

WE'VE GOT THE WHOLE WORLD IN OUR HANDS: Geography – Spatial Sense

Grade Level: Third Grade

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Length of Unit: Eight lessons (eight days, approximately 40 minutes each day)

I. ABSTRACT

In this geography unit, students will review the basics of locating the continents and oceans, finding the Equator, and locating the poles. They will study the four regions of North America, and understand their place within the continent. Students will become cartographers as they learn the basics of how to read and use maps. They will use map symbols and keys to design the perfect playground. They will take a trip through the map scale from San Diego to Boston, and will enjoy learning where their new pen pals live, using an atlas and on-line resources.

II. OVERVIEW

A. Concept Objectives

1. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (*Colorado Model Content Standards for Geography*, Standard 1, Third Grade)
2. Recognize the configuration of a city/community, within a state, within a country, on a continent, on the Earth. (*Colorado Model Content Standards for Geography*, Standard 4, Third Grade)
3. Understand the concept of a region as a term used by geographers to define areas by culture. (adapted from *Colorado Model Content Standards for Geography*, Standard 2, Third Grade)

B. Content from the *Core Knowledge Sequence*

1. Location (p. 69)
 - a. Identify the four major oceans: Pacific, Atlantic, Indian, Arctic
 - b. Identify the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 - c. Locate: Canada, United States, Mexico, Central America
 - d. Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles
 - e. Name your continent, country, state, and community
2. Understanding the use of geographic tools and concepts (p. 69)
 - a. Find directions on a map: east, west, north, south
 - b. Understand that maps have keys or legends with symbols and their uses
 - c. Measure straight-line distances using a bar scale
 - d. Use an atlas and on-line resources to find geographic information

C. Skill Objectives

1. Students will locate the four oceans and seven continents on a map.
2. Students will learn that water covers three-quarters of the Earth.
3. Students will construct a model that shows the relationship between themselves and the size of the Earth.
4. Students will correctly label the oceans and continents and neatly color the continents.
5. Students will learn the *Continent and Oceans* song to assist in memorizing the names of the continents and oceans.

6. Students will learn that North America is divided into four major regions; Canada, United States, Mexico, and Central America.
7. Students will complete coloring of Earth model project.
8. Students will identify latitude and longitude on a map and a globe.
9. Students will locate the Equator on a map and a globe.
10. Students will identify the Northern and Southern Hemispheres on a map and a globe.
11. Students will locate the North and South Poles on a map and globe.
12. Students will predict climate of Polar Regions based upon knowledge they have acquired regarding the Equator and Poles.
13. Students will assemble final Form-a-Globe or flat map projects.
14. Students will be able to correctly write and orally present their global addresses. (Name, school, city/community, state, country, continent, planet)
15. Students will complete quiz assessing knowledge attained in Lessons One through Four.
16. Students will participate in game to introduce cardinal directions.
17. Students will be able to chorally respond when asked to identify the four cardinal directions; north, south, east, and west.
18. Students will complete Compass Rose Activity, correctly labeling the four cardinal directions; north, south, east, and west. Student will also accurately label northeast, northwest, southeast, and southwest.
19. Students will be able to explain the importance of symbols and how we rely on them.
20. Students will be able to interpret and identify common map symbols.
21. Students will be able to design a map, which will include the use of keys and symbols.
22. Students will use a string to approximate distance between two locations on a globe and a map.
23. Students will decide that a string may not be the most accurate tool to use when measuring distances on a map but that it will give a good approximation.
24. Students will be able to identify a scale or legend on a map and a globe.
25. Students will be able to use a map scale to convert inches to yards and miles.
26. Students will compare maps drawn to different scales to determine how each would be used.
27. Students will be able to identify an atlas and how it is used.
28. Students will summarize information about how geography topics can be found on the Web.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Frazee, Bruce & Guardia, William. *Helping Your Child with Maps & Globes*. Glenview, IL: Good Year Books, 1994. ISBN 0-673-36131-4
2. Knowlton, Jack. *Maps & Globes*. New York: Harper Collins, 1985. ISBN 0-06-446049-5.
3. Sipiera, Paul P. *A New True Book: Globes*. Chicago: Children's Press, 1991. ISBN 0-516-01124-3.

B. For Students

1. Students should be familiar with maps and globes and what they represent.
2. Students should be aware that there are four major oceans; Atlantic, Pacific, Indian, and Arctic.
3. Students should be familiar with the terms Equator and North and South Poles.

4. Students should be aware that there are seven continents; North America, South America, Europe, Asia, Africa, Antarctica, and Australia.
5. Students should be able to name their country, state, city/community, and school.
6. Students may remember that maps have keys and symbols.
7. Students may know that there are four cardinal directions; North, South, East, and West.
8. Students may remember the regions that make up North America; Canada, the United States, Mexico, and Central America.
9. Students might have an understanding of the term hemisphere.
10. Students will have prior knowledge of writing a friendly letter.

IV. RESOURCES

- A. *Me on the Map*, by Joan Sweeney (Lessons One and Four)
- B. *Helping your Child with Maps & Globes*, by Bruce Frazee & William Guardia (Lessons One, Two, Four, Six, Seven, Eight, and Nine)
- C. *A New True Book: Globes*, by Paul P. Sipiera (Lesson Three)
- D. *Maps & Globes*, by Jack Knowlton (Lessons Seven and Eight)
- E. *Getting Started with Geography*, by National Geographic Television (Lesson Eight)
- F. *Cool Geography*, by Jane Glicksman (Lesson Eight)
- G. *Be Your Own Map Expert*, by Barbara Taylor (Lesson Eight)

V. LESSONS

Lesson One: One if by Land, Two if by Sea: Continent and Ocean Review (40 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 2. Lesson Content
 - a. Identify the four major oceans: Pacific, Atlantic, Indian, Arctic
 - b. Identify the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 3. Skill Objective(s)
 - a. Students will locate the four oceans and seven continents on a map.
 - b. Students will understand that water covers three-quarters of the Earth.
 - c. Students will begin to construct a model that shows the relationship between themselves and the size of the Earth.
 - d. Students will correctly label the oceans and continents and neatly color the continents.
- B. *Materials*
 1. *Me on the Map*, by Joan Sweeney
 2. *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia, pp. 36-37
 3. Construction paper, blue and green (see #2 below)
 4. Chart tablet or overhead transparency for KWL chart (see Appendix A)
 5. Scissors for each student
 6. Brass paper fasteners – one per student
 7. Form-a-Globe (see Appendix A) **OR**
 8. Flat map of the world (Appendix B)
 9. Colored pencils for each student
 10. Fine point marker for each student

11. Wall map of the world
 12. Globe
 13. Copy of Rubric (Appendix C) for each student
- C. *Key Vocabulary*
1. Continent-large body of land
 2. Ocean-the body of water that covers nearly three-quarters of the Earth's surface
- D. *Procedures/Activities*
1. **Prior to beginning this unit**, you might want to set up a Field Trip to your local Post Office. You will be culminating this unit by writing letters to pen pals in other states or countries (see Culminating Activity). It would be fun to tie the concepts of this unit together with a trip to help students understand how our postal system works and connects all of the states together with all of the world around them. Be sure to plan this trip for about two weeks from the start date of your unit.
 2. **Prior to beginning this lesson**, outline 9" paper circles on blue construction paper and 8" paper circles on green construction paper for each student. Place a dot in the center of each circle. (These will begin the project idea from *Helping your Child with Maps & Globes*, pp. 36-37.)
 3. Introduce unit by reading *Me on the Map*, by Joan Sweeney. This very basic book will introduce the concept of the relationship between your students and the size of the Earth. Read it slowly, allowing students time to "picture" the concepts on each page. Then briefly discuss with students the concept of the book, which is the relationship of the student to the world around them.
 4. Using a KWL chart (see Appendix A), have students share what they know about the composition of the physical Earth. They should know there are four major oceans and seven continents. They may remember the names of these. They may have information about the core of the Earth, etc.
 5. Using a wall map and/or a globe, call on students to point out the individual continents and oceans by name.
 6. Hand out scissors and blue construction paper (previously prepared) and have students cut out circles. Tell them this represents the oceans, and have them write the names of the oceans around the perimeter of the circle using fine point markers. Discuss the concept that the earth consists mainly of water. Ask students if anyone knows how much water is on the earth. They should remember that three-quarters of the Earth's surface is covered with water.
 7. Hand out the green construction paper and have students cut out circles. Tell them this represents the continents, and have them write the names of the seven continents around the perimeter of this circle.
 8. Have the students place their green circle on top of their blue circle, and insert paper fastener through the center of both circles. Collect or have students store these for the next lesson.
 9. Using either a flat map of the world (Appendix B), or a Form-a-Globe (see Appendix A), have the students identify and label the oceans and continents using fine point marker. Do not assemble Form-a-Globe at this time. Keep them flat as you will have more to label in upcoming lessons.
 10. Have students begin to color the continents using your choice of colors. If you are using flat maps, they may color oceans as well, using blue. Form-a-Globes are already colored blue. It is helpful when students are coloring to have an example done for them to refer to when coloring land and water. A political wall map of the world works well.

- E. *Assessment/Evaluation*
1. Using Rubric, (Appendix C) evaluate students on correct labeling of oceans and continents. You will continue to use the Rubric throughout the unit.

Lesson Two: Four Parts in One: North American Regions (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Understand the concept of a region as a term used by geographers to define areas by culture. Student should develop an awareness that culture refers to a group of people with shared backgrounds. They should also understand that geographers are people who study the natural features of the land.
2. Lesson Content
 - a. Locate: Canada, United States, Mexico, Central America
3. Skill Objective(s)
 - a. Students will begin to learn the *Continents and Oceans* song to assist in memorizing the names of the continents and oceans.
 - b. Students will continue to build upon project from Lesson One to show the relationship between themselves and the size of the Earth.
 - c. Students will learn that North America is divided into four major regions; Canada, United States, Mexico, and Central America.
 - d. Students will complete coloring of Earth model project.

B. *Materials*

1. *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia, pp. 36-37
2. Construction paper, yellow (see #1 below)
3. Scissors for each student
4. Construction paper project circles from Lesson One
5. Form-a-Globe projects from Lesson One (or flat maps)
6. Colored pencils for each student
7. Fine point marker for each student
8. Wall map of world and globe
9. KWL Chart from Lesson One
10. Copy of *Continents and Oceans* song (Appendix D) for each student
11. Copy of North America Map for each student (Appendix E)
12. Overhead Transparency of Appendix E
13. Overhead Projector
14. Copies of Rubric (Appendix C) for grading North American Regions Map

C. *Key Vocabulary*

1. Region – a section of land within a larger area of land

D. *Procedures/Activities*

1. **Prior to the beginning of this lesson**, outline 7” paper circles on yellow construction paper for each student. Place a dot in the center of each circle. (Continuation of project from Lesson One adapted from *Helping your Child with Maps & Globes*, pp. 36-37.)
2. Orally review with students the information recorded on KWL chart from Lesson One. Using wall map, have students come once again and point out continents

and oceans by name. Ask if anyone remembers how much of the Earth is covered by water (three-quarters).

3. Hand out *Continents and Oceans* song (Appendix D) and teach students how to sing it as a review of the continents and oceans. (Sung to the basic tune of the *Davy Crockett* song.) Save these copies to use in the following lessons.
4. Hand out or have students take out their construction paper circle models from Lesson One. Review briefly that the blue circle represents the oceans and that the green circle represents the seven continents. Reinforce concept that the continents are smaller than the ocean. Ask students what would be smaller than the “group of seven continents” (one continent).
5. Hand out yellow construction paper and have students cut out 7” circle.
6. Explain to students that this circle represents the continent that they live on. Ask them to name the continent (North America). Instruct students to write the name “North America” close to the edge of the bottom of the circle using marker.
7. Ask students if they know of any way to divide this continent up into smaller parts. They will probably tell you that there are three countries in North America. Direct students to the area of Central America and then use their answers as a springboard to teach them that North America is divided into four regions. Explain that a region is a section of land within a larger area of land. The four regions of North America are Canada, the United States, Mexico, and Central America. Explain that Central America has many countries within its borders while Canada, the U.S., and Mexico are each only one country with many states or provinces.
8. Discuss briefly the fact that people from various European countries settled in different areas of North America because either the land resembled their homeland, provided a stable environment for settlement or the products of that area were potentially profitable. This is to better prepare students for the upcoming unit on Exploration.
9. Have them write the names of the four regions around the remainder of the perimeter of the circle using marker; “Canada, United States, Mexico, and Central America.”
10. Have students carefully remove brad fastener from the center of the other circles, place yellow circle on top and re-fasten the three circles together. Review the concepts that oceans cover most of the Earth, continents are land masses throughout the ocean, and we live on one of the continents, North America. Collect or have students store these projects for Lesson Four.
11. Hand out student copies of the map of North America (Appendix E). Using overhead transparency, have students label the map with the four regions of North America; Canada, United States, Mexico, and Central America. Have students color map and save to mount in Lesson Three.
12. Hand out or have students take out Form-a-Globe maps (or flat maps) from Lesson One and complete coloring of continents at this time using your choice of colors.
13. While students are coloring, review orally the concepts covered in Lessons One and Two. Add to KWL chart knowledge learned in Lesson Two: “North America is the continent I live on. It has four major regions; Canada, United States, Mexico, and Central America.”

E. *Assessment/Evaluation*

1. Using the Rubric (Appendix C), assess student’s ability to correctly label the continent of North America.

Lesson Three: Around the World—Locating the Equator, the Northern and Southern Hemisphere, and the North and South Poles (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
2. Lesson Content
 - a. Locate: the Equator, the Northern Hemisphere, the Southern Hemisphere, the North Pole, and the South Pole.
3. Skill Objective(s)
 - a. Students will continue learning *Continents and Oceans* song as a review.
 - b. Students will identify latitude and longitude on a map and a globe.
 - c. Students will locate the Equator on a map and a globe.
 - d. Students will identify the Northern and Southern Hemispheres on a map and a globe.
 - e. Students will locate the North and South Poles on a map and globe.
 - f. Students will predict climate of Polar Regions based upon knowledge they have just acquired regarding the Equator and Poles.
 - g. Students will assemble final Form-a-Globe or flat map projects to display or take home.

B. *Materials*

1. *A New True Book: Globes*, by Paul P. Sipiera
2. Form-a-Globe project or flat maps
3. Fine point marker for each student
4. Wall map of world and globe
5. KWL chart from previous lessons
6. Copies of *Continents and Oceans* song (Appendix D) for each student
7. Copy of World Map (Appendix B) and North America Map (Appendix E) for each student, copy back to back for a study sheet
8. 9" x 12" construction paper
9. Glue stick
10. Highlighter for each student
11. Ruler for each student
12. Copy of Appendix G – Lesson Three – Study Guide Checklist for each student

C. *Key Vocabulary*

1. Equator-an imaginary circle representing the largest circumference around the Earth, and located halfway between the North Pole and the South Pole
2. Hemisphere-half of the Earth
3. Latitude-imaginary lines around the Earth, which are used to measure how far to the north or south of the equator a place is located
4. Longitude-imaginary lines that cross the Earth, pole to pole, and are used to measure distance east or west of the Prime Meridian
5. Prime Meridian-the imaginary line running from the North Pole to the South Pole through Greenwich, England; it is the starting place for longitude and is where times zones begin
6. Poles-the farthest possible distance from the equator, either to the north or to the south

D. *Procedures/Activities*

1. Introduce today's lesson by having students stand to sing the *Continents and Oceans* song (Appendix D), as a review.

2. Orally review with students the information recorded on the KWL chart from the previous lessons. Hand out copy of Appendices B and E to each student. Have students individually, or with a partner, label the seven continents, four oceans, and four regions of North America.
3. As students complete this task, hand out copies of Appendix G – Lesson Three Study Guide Checklist to each student. Have each student look over his/her own maps and check things off as they go down the list. When students have completed the checklist to their own satisfaction, check each student’s paper against their checklist to be sure all maps are accurate. These will be used as study sheets for a quiz in Lesson Five. Students should take them home to study tonight.
4. Take out Form-a-Globe maps (or flat world maps) from previous lessons and a highlighter and ruler for each student. Using Form-a-Globe maps or flat wall maps, ask students if they can name the lines that are around the map or globe. Read pp. 21-22 of *A New True Book: Globes* to further expand on latitude and longitude.
5. Then ask students if they know of any “special” lines of latitude or longitude. Depending upon responses, briefly lead students into a discussion of the Equator and Prime Meridian. Help them to determine that the Equator divides the Earth in halves.
6. Read pp. 23-24 of *A New True Book: Globes* to further expand on the Equator.
7. Have students point to the Equator on their Form-a-Globe or flat map. Visually check that all students have located it. Ask the students to highlight and label the Equator on their maps. After they have finished, have students put their highlighter on the Northern Hemisphere. Do a visual check to be sure that each student understands the concept of Northern Hemisphere. Then ask them to put their ruler on the Southern Hemisphere. Again visually check and review or answer questions as necessary. (**Note: If you use Saxon Math, please see Appendix F.**)
8. Have students label North and South in the small boxes on the Form-a-Globe to correspond to the hemispheres that you just discussed. Ask students if there are any other directions that are important when we use maps. After students have identified East and West, or you have led them to do so, also label these on the maps. If you are using flat maps, label appropriately. You will more formally discuss cardinal directions in a later lesson.
9. **If you have been using Form-a-Globes**, follow the directions that came with your kit to assemble Form-a-Globes into sphere-shaped models. **If you have been using flat maps**, hand out construction paper to each student and have them glue flat map to paper. Hand out North America maps from Lesson Two and have students glue them to the back of World Map (or just glue to construction paper if you made Form-a-Globes) to complete map project.
10. Using a globe, ask the students to point out the North and South Poles. Discuss with class that these are the farthest points, either to the north or the south, from the Equator. Ask students how they think it would feel, with regard to temperature, if they were at the North Pole. Then ask about the South Pole. Discuss with students that both poles are cold due to their distance away from the Equator and that the closer you move toward the Equator, the warmer the temperatures become. Students can locate the poles on their Form-a-Globes or on their flat maps.
11. Have students label N, S, E, W and the poles on their World Map study sheet (Appendix B).

12. Using wall map and KWL chart, point out equator, hemispheres, directions, and poles, having students answer in unison or individually to identify. Do as many times as necessary to ensure that each student understands.
 13. Remind students that they will have a quiz covering material from Lessons One through Three in Lesson Five.
 14. Collect Form-a-Globes or Flat Maps and complete grading using Rubric (Appendix C) from Lesson One. Display these in classroom or send home.
- E. *Assessment/Evaluation*
1. Teacher will assess student understanding of concepts presented in this lesson by checking student study guide maps according to Study Guide Map Checklist – (Appendix G) prior to sending them home for further study.
 2. Teacher will assess student understanding of concepts by eliciting verbal responses from students in Step 11 of *Procedures/Activities*.
 3. Student Form-a-Globes or Flat Maps will be evaluated for accuracy and completion using Rubric (Appendix C)

Lesson Four: Where in the World am I? : Identifying Country, State, City/Community (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Recognize the configuration of a city, within a state, within a country, on a continent, on the Earth.
 2. Lesson Content
 - a. Name your continent, country, state, and community.
 3. Skill Objective(s)
 - a. Students will complete assembly and labeling of circle paper project.
 - b. Students will be able to correctly write and orally present their global addresses. (Name, school, city/community, state, country, continent, planet)
 - c. Students will review and prepare for quiz on first four lessons.
- B. *Materials*
1. Copies of *Continents and Oceans* song (Appendix D) from previous lessons
 2. Construction paper circle project from Lessons One and Two
 3. *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia
 4. Construction paper – red, orange, pink, purple, and white (see step 1 of *Procedures/Activities*)
 5. KWL Chart from previous lessons
 6. Scissors for each student
 7. Transparencies of Appendices B and E or wall map for reviewing
 8. *Me on the Map*, by Joan Sweeney
 9. Notebook paper for each child **or** Legal size envelope for each child (See Step 11 of *Procedures/Activities*)
 10. Copies of Appendix G – Lesson Four – Rubric for each student
- C. *Key Vocabulary*
1. Country – an area of land that has boundaries and a government shared by all people
 2. State – one of the divisions of a country having a federal government

3. City – a large , important town, usually with many thousands or millions of people
4. Community – all the people who live in a particular area
5. School – a place, usually a special building, for teaching and learning

D. *Procedures/Activities*

1. **Prior to beginning this lesson**, outline 6” paper circles on red construction paper, 5” paper circles on orange, 4” paper circles on pink, 3” paper circles on purple, and 2” paper circles on white for each student. Put a dot in the middle of all circles.
2. Begin today’s lesson by singing the *Continents and Oceans* song (Appendix D) for review.
3. Hand out or have students take out their construction paper circle projects from Lesson One. Review briefly what each of the colored circles represents.
4. Hand out red construction paper with pre-drawn circles. Have students cut them out and label *United States of America* around the perimeter. Discuss that our country is part of the larger land mass called North America. Refer to wall map of North America.
5. Hand out orange paper and have students cut out circles and label with the name of your state. Again, discuss that your state is part of the larger land area called the United States of America, your country.
6. Hand out pink paper and have students cut out circles and label with the name of your city/community discussing that your city/community is a smaller part of your state.
7. Hand out purple paper, having students cut and label with the name of your school. Discuss how your school is a smaller body of people within your community, just like your home, church, workplaces, etc.
8. Hand out white paper and after cutting out this final circle, have students label it with their name. Tell students that “they are a very important part of their school, in their community, in their state, in the United States of America, in North America, in the World.” Have students remove paper fastener from original set begun in Lessons One and Two. Have them stack circles in descending size order and replace paper fastener, while you read *Me on the Map* , by Joan Sweeney, again for closure on this concept. (This was read in Lesson One to introduce the project.)
9. Collect projects as students complete to grade for proper assembly and accuracy in labeling circles.
10. Introduce concept of “Global Address” to students by telling them that each of us has a global address to show our place in the world. Tell them that you have a global address, and write yours following this example on the board or overhead.

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North America
Planet Earth
11. Have pairs of students introduce themselves to each other giving their global addresses to each other. Instruct and assist students as necessary until you feel that all children understand the concept completely.
12. Hand out notebook paper or envelopes. Ask each student to independently write

his/her global address following your model on the board. Assist students where necessary and collect papers when completed for assessment.

13. Remind students that they will have a quiz in the next lesson and review maps of North America and the World. Add to your KWL chart the information learned today that each child is part of a larger community. Students may take circle projects home to share with their families about their importance in the world.

E. *Assessment/Evaluation*

1. Students' completion of circle project will be assessed using Lesson Four – Rubric for Colored Circle Project (Appendix G).
2. Students will correctly write their global address to include their name, school name, city, state, country, continent, and Earth and will be evaluated using Lesson Four – Rubric for Global Address (Appendix G).

Lesson Five: Which Way Do We Go, Doc?: Finding Directions on a Map (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
2. Lesson Content
 - a. Find directions on a map: east, west, north, and south.
3. Skill Objective(s)
 - a. Students will complete quiz assessing previous knowledge attained in Lessons One through Four.
 - b. Students will participate in game to introduce cardinal directions.
 - c. Students will be able to chorally respond when asked to identify the four cardinal directions; north, south, east, and west.
 - d. Students will complete Compass Rose Activity, correctly labeling the four cardinal directions; north, south, east, and west.
 - e. Students will also accurately label northeast, northwest, southeast, and southwest.

B. *Materials*

1. KWL Chart from previous lessons for review
2. Wall map or transparencies of Appendices B and E
3. Copy of Appendix H – Continents, Oceans, and Regions Quiz for each student
4. Four posters, prepared ahead of time, to label the four cardinal directions (north, south, east, west) on the classroom walls; these will be put up after activity
5. Copies of Appendix I – Compass Rose Activity for each student
6. 12" x 18" Red construction paper for each student
7. Blue colored pencil for each student
8. Marker, glue stick, and scissors for each child
9. Cardinal Directions Game instructions (Appendix A)
10. Copies of Appendix G – Rubric for Compass Rose Activity for each child

C. *Key Vocabulary*

1. Cardinal direction – any one of the four main directions on a compass; north, south, east, and west
2. Compass rose – an object that appears on most maps to identify the four main directions; north, south, east, and west

D. *Procedures/Activities*

1. Using KWL Chart and maps, briefly review information from previous lessons for quiz, using wall maps or maps from Appendices B and E.

2. Hand out quiz and have students complete. Collect to grade.
 3. Introduce today's lesson by playing the Cardinal Directions Game (Appendix A).
 4. After activity, have students return to seats and ask, "Who can tell me the four directions we use to find places on a map?" Discuss with students that these are called the Cardinal Directions. Ask students what the four directions are called. (Cardinal Directions)
 5. Have students take out glue, scissors, and markers.
 6. Tell students that they will be creating their own compass rose at this time. Hand out student copies of Compass Rose Activity (Appendix I). Read direction page together with entire class, demonstrating how to paste the parts before students begin cutting. Be sure to orient your construction paper vertically.
 7. Students will cut out the two pages of parts for the compass rose and should assemble them on their desk in the proper places for you to check.
 8. Once you have verified the correct placement of their pieces, give each child a piece of construction paper and have them glue their rose to the paper following your example.
 9. Call a student to the board to point to north on the compass rose and label it "N" with a marker. Have class use a marker to label north with an "N" as well. Continue this process for the other three cardinal directions: south – "S", east – "E", and west – "W."
 10. Point out to students that there are four more arrow points on the compass rose and ask if anyone knows how these would be labeled. (northeast – "NE," northwest – "NW," southeast – "SE," southwest – "SW") Point out to students that we always use north or south first and then add east or west.
 11. Call students to board again to point out and label. Have the rest of the class label with them.
 12. Instruct students to color sections of compass rose with blue colored pencil at this time following model on their direction sheet.
 13. Collect projects to be graded and displayed as they are finished.
 14. Add to KWL chart for today that there are four cardinal directions. They are north, south, east, and west.
- E. *Assessment/Evaluation*
1. Student quizzes will be graded to assess mastery of location of continents, oceans, and regions of North America.
 2. Compass Rose Activity will be assessed using Rubric for Compass Rose – Appendix G.

Lesson Six: The Practically Perfect Playground: Uses of Symbols and Keys (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 2. Lesson Content
 - a. Understand that maps have keys or legends with symbols and their uses.
 3. Skill Objective(s)
 - a. Students will be able to explain the importance of symbols and how we rely on them.
 - b. Students will be able to interpret and identify common map symbols.
 - c. Students will be able to design a map, which will include the use of keys and symbols.

- B. *Materials*
1. *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia
 2. Assorted maps with symbols, keys, and legends: Examples can be found on pp. 15-29 of *Helping your Child With Maps & Globes*, by Bruce Frazee and William Guardia (see Step 3)
 3. Transparency of p. 13, *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia
 4. Transparency and student copies of p. 19 *Helping your Child with Maps and Globes*, by Bruce Frazee and William Guardia
 5. Several blank sheet of white paper for each student
 6. Marker for each student
 7. Colored pencils or crayons for each student
 8. KWL chart from previous lessons
 9. Copies of Appendix J – Playground Map Rubric for each student
- C. *Key Vocabulary*
1. Symbol-something that stands for or represents a real object
 2. Map key-a listing of symbols which stand for colors, objects, or other information on a map
 3. Legend-another name for a map key
- D. *Procedures/Activities*
1. Introduce lesson by telling students that another important part of map use is being able to read and understand information presented on various types of maps.
 2. Remind students that maps are smaller representations of larger areas, and that it would be impossible to draw them their actual size.
 3. Then explain that mapmakers use symbols to represent items shown on the map. Show some examples of different types of maps, pointing out the various types of symbols.
 4. Introduce the idea of symbols by using a decoding activity, which can be found on p. 11 of *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia. This can be done either as a worksheet, or as a class activity on the board.
 5. Hand out a sheet of blank white paper to each student. Using transparency of p. 13 of *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia, ask the students to draw a symbol for the home. Compare the symbols that the students have drawn, and discuss how symbols should be simple representations of objects.
 6. Have students independently make symbols for the remaining objects shown on the transparency. You should be circulating the room to monitor and assist students with this project.
 7. When students complete the symbols activity, pass out the worksheets of p. 19 from *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia. Using the transparency, show the students that mapmakers have a special place on maps where symbols used are described. This is called a map key or a map legend. Explain to students that in order to make the key stand out, it is usually put in a box in a corner of the map.
 8. Now have students look again at p. 19 and tell what kinds of items they see in the picture. Ask them if they would fit in the box if they were drawn at their actual size. When they understand that they will not, ask them how they can be drawn to fit. Refer to previous activity and tell students to draw symbols for each of the items in the picture, as you draw them on the transparency. The pictures should

be placed one underneath the other on the left hand side of the box. Then ask students to write the word that describes each picture. When the students complete this project, they should put the papers aside.

9. Next, hand out several sheets of plain white paper for each student. Explain that they will have the chance to create their own perfect playground. This activity can be done individually or in groups. Ask them to create symbols on their first sheet of paper for any equipment that they would like to have on their playground. Offer examples such as swings, monkey bars, slides, etc. Also remind students that trees and benches would be a great addition to their designs.
10. When this is complete, instruct students to draw an outline of their playground on their second sheet of paper, being sure to leave an area in the corner free to insert their map key.
11. Using their symbols, students should now design their perfect playground. Instruct them to wait until their design is complete before making their key. Explain that they will need to count the number of symbols they used and size them to fit into their key.
12. Circulate around the room during this activity and offer assistance and encouragement to the students.
13. Students may color maps, if desired, before turning in to be evaluated.
14. Add to KWL chart that symbols are used to represent real objects or places on maps.

E. *Assessment/Evaluation*

1. Student designed playground map will be rubriced (Appendix J) on proper use of symbols, a clear reflection of purpose and creativity, neatness, and an understandable Key or Legend.

Lesson Seven: Big World, Small Map: Measuring Straight Line Distances Using a Bar Scale (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
2. Lesson Content
 - a. Measure straight line distances using a bar scale.
3. Skill Objective(s)
 - a. Students will use a string to approximate distance between two locations on a globe and a map.
 - b. Students will decide that a string may not be the most accurate tool to use when measuring distances on a map but that it will give a good approximation.
 - c. Students will be able to identify a scale on a map.
 - d. Students will be able to use a map scale to convert inches to yards and miles.
 - e. Students will compare maps drawn to different scales to determine how each would be used.

B. *Materials*

1. *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia
2. Transparencies of pp. 129, 143, and 147, *Helping your Child with Maps & Globes*
3. *Maps & Globes*, by Jack Knowlton

4. Globe
 5. Piece of string long enough to go around your globe
 6. KWL chart from previous lessons
 7. Wall map of United States
 8. Ruler for each student
- C. *Key Vocabulary*
1. Distance—the amount of space between two locations
 2. Scale – the system that reduces the real land and the real oceans to sizes that fit on paper
 3. Bar scale—a drawing on a map to help determine scale
- D. *Procedures/Activities*
1. Introduce the lesson by reviewing with students that maps are representations of real places. Using a wall map of the United States, ask students if the map is the “real” United States (no). Tell them that you would like to take a trip from San Diego to Boston. Ask them if it would be reasonable to think that you could actually measure the land between the two cities to see how far apart they are (no).
 2. Explain to students that mapmakers use another type of symbol to measure distance on a map. Read aloud to class p. 22 from *Maps & Globes*, by Jack Knowlton. Discuss with students that distance is the amount of space between two locations and scale is a system that mapmakers use to shrink the real land and oceans to fit on paper.
 3. Draw an example of a simple map key on the board. Explain to students that map keys look different on every map, but that your drawing represents something similar to what most keys will look like. Using your globe, have a student find the key or legend. Then read p. 24 from *Maps & Globes*, by Jack Knowlton. Demonstrate to children, using a piece of string, how to measure the distance between San Diego and Boston through use of the scale or legend. (Measure the inches with a string then multiply by the scale.)
 4. Using transparency of p. 129, *Helping your Child with Maps & Globes*, ask several children to come circle the three scales shown on this page to help them differentiate between map symbols and scales.
 5. Using wall map, have a student come locate the bar scale and using string, determine the distance between San Diego and Boston once again. Compare your two results and discuss why the results will probably differ. Ask students why the measurements may not be exactly the same. Students should be able to figure out that string is not the best tool to use to measure exact distance, but that it can give us rough estimations of distance.
 6. Have students take out ruler and hand out p. 139 from *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia. Complete this worksheet with class to give them a basic idea of how to begin converting inches to another scale. When completed, help students to understand that most of the maps that they will use will be road maps or maps found in an atlas. Road maps and atlases use a scale of miles.
 7. Hand out worksheet from p. 143 from *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia. Using your transparency of this page do #1, the distance from the Capitol to Carson, with your class. Be sure all students understand how to complete this task.
 8. Have students independently complete the remaining four measurements and collect to evaluate.

9. To wrap up this lesson, use transparency of p. 147, *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia, to show students that all maps are made to different scales. Show them that if they were visiting Washington, D.C., the United States map would only show them its location within the country. Since this would not help them find the White House, it would be useless. Use the questions on p. 146 of *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia to assist students in understanding the purpose of different scales.
 10. Add to KWL chart that map scales are used to help us measure distance between two places on a map.
- E. *Assessment/Evaluation*
1. Students will complete p. 143 of *Helping your Child with Maps & Globes*, by Bruce Frazee and William Guardia to show that they can use a map scale to correctly measure the distance between two locations.

Lesson Eight: The Great Big Book of Everywhere: Use of the Atlas and On-line Information to Find Geographic Information (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 2. Lesson Content
 - a. Use of the atlas and on-line information to find geographic information
 3. Skill Objective(s)
 - a. Students will be able to identify what an atlas is and why you would use it.
 - b. Students will summarize information about how geography topics can be found on the Web.
- B. *Materials*
1. *Getting Started with Geography*. National Geographic Television: Educational Films. 1997. No. 52660
 2. *Maps & Globes*, by Jack Knowlton
 3. Various atlases showing maps with various scales
 4. Copies of *Way-Out Websites* (Appendix K) for each student
 5. Notebook paper for each student
- C. *Key Vocabulary*
1. Atlas – a book full of maps
 2. On-line – information you can find on the World Wide Web
- D. *Procedures/Activities*
1. Introduce lesson by telling students that you will be finishing up the unit on Maps today. Tell them that you have a video to show them explaining how all of the information they have learned so far can be put to very practical use. The video is about a girl who has a friend coming to visit from someplace in another country that she has never heard of before. The video will introduce the atlas and other sources for finding geographic locations.
 2. Show video, *Getting Started with Geography*.
 3. After film, discuss the ways that the girl found information to locate the country her friend was from.
 4. Show students your samples of atlases. Teach them that an atlas is a book full of maps. Explain to students that the world atlas contains maps of all seven

continents. Then explain that the world atlas was first used by a 16th century mapmaker named Mercator. He named his book of maps after the Greek god, Atlas, who was forced to carry the Earth on his head and shoulders as a punishment. (This information can be found in *Maps & Globes*, by Jack Knowlton. If they ask why he was punished, explain that he stole fire from the gods to give to man.)

5. Using the atlas collection, show students several maps from each one. Hand them out if you would like, or have students sit on the floor in a group to look through atlases for a few minutes. Then, find two maps of the same country or other land mass that are drawn to different scales. Show students that even though these are the same map, one is larger than the other, so it is important to look for the scale when you are using these maps.
 6. Tell students that there are also many other places to find and use maps, such as in the backs of some books, in school textbooks, in travel books, etc. Tell them that one place that is a great source for them today, is on the Web. If you have Internet access available in your classroom, you can use the remaining time to access a few sites from the list provided (Appendix K) showing students some of the information or activities related to maps that they could investigate at home. Hand out copies of *Way-Out Web Sites* (Appendix K) telling students that these would be great sites for them to find even more geography information.
 7. Review briefly with students that an atlas is a big book of maps. It was named after the Greek god, Atlas, who was forced to carry the world on his shoulders. Maps of the continents and oceans are found in an atlas. Maps of many countries can be found in atlases. Atlases are all drawn using different scales. Atlases can be used to find places all over the globe. You can add this information to the KWL chart if you so desire.
 8. Hand out notebook paper to each student. Have each student write a 3-5 sentence paragraph describing what an atlas is and how you would use it. Also have them include how using the Web can assist us in learning more about the world around us.
- E. *Assessment/Evaluation*
1. Using KWL chart, students will summarize lesson and write a definition for atlas and on-line resource.
 2. Students will write a 3-5 sentence paragraph describing the function of an atlas and how on-line sites can be helpful in the study of Geography.

VI. CULMINATING ACTIVITY

A. *Materials*

1. Several sheets of white lined paper for each student
2. Letter or legal sized envelope for each student
3. Atlases, globes, and maps of the world
4. Transparency of p. 86 from *Cool Geography*, by Jane Glicksman, if necessary
5. Transparency and student copies of Appendix L, Friendly Letters
6. Several parent volunteers or others who could assist small groups of students in following format for letter, editing, and producing final draft

B. *Procedures/Activities*

1. Hand out white lined paper to each student.
2. Explain to students that they will be completing this geography unit by writing a friendly letter to a student in another state or country. If you do not have a relationship with a school in another state or country, please refer to p. 86, *Cool*

- Geography*, by Jane Glicksman, for a list of pen pal organizations. This is a good opportunity to teach the Friendly Letter Format if you have not done so already.
3. Using overhead transparency of Appendix L – Friendly Letters Around the Globe, tell students that they will now begin writing the first drafts of their letters. They should begin by telling their pen pal their name and the name of the city or community that they live in. Next, they should explain that this city is part of the state that they live in. They should be able to explain that a state is a smaller part of a their country, the United States of America, which is divided up into fifty different states.
 4. It would be good to ask questions of their pen pal, such as, “Is your country divided up into different states too?” “Do you call them states?” “Some countries call them other things, like provinces.”, etc. to begin gaining information as the pen pals return the letters.
 5. Continue writing letters following the steps on Appendix L. Students must include as much information as they can to completely cover the content of the unit.
 6. After students have completed this letter, they should have assistance editing and revising their first draft. Hand out and have students use Appendix L as a checklist to be certain that they have included all of the important information from this unit in their letter in some way. If any students are having difficulty getting all of the basic facts into their letter, encourage them by giving examples of how it could be done, and guide them to the place where they could insert that information. For example, they might say, “On a world atlas, it doesn’t even seem like my town exists, but I have a road map that shows that it is about 5 inches from New York City. Using the scale of miles on my road map, that means that my little town is really about 100 miles northwest of the ‘Big Apple,’ which is what Americans call New York.”
 7. When their letters are completed, collect them to assess content. You should use Appendix L as your guide in assessing each students letter.
 8. Hand out envelopes for each student. Students should address the envelopes, using the knowledge that they obtained in Lesson Four, with the global addresses of their pen pal. Be sure that they also include their own global address for the return address.
 9. Mail letters in whatever fashion you see appropriate for your school. If you have set up the field trip to the Post Office (see Lesson One), it is fun to have the students bring in the change to purchase their own stamp at the Post Office on their trip. (The Field Trip will be taken now, as planned in Lesson One.) Mark the calendar on the date the letters are sent. Students will be eagerly anticipating the responses from their pen pals.
 10. When the students receive their return letters, you should use the opportunity to get them back into their atlases and review the concepts of city/community, state, country, and continent. Help students find out where their pen pals live using all the resources available to locate information.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Helps – KWL Chart, Form-a-Globe Information, Directions for Cardinal Directions Game
- B. Appendix B: Flat Map of the World
- C. Appendix C: Rubrics for Form-a-Globe (or Flat Map) & North America Regions Map
- D. Appendix D: Continents and Oceans Song
- E. Appendix E: North America Map

- F. Appendix F: Note on Saxon Math
- G. Appendix G: Student Checklist for Study Guide/Rubric for Colored Circle Project and Global Address/Rubric for Compass Rose
- H. Appendix H: Quiz of Continents, Oceans, and Regions (3 pages)
- I. Appendix I: Compass Rose Activity (3 pages)
- J. Appendix J: Rubric for Playground Map Activity
- K. Appendix K: Way-Out Websites
- L. Appendix L: Friendly Letters Around the Globe

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Appendix A – Teacher Helps

Lesson One: K-W-L Chart

Using chart paper or overhead transparency, construct a three column chart labeling the columns, “K”, “W”, and “L”. Ask students what they know about your particular topic. List briefly all answers that are reasonable in the “K” column for what the students already KNOW. Next, ask your students what they WOULD like to know about this topic. List reasonable responses in the “W” column. At the end of each lesson, review with students the concepts learned in that lesson and record at least one bullet for each lesson in the “L” for LEARNED column. Save this chart or transparency for future lessons.

Lesson One: Form-a-Globes Information

Form-a-Globes are ready-made maps that can be labeled, colored, and constructed by students to form a paper globe. They can be purchased from Nystrom by calling 1-800-621-8086 or by sending an e-mail to order@nystromnet.com. Product number is 930FAG. Cost is currently \$28.00 for 30 maps.

Lesson Five: Cardinal Directions Game

Adapted from “All Around the Globe – Using Cardinal Directions,” by Robin J. Hepworth.

Have students stand up, pick any object in the room, and while still staying close to their own desk, turn to face that object. Tell students that they can face any direction that they want to and that they have to stand perfectly still until you give them the next direction. Now tell them that they are going to play a game and the object of the game is to all end up facing the same direction again but they cannot move until they learn a few rules.

Rule #1 – The only command you can use is to tell a classmate to turn left or right.

Rule #2 – You can’t call anyone by their name.

Rule #3 – You may say something like, “Everyone with a green shirt on, turn right.” or “The girl with glasses can turn left.” and so on.

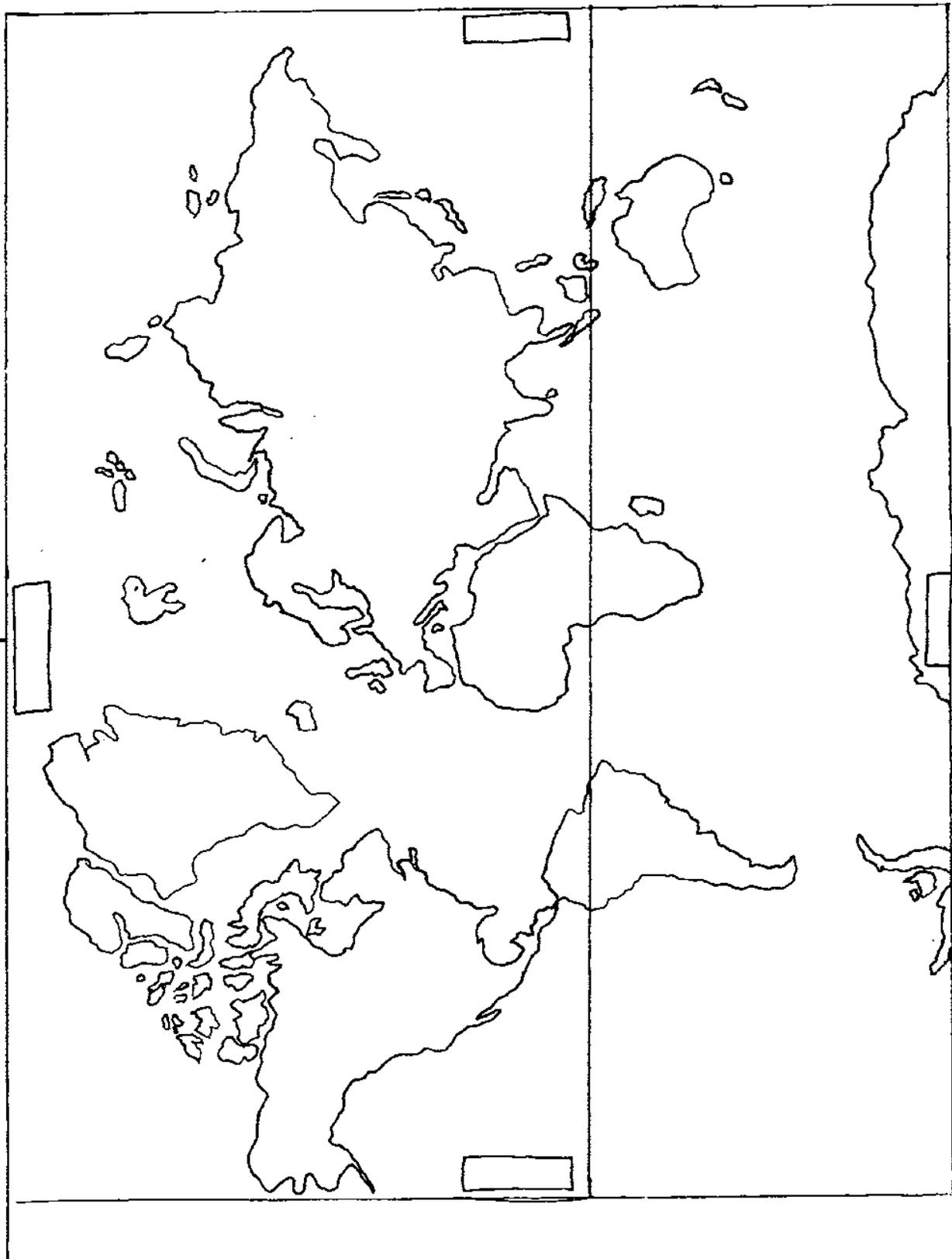
You, the teacher, should start the game by giving the first five commands. Then allow the students to take turns giving commands. The game will, and should, become highly confused.

After about 3-5 minutes of the students attempting to complete the task, stop the activity, asking all of the students to “freeze.” Discuss with the students what is going on. Ask if anyone has an idea about a better way to give directions. You want the children to arrive at the conclusion that a direction needs to be given for everyone to turn toward a fixed point somewhere in the room. They may not be able to explain what they are thinking so guide them to understanding this idea.

Ask if anyone can think of a direction that, if it came over the loudspeaker at school would make every student in the school turn and face toward the same place. If no one says “north”, “south”, “east”, or “west”, write the words on the board. Ask students if anyone knows which direction is north from where they are standing. Using the prepared poster, label that wall in your classroom with the direction “North”. Continue to do this until all four cardinal directions are labeled on the walls.

Continue on with Step 4 of Lesson Five.

Appendix B – Flat Map of the World



Appendix C – Rubrics for Form-a-Globe (or Flat Map) Project & North America Regions Map

Name _____

Grading Rubric for Form-a-Globe or World Map

| | | |
|---|----------------------|--|
| 7 continents (49) | _____ points | |
| 7 pts each for correct labeling -1 pt for each misspelled word | | |
| 4 oceans (28) | _____ points | |
| same as above | | |
| Equator and Prime Meridian | _____ points (6) | |
| 3 pts each for correct labeling -1 pt for each misspelled word | | |
| N, S, E, W Directions (12) | _____ points | |
| 3 pts each | | |
| Neatness | _____ points (5) | |
| 5 pts total | | |
| Final Grade | _____ /100 = _____ % | |

Name _____

Grading Rubric for Form-a-Globe or World Map

| | | |
|---|----------------------|--|
| 7 continents (49) | _____ points | |
| 7 pts each for correct labeling -1 pt for each misspelled word | | |
| 4 oceans (28) | _____ points | |
| same as above | | |
| Equator and Prime Meridian | _____ points (6) | |
| 3 pts each for correct labeling -1 pt for each misspelled word | | |
| N, S, E, W Directions (12) | _____ points | |
| 3 pts each | | |
| Neatness | _____ points (5) | |
| 5 pts total | | |
| Final Grade | _____ /100 = _____ % | |

Name _____

Grading Rubric for North American Regions Map

| | | |
|---|-----------|--|
| <input type="checkbox"/> Canada | _____ /10 | |
| <input type="checkbox"/> United States | _____ /10 | |
| <input type="checkbox"/> Mexico | _____ /10 | |
| <input type="checkbox"/> Central America | _____ /10 | |
| <input type="checkbox"/> Colored Correctly (2 pts. per region) | _____ /8 | |
| <input type="checkbox"/> Spelling (-1 pt. each) | - _____ | |
| <input type="checkbox"/> Overall neatness | _____ /2 | |

Final Grade _____ /50 = _____ %

Name _____

Grading Rubric for North American Regions Map

| | | |
|---|-----------|--|
| <input type="checkbox"/> Canada | _____ /10 | |
| <input type="checkbox"/> United States | _____ /10 | |
| <input type="checkbox"/> Mexico | _____ /10 | |
| <input type="checkbox"/> Central America | _____ /10 | |
| <input type="checkbox"/> Colored Correctly (2 pts. per region) | _____ /8 | |
| <input type="checkbox"/> Spelling (-1 pt. each) | - _____ | |
| <input type="checkbox"/> Overall neatness | _____ /2 | |

Final Grade _____ /50 = _____ %

Appendix D – Continents and Oceans Song

We know the continents, yes we do! There are seven in all,

This system contains the first line of handwritten musical notation. It features a treble and bass clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody is written on the treble staff, and the accompaniment is on the bass staff. The lyrics are written below the treble staff.

Oceans four are on the earth, We are having a ball!

This system contains the second line of handwritten musical notation. It continues the melody and accompaniment from the first line. The lyrics are written below the treble staff.

North America, South America, Europe, Asia, too,

This system contains the third line of handwritten musical notation. The lyrics are written below the treble staff.

Africa, Ant- arctica, Aus- tralia with kanga- roos.

This system contains the fourth line of handwritten musical notation. The lyrics are written below the treble staff.

Oceans four are on the Earth, They are wide and blue,

This system contains the fifth line of handwritten musical notation. The lyrics are written below the treble staff.

Indian, Arctic cold, At- lantic and Pa- cif- ic, too.

This system contains the sixth and final line of handwritten musical notation. The lyrics are written below the treble staff.

Appendix E – North America Map



Appendix F – Note on Saxon Math

We have created an additional lesson to go along with Lesson Three. At The Classical Academy, we use Saxon Math and have accelerated our Math program to teach Saxon Math 4 in Third Grade. In Math 4, our students learn about time zones and it is necessary for them to have a better understanding of lines of longitude and the Prime Meridian. Latitude, longitude, and the Prime Meridian are reserved for Fourth Grade in the Core Knowledge® Sequence and Time Zones are not discussed until Fifth Grade.

To better accommodate our students needs in Saxon Math, we have decided to incorporate these into this unit along with the Equator and hemispheres as they are so closely related. We felt that there might be someone else using this unit that might be in the same situation, and we wanted to make this lesson available to you as well to use at your discretion. You can insert it after Step 6 in *Procedures/Activities* of Lesson Three.

- 6a. Discuss with students that just as there is a special line of latitude, called the Equator, there is also a special line of longitude that we use. It is called the Prime Meridian.
- 6b. Read pages 25-32, top paragraph, of *A New True Book: Globes* to further expand on the concepts of longitude, Prime Meridian, hemispheres, and the International Date Line. Discuss these pages with students as you read, letting them know that they will be learning more about time zones in Math this year.
- 6c. Have students find the Prime Meridian and the International Date Line on their Form-a-Globe map. If you are using flat maps, have students locate these two lines and then draw them onto their flat map. Have students highlight and label these. Remind students that the Prime Meridian helps us designate the Eastern and Western Hemispheres. Ask students to place their highlighter on the Eastern Hemisphere and do a visual check for accuracy. Then ask students to place their rulers on the Western Hemisphere. Check responses. Ask students which hemisphere(s) the United States is in. (Northern & Western) Explain to be sure all students understand concept. Have them point to the Prime Meridian and the International Date Line to review and ask them again what occurs at each of these points on the earth. (Eastern and Western Hemispheres are separated at Prime Meridian and the day changes at International Date Line)

Continue on with Step 7.

Appendix G – Student Checklist for Study Guide/Rubric for Global Address/Rubric for Compass Rose Activity

Name _____
Lesson Three - Study Guide Checklist

- North America
- South America
- Europe
- Asia
- Africa
- Australia
- Antarctica
- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean
- Equator
- N,S,E,W
- North Pole
- South Pole
- Prime Meridian
- International Date Line
- Colored
- Neatness

Total _____/19 = _____%

Spelling (-1 ea.) _____

Final Grade _____%

Name _____
Lesson Four – Rubric

Colored Circle Project

- _____ Oceans
- _____ Continents
- _____ North America
- _____ U.S.A.
- _____ State
- _____ City/Community
- _____ School
- _____ Me
- _____/8 = _____%

Global Address

- _____ name
- _____ school name
- _____ city/community
- _____ state
- _____ U.S.A.
- _____ North America
- _____ the Earth
- _____/7 = _____%

Name _____
Lesson Five – Rubric

Compass Rose

- _____/5 Cut and pasted correctly
- _____/5 Colored neatly

Labeling – (10 points each)

- _____ N
- _____ S
- _____ E
- _____ W
- _____ NE
- _____ NW
- _____ SE
- _____ SW

_____/10 Overall neatness

Total _____%

Name _____ Quiz - Geography

Continents - Oceans - Regions of North America

Use the word box to complete this quiz. Spelling will count. Do your best job!

| | | |
|---------------|----------------|----------------------------|
| United States | Prime Meridian | Atlantic Ocean |
| Pacific Ocean | Asia | Central America |
| North Pole | Mexico | East |
| West | Equator | Antarctica |
| Canada | North | Indian Ocean |
| North America | South America | Australia |
| South | South Pole | Arctic Ocean |
| Europe | Africa | International Date Line |

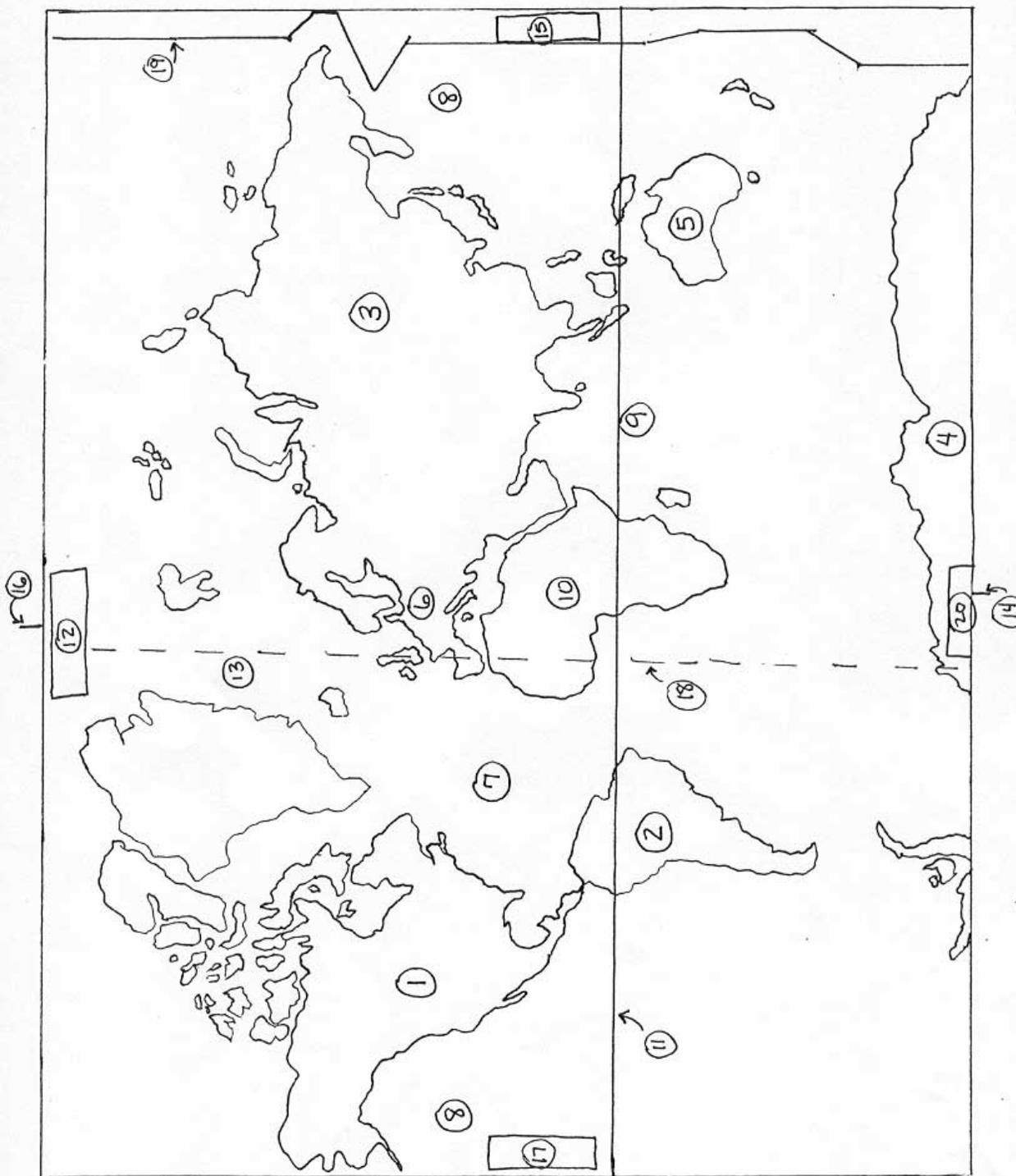
First, fill in the blanks on the North American Regions Map with the correct word. Then, look at the World Map Quiz page and fill in the correct name below for each circled number on the map. Spell carefully. You will use each answer only once.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Appendix H, page 2 – Continents, Oceans, and Regions Quiz
North America Map

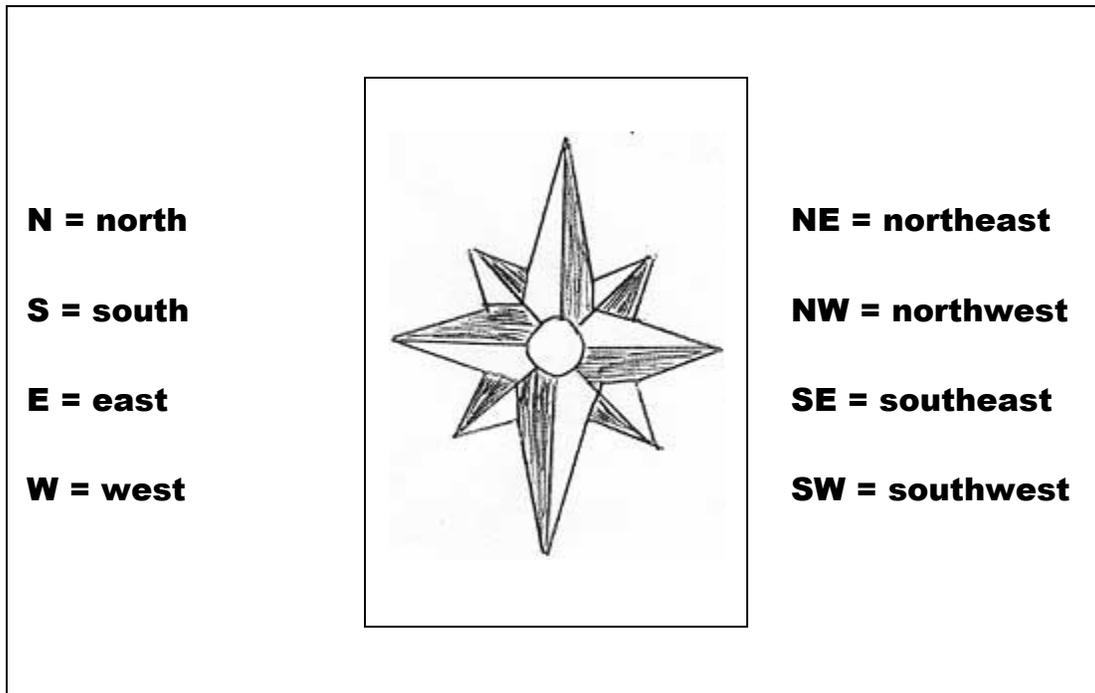


Appendix H, page 3 – Continents, Oceans, and Regions Quiz
World Map



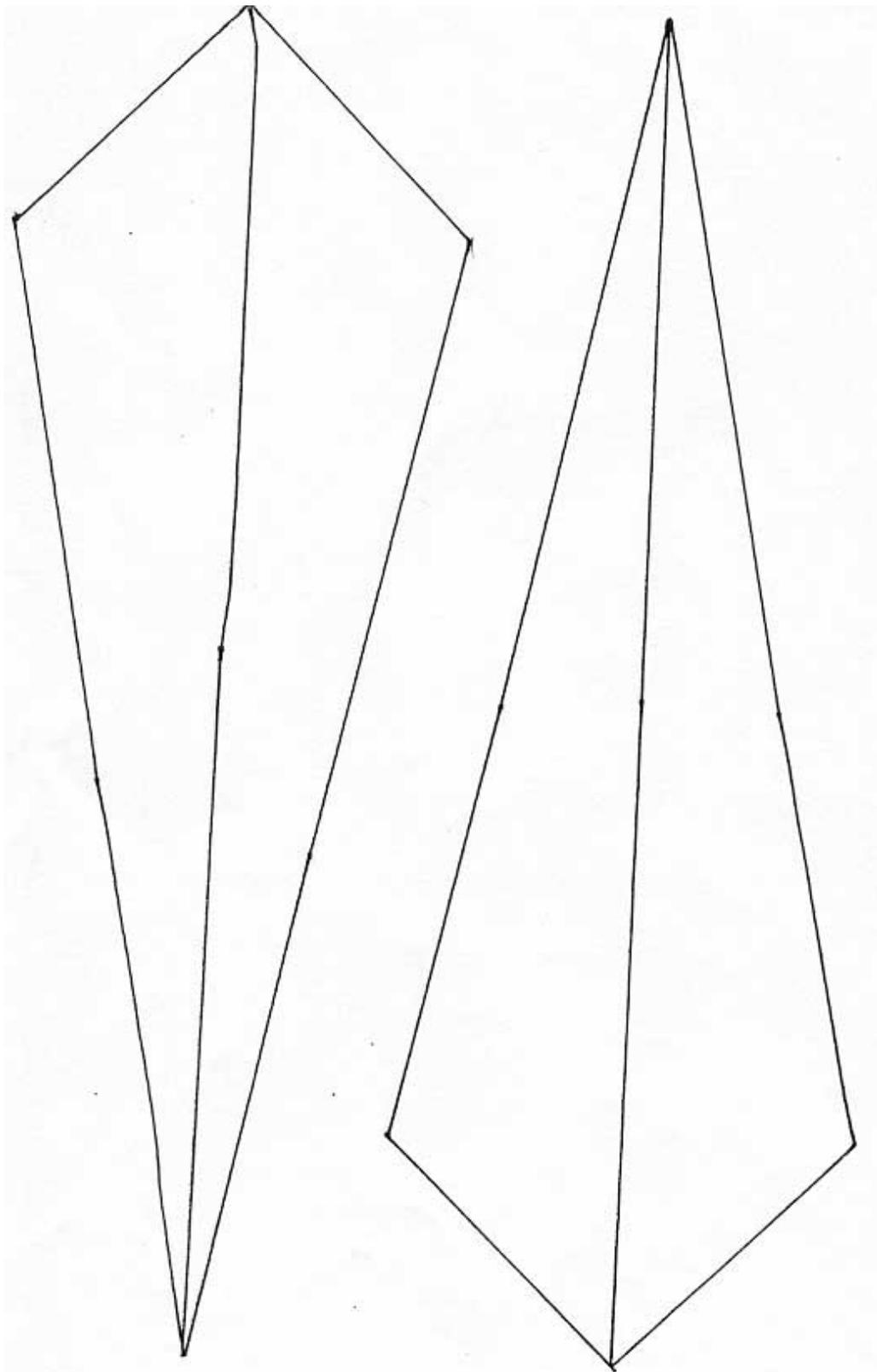
Compass Rose Activity

This is an example of a compass rose. A compass rose is a symbol used by mapmakers to show direction.

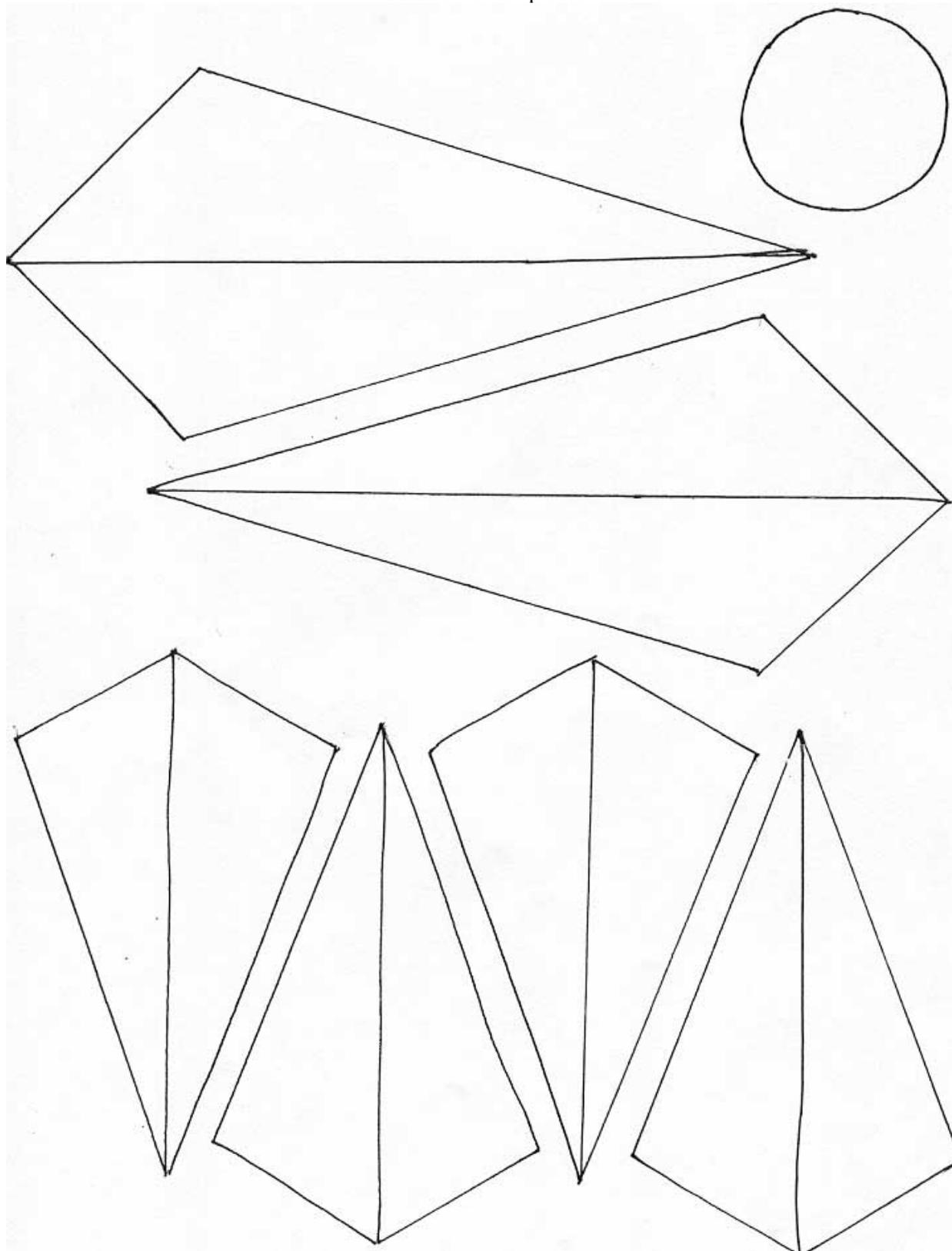


1. Cut out the pieces of the compass rose.
2. Arrange them on your construction paper.
3. Remember that the north and south points will be longer than the east and west points.
4. Glue the pieces together in their proper spots with your glue stick.
5. Label the directional points on the construction paper, around the compass rose.
6. Color your compass, if desired.

Appendix I, page 2– Compass Rose Activity
Cutouts – large pieces



Appendix I, page 3 - Compass Rose Activity
Cutouts – small pieces



Appendix J – Playground Map Rubric

| | Exemplary 3 | Competent 2 | Basic 1 | Deficient 0 |
|---------------------|---|--|--|--|
| Symbols | All items represented by a symbol correctly | Most items represented by a symbol correctly | Few items represented by a symbol correctly | No items represented by a symbol correctly |
| Map Features | Map features clearly reflect purpose and creativity | Map features generally reflect purpose and creativity | Map features somewhat reflect purpose and creativity | Map features do not reflect purpose and creativity |
| Neatness | All symbols, labels, and features can be easily read | Most symbols, labels, and features can be easily read | Some symbols, labels, and features can be easily read | Few symbols, labels, and features can be easily read |
| Key/Legend | Has a key that explains all symbols clearly in proper place | Has a key that explains most symbols clearly in proper place | Has a key that explains some symbols clearly in proper place | Does not have a key OR Has a key that does not explain well |

Name _____ Parent Signature _____

Final Grade for Playground Map Project _____/12 = _____%

Comments: _____

Way-Out Web Sites

- ❖ <http://www.usgs.gov/> The United States Geological Survey site gives links to maps and geographical information.
- ❖ <http://www.city.net> Check out Citynet for all the coolest info on things to do in your favorite cities.
- ❖ <http://www.weather.net.com> Log on to find out about the weather anywhere in the world.
- ❖ <http://www.mapquest.com> For quick info on maps made for you.
- ❖ <http://www.leonardsworlds.com> This is an "instant cam" site with "live" images of the coolest spots around the world.
- ❖ <http://www.noaa.gov> If you are into really "surfing"...check out this site of the National Oceanographic and Atmospheric Administration. Join the *Aquarius*, an undersea lab, as scientists study the geography of the oceans.
- ❖ <http://members.aol.com/bowermanb/101.html> If you have AOL, this site will link you to tons of wonderful web sites about the world, natural wonders, physical geography, atlases and more.
- ❖ <http://www.eduplace.com> Maps, maps, more maps, and lots of other cool school stuff too.
- ❖ <http://www.geography.about.com> An overall cool geography website.

Friendly Letters to Pen Pals

1. Heading - use your global address
2. Greeting - write "Dear Pen Pal," (because you don't know his name yet!)
3. Body - include something about all of the facts below
 - Your name - introduce yourself first
 - Name of your school
 - Name of your city or community - tell what part of your state it is in (northeast corner, southwest, east of the Rocky Mountains, etc.)
 - Your state - including that the U.S. has 50 of these
 - Your country - including that North America is made up of four regions
 - The continent you live on
 - Use words "hemisphere", "Equator", and "North or South Pole" somewhere in your explanations of where you live.
 - Somewhere in your letter you should mention that you live close to some other big place (like New York City or Denver) or do something else that would give you the opportunity to mention using an atlas, road map, scale of miles, and a map key to help your pen pal locate where you live on a map.
 - You should also mention that, on a map, your town appears as a small dot (or a star) which tells that it is just a small town, or that it is the capital of your state for instance.
 - Ask your pen pal to write back including all of this same information about himself so that you can use your skills to locate his home as well.
4. Closing - end your letter with "Your new friend," or "Sincerely,"
5. Signature - sign your name