green paper, fold under a tab along the bottom, glue tab to land so it stands up.
7. Cut a mountain from purple or gray paper, fold under and glue as you did for the hill.
8. Glue a piece of white paper from the top of the mountain to represent snow.
9. With a dark marker, label the ocean and each land formation.
10. Label the edges of the map: north, south, east and west.

## Appendix E

### **Geography Detectives**

- 1. Animal Cities - Find cities that include animal names.**
- 2. People Cities - Find cities that include people names.**
- 3. Food Cities - Find cities that include food names.**
- 4. Foreign Cities - Find cities that include names of foreign countries.**
- 5. Colorful Cities - Find cities that include color names.**
- 6. Alphabet Cities - Find a US city for each letter of the alphabet.**

## Appendix F

### Test

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

1. A very dry area is called a \_\_\_\_\_.
2. The \_\_\_\_\_ is an imaginary line that goes around the middle of the Earth at its widest point.
3. We live in the \_\_\_\_\_ hemisphere.
4. If you live in the city, you live in a \_\_\_\_\_ community.
5. Ocean trapped between two areas of land is called a \_\_\_\_\_.
6. Land between mountains is called a \_\_\_\_\_.
7. Where the ocean touches land is called the \_\_\_\_\_.
8. If you live in the country, you live in a \_\_\_\_\_ community.
9. What is the largest state?
10. \_\_\_\_\_ is an area of flat land that is raised.
11. An \_\_\_\_\_ is a book of maps.
12. A body of water surrounded by land is an \_\_\_\_\_.
13. Which of these is not one of the four major oceans: Atlantic Gulf of Mexico Pacific
14. Which of these is not a continent: Australia Asia Europe Canada
15. \_\_\_\_\_ is an imaginary line that divides the states.
16. There are \_\_\_\_\_ continents.
17. There are \_\_\_\_\_ states.
18. A \_\_\_\_\_ is a very large area of water that covers 2/3 of the Earth.

19. A state that is a peninsula is \_\_\_\_\_.
20. What US state is an island?
21. A \_\_\_\_\_ is completely surrounded by water.
22. The capital of Georgia is \_\_\_\_\_.
23. A \_\_\_\_\_ is surrounded by water on three sides.
24. A \_\_\_\_\_ is used to explain the symbols used on a map.
25. A \_\_\_\_\_ shows directions on a map.

## Word Bank

**Equator**

**Urban**

**Fifty**

**Island**

**Desert**

**Plateau**

**Atlas**

**Boundary**

**Map key**

**Hawaii**

**Florida**

**Atlanta**

**Compass rose**

**Peninsula**

**Seven**

**Ocean**

**Northern**

**Rural**

**Gulf**

**Coast**

**Valley**

**Alaska**

**Lake**

## APPENDIX G

### RUBRIC FOR LESSON ONE

<b>Not at all</b>					<b>Absolutely</b>
	1.	Students finished activity in time allotted.			
<b>5</b>		<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>
	2.	Students worked together as a team.			
<b>5</b>		<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>
	3.	Students used cardinal directions.			
<b>5</b>		<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>
	4.	Student's directions were accurate.			
<b>5</b>		<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>