

# **Geography in the Resource Classroom: Using Maps to Understand the Impact of the Meso-American Civilization and European Explorers**

**Grade Level or Special Area:** Special Education / 5<sup>th</sup> Grade

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**Length of Unit:** 4 weeks (5 lessons)

## **I. ABSTRACT**

This unit is designed to assist Resource Teachers correlate reading instruction with the world history and geography objectives from the fifth grade Core Knowledge Sequence. Students will build on their knowledge of the Meso-American Civilization, European Exploration, Trade and Clash of Cultures, in addition to improving their map reading and comprehension skills. Students will engage in a variety of hands-on activities that will allow for continual assessment throughout the unit. Formal assessment and evaluation opportunities will be present in performance checklists, rubrics and student work samples.

## **II. OVERVIEW**

### **A. Concept Objectives**

1. The student understands how to use geographic tools such as maps and how to interpret spatial sense
2. The student becomes aware of Meso-American Civilizations
3. The student understands European exploration and trade
4. The student understands how to use maps as a writing tool
5. The student understands the purpose of maps and globes (TEKS)

### **B. Content from the *Core Knowledge Sequence***

1. Follow early trade routes and exploration (pg. 113)
2. Read and construct maps (pg. 112)
3. Locate regions using the grid system, latitude, longitude and coordinates (pg.112)
4. The student will understand that maps have keys or legends with symbols and their uses (pg. 69)
5. Identify and locate Meso-American and European exploration, trade and civilizations (pg. 113)
6. Describe ways that location influenced settlements
7. Locate continents and seas (pg. 69)
8. The student will become familiar with the exchange between Christopher Columbus and the Tainos (pg. 113)

### **C. Skill Objectives**

(Texas Essential Knowledge and Skills / TEKS objectives noted)

1. The student is expected to understand how geographic tools help to construct and interpret maps. (Social Studies TEKS 5.6)
2. The student is expected to understand and value the impact that geography has on cultures and regions. (Social Studies TEKS 5.7)
3. The student is expected to understand that location, geography and settlement influence lives. (Social Studies TEKS 5.8)
4. The student is expected to understand that people modify their environments. (Social Studies TEKS 5.9)

5. The student is expected to understand various physical and human characteristics of the environment. (Social Studies TEKS 1.6)
6. The student is expected to locate places using the four cardinal directions. (Social Studies TEKS 1.4A)
7. The student is expected to retell the order of important events in stories. (Reading TEKS 3.9C)
8. The student is expected to produce summaries of text selections. (Reading Arts TEKS 3.9H)
9. The student is expected to interpret and use graphic sources of information – including maps. (Reading TEKS 3.12E)
10. The student is expected to edit for appropriate grammar, spelling, punctuation and features of polished writing (Language Arts TEKS 3.18D)
11. The student is expected to respond constructively to others' writing. (Language Arts TEKS 3.19B)

### **III. BACKGROUND KNOWLEDGE**

- A. For Teachers
  1. Brown, Warren. *The Search for the Northwest Passage*. New York: Chelsea House, 1991.
  2. Frazee, Bruce and William Guardia. *Helping Your Child with Maps and Globes*. Glenview, IL: Good Year Books, 1994.
  3. Hynson, Colin. *Exploration of Africa*. New York: Barron's Educational Series, Inc., 1998.
- B. For Students
  1. Review of spatial sense from the Core Knowledge 3<sup>rd</sup> grade content (pg. 69) and the 4<sup>th</sup> grade content (pg. 91).
  2. Review knowledge of early explorers of North America from Core Knowledge 3<sup>rd</sup> grade content (pg. 71).
  3. Understandings of exploration, trade and why people move.

### **IV. RESOURCES**

- A. Frazee, Bruce and William Guardia. *Helping Your Child with Maps and Globes*. Glenview, IL: Good Year Books, 1994, ISBN 0673361314.
- B. Hirsch Jr., E. D. *The Age of Exploration*. New Jersey: Pearson Learning, 2002, ISBN 0-76905103-0.
- C. Hirsch Jr., E. D. *Continents and Maps*. New Jersey: Pearson Learning, 2002, ISBN 0-76905000-x.
- D. Hirsch Jr., E. D. *History and Geography*. New Jersey: Pearson Learning, 2002, ISBN 0-769-5026-3.
- E. Meier, Pam. *The World: Blank Map Forms*. Monterey, CA: Evan- Moor Corp., 1993, ISBN 1557992770.

### **V. LESSONS**

Due to time constraints faced in Resource settings as well as the need for repetition and emphasis on major points, the lessons are divided into activities. For pacing purposes, one activity should take place in one day. On-going assessment is incorporated within each activity with formal assessment / evaluation planned at the end of each lesson.

## **Lesson One: Using Maps**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand various physical and human characteristics of the environment. (TEKS 1.6)
  - b. Students will locate places using the four cardinal directions. (TEKS 1.4A)
  - c. The student is expected to interpret and use graphic sources of information –including maps. (Reading TEKS 3.12E)
2. Lesson Content
  - a. Reading maps
  - b. Basic Map Keys
  - c. Cardinal Directions
  - d. Find directions on a map
3. Skill Objective(s)
  - a. Students will interpret a map key.
  - b. Students will locate places on maps.
  - d. Students will analyze where to best locate a city.

### B. *Materials*

1. World Map
2. Globe
3. Appendix A: Vocabulary Review Guide (overhead copy & student copies)
4. Appendix B: "Where Would You Build a City?" Map (overhead copy & student copies)
5. Appendix C: Landform Map (overhead copy & student copies)
6. Appendix D: Rainfall Map (overhead copy & student copies)
7. Appendix E: Vegetation Map (overhead copy & student copies)
8. Appendix F: Product Map (overhead copy & student copies)
9. Appendix G: Vocabulary Quiz (student copies)
10. Compass (optional)
11. Cardinal Directions to put on classroom walls
12. *Maps* (Ciciarelli, 1996)
13. Overhead projector and overhead markers / pens
14. *Helping Your child with Maps and Globes* (Frazee & Guardia, 1994) \*map source

### C. *Key Vocabulary*

1. Cartographer: Someone who makes maps
2. Globe: A round map of the world
3. Map Key: A table or chart that helps you read symbols on a map and gives you their meaning.
5. Map: A tool used to find information about a place

### D. *Procedures/Activities*

#### Activity One

1. Show a globe and a variety of maps. Review land and water areas. Explain how maps are tools that help us know more about a specific area and how they help people know where they are going.
2. Define and discuss the vocabulary by using the vocabulary guide (Appendix A). This will be their study guide for the lesson assessment. The introduction of these vocabulary words is to correlate it with the review of maps. This will give them a solid foundation for the upcoming activity that uses this vocabulary. When presenting vocabulary in a resource setting it is important to connect the words to

the student's experience. Have the students help you define the words and discuss them using examples of the maps they are already familiar with. It is helpful to some of the students to make note cards and put the vocabulary into their own words. When they use the words in their upcoming writing they will be more comfortable with them

3. Show a variety of map keys and explain the purpose and definition of a key/legend. Explain symbols and how they help read maps.
4. Show maps with cardinal directions noted / compass rose (if available) and discuss why directions are important. Emphasize that understanding direction is critical to travel and exploration.

#### Activity Two

5. Read the story *Maps*. *Maps* should help the students gain an even better grasp on the skills they are developing in map reading and its use as an important tool. Relate again how maps contain information about people and where they live. Explain that symbols, directions and map keys all help us read maps and know where we are going.
6. Locate the North, East, West and South walls of your classroom. The students can do this with the use of a compass. Explain that a compass always points North. This assists in identifying cardinal directions. Post labels on each wall denoting the appropriate cardinal direction.
7. Help children locate and understand which objects in the room are closer to the north wall, south wall, west wall, and/or east wall. Use the cardinal direction frequently to locate objects in the classroom.
8. Show a variety of maps from the book *Maps*. Have students describe and discuss the symbols found in the map keys of each map. Explain that symbols tend to be universal to facilitate the map reading process.

#### Activity Three

9. To further develop an understanding of maps and the human characteristics of maps, read the story about their mission to the island to map it for the King and Queen of Spain. Here a story below that we wrote to help introduce not only Activity Four but also to place their vocabulary in context to their activity.

#### Mission Explore!

*Where would you locate a city for trade?*

*"Here is your mission: You are an explorer in the 1500s and the King and Queen of Spain have discovered an island in the West Indies. They sent out a cartographer to make maps of the island. No people are living on the island but there are a lot of other valuable resources like pepper, gold, silk, oil, and animals. While the mapmaker or cartographer was busy exploring the island to discover new things he got lost. Fortunately, he had just sent home his most recent map records. In the legends or keys that tell us what his symbols meant, the cartographer had recorded all of the information he had collected. Your job for the king and queen is to find the best place to build a city for trade. The map keys will help you best place your city. The symbols and signs will indicate which areas receive the most rainfall, which areas are flat or hilly and what kinds of plants you will find there."*

10. Hand out the student copies of Appendix B. Tell them that they must build a city best made for trade. Ask them where would the city be best build for trade. Ask them what makes a good city? What if they have to travel only by boat? Which of the natural resources is going to be the most valuable to trade? Remember, there is no right answer, but they must have reasons for their choice. Every time they look at a new map they must write out three short sentences or main ideas

about why they moved or kept their city where they did. This helps with note taking abilities. They will also use these notes later to format a persuasive paragraph to give to the “King and Queen of Spain.” Point out the directions and map key on the map. Repeat this process for all maps. Map C is a landform map. Map D is a rainfall map. Map E is a vegetation map. Map F is a product map. For each map ask the student if this map would give them a reason to change the location of their city. As the students continue through this process, also display an overhead copy of each map and model desired steps by using various student responses to make decisions on the overhead map.

11. Display a map from each child/group and their written responses to the activity. For every map use their recorded reasons that they wrote to put together a persuasive paragraph on why their city is the best. Focus on the use and spelling of vocabulary words and basic capitalization and punctuation. This strengthens the exercise to practice their writing skills and persuasion techniques. The addition of a map key on the student maps will serve to connect the final assessment to the stated skill objectives.

**Activity Four – Extension (Optional)**

12. Follow the same procedures from activity three, except make the maps of your state using the same type of maps.
13. Display a map from each child/group and their written reasons on the map referring to why each group located their city where they did.

**E. Assessment/Evaluation**

1. Use the student map and written analysis of reasons why they located their city where they did from the *Mission Explore* activity.
2. Use the important vocabulary listed to give a vocabulary quiz.  
(Appendix G)

**Lesson Two: Grids as a Bridge for Latitude and Longitude**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Understand how geographic tools help to construct and interpret maps and globes.
2. Lesson Content
  - a. Review of K-4 spatial sense and map reading skills.
  - b. Reading maps and globes using latitude, longitude, coordinates and degrees.
  - c. Prime Meridian and Equator.
3. Skill Objective(s)
  - a. Locate areas using a grid system.
  - b. Read maps to locate coordinates.

**B. Materials**

1. Overhead copy of Appendix H: Finding a Place with a Grid - Part A
2. Overhead Projector
3. A variety of colored overhead markers
4. Maps and globes
5. Overhead copy of Appendix I: Finding a Place with a Grid - Part B
6. Overhead copy of Appendix J: Latitude and Longitude
7. Student copies of Appendix J: Latitude and Longitude

**C. Key Vocabulary**

1. Globe: A map of earth.
2. Grid: Horizontal and vertical lines to help you locate places on maps.

3. Latitude: Horizontal lines that show North and South.
4. Longitude: Vertical lines that show West and East.
5. Hemisphere: Half a sphere or half of the Earth.

D. *Procedures/Activities*

Activity One

1. Show a globe and point to the continents and oceans to emphasize the location of land and water areas. This also serves as a point of informal assessment to ascertain the students' knowledge and ability to identify continents and oceans by name.
2. Show the globe and point to the equator and prime meridian. Remind students of vocabulary definitions, emphasizing the equator and prime meridian to provide a more concrete connection.
3. Point to the grid lines on the globe. Discuss how the equator is 0 degrees and divides the earth into the northern and southern hemispheres.
4. Point to the grid lines on the globe. Discuss how the prime meridian is 0 degrees and divides the earth into the western and eastern hemispheres.
5. Follow the same procedures above using a world map.
6. Show a city map and state that this grid uses letters and numbers because a city is a smaller place on the earth. Help students infer that whether they use letters/numbers or latitude/longitude, you still locate places using a grid system.
7. Explain that the latitude and longitude grid helped explorers find their way when they sailed or traveled to places on earth.
8. Using the overhead of Appendix H, model how to locate coordinates by matching the vertical and horizontal coordinates to locate a specified area. Once the coordinates are identified, the specified area should be colored in. Explain how the numbers and letters intersect and meet at one place. Then select students to come to the overhead and practice locating the identified coordinates. The directions for color-coding are on Appendix H. Follow this procedure until the grid is completed. To extend, practice, and assess, use the second grid on Appendix I to grid a larger area using the same procedures as above until the word "super" appears to complete this grid exercise.

Activity Two

9. Using the overhead copy of Appendix J, show and explain how the same grid process is used with latitude and longitude. Model several examples found on the overhead by putting a dot on the area where the latitude and longitude lines meet. Students should be able to make this transfer easily. However, do emphasize the difference between locating coordinate spaces and coordinate points. Continue to plot a variety of areas using the coordinates listed on the appendix copy.
10. To assess understanding and application of skills, allow students to state coordinates and then locate them on the grid. Then, plot points and ask students to provide the coordinates. Emphasize the proper order of coordinates: latitude, then longitude.

E. *Assessment/Evaluation*

1. Duplicate enough copies of Appendix J for each student. This will assist in checking students' understanding of how to locate areas on a map using latitude and longitude. This assessment activity can be used to review grids and introduce the next lesson.

**Lesson Three: Earth's Areas**

A. *Daily Objectives*

1. Concept Objective(s)

- a. Understand how geographic tools help to construct and interpret maps and globes
2. Lesson Content
  - a. Review of K-4 spatial sense and map reading skills
  - b. Reading maps and globes using latitude, longitude, coordinates and degrees
  - c. Prime Meridian and Equator
  - d. Hemispheres
  - e. Quadrants
3. Skill Objective(s)
  - a. Locate areas using a grid system
  - b. Read maps to locate coordinates
  - c. Locate hemispheres and quadrants

B. *Materials*

1. Maps and globes
2. Colored tape
3. Colored markers
4. Appendix K: Northern and Southern Hemisphere
5. Appendix L: Eastern and Western Hemisphere
6. Appendix M: Quadrants

C. *Key Vocabulary*

1. Globe: A map of earth.
2. Grid: Horizontal and vertical lines to help you locate places on maps.
3. Latitude: Horizontal lines that show North and South.
4. Longitude: Vertical lines that show West and East.
5. Hemisphere: Half a sphere or half of the earth.
6. Quadrant: Four areas on a map or globe.

D. *Procedures/Activities*

Activity One

1. Review grid process and vocabulary from the previous lesson.
2. Show the students the globe and review the hemispheres. Put colored tape over the equator and prime meridian. Review 0 degrees, horizontal lines, vertical lines, equator and prime meridian by asking students to point to these areas.
3. Show and describe on the globe how N and S are divided into areas (quadrants) of NW, NE and SW, SE. Model these four areas on the board while using the terms for each quadrant.
4. Reinforce these areas by asking each student to identify the quadrant called out. Students will continue this practice throughout the rest of the activity on Appendices K-M, applying the following color code for the next steps. North Latitude = Red, South Latitude = Blue, West Longitude = Orange and East Longitude = Green.
5. Start by giving each student a copy of Appendix K. Ask students to put their finger on the equator. Put a copy on the board to model the following directions for the students.
6. Draw a black line on the equator. Ask, how many degrees latitude is the equator? Review that up from the equator is north latitude. These lines are horizontal lines that show north latitude. Ask students to draw horizontal red lines to show north latitude. Check for understanding by asking, what lines show north latitude?

Activity Two

7. Provide each student with a copy of Appendix K and repeat the above process with blue horizontal lines to show south latitude using Appendix K. Ask, What lines show south latitude?

Activity Three

8. Repeat the same process with west longitude using orange vertical lines and Appendix K. Ask, What lines show west longitude?

Activity Four

9. Repeat process with east longitude using green vertical lines and Appendix L. Ask, What lines show east longitude?

E. *Assessment/Evaluation*

1. Have students use the same color code, procedures and Appendix M to draw the horizontal lines for North and South and vertical lines for West and East. The lines will overlap, thus demonstrating the overlap in cardinal direction. These sections result in the quadrants. Model process and directions on the board. After students draw all the lines, ask a variety of questions such as: the red and orange lines show which quadrant? The blue and green lines are in which quadrant? What colored lines are in the NE quadrant? What colored lines are in the SW quadrant?
2. Assessment of student responses and Appendix K will allow students to demonstrate their understanding.

**Lesson Four: Transfer Grid and Quadrants to Latitude and Longitude on a World Map**

A. *Daily Objectives*

1. Concept Objective(s)
  1. Understand how geographic tools help to construct and interpret maps and globes.
2. Lesson Content
  1. Review of K-4 spatial sense and map reading skills.
  2. Reading maps and globes using latitude, longitude, coordinates and degrees.
  3. Prime Meridian and Equator.
  4. Hemispheres
  5. Quadrants
3. Skill Objective(s)
  1. Locate areas using a grid system.
  2. Read maps to locate coordinates.
  3. Locate hemispheres and quadrants using latitude and longitude.

B. *Materials*

1. Maps and globes
2. Colored markers
3. Appendix N: Latitude Lines (one per student)
4. Appendix O: Longitude Lines (one per student)
5. Appendix P: World Map (one per student)
6. Appendix Q: Latitude and Longitude Quiz (one per student)
7. Appendix R: Quadrants Quiz (one per student)

C. *Key Vocabulary*

1. Latitude: Horizontal lines that show North and South.
2. Longitude: Vertical lines that show West and East.
3. Hemisphere: Half a sphere or half of the earth.
4. Quadrant: Four areas on a map or globe.

D. *Procedures/Activities*

### **Activity One**

1. Review that latitude is North and South and longitude is West and East. Show the quadrants on a wall map of the world. Point out the grid, equator and prime meridian on the map. Refer to the previous activity.
2. Hand out a copy of Appendix N to each student. Tell them to put their finger on the equator, 0 degrees. Draw a black line on the equator. Ask student to point to North latitude. Show and discuss the fact that there is 90 degrees latitude.
3. Repeat the same for South latitude. Reinforce the fact that latitude measures degrees of North and South.
4. As in the previous lesson, allow students trace the horizontal lines of N latitude by coloring them red then color the S latitude lines blue. Use the color codes to assess student understanding.
5. Locate a variety of areas for North and South latitude. For example, try 40 degrees N latitude, 90 degrees S latitude, etc. After students demonstrate an understanding, discuss the various increments of degrees on a map; areas between 0 and 90 degrees. For example, find 10 degrees S latitude, 65 degrees N latitude, etc. Continue to locate coordinates and ask students to give coordinates to locate.

### **Activity Two**

6. Once students are comfortable locating latitude, use Appendix O for longitude. Follow the same procedures used in steps 2-5 above, substituting prime meridian for the equator and the colors orange for West longitude and green for East longitude. Locate a variety of coordinates for longitude.
7. Place Appendix N over O, hold up to the light and locate the quadrants. Reinforce the overlaps that resulted in the previous lesson. Students should now be ready to transfer their learning to the map in Appendix P using all the coordinates and quadrants covered in this lesson.

### **E. Assessment/Evaluation**

1. Use Appendix P for the evaluation of student's ability to locate the equator, prime meridian, quadrants and coordinates. Ask students to draw a black line over 0 degrees latitude and 0 degrees longitude and label these areas. Then ask students to label the quadrants. Have each student plot the following:

30 degrees N latitude and 90 degrees W longitude.  
Ask, what hemisphere is this?  
25 degrees S latitude and 60 degrees W longitude.  
Ask, what hemisphere is this?  
28 degrees S latitude and 30 degrees E longitude.  
Ask, what hemisphere is this?  
40 degrees N latitude and 100 degrees E longitude.  
Ask, what hemisphere is this?

For all of the above ask students if they know the continents for these coordinates.

Note: some students might need string or yarn to plot where these coordinates meet. Modify as needed and model the plots on the board.

## **Lesson Five: Explorers: Christopher Columbus Comparison and Contrast**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Relate to reasons why explorers were motivated to seek trade routes.
  - b. Relate to the experiences of the Tainos.
2. Lesson Content
  - a. European Exploration, Trade & Clash of Cultures
  - b. Trade & Slavery

3. Skill Objective(s)
  - a. The student is expected to edit for appropriate grammar, spelling, punctuation and features of polished writing (Language Arts TEKS 3.18D)
  - b. The student is expected to respond constructively to others' writing. (Language Arts TEKS 3.19B)
  - c. The student is expected to retell the order of important events in stories. (Reading TEKS 3.9C)
  - d. The student is expected to produce summaries of text selections. (Reading Arts TEKS 3.9H)

B. *Materials*

1. *Christopher Columbus* (Krensky, 1991)
2. Excerpt from "Untold Story"
3. Appendix S: Presentation Rubric
4. Appendix T: Sequence Table
5. Appendix U: Comprehension Quiz over "Christopher Columbus"
6. Appendix V: Comprehension Quiz over "The Untold Story"
7. Poster Board
8. Dry Erase board or chalkboard
9. Journals or paper with writing utensils
10. Colored Pencils
11. *Time for Kids* (Wallis, ed.)
12. *The World* ( Meier, 1993)
13. *The Age of Exploration* (Hirsch, 2002)
14. *Continents and Maps* (Hirsch, 2002)
15. *The Great Atlas of Discovery* (Neil, 2002))

B. *Key Vocabulary*

1. explorer- A person who travels to new places in order to discover and learn new things
2. trade- To exchange, purchase or sell items
3. voyage- A journey by water to one place or country to another

C. *Procedures/Activities*

Activity One

1. Start with a "catch story." The following are questions we used at the beginning of the story to inspire discussion: *Are you an explorer? Have you ever gone somewhere that you were told you should not go? Have you ever gone somewhere without permission, just to see if you could do it? Have you ever tried to do something that everyone said wasn't possible? When someone goes against what everyone else thinks, does that make him or her a dare-devil or a brave hero? What if while they are breaking all the rules they hurt someone else in the process? Were their choices worth the outcome?*
2. Then summarize your "catch story" to use as discussion. *Columbus had to face all of these questions when he decided to go west in 1492 in 3 boats. Everyone thought that the earth was flat and that he would fall off the edge if he went west. Despite all of the arguments against him, Columbus believed that the world was round. He knew that if he went west he would find a quicker route to India and to their valuable spices. There was just one problem... America and its native people were in the way!*
3. Make some predictions. How do you think Columbus is remembered? What does America think about Columbus? Does everyone feel the same way? What do you think Columbus is going to do on his trip?

### Activity Two

4. Now explain the assignment and rubric (see Appendix S) to the students. They will be asked to read the story assigned to them that is either from the point of view of Columbus (*Christopher Columbus* by Stephen Krensky) or from the viewpoint of the Tainos by reading the excerpt “Untold Story” by Tina Thomas. Split the students into groups of 3-4. The teacher will read this aloud to them as they follow along on their own copy or they may choose to read it aloud in the groups.
5. Next they will discuss the story and try to summarize it as a group. Use Appendix T. The students will then illustrate what they read in order to demonstrate understanding of sequence of events. Their illustrations will help them summarize and sequence their writing. For every paragraph the students and teacher brainstorm illustrations that will help them remember the main point of that section. In doing this, it is important that the student illustrates something that helps him/her remember the main point. This activity speeds up the summary process because less writing is involved. Also the students will be able to quickly go back through their story and summarize without having to read the story again. The teacher should give question prompts to help guide the summary. Some examples are as follows: *What is the main point of view of this story? What does the author want you to believe about the “discovery of the Americas?” Was it a good or bad thing and why?*

### Activity Three

6. Using the group notes, illustrations, and the story, the students will write their own report about the story they read. Make sure to emphasize the importance of independent work. The purpose is to bring together all of the information the students have accumulated and write a summary piece for a presentation. They should focus on using key vocabulary words and work on their sentence structure. They will also concentrate on paragraph formulation as well as editing skills.
7. The students will edit and publish their summaries, emphasizing the skills of punctuation, capitalization and spelling as well as paragraph formation. Teachers should facilitate this process, encouraging the students to use resources for editing (dictionary, thesaurus, word wall, etc.). 8. The student groups will also prepare a map that shows the route of Columbus as well as label the oceans and continents.
8. Then the two groups come back together with their stories and individually read them to the class.
9. Discuss the different points of view and the students’ responses to their reading selection. Emphasize the perspective of the characters. Encourage discussion by asking: Did their opinions change after they heard the other story? Would they have done what Columbus did? Would they have liked meeting Columbus if they were the Native Americans?
10. Finally display all of their work for them to read and share independently!

### E. Assessment/Evaluation

1. Assess student knowledge of their reading using Appendices U & V.
2. Assess student presentation using the Appendix S.
3. Assess student drawing of their map for inclusion of their understanding of trade routes.
4. Assess the student written work for understanding of the subject.

## VI. CULMINATING ACTIVITY

For a final extension of the unit the students could present their maps and published works to the third graders that would also be studying Columbus. The third graders would benefit from their information as an introductory or informative piece, while the resource students would benefit from presenting their projects to another audience. We read the *Time for Kids*, 2002 about Columbus birthday and his encounter with the Tainos. We used this magazine to relate our study of history and geography to the present day. The students were able to connect more importance to their subject when they saw that this exploration is still of modern day importance.

## VII. HANDOUTS/WORKSHEETS

- Appendix A: Vocabulary Guide
- Appendix B: Where Would You Build a City? Map
- Appendix C: Landform Map
- Appendix D: Rainfall Map
- Appendix E: Vegetation Map
- Appendix F: Product Map
- Appendix G: Vocabulary Quiz
- Appendix H: Finding a Place with a Grid (Part 1)
- Appendix I: Finding a Place with a Grid (Part 2)
- Appendix J: Latitude and Longitude
- Appendix K: Northern and Southern Hemispheres
- Appendix L: Eastern and Western Hemispheres
- Appendix M: Quadrants
- Appendix N: Latitude Lines
- Appendix O: Longitude Lines
- Appendix P: World Map
- Appendix Q: Latitude and Longitude Quiz
- Appendix R: Quadrants Quiz
- Appendix S: Presentation Rubric
- Appendix T: Sequence Table
- Appendix U: Christopher Columbus Quiz (2pp)
- Appendix V: "The Untold Story" Comprehension Quiz (2pp)

## VIII. BIBLIOGRAPHY

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GEOGRAPHY IN THE RESOURCE CLASSROOM

Appendix A: Vocabulary Guide

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

# Vocabulary

1. **Explore** Going to a new place to learn and discover new things.
2. **Map** A tool that helps us to find places around the globe or even in our own city. We have been studying many different types of these.
3. **Cartographer** A person who makes maps.
4. **City** A very important or big town.
5. **Sign** A hint that gives us information. For example they are on bathroom doors, in the map keys and on our maps.
6. **Key** A box on a map with words and signs in it that explain the map.

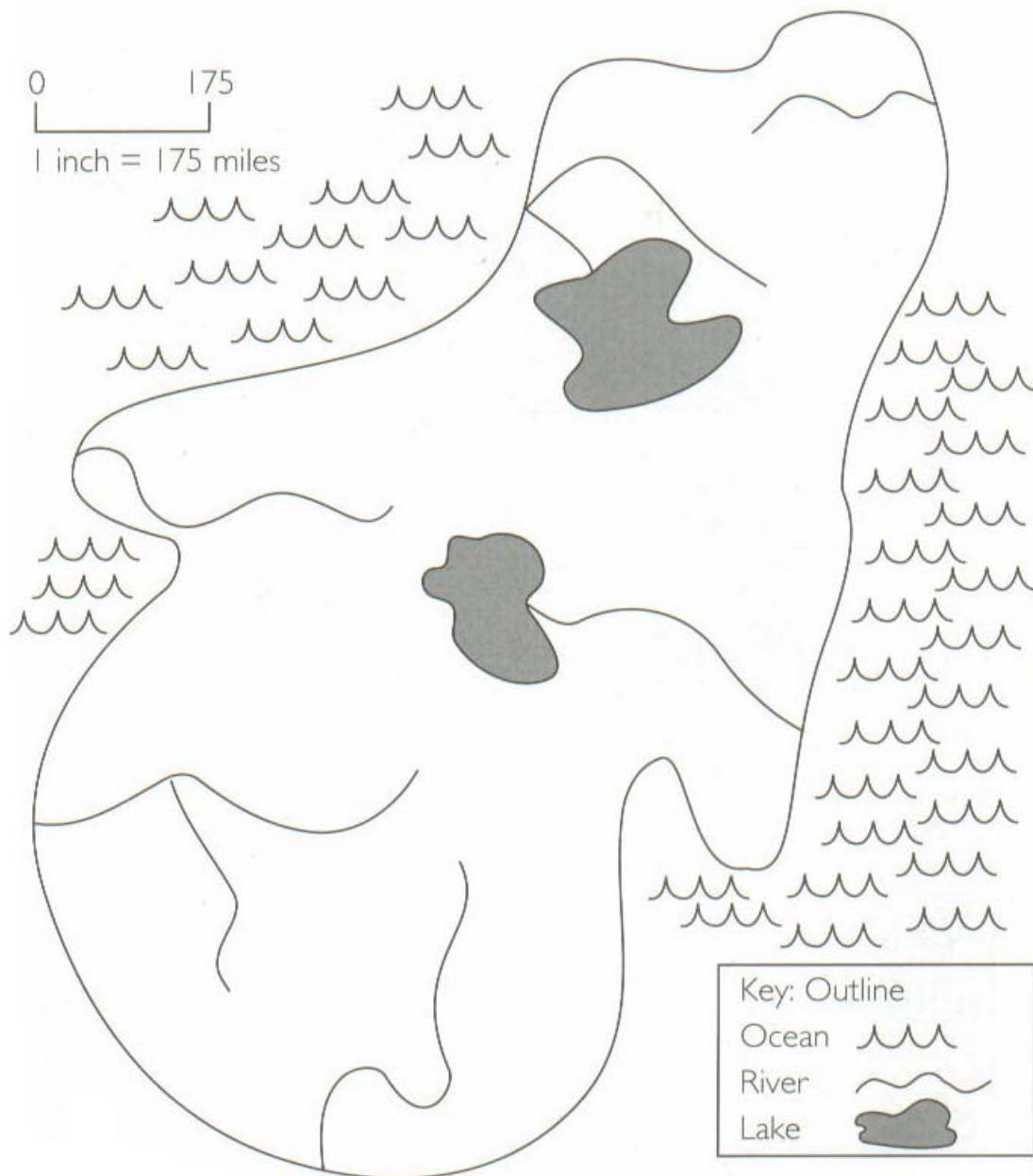
GEOGRAPHY IN THE RESOURCE CLASSROOM

Appendix B: Where Would You Build a City?

# Where Would You Build a City?



Directions: Where would you locate a city on this map and why.  
Put a dot where your city is located.



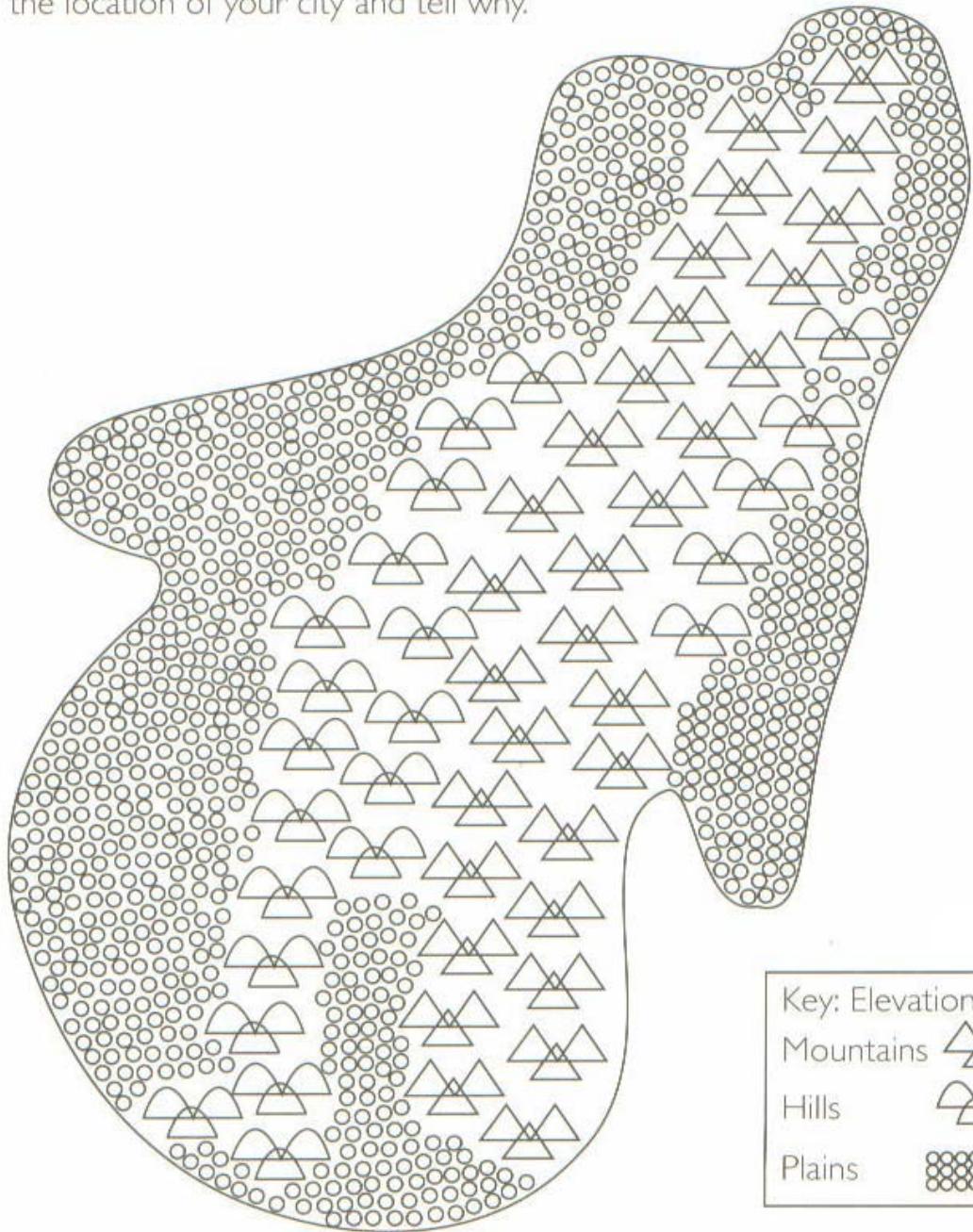
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## GEOGRAPHY IN THE RESOURCE CLASSROOM

### Appendix C: Landform Map

# Where Would You Build a City?

Directions: With the information on this map, would you change the location of your city? Put a dot on the same place if you did not change the location. Put an X in the new place if you changed the location of your city and tell why.



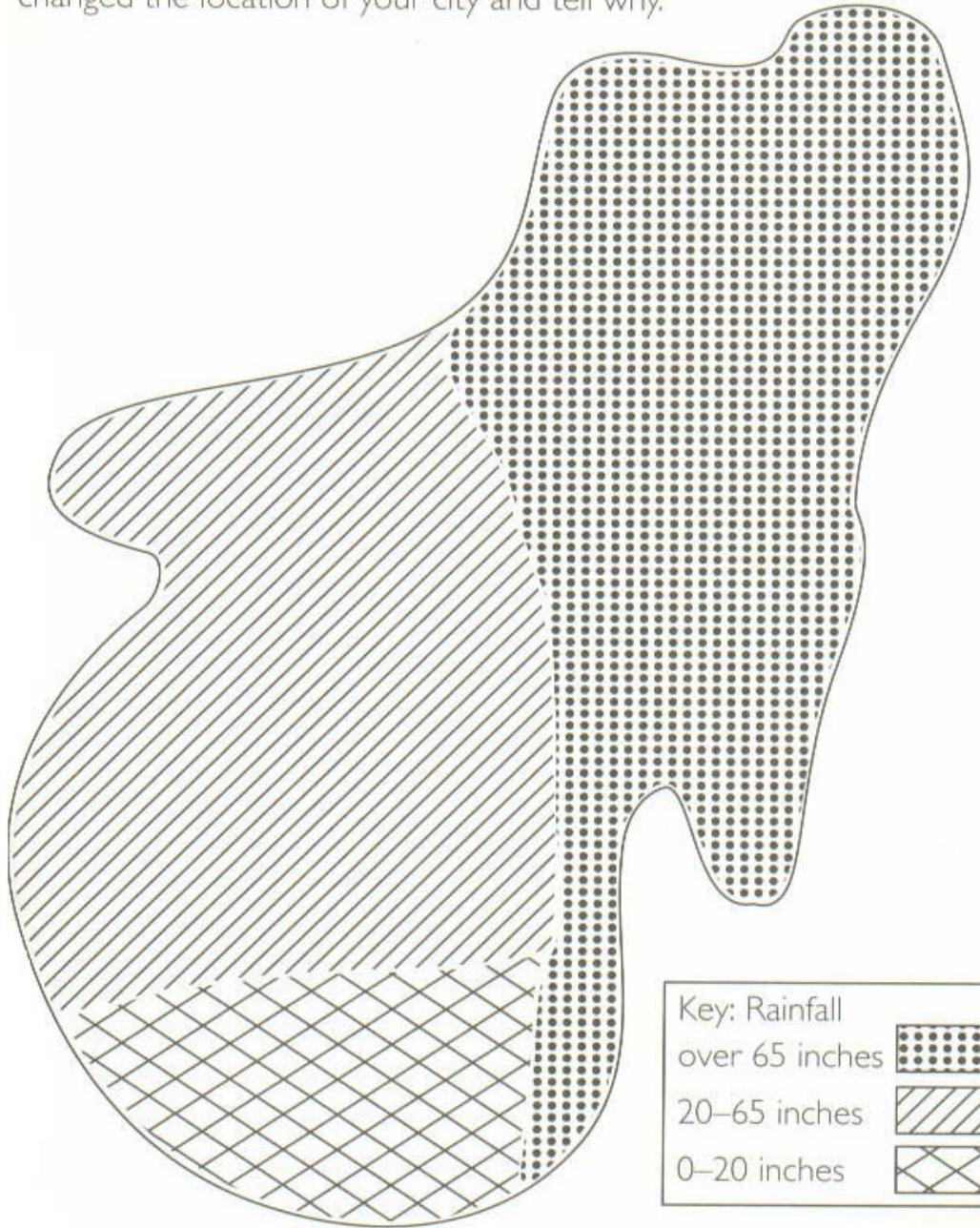
## GEOGRAPHY IN THE RESOURCE CLASSROOM

### Appendix D: Rainfall Map

# Where Would You Build a City?



Directions: With the information on this map, would you change the location of your city? Put a dot on the same place if you did not change the location. Put a square in the new place if you changed the location of your city and tell why.



#### Key: Rainfall

over 65 inches



20-65 inches



0-20 inches



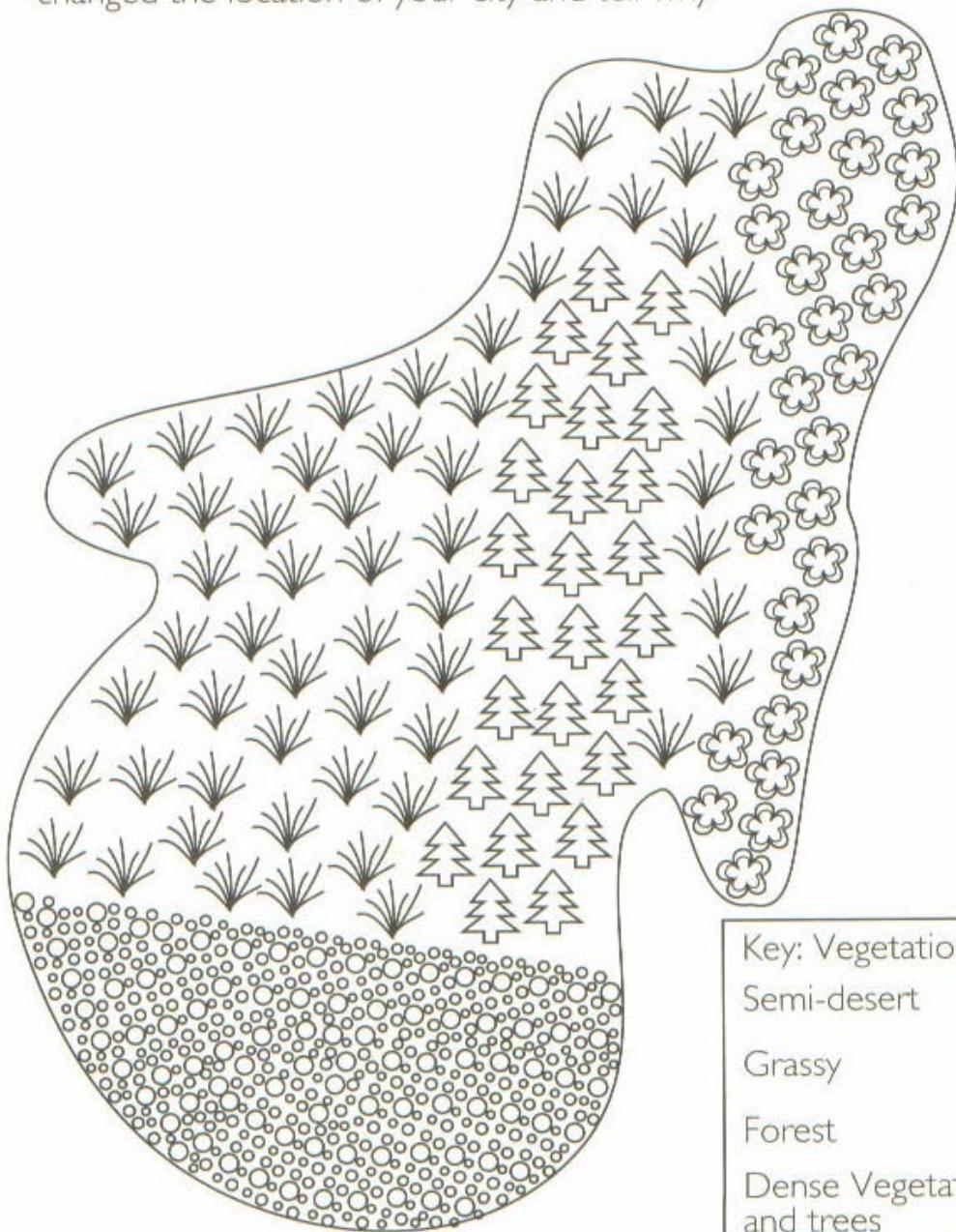
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GEOGRAPHY IN THE RESOURCE CLASSROOM

Appendix E: Vegetation Map

## Where Would You Build a City?

Directions: With the information on this map, would you change the location of your city? Put a dot on the same place if you did not change the location. Put a circle in the new place if you changed the location of your city and tell why.



Key: Vegetation

Semi-desert



Grassy



Forest



Dense Vegetation  
and trees

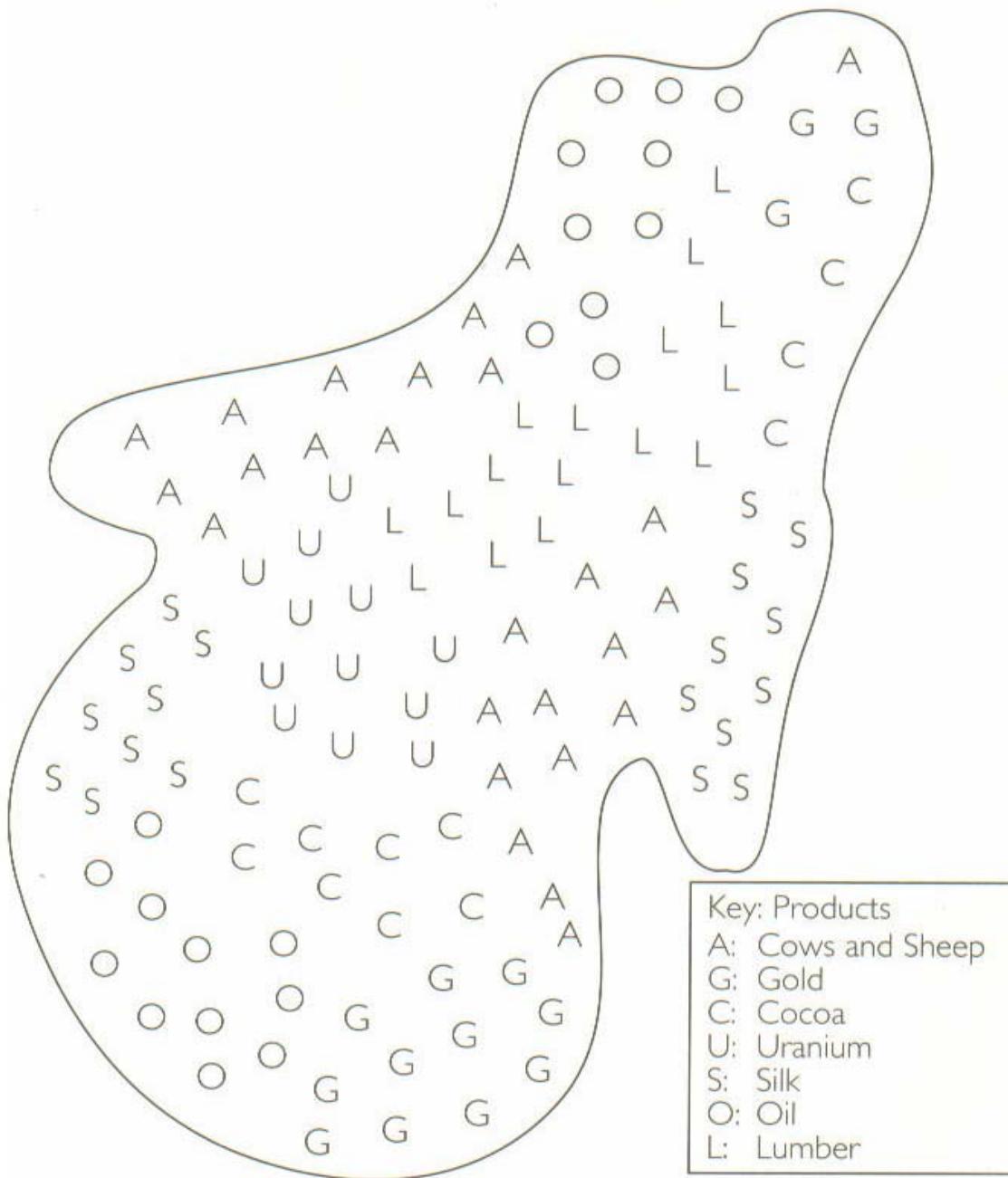
GEOGRAPHY IN THE RESOURCE CLASSROOM

Appendix F: Product Map

# Where Would You Build a City?



Directions: With the information on this map, choose the final location of your city and explain why you think it is a good location. Put a dot where your city will be and give it a name.



Key: Products

- A: Cows and Sheep
- G: Gold
- C: Cocoa
- U: Uranium
- S: Silk
- O: Oil
- L: Lumber

GEOGRAPHY IN THE RESOURCE CLASSROOM

Appendix G: Vocabulary Quiz

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

## *Vocabulary Quiz*

**Cartographer**

**City**

**Explore**

**Key**

**Map**

**Sign**

1. Going to a new place to learn and discover new things. \_\_\_\_\_
2. A tool that helps us to find places around the globe or even in our own city. We have been studying many different types of these. \_\_\_\_\_
3. A person who makes maps. \_\_\_\_\_
4. A very important or big town. \_\_\_\_\_
5. A hint that gives us information. For example they are on bathroom doors, in the map keys and on our maps. \_\_\_\_\_
6. A box on a map with words and signs in it that explain the map. \_\_\_\_\_

## GEOGRAPHY IN THE RESOURCE CLASSROOM

### Appendix H: Finding a Place with a Grid (Part 1)

# Finding a Place with a Grid



Directions: Color the squares:

- |             |             |
|-------------|-------------|
| A1 – Yellow | A2 – Purple |
| C2 – Blue   | B1 – Orange |
| D1 – Green  | D2 – Black  |
| B2 – Red    | C1 – Brown  |

	A	B	C	D
1				
2				

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## GEOGRAPHY IN THE RESOURCE CLASSROOM

### Appendix I: Finding a Place with a Grid (Part 2)

## Finding a Place with a Grid



Write each letter in the correct square:

U - B2		1	2	3	4	5
R - E5						
P - C3	A					
S - A1	B					
E - D4	C					
	D					
	E					

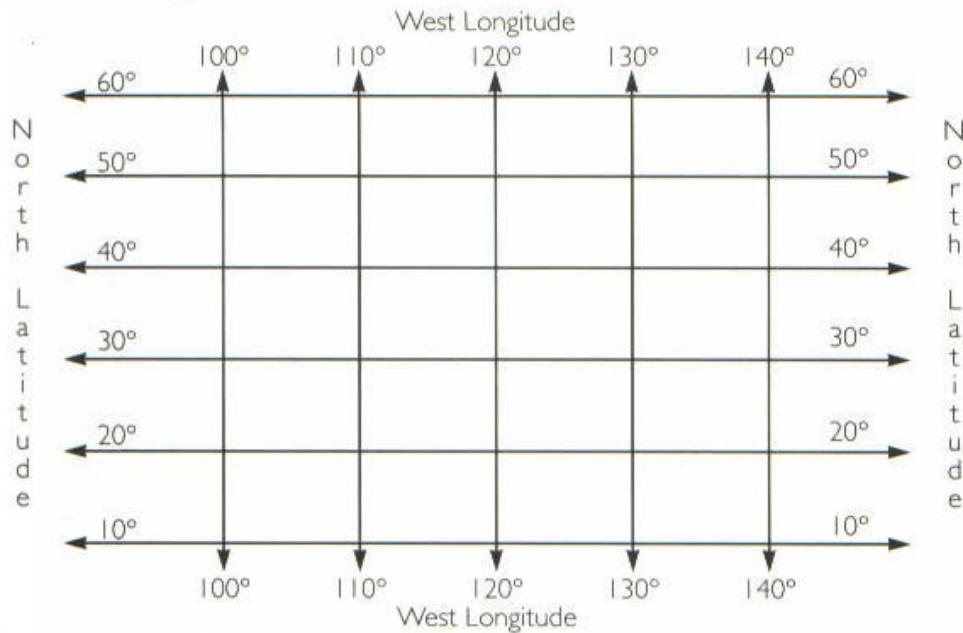
## GEOGRAPHY IN THE RESOURCE CLASSROOM

### Appendix J: Latitude and Longitude

# Latitude and Longitude

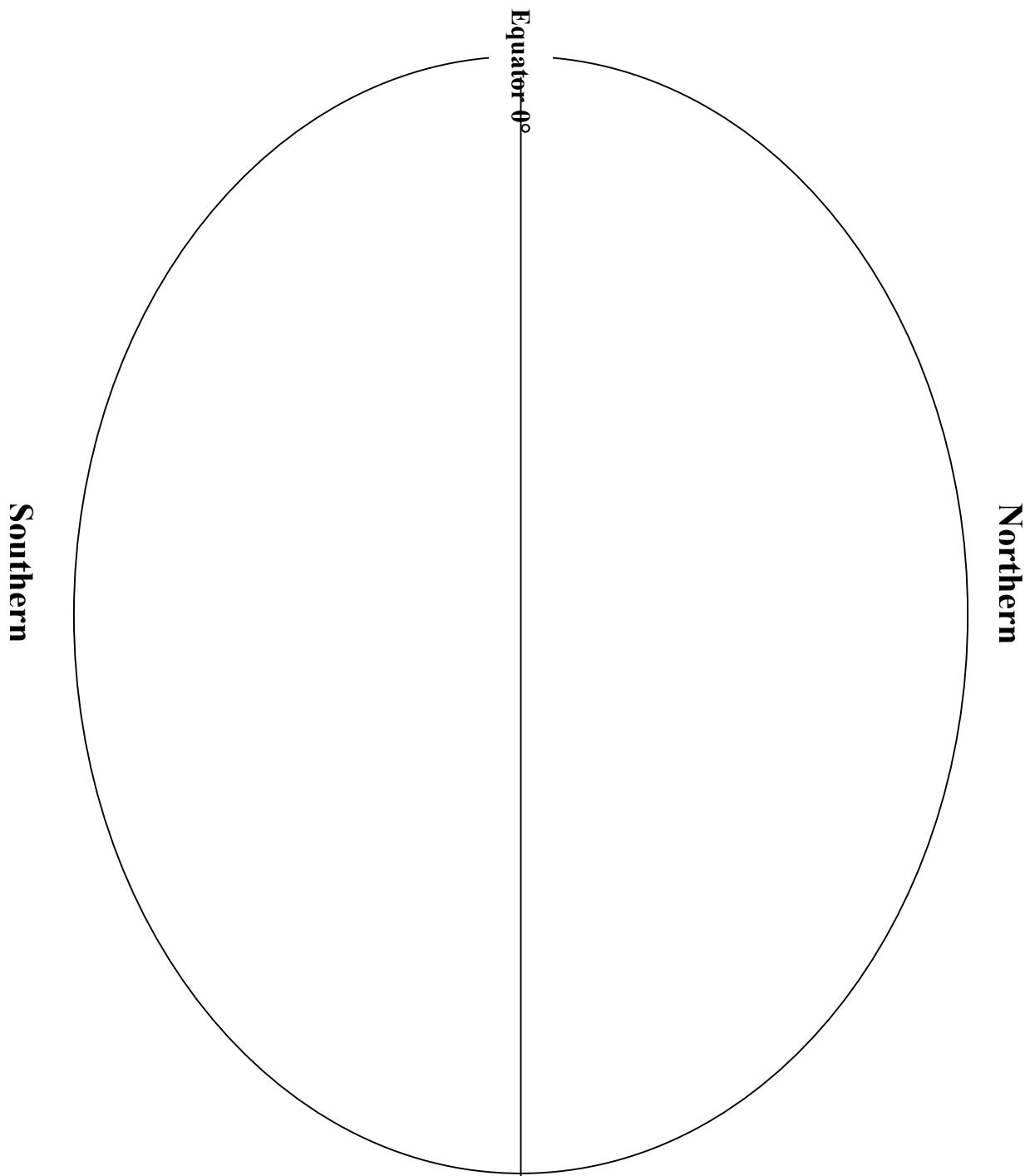


Directions: Find the places marked below with your teacher and answer the questions below.

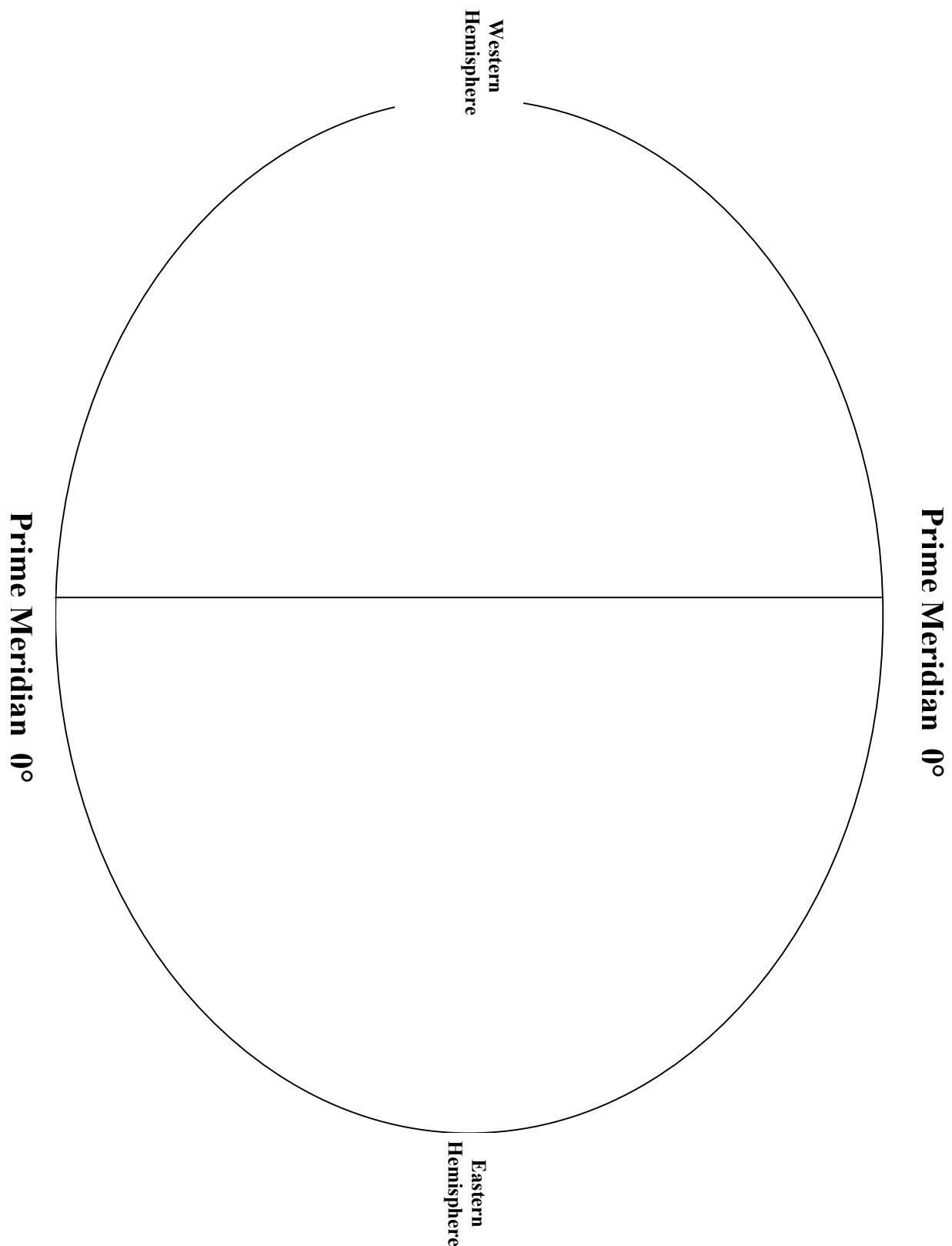


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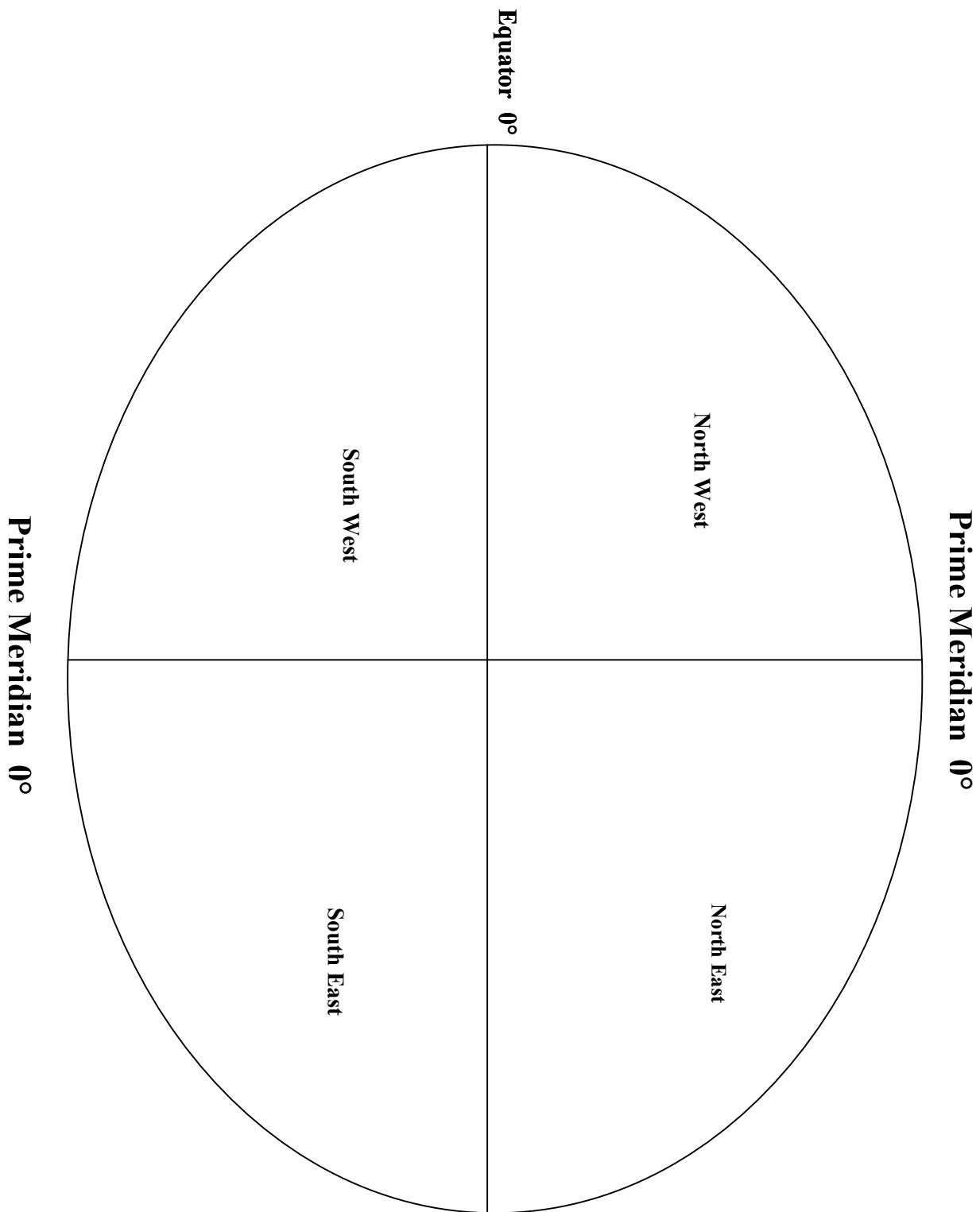
GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix K: Northern and Southern Hemispheres



GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix L: Eastern and Western Hemispheres

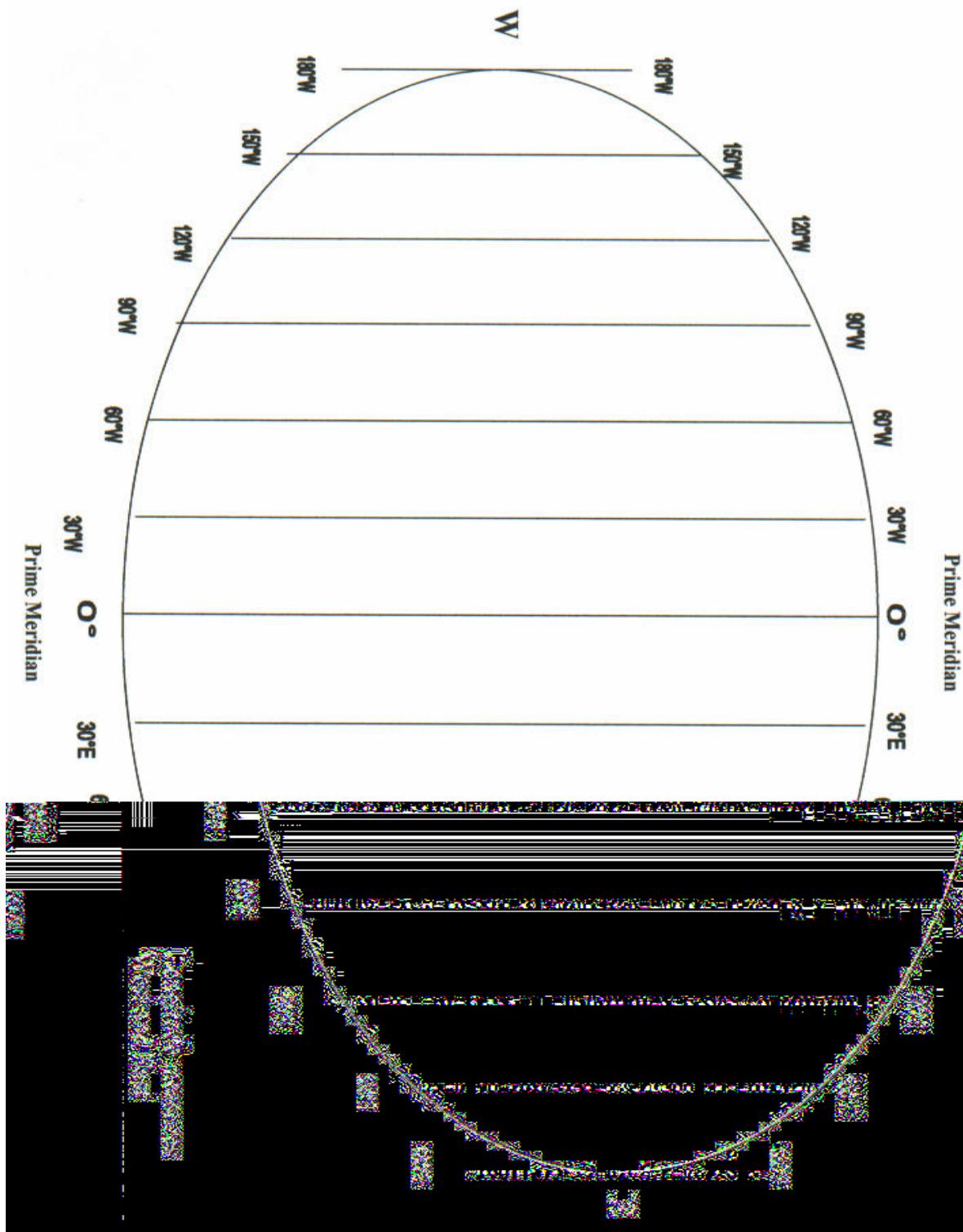


GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix M: Quadrants

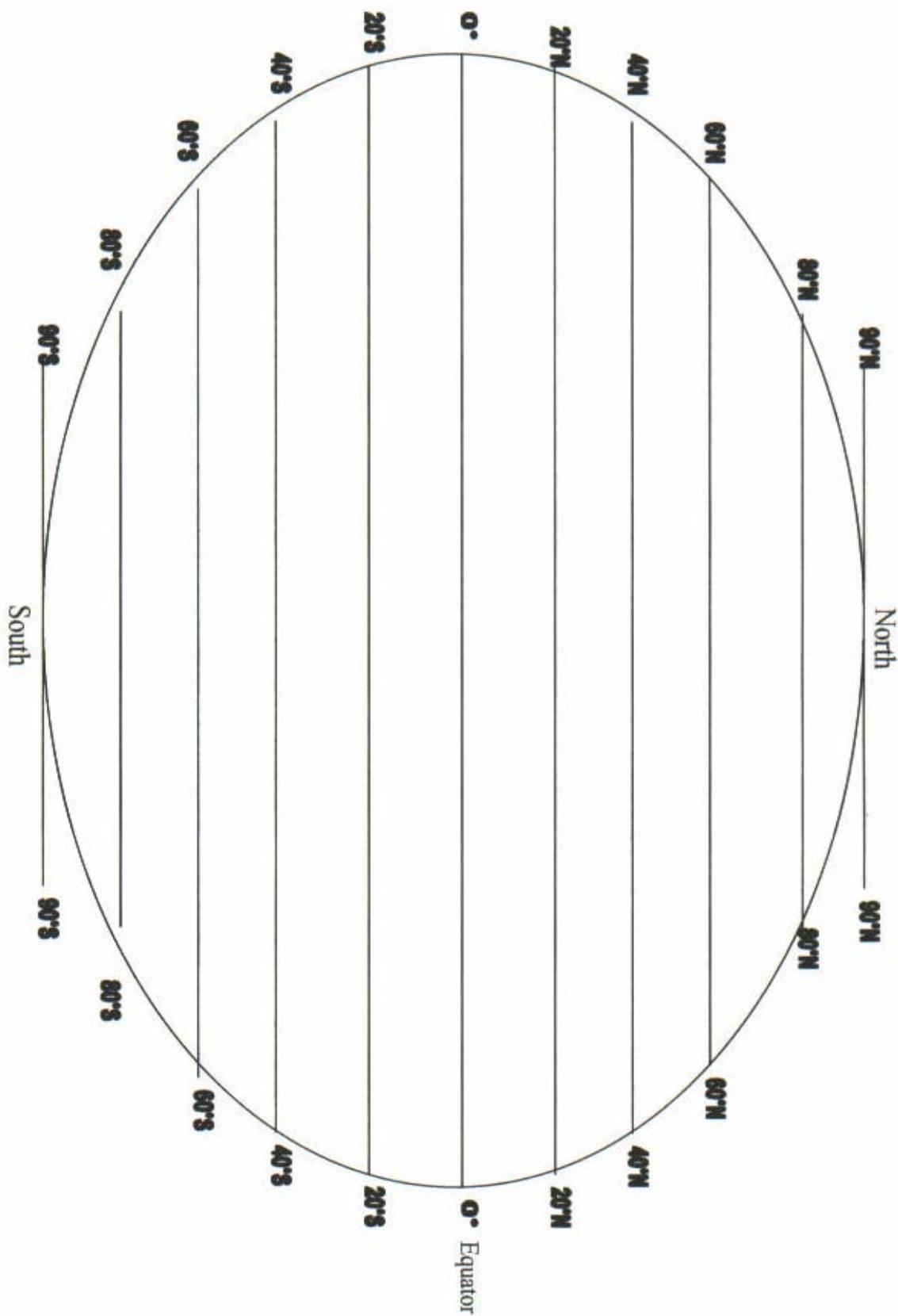


## GEOGRAPHY IN THE RESOURCE CLASSROOM

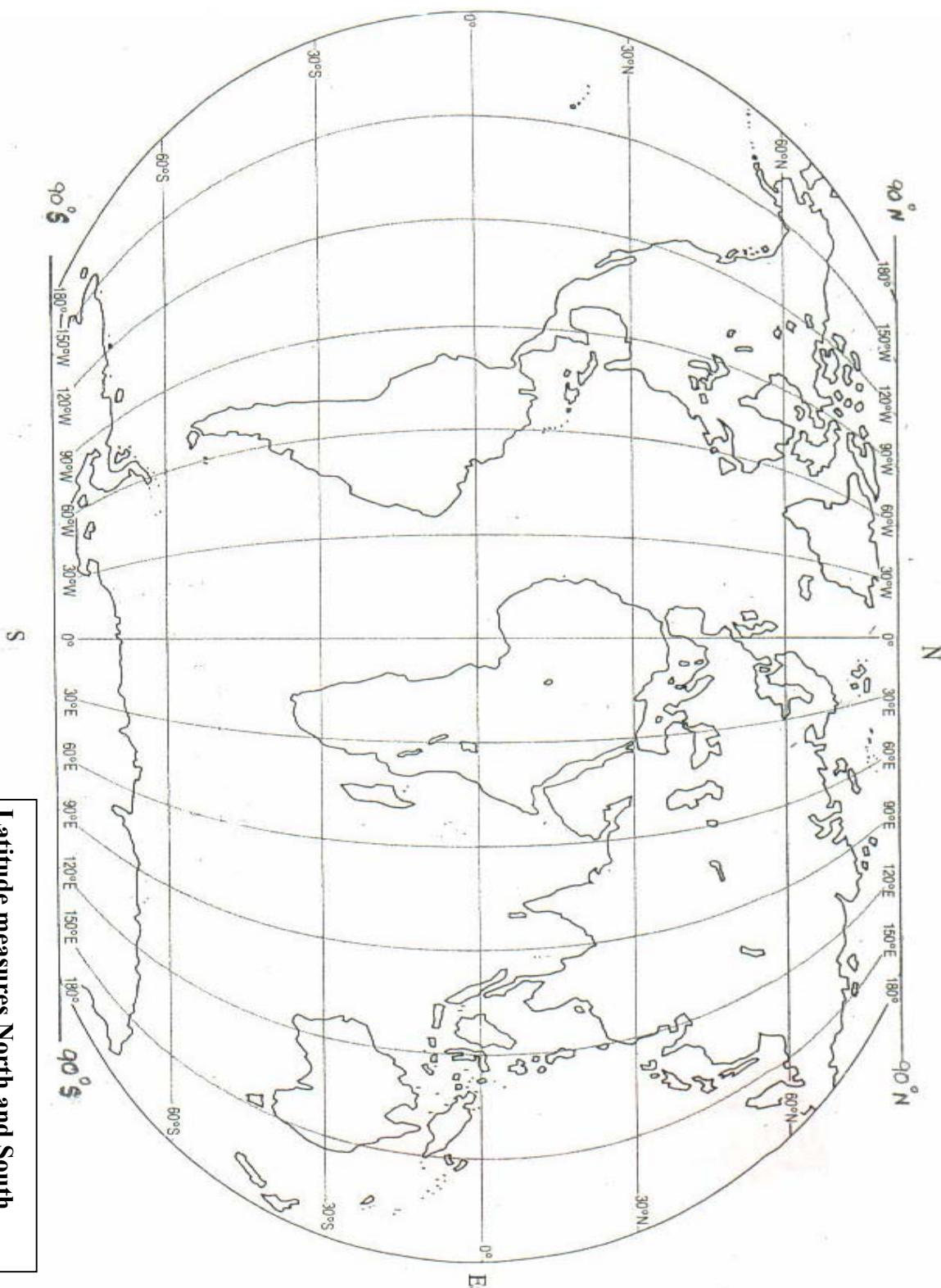
### Appendix N: Latitude Lines



GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix O: Longitude Lines



GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix P: World Map



GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix Q: Latitude and Longitude Quiz

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

# Latitude and Longitude Quiz

DIRECTIONS:

1. Study the globe-map.
2. Then write each letter on its coordinates.
3. Next write which quadrant the coordinate is in.

A 20 N latitude, 60 W longitude

Which quadrant is it in? \_\_\_\_\_

B 20 S latitude, 60 W longitude

Which quadrant is it in? \_\_\_\_\_

C 20 N latitude, 20 E longitude

Which quadrant is it in? \_\_\_\_\_

D 60 S Latitude, 40 E longitude

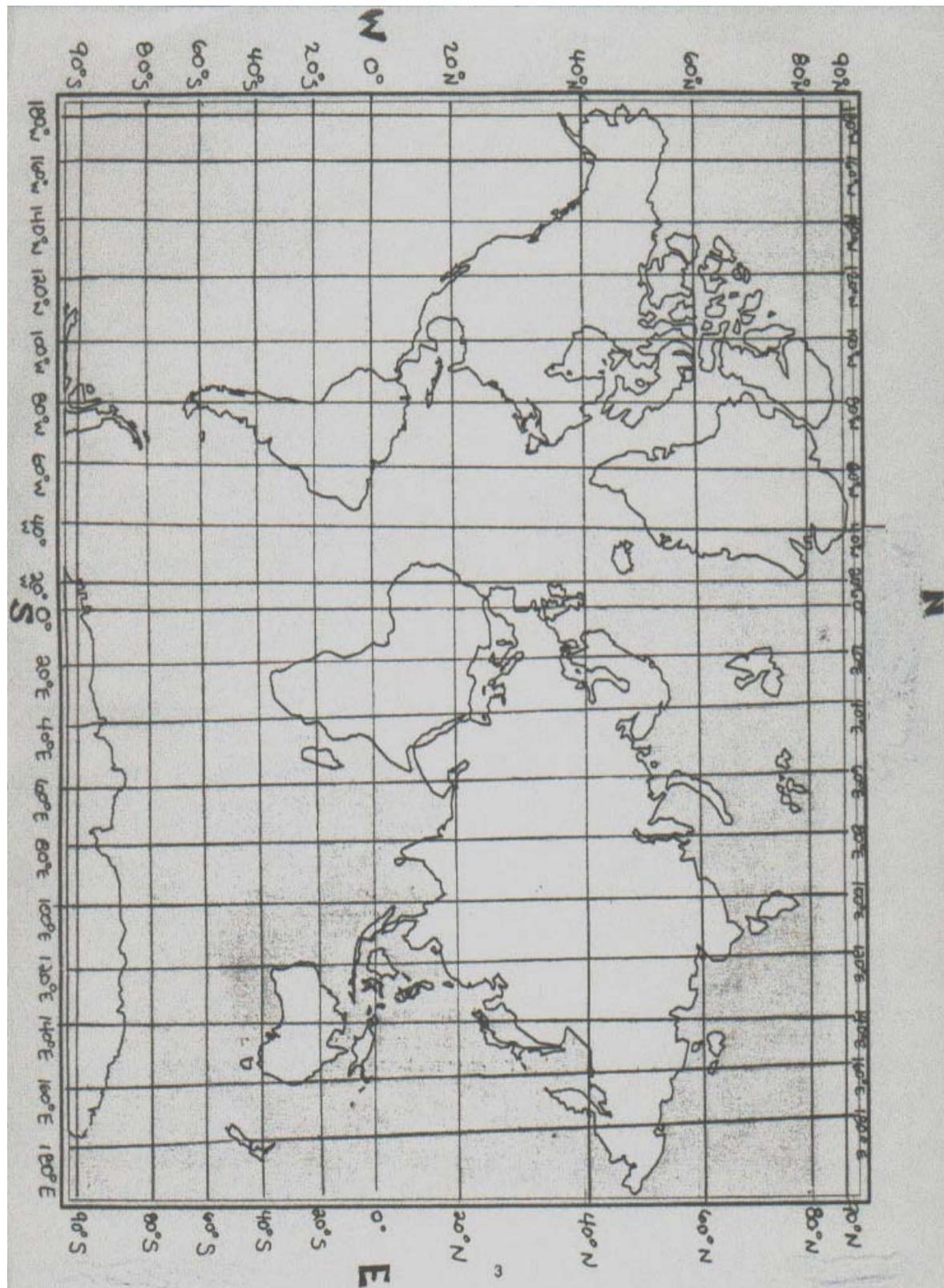
Which quadrant is it in? \_\_\_\_\_

E 60 S latitude, 40 W longitude

Which quadrant is it in? \_\_\_\_\_

GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix R: Quadrants Quiz

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



**GEOGRAPHY IN THE RESOURCE CLASSROOM**

Appendix S: Presentation Rubric

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

Group Members: \_\_\_\_\_

Topic: \_\_\_\_\_

# Presentation Rubric

	ALWAYS (20 pts.)	SOMETIMES (15 pts)	RARELY (10 pts)
You shared information about your topic. You gave facts and opinions.			
You presented your information by: using a loud voice, using good posture and made the information interesting.			
You cooperated with your group to prepare and present your research			
You responded to your audience by answering questions.			
You were a good audience member. I listened and asked questions.			

FINAL GRADE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

---



---

QUESTIONS TO THINK

ABOUT: \_\_\_\_\_

---



---

## GEOGRAPHY IN THE RESOURCE CLASSROOM

### Appendix T: Sequence Table

Nmac

Date \_\_\_\_\_

GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix U: Christopher Columbus Comprehension Quiz (2pp)

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

## CHRISTOPHER COLUMBUS

### Comprehension Quiz

1. What country does the story start in?

- Spain
- France
- Italy

2. What were the names of the ships Columbus sailed on?

---

---

3. What were the names of the king and queen that wanted Columbus to bring them back gold and spices?

- Queen Elizabeth and King Henry
- Queen Catherine and King Charles
- Queen Isabella and King Ferdinand

4. Where did Columbus think that he had landed?

- Russia
- the Indies
- Australia

5. What did Columbus call the people that lived on the islands he found?

- Indians
- Native Americans
- Tainos

GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix U: Christopher Columbus Comprehension Quiz (2pp)

6. What were some of the things that Columbus traded with the people on the islands he found?

---

---

7. What did the Indians give Columbus to take back as food? (List at least 3 things)

---

---

8. What happened to Columbus's ship called the Santa Maria?

---

9. Who did Columbus force to come back to Spain with him? Why?

---

---

10. If you were the Indians what would you have thought of Columbus?

---

---

11. If you were Columbus whom would you leave behind and whom would you take with you on your ship?

---

GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix V: “The Untold Story” Comprehension Quiz (2 pp)

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

## “The Untold Story” Comprehension Quiz

DIRECTIONS: Think about the story we read about the voyage of Christopher Columbus to the island of Hayti. Answer the questions about the story below.

1. Who were the Tainos?  
 the men who worked for Columbus  
 the people who lived on the island  
 the people who lived in Spain
  
  2. How many voyages, or trips, did Christopher Columbus make to the island of Hayti?
- 

3. What was Christopher Columbus and his crew looking for on the island?
- 

4. What was one thing Columbus’ men did that destroyed the island?
- 

5. How did the Tainos make sure that people knew what happened on their island?  
 wrote stories in books  
 took pictures of the fighting  
 told stories over and over

GEOGRAPHY IN THE RESOURCE CLASSROOM  
Appendix V: “The Untold Story” Comprehension Quiz (2 pp)

6. Why couldn’t the Tainos and Columbus speak to each other?

- the Tainos could not hear well
- Columbus didn’t want to talk to them
- they spoke different languages

7. What did Columbus do to show that the land belonged to Spain?

---

8. How did the Tainos feel about Columbus? Why?

---

9. Why couldn’t the Tainos fight against Columbus and his men?

---

10. Put the following events in order. Tell which happened first, second and third.

\_\_\_\_\_ The island was destroyed

\_\_\_\_\_ The Tainos saw strange looking men get off the boats

\_\_\_\_\_ Columbus wanted the Tainos to bring him gold