

Getting to the Core of World and State Geography

Grade Level: Fourth Grade

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Length of Unit: 2- 3 weeks (7 Lessons)

I. ABSTRACT

This unit focuses on the 4th grade Core Knowledge sequence of geography as well as reviewing concepts introduced in 1st, 2nd, and 3rd grade Core. Special emphasis is on integrating state geography curriculum standards within the unit. Students will create a 3-D map of their state that covers its regions, products, major landforms and cities. They will create a Student Atlas that covers all major Core continents for the fourth grade to use all year as a personal resource.

II. OVERVIEW

A. Concepts Objectives for this unit:

1. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
2. Students will understand how geography helps us to better organize our world and our surroundings.
3. Students will understand the concepts of location, distance, and direction on maps and globes.

B. Content covered from *Core Knowledge Sequence*

1. Name your continent, country, state, and community. (1, & 2)
2. Identify major oceans, seven continents, Canada, Mexico. (1, 2 , & 3)
3. Locate the equator, northern and southern hemispheres, the Prime Meridian, eastern and western hemispheres, North and South Poles. (1, 2 , & 3)
4. Geographical terms and features. (2, 3, & 4)
5. Measure distances using map scales. (4)
6. Read maps and globes using longitude and latitude, coordinates, degrees. (4)
7. Prime Meridian, Greenwich, England 180 Line (International Date Line). (4)
8. Relief maps; elevations and depressions. (4)
9. Geography to the development of Western Europe. (4)
10. Geography of Africa and China. (4)
11. Mountains and Mountain Ranges of the World. (4)
12. State maps.

C. Skills

1. The student uses geographical tools such as globes, atlases, and maps.
2. The student can name locations and characteristics of places and regions.
3. The student develops an extensive vocabulary of geographical terms.
4. The student creates maps and symbols to organize information.
5. The student will identify the five themes of geography.
6. The student will find locations on a map using longitude and latitude.

III.BACKGROUND KNOWLEDGE

A. For Teachers:

1. Brittenum, Mollie. *Map Skills, Grades 3-4*. Grand Rapids, MI., Instructional Fair Inc., 1991. ISBN 0-88012-840-2
2. Moore, Jo Ellen. *The World Blank Map Forms*. Monterey, CA., Evan-Moor Corp., 1993; ISBN 9-781-55799277-2.
3. Scott, Foresman. *Texas, The Study of Our State, Map Skillsheets*. Glenview, Illinois., Scott, Foresman and Company. 1988 ISBN 0-673-432084.

4. Vriesenga, Daryl. *Hands-On Geography; Grades 3-4 and Grades 5-6*. Grand Rapids, MI., Fair Inc., 1994 ISBN 1-56822-151-7.
- B. For Students:
1. The students will review 2nd grade Core Knowledge geography spatial sense sequence on page 47, of 1999 Core Knowledge Sequence.
 2. The students will review 3rd grade Core Knowledge spatial sense and geographical terms and features sequence on page 69 of the 1999 Core Knowledge Sequence.

III. RESOURCES

- A. Brittenum. *Map Skills, Grades 3-4*.
- B. Boehm G. Richard, Claudia Hoone, Dr. Thomas M. McGowan, Dr. Mabel C. McKinney-Browning, Dr. Ofelia B. Miramontes. *America's Story*.
- C. Moore, Jo Ellen. *The World Blank Map Forms*. (Evan Moor Reproducibles)
- D. Scott, Foresman. *Texas, The Study of Our State, Map Skillsheets*.
- E. Vriesenga, Daryl. *Hands on Geography, Grades 3-4 and Grades 5-6*.
- F. Appendices A-L

IV. LESSONS

Lesson One: The WHY of Geography.

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
 - b. Students will understand how geography helps us to better organize our world and our surroundings.
 - c. Students will understand the concepts of location, distance, and direction on maps and globes.
2. Lesson Content:
 - a. Name your continent, country, state, and community.
 - b. Geographical terms and features
 - c. State maps
3. Skill Objectives:
 - a. The student will identify the five themes of geography.
 - b. The student uses geographical tools such as globes, atlases, and maps.
 - c. The student can name locations and characteristics of places and regions.
 - d. The student develops an extensive vocabulary of geographical terms.
 - e. The student creates maps and symbols to organize information.

B. Materials

1. White blank paper
2. Teacher overhead and student copies of *World Climate Region Map*. (Appendix D).
3. Teacher overhead and student copies of the regions of your state.
4. Colored vis-a-vis markers and student markers in corresponding colors.
5. Hard wood squares-14"wide by 12"long. One per student and large enough to draw a stencil of your state and bordering states.
6. Stencil of state - Do as a class or prepare beforehand.
7. 2-3 packages of dry Jell-O (This will be enough for the whole class) per color required to correspond to the different colors of the various regions of your state. Example for Texas, I used the following colors of mix. (Appendix E).

Great Plains—orange Jell-O

North Central plains –yellow Jell-O mix

Gulf Coastal Plains-green Jell-O

Bordering states-red Jell-O
Gulf of Mexico-blue Jell-O
Mexico-butterscotch pudding
Mountain and Basin region- dry chocolate pudding.
*If using pudding, have students “paint” the mix using water not glue.

8. Elmer’s glue.

C. Key Vocabulary

1. Geography - study of land, plant, and animal life interaction.
2. Location - to find and show position of. Two ways to describe location: relative and absolute. Relative location uses terms like near, close, north, south, etc. Absolute location uses a grid, or degrees of latitude and longitude.
3. Physical features - landforms, bodies of water, climate, soil, plant and animal life, and natural resources.
4. Human features - buildings, bridges, farms, roads, and people.
5. Movement - people do not occupy places evenly across the face of the earth. They move from one location to another to interact, trade goods, and communicate with one another.
6. Region - an area with common features that set it apart from other areas.
7. Climate - the kind of weather a place has over a long period of time.

D. Procedures/Activities

DAY ONE

1. Pass out *Knowledge Rater* (Appendix A) and have students work in pairs to complete. Discuss answers, take up papers, and set aside for later.
2. Pass out *What Does This Word Mean?* (Appendix, B). Have students complete the “I think it means...” column with a partner. Discuss class findings. Now have students with partners fill out the “It actually means...” column. Discuss.

DAY TWO

3. Teacher will model on the overhead while students copy the idea of “mind mapping” the five themes of geography. (Appendix C) Discuss the themes.
4. Students will then create their own mind map of geography and turn in. Collect.
5. Regions are mapped by climate using colors to identify the differing areas. Discuss and define climate. Make sure students understand the difference between a “wet” and “dry” climate. Brainstorm and make a list of the different types of climate in example below. Display on chart in room with the colors the students think would best represent the different types of climate. For example:

Polar and tundra areas-blue	Mountain regions –brown
Forest- dark green.	Hot desert-yellow
Plains-orange	Grasslands-lime green
Gulf coast-green	

6. Pass out copies of *World Climate Region Map* and model on the overhead the colors for the regions while students work.
7. Pass out copies of worksheet for your state with the region divisions drawn on them. Have students color and label the different regions with their markers with the colors they have brainstormed as a class. Collect.

DAY THREE

8. Pass out hard wood squares and have students stencil their state in the middle. Have students take their black marker and outline the regions of state and boundaries of bordering states. (To save time, you might want to do the outlining yourself). Have students get the paper region maps they made yesterday.
9. Have students squeeze glue on one region and then you pour the Jell-O mix onto the glue.
10. As the students mix the glue and Jell-O together, the mixture will change to the color of that region. Proceed to do each region with corresponding color used on the flat paper

maps of the day before. Use a bright color to highlight the boundaries of the state. Let dry overnight.

E. Assessment/Evaluation

1. Teacher will assess mind maps of five themes of geography.
2. Pop quiz over five themes of geography.
3. Teacher will assess flat region map and colors.
4. Teacher will assess region Jell-O map.

Lesson Two: WHAT do we use? Globes, maps, compass rose.

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
 - b. Students will understand how geography helps us to better organize our world and our surroundings.
 - c. Students will understand the concepts of location, distance, and direction on maps and globes.
2. Lesson Content:
 - a. Locate the equator, northern and southern hemispheres, the Prime Meridian, eastern and western hemispheres, North and South Poles.
 - b. Geographical terms and features
 - c. Measure distances using map skills.
3. Skills:
 - a. The student uses geographical tools such as globes, atlases, and maps.
 - b. The student can name locations and characteristics of places and regions.
 - c. The student develops an extensive vocabulary of geographical terms.
 - d. The student creates maps and symbols to organize information.

B. Materials

1. Globes - enough for one per four students.
2. Cookie dough - enough for students to roll into two spheres.
3. Plastic knives
4. Red and blue string licorice.
5. Toothpicks.
6. Markers, colored pencils, and crayons.
7. S. studies textbooks and atlases.
8. Shoebox miniature bedroom projects.
9. Grid paper.
10. Student copies of handouts - *Locating Continents and Oceans, Neighbors, Neighboring Countries, and Compass Rose*.
11. Student dictionaries.

C. Key Vocabulary

1. Globe- model of the earth
2. Sphere- round objects
3. Hemisphere- half a sphere
4. Equator- an imaginary line from east to west around the earth, halfway between the North Pole and South Pole.
5. Prime Meridian- an imaginary line running north and south halfway around the earth, from the North Pole to the South Pole.
6. International Date Line- an imaginary line through the Pacific Ocean along the 180 meridian agreed upon as the place where each new calendar day begins.
7. Northern hemisphere- the half of the earth north of the equator.

8. Southern hemisphere- the half of the earth south of the equator.
9. Eastern hemisphere- half of the earth east of the Prime Meridian as far as 180 degrees.
10. Western hemisphere- half of the earth west of the Prime Meridian as far as 180 degrees.
11. North Pole - the most northern point on the earth.
12. South Pole - the most southern point of the earth.

D. Procedures/Activities

DAY ONE

1. Assign shoebox miniature diorama of their bedroom making sure to include their bed, lamp, dresser, closet, windows, trashcan, or any other items they think are important for their room. They can make items out of materials at home. Let them be as creative as they want. Show them an example you have of yours.
2. Mind map all vocabulary words into a web.
3. Pass out sugar cookie dough- enough for students to make two spheres out of. Pass out red licorice for equator line and blue for Prime Meridian line. Have students insert toothpicks through the earth for the poles. Point out the hemispheres and have students cut the spheres dividing the north from the south, east from west. Using their cookie dough hemispheres, divide students into groups and pass out globes. Have each group record the continents and oceans in each hemisphere using the handout, *Locating Continents and Oceans*.
4. Regroup as class and report findings. Eat the earth for a reward!

DAY TWO

5. Pass out copies of *Compass Rose*. Have students assemble and color.
6. Take students outside with their compass rose and have them stand in the middle of the playground and give them directions, both cardinal and intermediate, around the school campus. Collect *Compass Rose* handout.
7. Pair students as partners and have them complete handout, *Neighboring Countries* using their social studies text atlas. Regroup as class and discuss.
8. Assign handout *Neighbors* for homework. Remind students to bring dioramas tomorrow.

DAY THREE

8. Have students bring their dioramas to class and discuss the scale of the items in their room. Bring out a huge piece of paper and ‘attempt’ to make a flat map of one of the rooms. Discuss the problems with this. Discuss map scale. Bring out social studies text and look at atlas maps and their scales.
9. Pass out grid paper and have students draw their miniature diorama rooms to scale on a flat map.

*Have a guest speaker (like a homebuilder) come and discuss how maps are made to scale.

E. Assessment/Evaluation

1. Teacher will assess vocabulary mind map.
2. Teacher will assess all handouts.
3. Teacher will assess shoebox diorama and corresponding scale map.
4. Teacher will assess compass rose.

Lesson Three: WHAT and WHERE do we map? ATLAS of continents, countries, oceans.

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
 - b. Students will understand how geography helps us to better organize our world and our surroundings.
 - c. Students will understand the concepts of location, distance, and direction on maps and globes.

2. Lesson Content:
 - a. Name your continent, country, state, and community.
 - b. Identify major oceans, seven continents, Canada, Mexico.
3. Skill Objectives:
 - a. The student uses geographical tools such as globes, atlases, and maps.
 - b. The student can name locations and characteristics of places and regions.
 - c. The student develops an extensive vocabulary of geographical terms.
 - d. The student creates maps and symbols to organize information.

B. Materials

1. Die-cut shapes of each continent; enough for each student to have one.
2. Blue construction paper.
3. Markers, pencils, pen.
4. Individual copies of atlas pages. (Appendix).
5. Student dictionaries and social studies text.
6. 3-D state region maps from lesson 1.
7. Blank copies of your state region map- enough for each student.
8. Red-hot candies.
9. World Ball- a ball with the continents, oceans, latitude, and longitude lines on it.

C. Key Vocabulary

1. Atlas- a book of maps.
2. Boundary- the line or limit where something comes to an end.
3. Continent- one of the main landmasses of the earth. (Includes Africa, N & S. America, Asia, Australia, Europe & Antarctica.)
4. Country- a land in which people live under a single government; nation.
5. Ocean- a great mass of salt water that covers 72% of earth.
6. Absolute location- ‘exact location’ or ‘global address’ on Earth.
7. Relative location- describes a place by what is near or around it.
8. Physical map- map that gives information about land and water.
9. Political map- map that shows national and international boundaries between countries and states, capitals, countries, and continents. Is colorful.

D. Procedures/Activities

DAY ONE

1. Have students mind map vocabulary words.
2. Pass out die-cut continent shapes. Have students look them up in their text and label them correctly. Glue down on blue construction paper. Label oceans between continents. Have students write words, “My Atlas” underneath map. This is the front cover of the Atlas. Put student’s *Compass Rose* page on the inside front cover. Laminate front and back covers.
3. Pass out four different color papers-1 white, 1 light blue, 1 light yellow, and 1 lime green- enough for each child. Have student decorate the papers with these words:
 Light blue- Vocabulary Mind Maps
 Light yellow- Landforms. Have students draw a mountain.
 White- Core Continents
 Lime Green- My State

These serve as the section dividers for the student atlas.

4. Pass out atlas pages and have students assemble them together. See Appendix F for correct sequencing of atlas. Have students number the pages accordingly. ***The Atlas may be done all at one time or throughout the year as each unit is developed.**

DAY TWO

5. Review definitions of a continent, country, and city.

6. Throw out the “World Ball” to a student. Have the student call out the name of the country, continent, and closest ocean where his/her thumbs land. Do this until everyone in the class has a chance to have a turn. ***From now on, start each class period throwing the world ball and having a few people recite the continent, country, and city.**
7. Pass out *A Report on a Continent* research form. Assign for homework. Students may use any resource. I have them work on this during computer class for a few sessions or I give them a weekend to finish.

DAY THREE

8. Play “World Game” for ten minutes.
9. Play “war game” of city, country, and continent. (Vriesenga, Daryl. *Hands-On Geography, Grades 3-4*. Page 35).
10. Pass out 3-D state region maps and red-hots. Have students glue down red hots on the major “Red Hot” cities of their state. Pass out blank state map and have students label the cities using their 3-D map and social studies text.
11. Give quiz on country, continent, and city.

E. Assessment/Evaluation

1. Teacher will assess vocabulary mind map.
2. Teacher will assess 3-D state region cities on map.
3. Teacher will assess atlas organization.
4. Teacher will assess test over state cities.
5. Teacher will assess *Report on a Continent* research.

Lesson Four: WHAT are we mapping? Landho! Landho! Mountains! (1 week)

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
 - b. Students will understand how geography helps us to better organize our world and our surroundings.
 - c. Students will understand the concepts of location, distance, and direction on maps and globes.
2. Lesson Content:
 - a. Geographical terms and features
 - b. Measure distances using map scales.
 - c. Mountains and mountain ranges of the world
3. Skill Objectives:
 - a. The student uses geographical tools such as globes, atlases, and maps.
 - b. The student can name locations and characteristics of places and regions.
 - c. The student develops an extensive vocabulary of geographical terms.
 - d. The student creates maps and symbols to organize information.

B. Materials

1. Old calendars and magazines, several physical maps
2. Index cards
3. Legal size envelope
4. Metal rings—enough for 1 per child.
5. Glue sticks.
6. Teacher overhead and student copies of *The Biggest and Longest, Rivers and Mountains*, (Appendix G) and the handout, *Mountain Ranges of the World*.
7. Paper-mache

8. Encyclopedias, tradebooks, text.
9. Washable Crayola paint; blue, green
10. Mountain rubric for reports. (Appendix H).
11. 3-D state region maps.
12. Fruit roll-ups, blue strip licorice, marshmallows, pudding mix

C. Key Vocabulary

1. Bay- part of sea or lake, which reaches into the land along the shore.
2. Cape- land extending into the sea beyond the rest of the shoreline.
3. Channel- the deepest part of a river or stream.
4. Delta- a mass of mud and silt deposited by a river at its mouth.
5. Island- landmass completely surrounded by water.
6. Isthmus- narrow landform connecting two larger pieces of land.
7. Lake- body of water circled by land.
8. Peninsula- land jutting from mainland and surrounded by water on three sides.
9. Plateau- broad, flat region, higher than its surroundings on at least one side.
10. Mountain- high, rocky land usually with steep side.
11. Mountain range- a row or group of connected mountains
12. Reservoir- a natural or man-made lake or pond used for storage of water.
13. River- stream of water, which flows over the land and empties into another body of water.
14. Strait- narrow channel of water connecting two larger bodies of water.
15. Valley- lowland between hills or mountains.

D. Procedures/Assessments

DAY ONE

1. Play “World Game” for ten minutes.
2. Landform Riddle Book- have students look through magazines and old calendars to find pictures of the above vocabulary landform and water words. After selecting their pictures, have students glue pictures down to index cards. On the back of each index card, they need to describe the landform or body of water and its exact location. Then students will place each index card inside an envelope and write three clues about the landform on the outside. Hole punch and put the landforms on a metal ring so they will stay together. They are then to share their ‘riddle book’ with a neighbor.
3. ***Reteaching**-I have the students create a 3-D landform project where they create, paint and label each of the above landforms onto a one-foot-square piece of hardboard. (Vriesenga, Daryl. *Hands on Geography Grades 3-4.*. Extension Activities page 3).
4. ***Spelling**-I use these words for weekly spelling words. Students must be able to spell and recognize them on sight.
5. Have students get out their state region maps. Determine major landforms, rivers, and bodies of water for your state. Using red licorice strings have students shape and glue down all major state rivers. For mountain landforms, use marshmallows and have students ‘paint’ them in chocolate pudding. For lake landforms, have students cut out fruit roll up squares into circle shapes. Have students label each landform with strips of paper and glue down.

DAY TWO

6. Play “World Game” for ten minutes.
7. Pass out student atlases. Turn to pages named *Which Continent is Biggest?* and *Which is Highest and Longest?* Have students fill out while teacher models on overhead.
8. In atlas, turn to page of *Mountain Ranges of the World*. Have students label and color.

DAY THREE (2-3 days)

9. Play “World Game” for ten minutes.

10. Assign paired students a *Core Knowledge 4th grade* mountain or mountain range. Each pair will then make a papier-mâché mountain or range and research it according to rubric in Appendix H.

11. Students will then present their research to the class.

12. Give test over mountains, mountain ranges, and their continental location.

E. Assessment/Evaluation

1. Landform Riddle Books

2. Landform and bodies of water maps correctly labeled and identified in atlas. Test over landforms and mountains.

3. Partner report on mountain or mountain range.

Lesson Five: HOW do we find it? Latitude + Longitude = LOCATION

A. Daily Objectives

1. Concept Objectives:

- a. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
- b. Students will understand how geography helps us to better organize our world and our surroundings.
- c. Students will understand the concepts of location, distance, and direction on maps .

2. Lesson Content:

- a. Locate the equator, northern and southern hemispheres, the Prime Meridian, eastern and western hemispheres, North and South Poles.
- b. Geographical terms and features
- c. Measure distances using map scales.
- d. Read maps and globes using longitude and latitude, coordinates, degrees.
- e. Prime Meridian; Greenwich, England; 180 degree line (International Date Line)

3. Skill Objectives:

- a. The student uses geographical tools such as globes, atlases, and maps.
- b. The student can name locations and characteristics of places and regions.
- c. The student develops an extensive vocabulary of geographical terms.
- d. The student creates maps and symbols to organize information.
- e. The student will identify the five themes of geography.
- f. The student will find locations on a map using longitude and latitude

B. Material

1. Vis-a-vis permanent markers in red, blue, green, and black enough per student.

2. Teacher transparency and student copies of *Latitude and Longitude Circles*

4. Oranges– enough for two per student.

5. Student copies of handout, *Map Skillsheet 40, the United States.*

6. Student atlas and social studies text.

C. Key Vocabulary

1. Latitude- the location of a place north or south of the equator.
2. Parallel- one of the imaginary lines circling the earth at a constant distance from the equator. They mark latitude.
3. Longitude- the location of a place east and west of the Prime Meridian.
4. Meridians- one of the imaginary lines circles around the earth that pass through the North Pole and South Pole. They mark longitude.

D. Procedures/Activities

DAY ONE

1. Have students mind map the vocabulary words.

2. Play ‘World Game.’

3. Pass out student map page labeled *Latitude and Longitude Circles*. (Appendix I).
4. Teacher will model on the overhead the definition of latitude. Using a blue marker, label and define the equator in blue on the page and circle. Define & label the northern and southern hemispheres in blue. Color the northern and southern hemispheres using blue colored pencil. Then using a black marker, label and draw the parallels of latitude in 20-degree units up to 90 degrees at the poles. Label the North and South Pole on map.
5. Go to the longitude circle. Define and draw the Prime Meridian and label it passing through Greenwich, England, in green marker.
6. Define and label the eastern and western hemispheres in green marker. Label and draw the meridians of longitude in green marker in 20-degree units. Draw the International Date Line in red. Label North and South Pole.
7. Pass out the latitude and longitude intersection page. (Appendix J). Have students draw the equator and latitude lines in blue, and the Prime Meridian and meridians in green. As the students are doing this, show them the lines on a globe

DAY TWO

8. Play “World Game” for ten minutes.
9. Pass out two oranges to each student. (Wash and dry them to absorb excess oil).
10. Using a blue maker, label the equator and latitude lines on one orange. Using a green marker, label the prime meridian and longitude lines on another orange. Then using a black marker, label the hemispheres on the correct orange. As the students get done, have them tell you which ‘hemisphere’ they would like to eat and cut it along those lines!

DAY THREE

11. Play “World Game” for ten minutes.
12. Pass a grapefruit to each student.
13. Have them label the Equator in blue, the Prime Meridian in green, and the International Date Line in red.
14. Have them label the latitude parallels in blue, and the longitude meridians in green using 20-degree units. Label the International Date Line in red. When they are done, have them work in pairs next to complete *Map Skillsheet 40, the United States*. (They may eat their grapefruit globes as they work.)

*Enrichment- Pass out a longitude and latitude page of your state for students to do.

E. Assessment/Evaluation

1. Teacher will check the flat maps to make sure they are labeled defined correctly with definitions.
2. Teacher will check the oranges to make sure they are labeled correctly.
3. Teacher will make sure grapefruits are labeled correctly.
4. Teacher will assess *Map Skillsheet 40 of the U.S.*

Lesson Seven: “Spotlight” on a State – YOUR STATE

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand how geography is vital to decisions and choices people have made in the past, present, and future.
 - b. Students will understand how geography helps us to better organize our world and our surroundings.
 - c. Students will understand the concepts of location, distance, and direction on maps and globes.
2. Lesson Content:
 - a. Name your continent, country, state, and community.

- b. Geographical terms and features
- c. State maps
- 3. Skill Objectives:
 - a. The student uses geographical tools such as globes, atlases, and maps.
 - b. The student can name the locations and characteristics of places and regions.
 - c. The student develops an extensive vocabulary of geographical terms.
 - d. The student creates maps and symbols to organize information.

B. *Materials*

- 1. Social studies text.
- 2. Butcher paper-one for each student to make state mural. (For extension activity)
- 3. State stencil or blow up state on paper using overhead. (For extension activity)
- 4. Old calendars and magazines that have symbol pictures.(For extension activity)
- 5. Scissors and glue.
- 6. 3-D state region map

- 7. Items for state products to glue down. For Texas, I used:

Gulf Coast Area-fish crackers
Central Texas-oil-black jelly beans.
Cattle-animal crackers
Sheep-animal crackers
Forest-paper trees
Corn-candy corn
Cotton-miniature cotton balls

You need to adapt to your state. I tried to use items that were inexpensive, yet easy for the kids to retain the knowledge I wanted them to remember.

C. *Key Vocabulary*

- 1. Natural resources- items that are found in nature that are necessary or useful to human beings.
- 2. Agricultural products- products made by cultivating the soil, producing crops, farming, and raising livestock.
- 3. Goods- products people buy and use.
- 4. Services- the way the people of a state or other area produce and use goods and services.
- 5. Trade- the buying and selling of goods.

D. *Procedures/Activities (1-2 days)*

DAY ONE and DAY TWO

- 1. Play "World Game" for ten minutes.
- 2. Have students mind map the vocabulary. Discuss economy, goods, and services.
- 3. Have students get out their 3-D region maps and social studies text. Discuss what your state's resources (products) are. Pass out the items to glue down to the 3-D map and have students glue them down.

E. *Assessment/Evaluation*

- 1. Teacher will assess 3-D region maps.
- 2. Teacher will assess state murals.

F. *Extension*

- 1. Mural-

Students can cut and glue pictures of state symbols, resources, goods, and services on a butcher paper stencil of the state. These pictures can be gathered from magazines, calendars, etc. Every inch of the mural should be covered. After the students have glued the images, have them trim the mural in the shape of the state stencil. Laminate.

VI. CULMINATING ACTIVITY

I take the students to visit and tour a cotton gin because cotton is such a staple to Texas economy in our area. The gin executive meets the students and he takes them through the gin, talking and watching the processing of cotton from picking it off the plant to being ready for processing. The students then receive a small bale of cotton and some seeds to plant. We plant these seeds (science) in the classroom when we get back and watch them grow throughout the rest of the year.

The culminating activity is perfect to do for a field trip of a state product or service, which is specific to your area of study.

VII. HANDOUTS/WORKSHEETS

- A. Appendices A-L
- B. "A Report on a Continent." pages 40 & 41, *Forms for Report Writing*.
- C. "Neighbors", and "Neighboring Countries", pages 12 & 13, *Hands on Geography, Grades 5-6*.
- D. "Your Compass Rose", pages 19 & 20, *Beginning Map Skills*.
- E. "Locating the Continents and the Oceans", page 10 & 11, *Map Skills, Grade 3-4*.
- F. "Map Skillsheet 40-the United States", page 40, *Texas; The Study of Our State*.
- G. "Mountain Ranges of the World", page 20, *Hands on Geography, Grades 5-6*.

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Appendix A- The Core of World and State Geography
Knowledge Rater

<u>Word</u>	<u>I Know It</u>	<u>I've Heard of It</u>	<u>I've Never Heard of It</u>
1. Geography			
2. Location			
3. Region			
4. Climate			
5. Landform			
6. Continent			
7. Compass Rose			
8. Hemisphere			
9. Latitude			
10. Longitude			
11. Atlas			
12. Country			
13. Meridian			
14. Equator			
15. Boundary			
16. plains			

Appendix B – The Core of World and State Geography

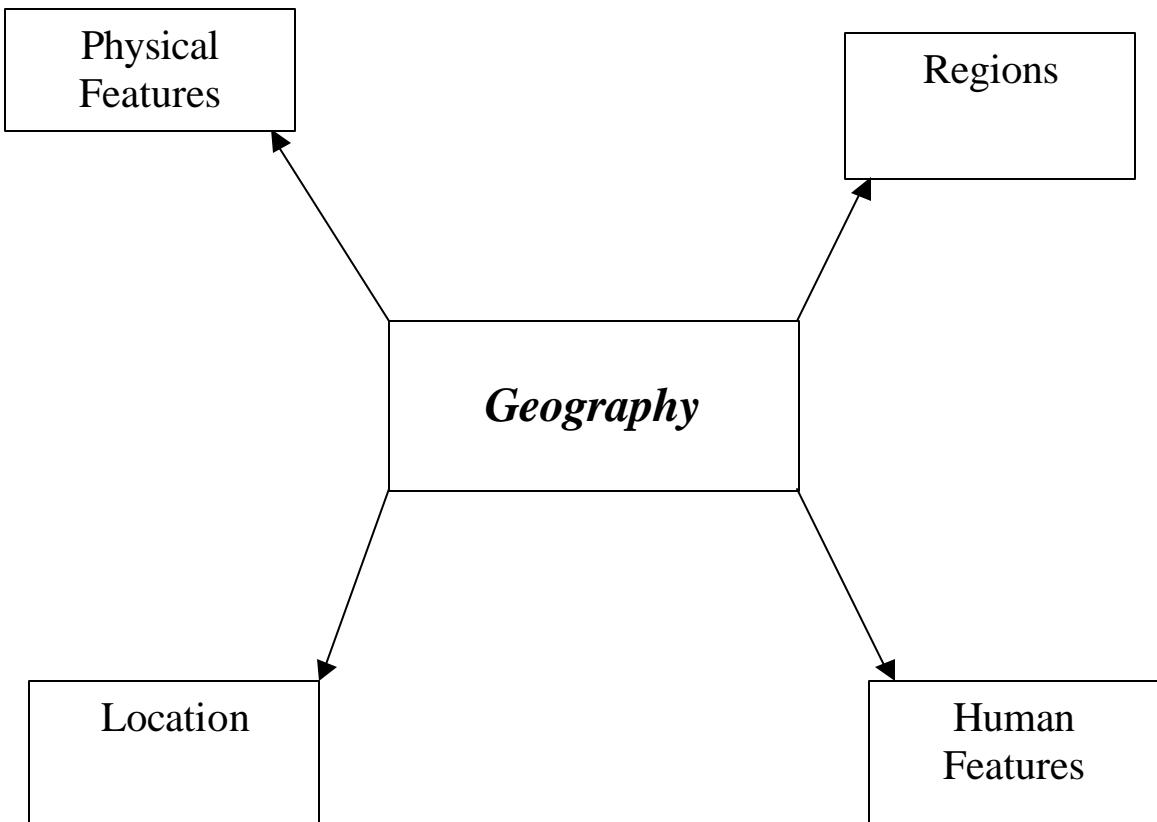
What Does This Word Mean?

<u>Word</u>	<u>I Think it Means</u>	<u>It Actually Means</u>
Geography		
Human Movement		
Environment		
Location		
Relative Location		
Absolute Location		
Physical Features		
Region		
Climate		

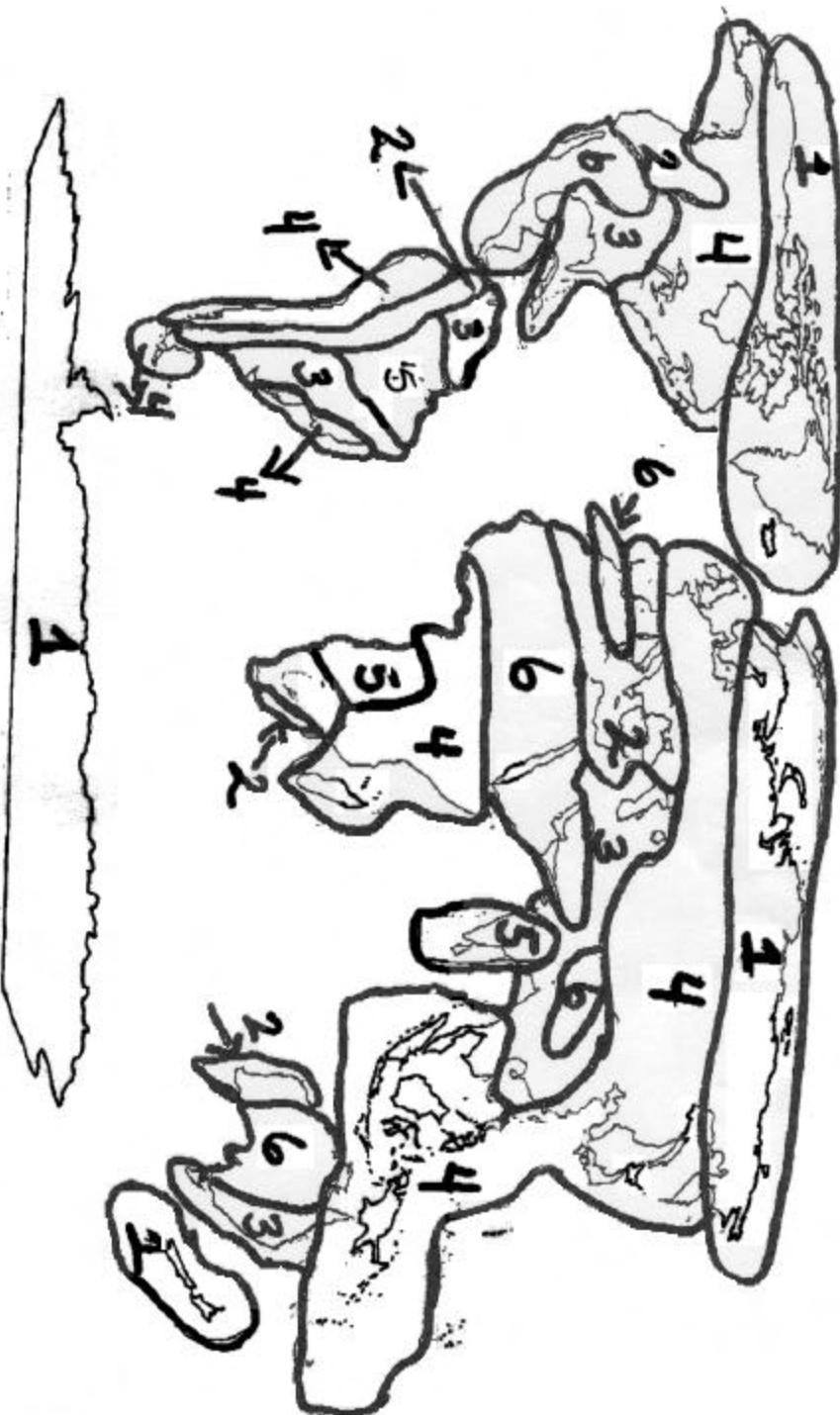
Appendix C – The Core of World and State Geography

Mind Mapping Vocabulary Words

Have students take the words and draw images that help them to link or construct a ‘map’ that will help them to remember definitions.



Appendix D- The Core of World and State Geography
World Climate Region Map



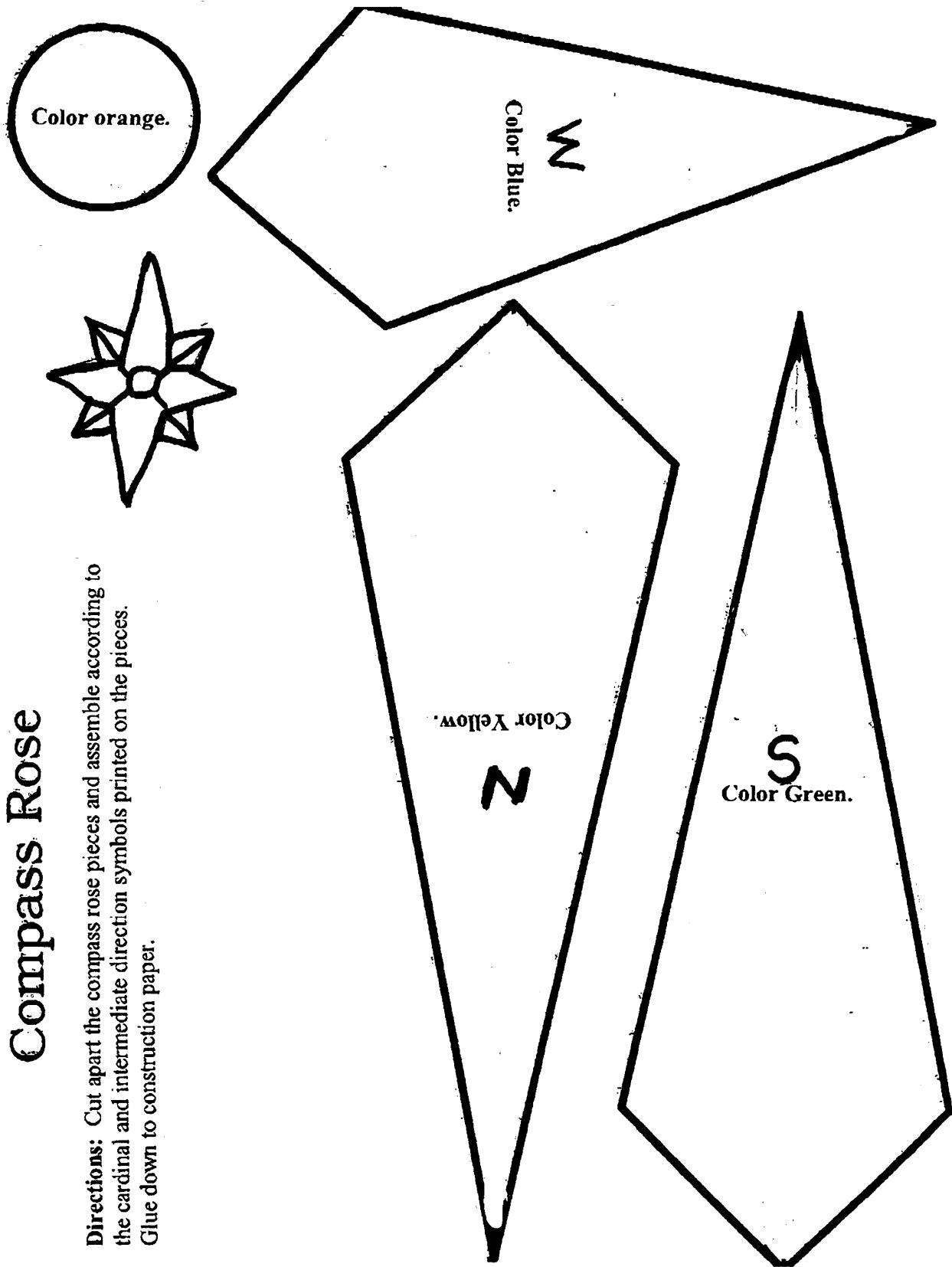
Directions: On the map above, the climate regions of the world are numbered according to a color that would best represent them. Using the key below, color the regions correctly.

- 1 = Polar and Tundra regions. Color blue.
- 2 = Mountain and Basin regions. Color brown.
- 3 = Plains regions. Color yellow.
- 4 = Forest regions. Color green.
- 5 = Rain Forest regions. Color dark green.
- 6 = Desert regions. Color orange.

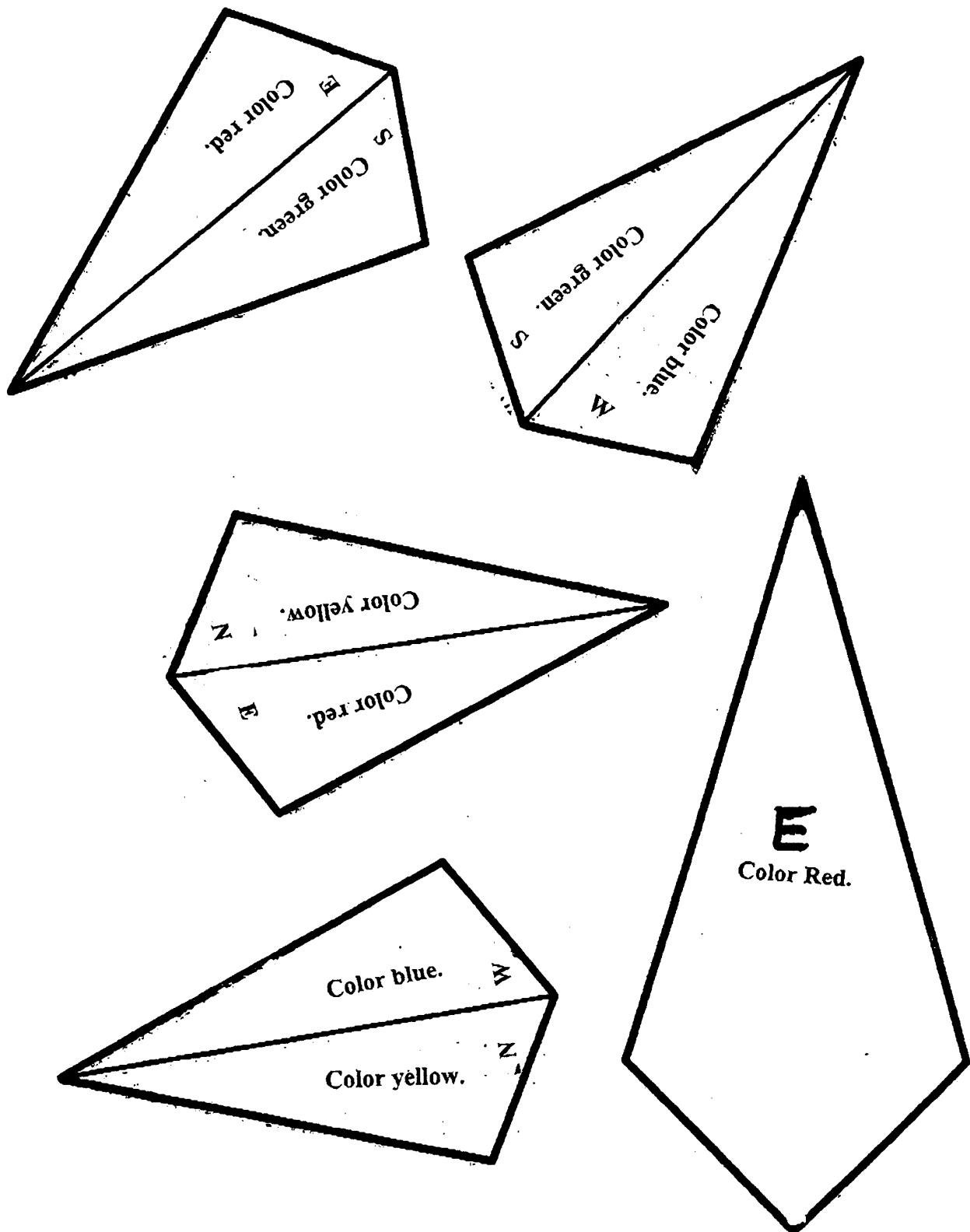
Appendix E- The Core of World and State Geography

Compass Rose

Directions: Cut apart the compass rose pieces and assemble according to the cardinal and intermediate direction symbols printed on the pieces. Glue down to construction paper.



Appendix E- The Core of World and State Geography, continued



Appendix F – The Core of World and State Geography

Student Atlas Sequence Page

Front Cover: Student made Continent and Ocean Map

Inside Front: Compass Rose students made.

Page 1: Light Blue page that says “Mind Map Vocabulary”.

Page 2: . “What Does This Word Mean? – Lesson 1 (Appendix B)

Page 3: Mind Map – Lesson 2.

Page 4: Mind Map – Lesson 4

Page 5: Mind Map – Lesson 5

Page 6: Mind Map – Lesson 7

Page 7: Light Yellow page that says “ Landforms”.

Page 8: “Which is the Highest and Longest”; page about rivers and mountains.

Page 9: Rubric for Mountain Research Project. (Appendix H)

Page 10: “Mountain Ranges of the World” page.

Page 11: Blank Page for Mountain Travel Brochure Report.

Page 12: White page that says “Core Continents”.

Page 13: “Which Continent is the Biggest?” page. (Appendix G).

Page 14: Political and Physical map of S. America. (Appendix J)

Page 15: Political and Physical map of Africa. (Appendix K)

Page 16: Political and Physical map of North America.

Page 17: Political and Physical map of Europe.

Page 18: Political and Physical map of China.

Page 19: Political and Physical map of Japan.

Page 20: Latitude and Longitude Circles. (Appendix I)

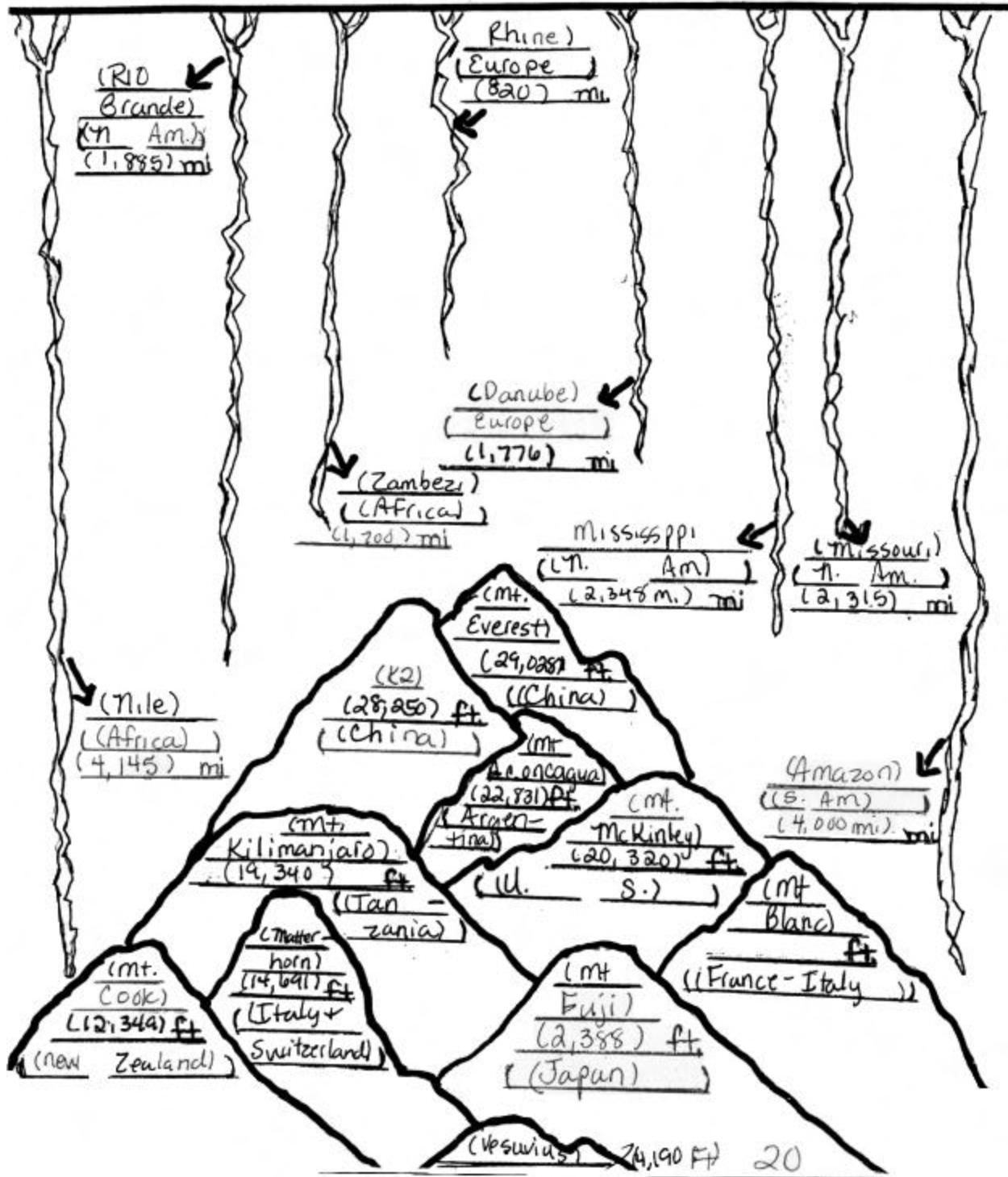
Page 21: Latitude and Longitude Intersection. (Appendix J)

Pages 22: Lime Green page that says “My State.”

Pages 23-? You decided what state maps you want.

Appendix G – The Core of World and State Geography

Which is the Highest and Longest Rivers and Mountains



Appendix H: The Core of World and State Geography

Grading Rubric for Mountain Travel Brochure:

Name of the mountain Colored drawing of mountain	5 points 10 points _____
Location of the mountain	30 points
• Drawing, coloring, & labeling of continent.	10 points _____
• Drawing, coloring, & labeling of country.	10 points _____
• Name of city in country.	5 points _____
• Name of the mountain range it's a part of.	5 points _____
Write a paragraph explaining the how the mountain was formed and its classification.	20 points
• Is it a volcano? Is it a fold mountain?	
• Is it a fault-block? Is it a dome?	
Elevation above sea level	15 points
• In feet	5 points _____
• In meters	5 points _____
• Latitude and longitude	5 points _____
Facts about the mountain	20 points
• What animal life lives on the mountain? List two and draw.	5 points _____
• What plants are found on the mountain? List two and draw.	5 points _____
• Do people live around this mountain? Who are they? How do they make a living?	5 points _____
• Two facts that make this mountain different from other mountains.	5 points _____

Additional areas you will be graded on: (+ or - 10 points each section).
Ask yourself these questions.

Neatness – Are my drawings colored inside the lines?

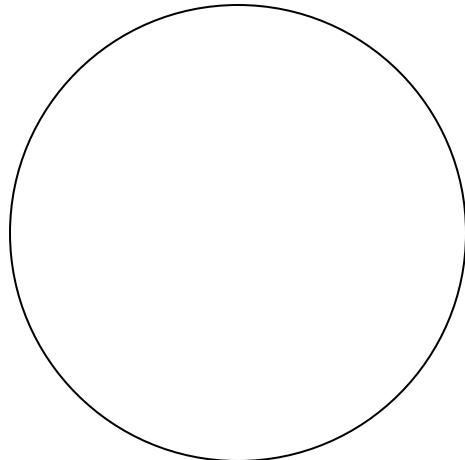
Am I using my best cursive handwriting?
Have I filled up all empty space in my travel brochure?

Grammar - Are all my words spelled correctly?

Am I writing in complete sentences?
Have I punctuated my sentences correctly?

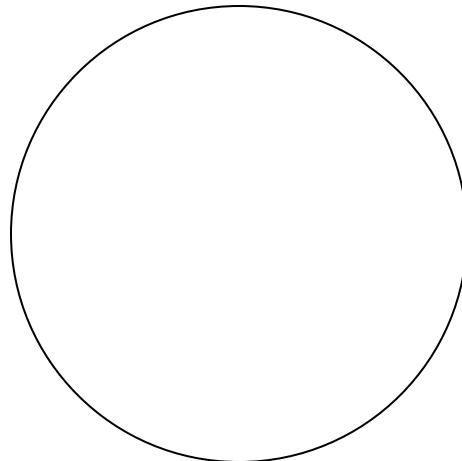
Your Grade is _____
Comments _____

Appendix I – The Core of World and State Geography



Latitude is _____.

The equator is _____.

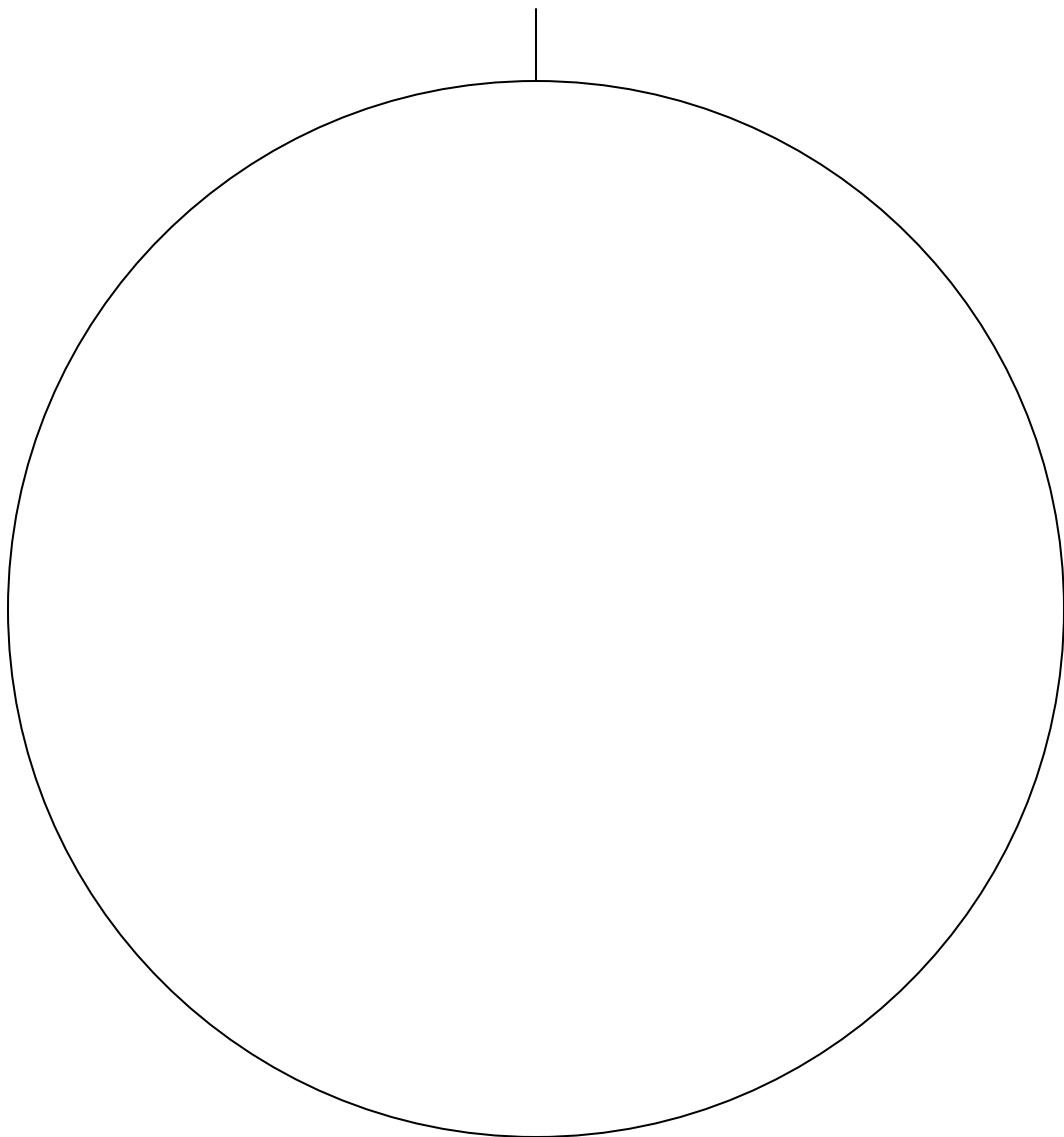


Longitude is _____.

The Prime Meridian is _____.

Appendix J – The Core of World and State Geography

Latitude and Longitude Intersection.



Which Continent is the Biggest?

Appendix K – The Core of World and State Geography

