



Continents, Countries, and Maps



Teacher Guide

Africa



Australia



Canadian Arctic



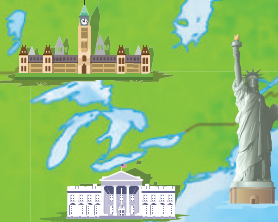
Ireland



ARCTIC OCEAN

Continents, Countries, and Maps

North
America



Europe



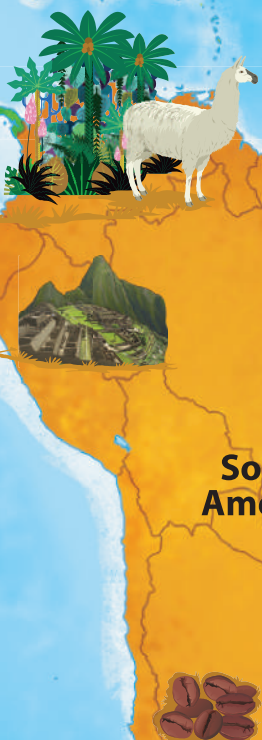
ATLANTIC OCEAN

Teacher Guide

Africa



South
America



Core Knowledge

Antarctica

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Continents, Countries, and Maps

Table of Contents

Introduction	1
Chapter 1 Finding Your Way Around	12
Chapter 2 North America: The United States	26
Chapter 3 North America: Canada, Mexico, and Central America	39
Chapter 4 South America	50
Chapter 5 Europe	59
Chapter 6 Africa and Asia	69
Chapter 7 Australia and Antarctica	80
Teacher Resources	89



Continents, Countries, and Maps
Teacher Guide

Core Knowledge History and Geography™ 1

Introduction

ABOUT THIS UNIT

The Big Idea

Maps and globes are convenient ways to show the locations and some of the human and physical characteristics of geographic elements.

We live on planet Earth. Earth is made up of land and water. The water includes large bodies of salt water called oceans, as well as freshwater lakes and rivers of various sizes. The land is divided into seven large areas called continents. These continents contain many different physical features, including tall mountains with snowy peaks, dry deserts, deep canyons, and fast-flowing rivers.

Plants grow all over Earth's land. They include deep forests of tall trees, thick, steamy rainforests full of trees and vines, and fields and plains of tall, waving grass. Some parts of Earth are so dry that sand covers the ground and only a few plants can survive.

Animals and plants depend on the land and water to live. Different animals and plants can be found in different areas of Earth, depending on the kind of land and the weather in those areas. In some places, plants and animals are endangered because of loss of habitat, hunting, or climate change.

Weather is different all over Earth, and it affects the lives of plants, animals, and humans. Very far north and very far south on Earth, the weather is always cold and the ocean stays frozen all year long. In the middle sections of Earth, where the sun's rays are the strongest, the weather rarely gets cold, but it is often wet.

There are many different kinds of plants and animals; the same is true of the people in our world. People have different beliefs and different ways of celebrating important events. They eat different foods and wear different clothes. At the same time, all people share one important characteristic: they are human beings.

One way to explore our world is to travel to different places. When people travel to different places, they often rely on maps for information. Maps can help you understand the geography of different parts of the world and help you get to places both near and far.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

Spatial Sense

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the locations of the Atlantic Ocean and Pacific Ocean
- the locations of the North Pole and South Pole
- the meaning of some basic terms of spatial orientation necessary for working with maps

An Overview of the Seven Continents

- the names and relative locations of the seven continents
- some familiar associations with each continent, such as wildlife, landmarks, etc.

What Students Need to Learn

Spatial Sense and Maps

- the use of map keys (or legends) and symbols
- directions on a map: north, south, east, west
- a review of the locations of the Atlantic Ocean and Pacific Ocean
- the locations of the Indian Ocean, Arctic Ocean, and Southern Ocean
- a review of the locations of the North Pole and South Pole
- the locations of the equator, and the Northern Hemisphere and Southern Hemisphere

Continents and Countries

- a review of the seven continents
- the locations of Canada, the United States, Mexico, and Central America
- the names and locations of their continent, country, state, and community
- the meaning (and appropriate usage) of the terms *peninsula*, *harbor*, *bay*, and *island*

AT A GLANCE:

The most important ideas in Unit 1 are:

- Physical and human characteristics are represented on maps by symbols.
- Maps have keys, or legends, to explain their symbols.
- There are seven continents and four oceans.
- Students can locate Canada, the United States, Mexico, Central America, and the North Pole and South Pole on a map or globe.
- The forty-eight contiguous states of the fifty United States are on the North American continent.
- Students can locate the state in which they live on a map, and the approximate location of their community within that state.

WHAT TEACHERS NEED TO KNOW

Places and regions have certain characteristics that distinguish them from other areas. These characteristics are both physical—landforms, climate, and vegetation—and human—population and culture, including the government and economy. No two places have exactly the same physical and human characteristics.

Humans have created names for talking about certain natural phenomena on Earth. For example, we have named the oceans and the seven continents. We have also given labels to specific places on Earth, such as the North Pole, South Pole, and the equator. The poles and the equator cannot be seen on Earth itself, but these names help people locate and talk about these particular places. Maps help us understand the spatial relationships among these places.

There are seven continents, or large landmasses: Asia, Africa, Europe, North America, South America, Australia, and Antarctica (in descending order of population). People, as well as plants and animals, live on all of the continents. Each continent also contains certain distinctive features.

One way to make the continents memorable for young students is to associate each continent with the people and animals that inhabit it. We have therefore listed some of the animals and cultural celebrations associated with the seven continents. Bear in mind that continents are large landmasses, which contain many different regions. Just because rice grows in some parts of Asia and lions are found in some parts of Africa, it does not follow that all parts of Asia are suitable for growing rice or that all parts of Africa have lions. Similarly, a celebration may occur in one part of a continent or across many continents, as diasporic communities continue the traditions of their native lands.

UNIT RESOURCES

Teacher Components

Continents, Countries, and Maps Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text

to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 89. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to parents designed to be used at the start of this unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various places and events that students using the Core Knowledge History and Geography™ (CKHG™) series at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Optional: *Core Knowledge Curriculum Series™* Art Resource Packet for Grade 1—art resources that may be used with the cross-curricular art activities described in the Additional Activities of Chapter 2 if classroom internet access is not available. You can purchase the Grade 1 Art Resource Packet, available at:

www.coreknowledge.org/store

Student Component

The *Continents, Countries, and Maps* Student Book includes seven chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The *Continents, Countries, and Maps* unit is one of nine world and American history and geography units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year.

We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 10–11 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than fifteen to twenty days teaching the *Continents, Countries, and Maps* unit so that you have sufficient time to teach the other eight units in the Grade 1 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Finding Your Way Around	What are some different kinds of maps, and how can they help us?	state, country, maps, symbols, capital cities, compass rose, islands, seas, equator, hemisphere
Chapter 2: North America: The United States	What have you learned about the geography of the United States?	geography, harbors, peninsula
Chapter 3: North America: Canada, Mexico, and Central America	What have you learned about the geography of Canada, Mexico, and Central America?	bay, Canadian Arctic, rainforests, plateau, volcanoes, ancestors, culture
Chapter 4: South America	What have you learned about the geography of South America?	eels, lily pads, warrior tribe, mountain range, ancient, ruins
Chapter 5: Europe	What have you learned about the geography of Europe?	customs, landmarks, Eiffel Tower, Big Ben, Acropolis, Colosseum
Chapter 6: Africa and Asia	What have you learned about the geography of Africa and Asia?	site, populated, bamboo
Chapter 7: Australia and Antarctica	What have you learned about the geography of Australia and Antarctica?	Outback, coral reef, tradition

NOTE TO TEACHER: Each chapter of the *Continents, Countries, and Maps* Student Book includes text and images that convey many, many interesting facts about each continent and the countries it includes, as well as about the people who live there. Students in Grade 1 are not expected to remember every single detail recounted about each continent, the geographic features, or countries that are described in each chapter. Rather, at this grade level, the intent is to impart some very basic knowledge about the continents, oceans, hemispheres, etc. that make up our world and, equally important, to pique young students' interest about the many different places and people throughout the world. Students in Core Knowledge schools will continue to build increasing knowledge about the continents, countries, and people in our world in subsequent grades.

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 127–143. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 1.3

AP 1.4

AP 2.1

AP 2.2

AP 2.3

AP 4.1

AP 4.2

AP 4.3

AP 5.1

AP 5.2

AP 6.1

AP 6.2

AP 7.1

AP 7.2

AP CA.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1, 2, 3, 4, 5, 6, 7—World Map (AP 1.2)
- Chapter 1—Understanding Map Keys (AP 1.3)
- Chapter 1—Getting to Know the World (AP 1.4)
- Chapters 2, 3—Map of North America (AP 2.1)
- Chapters 1, 2—Map of the United States (AP 2.2)
- Chapter 2—Show and Tell Map of the United States (AP 2.3)
- Chapter 4—Map of South America (AP 4.1)
- Chapters 4, 7—Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2)
- Chapter 4—Map of North and South America (AP 4.3)
- Chapter 5—Map of Europe (AP 5.1)
- Chapter 5—Peter and the Wolf (AP 5.2)
- Chapter 6—Map of Africa (AP 6.1)
- Chapter 6—Map of Asia (AP 6.2)
- Chapter 7—Map of Australia (AP 7.1)
- Chapter 7—Map of Antarctica (AP 7.2)
- Culminating Activity—The World (AP CA.1)

Fiction Excerpts

The following fiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

These excerpts may be used with the chapter specified, either for additional class work or at the end of the unit as review and/or a culminating activity.

- Chapter 5—“The Boy at the Dike” (FE 1)
- Chapter 5—“Hansel and Gretel” (FE 2)
- Chapter 6—“All Stories are Anansi’s” (FE 3)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students' interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts	Music	Visual Arts
<ul style="list-style-type: none">• "The Boy at the Dike" (Europe: Netherlands)• "Hansel and Gretel" (Europe: Germany)• "All Stories are Anansi's" (Africa: West Africa)• "Little Finger of the Watermelon Patch" (Asia: Vietnam)	<ul style="list-style-type: none">• "America the Beautiful" (North America: United States)• Sergei Prokofiev, <i>Peter and the Wolf</i> (Europe: Russia)• Engelbert Humperdinck, <i>Hansel and Gretel</i> (Europe: Germany)• Paul Dukas, <i>The Sorcerer's Apprentice</i> (Europe: France)	<ul style="list-style-type: none">• Claude Monet, <i>Tulips in Holland</i> (Europe: Netherlands)• Grant Wood, <i>Stone City, Iowa</i> (North America: United States)

BOOKS

Brown, Sarah Janisse, and Serena Marie Lapointe. *Seven Amazing Continents—Travel Dreams Geography—The Thinking Tree: World Geography & Social Studies, The Creative Research Handbook for Library & Internet Based Learning (Volume 1)*. United States: CreateSpace Independent Publishing Platform, 2017.

Capua, Sarah De. *We Need Directions! (Rookie Read-About Geography)*. New York: Children's Press, 2008.

Carney, Elizabeth. *National Geographic Little Kids First Big Book of the World*. Washington, DC: National Geographic, 2015.

Gonzales, Doreen. *Up North and Down South: Using Map Directions*. North Mankato, MN: Capstone Press, 2016.

Hartman, Gail, and Harvey Stevenson. *As the Crow Flies: A First Book of Maps*. United States: Paw Prints, 2008.

Leedy, Loreen. *Mapping Penny's World*. New York: Henry Holt & Company, 2003.

National Geographic Kids. *National Geographic Kids World Atlas, 5th Edition*. Washington, DC: National Geographic Children's Books, 2018.

National Geographic Kids. *United States Atlas*. Washington, DC: National Geographic Children's Books, 2017.

Ritchie, Scot. *Follow That Map!: A First Book of Mapping Skills*. Toronto: Kids Can Press, 2009.

Sherman, Jill. *Continents: What You Need to Know*. North Mankato, MN: Capstone Press, 2018.

CONTINENTS, COUNTRIES, AND MAPS PACING GUIDE

_____’s Class

Note to Teacher: *Continents, Countries, and Maps* is intended to be taught as the first unit of Grade 1 CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Continents, Countries, and Maps

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Continents, Countries, and Maps

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CONTINENTS, COUNTRIES, AND MAPS PACING GUIDE (CONTINUED)

_____ 's Class

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Continents, Countries, and Maps

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Continents, Countries, and Maps

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CHAPTER 1

Finding Your Way Around

Primary Focus Objectives

- ✓ Understand that Earth is round—shaped like a ball. (SL.1.2, SL.1.3)
- ✓ Understand that a map is a drawing of a place. (SL.1.2, SL.1.3)
- ✓ Use map keys (or legends) and symbols. (RI.1.6)
- ✓ Use a compass rose and directions on a map: north, south, east, and west. (RI.1.6)
- ✓ Name and locate the seven continents on a world map: Asia, Africa, Europe, North America, South America, Australia, and Antarctica. (RI.1.6)
- ✓ Name and locate the Atlantic, Pacific, Indian, Arctic, and Southern Oceans on a world map. (RI.1.6)
- ✓ Locate the North Pole and South Pole, the equator, and the Northern Hemisphere and Southern Hemisphere on a world map and/or globe. (RI.1.6)
- ✓ Understand the meaning of the following domain-specific vocabulary: *state, country, maps, symbols, capital cities, compass rose, islands, seas, equator, and hemisphere.* (L.1.4, L.1.5)

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 2.2

- individual student copies of *Continents, Countries, and Maps* Student Book
- globe
- teacher and individual student copies of World Map (AP 1.2)
- individual student copies of Letter to Family (AP 1.1)
- compass (optional)
- teacher copy of Map of the United States (AP 2.2)

What Teachers Need to Know

This unit begins with a review and extension of the basic geography concepts introduced in Kindergarten, including place, region, human and physical characteristics, and relative location.

Important Terms That Students in Core Knowledge Schools Have Already Learned in Kindergarten

city: a place with many streets and many buildings where lots of people live. The buildings in a city are often larger and taller than a house. Cities also have different stores where people can shop—usually more stores than you would find in a town.

continent: one of the largest areas of land on Earth

Earth: another name for our world

globe: a small model of the world

North Pole: the most northern point on Earth

oceans: very large areas of water that are found at different places around the world

town: a small place that has streets and houses where people live. The number of people who live in a town is smaller than the number of people who live in a city. There are usually also different stores where people can shop in a town.

South Pole: the most southern point on Earth. It is located near the bottom of the globe.

Globes

Students will understand that a globe represents a three-dimensional model of Earth. A globe can show land and water and geographic conventions such as longitude, latitude, and the equator. The size and shape of landmasses, the distance between points, and the directions on a globe are more realistic than they are on maps. This is because the round shape of the globe is a truer representation of the shape of Earth. Maps, by their nature, flatten out the roundness of Earth and distort the size and shape of the landmasses, thus also distorting distances and direction. The land near the North Pole and South Pole usually becomes the most distorted. Globes also have another advantage over maps: they can be spun to show the rotation of Earth and to illustrate the positions of the North Pole and South Pole.

Maps

A map is a representation or drawing of a place. Different kinds of maps show different things—countries, states, cities, and towns. Maps also show rivers, lakes, mountains, and oceans. A map of a town or city will show streets and important places, such as municipal buildings, schools, churches, hospitals, mosques, synagogues, and shopping centers. A town or city map may also show the locations of houses and apartment buildings.

A map does not show actual places or features of an area but uses symbols to represent them, such as a thin line for a street and a thicker line for a highway. Map symbols may be lines, colors, shapes, or pictures. To explain the symbols, maps have keys (also known as legends), which show the symbol with an explanation next to it. Symbols represent human features, such as cities and airports, and physical ones, such as mountains and rivers.

Direction

People use maps and globes to find places and locations. By basic convention, most world maps and globes are oriented with the North Pole at the top. North, south, east, and west are the cardinal directions; the intermediate directions are northeast, southeast, southwest, and northwest. A compass rose indicates the directions on a map.

The Equator, Poles, and Hemispheres

Earth rotates on its axis as it goes around the sun. The North Pole and South Pole are the points through which the axis passes. Because Earth is round, it cannot be seen completely at any one time. An astronaut in space can see only half the world at once. Half the world is called a *hemisphere*, meaning half of a sphere (or ball). The northern part of Earth is called the Northern Hemisphere, and the southern part is called the Southern Hemisphere. But the world can also be looked at as having a Western Hemisphere and an Eastern Hemisphere. Every continent is in at least two hemispheres at once. For example, North America is in the Northern Hemisphere *and* the Western Hemisphere.

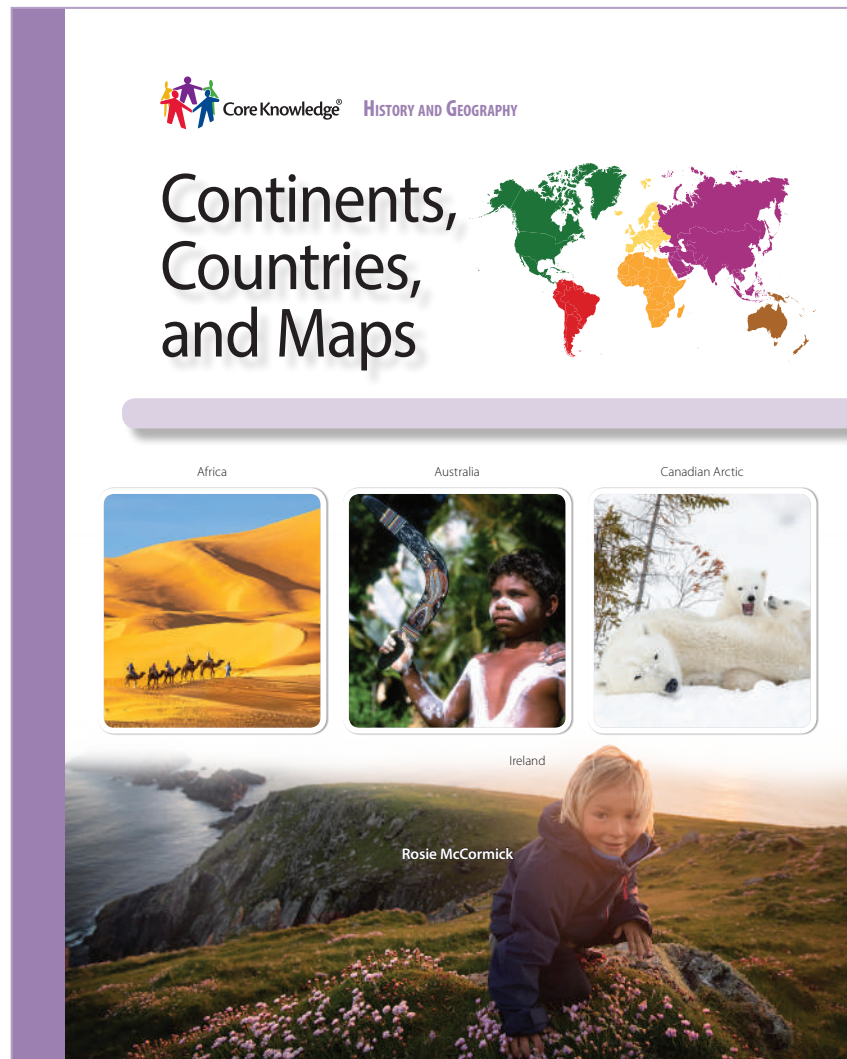
Around the center of Earth is an imaginary line called the equator. It is 0° latitude and is located halfway between the North Pole and South Pole. The equator divides Earth into the Northern Hemisphere and Southern Hemisphere. The dividing lines for the Eastern Hemisphere and Western Hemisphere are the prime meridian (also called the Greenwich meridian) and the 180th meridian. The prime meridian refers to 0° longitude, an imaginary line that runs from the North Pole to the South Pole going through the Royal Observatory in Greenwich, a suburb of London, England. The international date line also runs from the North Pole to the South Pole, generally following the 180th meridian (it deviates in a few places to avoid dividing Siberia and again to include the Aleutian Islands with Alaska). The prime meridian (0° longitude) and the 180th meridian are on opposite sides of Earth; together they divide the globe into the Eastern Hemisphere (0° to 180° east of the prime meridian) and Western (0° to 180° west of the prime meridian) Hemisphere.

The Core Lesson

Introduce *Continents, Countries, and Maps* and Chapter 1: “Finding Your Way Around”

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Students will likely respond by describing the different people and animals that they see, perhaps noting that some of the places or animals seem familiar.

Tell students that the people and animals on the cover live in different places all over the world. Explain that in this book, which is called *Continents, Countries, and Maps*, they are going to learn about many different places around the world and the people and animals who live there.



Tell students that the first chapter that you will read aloud to them is called “Finding Your Way Around.” Explain that in this chapter they will learn about many different kinds of maps.

Big Question

What are some different kinds of maps, and how can they help us?

Core Vocabulary

state country maps symbols capital cities
compass rose islands seas equator hemisphere

Chapter 1: “Finding Your Way Around”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Remind them that the title of this chapter is “Finding Your Way Around,” and tell them to pay special attention to the different kinds of maps and the ways that maps can help people.

CHAPTER 1

Finding Your Way Around

One way to learn about a state, a country, or even the world is to look at maps.

Maps show towns, cities, and places of interest.



Maps show lakes and rivers.



And maps can even show information about the weather.



2

CORE VOCABULARY—Explain that a **state** is an area or part of a country that belongs to the government but can make some laws of its own. Some countries, such as the United States, are made up of many states.

CORE VOCABULARY—Explain that a **country** is a place with political leaders, a government, and laws.

Activity Page **SUPPORT**—Ask students if they can name the state and country they live in. Point out their state’s location on Map of the United States (AP 2.2).



AP 2.2

CORE VOCABULARY—Explain that **maps** are pictures or drawings that show information about a place.

Ask students to look at the maps on page 2. Explain that the top map, the map of Washington, D.C., is a map that shows places of interest in a city. The middle map is a physical map. It shows the features of an area of land. The bottom map is a weather map.

Ask students the following questions:

LITERAL—What can maps show?

- » Maps can show towns, cities, places of interest, lakes, rivers, and even the weather.

INFERENTIAL—Why would someone want to use a map?

- » Someone might want to use a map to learn about a state, country, or the world. They might want to use a map for directions or to learn about a certain place’s geographical features, such as weather, cities, and highways.

Now ask students to look at the images on page 3 as you read aloud.



Maps show how to get from one place to another. Maps can be made of paper.

Maps can be shown on TV.

Maps can be viewed on a GPS in a car.

SUPPORT—Ask students if they have ever used a paper map or seen a map on TV or on a GPS system. Using the images on page 3 and students’ experiences, guide students to point out the differences and similarities between these kinds of maps.

Ask students the following questions:

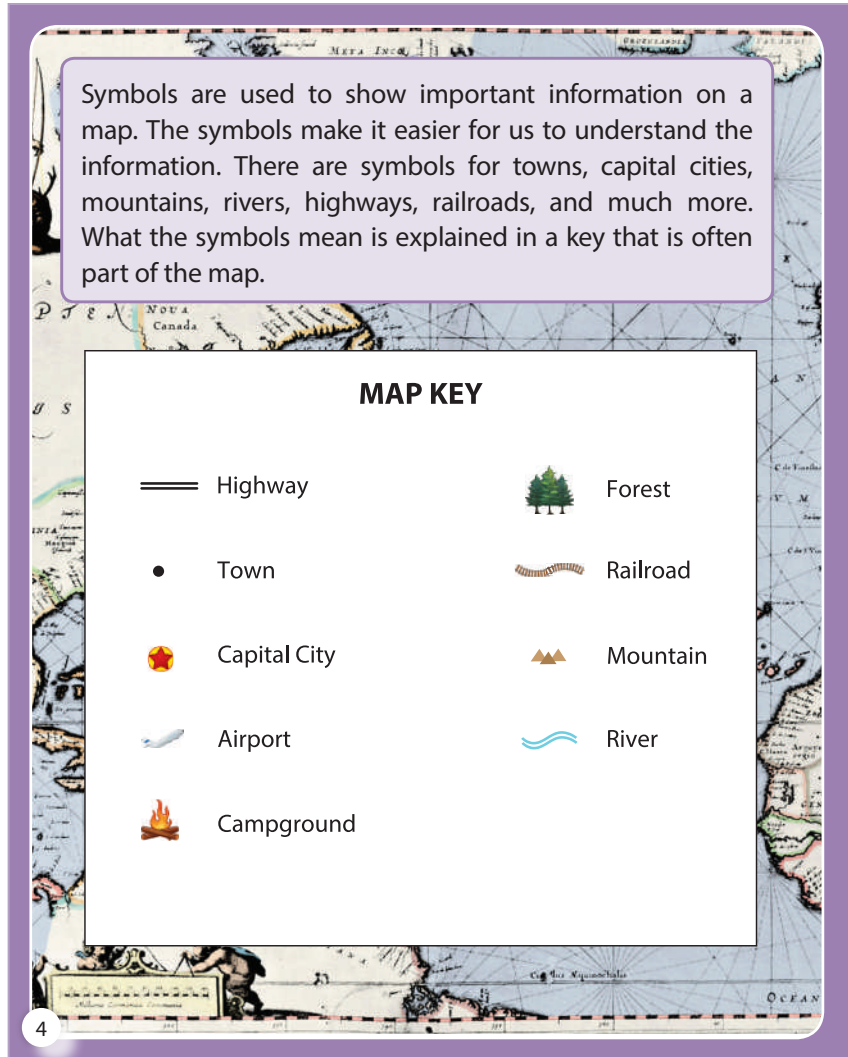
LITERAL—What are the different ways people can look at maps?

- » People can look at maps on paper, TV, or a GPS device in a car.

INFERENTIAL—Why might someone use different maps for different situations?

- » Someone might use a paper map if they are hiking. Someone might use a map on TV to learn about the weather in his or her area. Someone might use a map on a GPS device to get directions while driving.

Ask students to look at the images on page 4 as you read aloud.



CORE VOCABULARY—Explain that **symbols** are things that represent something else. For example, a heart is a symbol of love.

CORE VOCABULARY—Explain that **capital cities** are cities where the government of a state or country meets.

Ask students to look at the map key on page 4. Talk about the symbols that it shows.

SUPPORT—Point out the background image on page 4. Explain that it shows part of an old paper map.

Ask students the following questions:

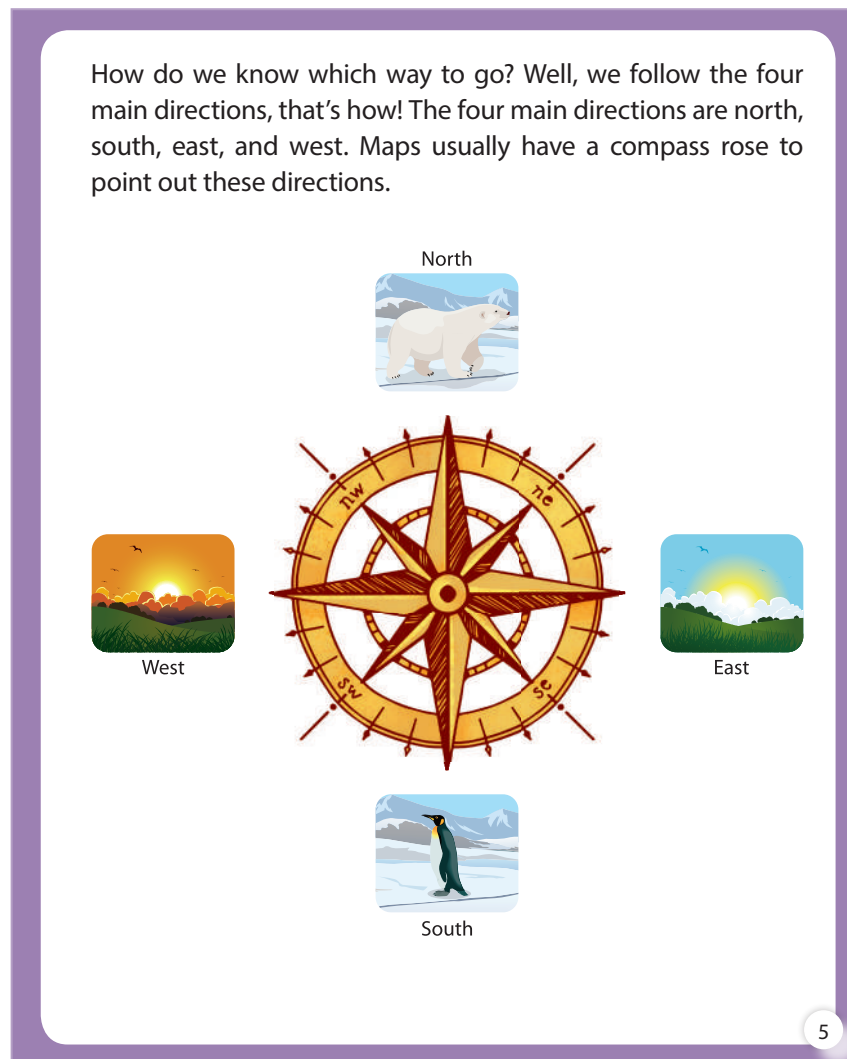
LITERAL—What do symbols on maps show?

- » Symbols on maps show important geographical information, such as towns, capital cities, rivers, mountains, highways, and railroads.

LITERAL—What does a key or legend do?

» A key or legend tells what the symbols on a map mean.

Ask students to look at the image on page 5 as you read aloud.



CORE VOCABULARY—Explain that a **compass rose** is the part of a map that indicates direction.

Ask students to look at the image on page 5. Have students point to the correct location on the compass rose as you read each cardinal direction aloud. Explain the images for each direction on the compass rose (north, a polar bear for the Arctic; south, a penguin for Antarctica; east, sunrise; west, sunset).

SUPPORT—Guide students in identifying the different cardinal directions around them. You may want to use a traditional magnetic compass so that students can see which direction is north, south, east, or west, facing those directions as you call them out.

Ask students the following questions:

LITERAL—What are the four main directions?

» The four main directions are north, south, east, and west.

INFERENTIAL—Why would a map include a compass rose?

- » A map would include a compass rose to show where different towns, cities, natural features, and regions are. A compass rose helps people understand in which direction to go, as well as how to orient themselves, or figure out where they are.

Now ask students to look at the images on page 6 as you read aloud.

There are about two hundred countries in the world. Some countries are islands, but most are found on large areas of land we call continents. There are seven continents on Earth. You can see the seven continents on this map of the world.



Much of Earth is covered by oceans and seas. The oceans are the Pacific, the Atlantic, the Indian, the Arctic, and the Southern.



6

CORE VOCABULARY—Explain that **islands** are pieces of land that are completely surrounded by water. Ask students to point to one or more islands on the map. You might also note that one continent, Australia, is also an island.

CORE VOCABULARY—Explain that **seas** are large bodies of water similar to, but smaller than, the oceans.

Activity Page



AP 1.2

Ask students to look at the world map on page 6 and World Map (AP 1.2). Guide them in identifying the continents and oceans on the maps. Have students identify which continent they live on and which ocean they are closest to.

SUPPORT—**Point out the image at the bottom of the page.** Explain that it shows what Earth looks like from space. The blue areas are water, the white areas are clouds and ice, and the green, brown, and yellow areas are land. The dot in the upper left of the image is the moon.

Ask students the following questions:

LITERAL—How many continents are there on Earth?

- » There are seven continents on Earth.

LITERAL—What are the different oceans on Earth?

- » The different oceans on Earth are the Pacific, Atlantic, Indian, Arctic, and Southern.

Ask students to look at the image on page 7 as you read aloud.

We sometimes show Earth as a round globe because Earth is a round planet! The center or middle of Earth's surface is marked by a line called the equator. Earth's northern half is called the Northern Hemisphere, and the southern half is called the Southern Hemisphere. The farthest northern point is the North Pole. The farthest southern point is the South Pole.



7

CORE VOCABULARY—Explain that the **equator** is the imaginary east-west line on a globe or map that is an equal distance from the North Pole and South Pole.

CORE VOCABULARY—Explain that a **hemisphere** is either of two halves of Earth.

SUPPORT—**Use a globe to identify the North Pole and South Pole.** Invite volunteers to demonstrate where they think the equator is, as well as where they think the Northern and Southern Hemispheres are. Then have them decide if they live in the Northern or Southern Hemisphere.

Ask students the following questions:

LITERAL—What shape is Earth?

- » Earth is round.

LITERAL—What are the farthest northern and southern points on Earth called?

- » The farthest northern and southern points on Earth are called the North Pole and the South Pole.

LITERAL—What marks the center, or middle, of Earth’s surface?

- » The equator is a line that marks the center, or middle, of Earth’s surface.



Check for Understanding: Big Question

TURN AND TALK—What are some different kinds of maps, and how can they help us?

- » Some maps show states, countries, cities, towns, and places of interest. Other maps show lakes, rivers, and other land features. Some maps give information about the weather. Maps can be on paper, TV, or a GPS device.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Making and Using a Classroom and School Map (SL.1.2, SL.1.3, SL.K.3)

Materials Needed: samples of different paper road maps (if possible, provide an example from an individual state—preferably your own state—and other regional, multistate maps—available from AAA), internet access to MapQuest, computer, digital tablet or phone, blackboard and chalk or chart paper and markers, one or two special objects to hide



Background for Teachers: The purpose of this activity is to introduce students to the idea of a map. We suggest that you begin by helping students make a classroom map. When you are finished, help students see how the map represents what is included in their classroom and how they can use the map to locate people, things (such as desks), and places (such as doors and windows).

After making a classroom map, use the same process to create a school map with students, representing familiar areas of the school, such as the office, cafeteria, and library, as well as your own classroom.

Use this link to download the CKHG Online Resources for this unit, where the specific link to MapQuest can be found:

www.coreknowledge.org/ckhg-online-resources

Show students examples of different paper maps, and ask if they know what these pieces of paper are called or if they have ever seen anyone using something like this. Explain that these are called maps. Maps are drawings of a place. Maps can show a very small place, such as a town or city, or larger places, such as a state or country.

Mention that students may have seen an adult use a map to figure out how to get from one place to another when walking or driving. Explain that when their grandparents were children, paper maps were the only kinds of maps available for people to use.

Display a screen shot of MapQuest, and explain that thanks to the internet, computers, and cell phones, people can now find and get maps in other ways. For demonstration purposes, enter the address of your school as the starting location, with another nearby address as the destination, so that students can watch as the map of the area appears on the screen. Explain how the map represents an area, including streets, buildings, and parks.

You may also want to demonstrate to students how MapQuest allows a person to find step-by-step written directions to use with the map in order to get from one place to another, either by walking or traveling by car. Explain that even with modern tools such as MapQuest, it is still very important for students to learn how to use a map on their own.

Now ask students to watch as you draw a map of your classroom, showing and describing the locations of different objects and places, such as windows, doors, tables, desks, closets, and any other identifiable features of your classroom.

Once the map is complete, have students indicate where they are in the classroom on the map. Write students' initials on the map in the appropriate spots. Help students see how they can use the classroom map to locate other things.

Prior to class, hide a special object or two somewhere in your classroom. Give students step-by-step directions, using the classroom map, that guide them to the location of the hidden object.

As time permits, work with students to also create a map of all or part of your school. When the map is complete, give verbal directions of how to get from one place to another, and ask a student to trace the path on the school map. For example: "Turn right when you go out of our classroom and walk to the end of the hall. Turn left at the end of the hall. Go straight down this hall, counting the number of doors on your left. The library will be located at the fourth door."

If possible, take your students out of the classroom, and have them actually use the school map with your guidance to find different locations in the school.

Practicing Directions: North, South, East and West (SL.1.2, SL.1.3)

Activity Page

Materials Needed: internet access, sufficient copies of World Map (AP 1.2)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video can be found:

AP 1.2

www.coreknowledge.org/ckhg-online-resources

Briefly review what students learned about cardinal directions in Chapter 1: (*there are four—north, south, east, and west*). Ask students how knowing what direction something is in can help them figure out where they are and where another place is.

Next, have the class watch the video *North South East West*, repeating the words for each direction as they hear them. Then have them repeat the memorization tools, “Never Eat Soggy Waffles” and “Never Eat Slimy Worms.” Have them point to each direction as they are asked about it in the video.

Finally, have students use World Map (AP 1.2) to point to each direction on the map as you say it out loud. Students can also take turns saying different directions while the rest of the class points them out.

Understanding Map Keys (SL.1.2, SL.1.3)

Activity Page



AP 1.3

Materials Needed: sufficient copies of Understanding Map Keys (AP 1.3), colored markers or crayons



Background for Teachers: Reading a map is an important skill. This activity will help students read a map and gather important information.

Distribute Understanding Map Keys (AP 1.3) to students. Have students study the map for a few minutes. Ask them to identify the different directions using the compass rose: north, south, east, and west.

Read the labels of the map key to students, and ask them to locate the shopping mall, school, and playground on the map. Then have them draw symbols for the zoo, pond, and house. Using cardinal directions in your instructions, ask students to place the new symbols on the map, for example, saying to them, “Place the zoo north of the school and east of the shopping mall.” Then ask volunteers to share their completed maps. Additionally, you could ask students to provide directions to different places on the map, for instance by asking, “Which direction would I go to get from the school to the playground?”

Getting to Know the World (SL.1.2, SL.1.3)

Activity Page



AP 1.4

Materials Needed: internet access, sufficient copies of Getting to Know the World (AP 1.4), colored markers or crayons



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the video clips can be found and downloaded for free:

www.coreknowledge.org/ckhg-online-resources

Briefly review what students learned about the world in Chapter 1: there are seven continents, four oceans (see note below), and two hemispheres. Ask students to identify which continent they live on and which hemisphere they live in.

Next, have the class watch the “Seven Continents Song” video clip, singing along with each word. Then have them watch and sing along to the “Five Oceans Song.”

Then direct students to use Getting to Know the World (AP 1.4) to color in the continents, as follows:

Asia: orange

Africa: green

North America: brown

South America: black

Antarctica: purple

Europe: yellow

Australia: red

If students need hints, provide cardinal directions, such as, "Europe is east of North America."

Then read aloud the name of each ocean, and have students point to its location on the map.

CHAPTER 2

North America: The United States

Primary Focus Objectives

- ✓ Locate North America on a world map or globe. (RI.1.6)
- ✓ Locate the continental United States on a map of North America, and identify the Atlantic Ocean and Pacific Ocean. (RI.1.6)
- ✓ Locate Alaska and Hawaii on a world map or globe. (RI.1.6)
- ✓ Name and locate students' country, state, and town or city on a map of the United States. (RI.1.6)
- ✓ Understand the meaning of the following domain-specific vocabulary: *geography*, *harbors*, and *peninsula*. (L.1.4, L.1.5)

Materials Needed

Activity Pages



AP 1.2
AP 2.1
AP 2.2

- individual student copies of *Continents, Countries, and Maps Student Book*
- globe
- internet access
- image of a harbor

Use this link to download the CKHG Online Resources for this unit, where the specific link to the harbor image may be found:

[www.coreknowledge.org/
ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of North America (AP 2.1)
- teacher and individual student copies of Map of the United States (AP 2.2)

What Teachers Need to Know

North America is the third-largest continent and is part of both the Northern Hemisphere and the Western Hemisphere. North America is bordered by the Arctic Ocean in the north, the Atlantic Ocean in the east, the Pacific Ocean and Bering Sea in the west, and the continent of South America to the south.

The continent stretches from the Isthmus of Panama to beyond the Arctic Circle and includes Canada; the United States (including Alaska); Mexico; the Caribbean islands; the Central American countries of Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama; and the northern country of Greenland.

The United States is the oldest independent country on the North American continent. Its founding predates modern Mexico, Canada, and the countries of Central America. The Latin American countries did not gain their independence from European countries until the early 1800s, whereas the United States declared its independence in 1776 and defeated the British in 1781. Canada, also once a British colony, is today a member of the British Commonwealth of Nations, with an elected prime minister and parliament.

State and Community

The original thirteen of the United States's fifty states joined the Union between 1787 and 1790. By 1800, Vermont, Kentucky, and Tennessee had been admitted to statehood. In 1912, when New Mexico and Arizona joined the Union, the United States consisted of the forty-eight contiguous states. The remaining two states, Alaska and Hawaii, were admitted to statehood in 1959. Alaska had been purchased from Russia in 1867, and Hawaii had been annexed by the United States in 1898.

THE CORE LESSON

Introduce “North America: The United States”

Activity Pages Show North America on a globe and/or World Map (AP 1.2).



AP 1.2
AP 2.1

Call students' attention to the Map of North America (AP 2.1), and point out the United States, explaining that it is one of twenty-three countries in North America. Tell students that they are going to learn about some amazing places in North America, starting with the United States.

Big Question

What have you learned about the geography of the United States?

Core Vocabulary

geography harbors peninsula


Chapter 2: “North America: The United States”

Distribute copies of the Student Book. Ask students to turn to page 8 of the Student Book, and tell them that the title of today’s chapter is “North America: The United States.”


CHAPTER
2

North America: The United States

The United States is part of North America, along with Canada, Mexico, and Central America. The United States has fifty states.



The United States also has territories, such as Puerto Rico and the U.S. Virgin Islands in a region known as the Caribbean. There are beautiful beaches in the U.S. Virgin Islands.



8

Tell students that now, as you read this book aloud to them, you are going to pretend that you are going on trips to visit many different places around the world. Explain that today they will be visiting many different places across the United States. Ask them to listen carefully to find out about the geography of different places in the United States.

CORE VOCABULARY—Explain that **geography** is the study of Earth’s physical and human features and where they are.

Further explain that the United States is a very large country, so today the class is going to travel by plane from place to place.

SUPPORT—Ask if any students have ever traveled by airplane to visit other places in the United States. Give students time to share where they went.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in the country of the United States on the continent of North America, and ask them to unbuckle their seat belts.

Now ask students to look at the images on page 8 of the Student Book as you read aloud.

Activity Page



AP 1.2

Using World Map (AP 1.2) and the map on page 8, point out the locations of Alaska, Hawaii, Puerto Rico, and the U.S. Virgin Islands. Remind students that an island is a piece of land completely surrounded by water. Ask students which of these states and territories are islands. (*Hawaii, Puerto Rico, and U.S. Virgin Islands*)

SUPPORT—Help students locate the state where they live on the map on page 8. Ask them to name at least one characteristic of their state.

Ask students the following questions:

LITERAL—What places make up North America?

- » North America is made up of the United States, Canada, Mexico, and Central America.

LITERAL—Which two states are not connected to any other state?

- » Alaska and Hawaii are not connected to any other state.

LITERAL—Which U.S. territories are located in the Caribbean?

- » Puerto Rico and the U.S. Virgin Islands are in the Caribbean.

LITERAL—How many states does the United States have?

- » The United States has fifty states.

Now ask students to look at the images on page 9 as you read aloud.

The United States is a country with its own government and laws. The government for the United States is in the capital city, Washington, D.C. Members of the government meet in the Capitol Building. The president lives in the White House, which is also in Washington, D.C.



9

Activity Page



AP 2.2

SUPPORT—Remind students that they learned about capital cities in Chapter 1. Point out that Washington, D.C., is the capital city of the United States. Ask students what that means. (*It means that the government of the United States meets in Washington, D.C.*) Help students find Washington, D.C., on the Map of the United States (AP 2.2).

SUPPORT—Ask students to look at the image at the top of the page. Tell them that this is the Capitol Building. Explain that this is the building where Congress meets and that Congress is the group of people who make laws for the United States. Then ask students to look at the image at the bottom of the page. Explain that this building is called the White House and that it is where the president of the United States lives and works.

Ask students the following questions:

LITERAL—What is the capital city of the United States?

» The capital city of the United States is Washington, D.C.

LITERAL—Where does the president of the United States live?

» The president of the United States lives in the White House in Washington, D.C.

Ask students to look at the images on page 10 as you read aloud.

If you were to travel across the United States, you would see many different kinds of landscapes. For example, most New England states have beautiful coastlines. Some New England states have mountains and lakes. The United States has many large cities, such as New York City, where millions of people live.



10

SUPPORT—Ask students to point to the image on the page that shows a coastline (bottom image), and then ask them to point to the image that shows a city (top image).

Activity Page



SUPPORT—Use the Map of the United States (AP 2.2) to show students the locations of New England (Maine, Massachusetts, Connecticut, Rhode Island, New Hampshire, Vermont) and New York.

AP 2.2

CORE VOCABULARY—Explain that the New England coast has many **harbors**. Show students the image of a harbor from the CKHG Online Resources. Explain that a harbor is a part of an ocean, lake, or sea that is next to land and is a safe, protected place for boats.

Ask students the following questions:

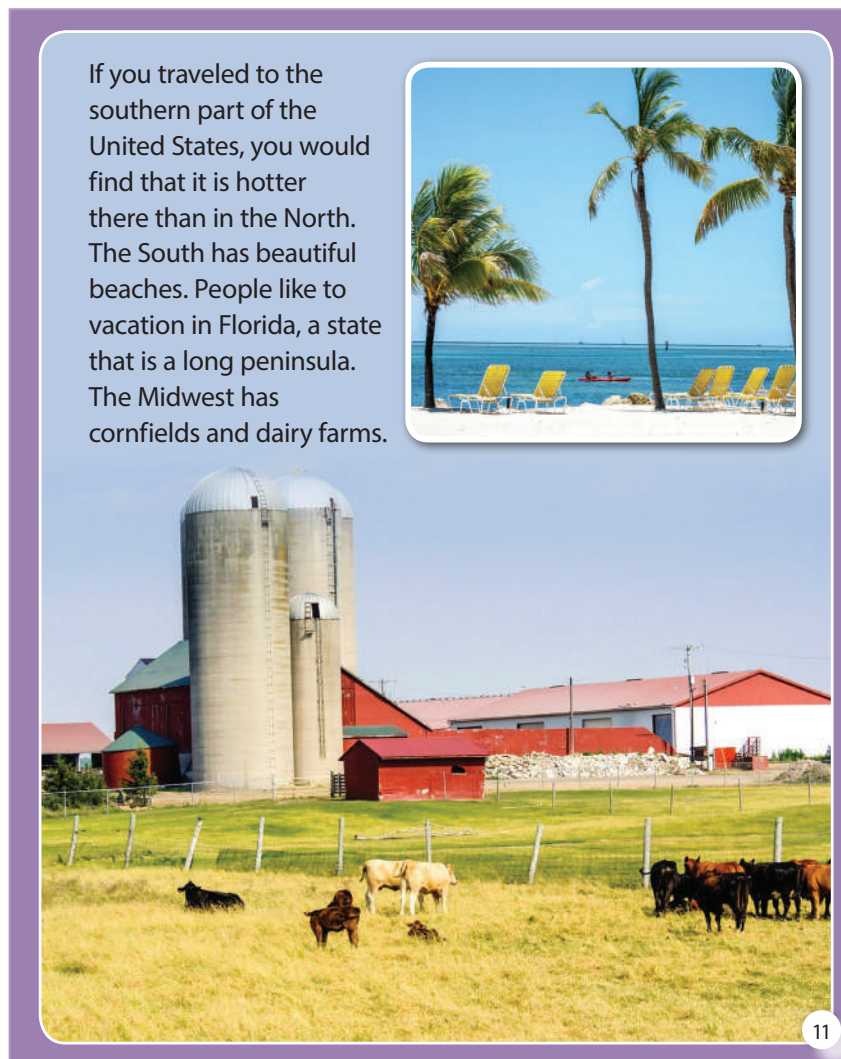
LITERAL—What kinds of natural landscapes does New England have?

» New England has coastlines, mountains, and lakes.

LITERAL—What is New York City like?

» New York City is a large city where millions of people live.

Now ask students to look at the images on page 11 as you read aloud.



If you traveled to the southern part of the United States, you would find that it is hotter there than in the North. The South has beautiful beaches. People like to vacation in Florida, a state that is a long peninsula. The Midwest has cornfields and dairy farms.

CORE VOCABULARY—Explain that a **peninsula** is a piece of land surrounded by water on three sides.

Activity Page



SUPPORT—Use the **Map of the United States (AP 2.2)** to show students the location of **Florida** and to illustrate what a **peninsula** is. Then point out the location of the Midwest (Iowa, Illinois, Michigan, Wisconsin, and Indiana).

AP 2.2

Ask students the following questions:

LITERAL—How is the southern United States different from the northern United States? What can you find there?

» The southern United States is hotter than in the northern United States. It has beautiful beaches.

LITERAL—What can you find in the Midwest?

» You can find cornfields and dairy farms in the Midwest.

Ask students to look at the images on page 12 as you read aloud.

If you visited the Great Plains, you would see that there are miles and miles of flat land where wheat is grown. The Rocky Mountain region has—you guessed it—tall mountains that stretch across a large part of North America. The Southwest has canyons and deserts, and the West Coast has an awesome coastline.



12

SUPPORT—Ask students to describe the images on page 12 and to match them to the parts of the country mentioned in the text (*top left: Great Plains; top right: Rocky Mountains; bottom left: Southwest; bottom right: West Coast*).

Activity Page



AP 2.2

SUPPORT—Use the Map of the United States (AP 2.2) to show students the locations of the Great Plains (North Dakota, South Dakota, Nebraska, Kansas, and Oklahoma), Rocky Mountains (Colorado, Wyoming, Montana, Idaho, and Utah), Southwest (Texas, New Mexico, Arizona, and Nevada), and West Coast (Washington, Oregon, California).

Ask students the following questions:

LITERAL—What are you likely to see if you visit the Great Plains?



» If you visit the Great Plains, you are likely to see many miles of flat land where wheat is grown.

EVALUATIVE—How are the Rocky Mountains, Southwest, and West Coast different?

- » The Rocky Mountains are mountainous, the Southwest has canyons and deserts, and the West Coast has a coastline along the Pacific Ocean.

Ask students to look at the images on page 13 as you read aloud.

To get to Alaska you would have to drive or fly across Canada. In terms of land, Alaska is the largest U.S. state. The weather there is really quite cold. The state of Hawaii is made up of a number of tropical islands two thousand miles away from California, in the Pacific Ocean. How might you get to Hawaii?



13

SUPPORT—Help students to understand that Alaska and Hawaii are still part of the United States even though they are very far from the mainland of the United States. Have students look at the images on page 13 and describe how the two states’ landscapes are different from each other.

Activity Page



AP 1.2

SUPPORT—Use the World Map (AP 1.2) to review where Alaska and Hawaii are located, and have students guess how they would have to travel to get to Hawaii (by plane or boat).

Tell students that Hawaii is not a part of the North American continent, but it is still a part of the country of the United States of America.

Ask students the following questions:

LITERAL—Which state in the United States is the largest?

- » Alaska is the largest state in the United States.

LITERAL—How are Alaska and Hawaii different?

- » Alaska and Hawaii are different because Alaska is cold and Hawaii is tropical. Alaska is on the North American continent, while Hawaii is made up of islands.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What have you learned about the geography of the United States?

- » The geography of the United States is very different in different parts of the country. The northern part of the United States is colder than the southern part. The Midwest has cornfields and dairy farms, while wheat is grown in the Great Plains, and New England has beautiful coastlines, mountains, and lakes. The Rocky Mountain region has tall mountains that stretch across a large part of North America. The Southwest has canyons and deserts, and the West Coast has coastline along the Pacific Ocean. To get to Alaska, you would have to drive or fly across Canada, and to get to Hawaii, you would need to travel by plane or boat.

Additional Activities

Where Do I Live? (SL.1.2, SL.1.3, RI.1.6)

Activity Page



AP 2.2

Materials Needed: sufficient copies of Map of the United States (AP 2.2), colored pencils or crayons

Ask the class, “Where do you live?” prompting students to use the following oral sentence frame: “I live in (name of town or city) in the state of (name of state) in the country of the United States.”

Call on several students to respond independently to the same question.

Distribute the Map of the United States (AP 2.2). Help students locate their state on the map. Have students write the name of the state they live in on the line below the map.

Then guide students in putting a dot or an X in the approximate location of the town or city where you live.

Show and Tell Geography (SL.1.2, SL.1.3, RI.1.6)

Activity Page



AP 2.3

Materials Needed: sufficient copies of Show and Tell Map of the United States (AP 2.3)

Distribute copies of Show and Tell Map of the United States (AP 2.3).


Review the terms listed below the map: Atlantic Ocean, Pacific Ocean, island, harbor, and peninsula.

Guide students in writing each of the labels in the correct box on the map. You may wish to fill in one box as a class and then have students work with a partner to complete the rest of the labels.

Then have them color the water (oceans and lakes) blue. Have them color their state red and the rest of the United States brown.

America the Beautiful

Materials Needed: internet access, chart paper or whiteboard, markers

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video can be found:

www.coreknowledge.org/ckhg-online-resources

Ask the class, "What makes America beautiful?" Create a mind map on the board or chart paper, adding students' responses.

Next, play the video *America the Beautiful* (04:13), asking students to pay attention to the words they hear. Ask them if any of the words they hear are similar to the ones they came up with and if they should add any new ones to the mind map, such as "spacious skies." Clarify any unknown words or context.


Finally, play the clip again with the sound muted, pausing after each scene and asking students to describe what they see. Add any new words or ideas to the mind map about what makes America beautiful.

An American Landscape

Activity Page **Materials Needed:** internet access, sufficient copies of Map of the United States (AP 2.2), print or projection of *Stone City, Iowa*, examples of spheres, cubes, and cylinders



AP 2.2

 **Background for Teachers:** This activity is based on the painting *Stone City, Iowa*. Use this link to download the CKHG Online Resources for this unit, where the specific links to the painting and photographs of farming towns may be found:

www.coreknowledge.org/ckhg-online-resources

Alternate Art Activity for An American Landscape: If you do not have classroom access to the internet, you can purchase the *Core Knowledge Curriculum Series™ Art Resource Packet for Grade 1*, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of *Stone City, Iowa*, as outlined in the following activity.

Background: Shape Versus Form

Put pencil to paper, and start making a line that eventually connects to itself. No matter what you drew, you made a shape. Shape, color, and line are basic elements of art. Both color and line help define shapes.

How can you tell if something is a shape? Any two-dimensional image created with actual or implied lines that meet is a shape. Shapes can be outlined, or they can be solidly filled in. Artists use a large vocabulary of shapes. You'll see basic geometric shapes, such as circles, squares, triangles, rectangles, and ovals, in a lot of works.

Background: Grant Wood, *Stone City, Iowa* (1930)

Born to Quaker parents on a small farm in Iowa, Grant Wood (1891–1942) became a leading Regionalist—one of a group of painters who, after World War I, rejected modern abstract European styles and instead turned to small-town, midwestern American life, history, and heroes. Wood, largely self-taught, trained in the United States and traveled to Europe, where he was impressed by the early fifteenth-century Flemish masters' love of detail, which is reflected in Wood's own fascination with minute detail. Notice each carefully delineated stem of the plants in the foreground field in *Stone City, Iowa*. Wood transformed midwestern vistas into crisp, abstract designs of densely colored shapes. While depicting actual places, he presented tranquil, idealized compositions that suggested the perfection of an agrarian lifestyle. At the time of the painting, for instance, Stone City had reverted to its agricultural roots after having gone bust when the introduction of Portland cement put its limestone quarries out of business. Wood was so enamored with Stone City that he ran an artists' colony there in 1932 and 1933.

Notice the way Grant Wood employed circles and ovals to describe trees in the reproduction of *Stone City, Iowa*, as well as rectangles to define the sides of the houses. Now look at the shapes Wood used for the hills. How would you define them? Artists frequently use organic shapes, those with irregular edges, as well. Nature particularly abounds with organic shapes. Think of the outline of the shape of a tree trunk, mountain, or ridged seashell.

Look once again at Wood's *Stone City, Iowa*. Why have we been calling his images shapes instead of forms? Well, the words are not interchangeable. Within the elements of design, form must be three-dimensional and enclose volume. Cubes, spheres, pyramids, and cylinders are examples of form. So when an artist paints, draws, or photographs a form, it's called a shape because it's two dimensional. Sometimes artists use shading to develop the illusion of form. (See the trees in the middle distance on the right-hand side of Wood's *Stone City, Iowa*.) Nonetheless, as long as the image is on a two-dimensional surface, it's a shape no matter how three-dimensional or lifelike it appears! Shape and form are vital elements in the vocabulary artists use to communicate with us visually.

Student Art Activity

Activity Page



AP 2.2

Show students the image of *Stone City, Iowa*. Introduce and teach the word landscape.

Discuss the title of the painting, and locate Iowa on Map of the United States (AP 2.2). Show actual photographs of a farming town so that students can compare the photographs to *Stone City, Iowa*.

Help students learn to identify the forms of cubes, spheres, and cylinders. What examples from real life can they name for each one? (e.g., sphere: ball; cylinders: cans or paper towel rolls; cube: dice, boxes with equal, square sides, or sugar cubes)

Go on a "shape and form" hunt in your classroom. Ask students to locate and point to a square (two dimensional), and then ask them to find a cube (three dimensional). Tell them artists sometimes paint things that look like three-dimensional forms but that are really flat shapes on a painting.

Discuss the *Stone City, Iowa* painting using the following Looking Questions:

- What do you see in this painting?
 - » Answers will vary but should include farms, open land, a bridge, a river, buildings, and plants.
- Where do you see patterns?
 - » Students should see circular and oval trees, crops in a line, lines for the hills, etc.
- What colors did the artist use?
 - » He used browns, yellows, and greens—the colors of crops.
- What shapes did he use? Do any of his painted shapes look like three-dimensional forms?
 - » There are rounded shapes that suggest softness, like bread and pies. The hills, trees, and buildings look three dimensional.
- Do you think Stone City looked exactly like the artist painted it?
 - » Some things might be the same, but the hills, vegetation, and other parts are simplified and do not look real.

CHALLENGE—Review the images of the different parts of the United States from Chapter 2 of the Student Book. Ask students to choose one of these images and to draw it in Grant Wood’s style.

North America: Canada, Mexico, and Central America

Primary Focus Objectives

- ✓ Identify Canada, Mexico, and the countries known as Central America on a map, and associate them with the United States, as countries located in North America. **(RI.1.6)**
- ✓ Provide at least two facts each about Canada, Mexico, and Central America. **(RI.1.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *bay, Canadian Arctic, rainforests, plateau, volcanoes, ancestors, and culture*. **(L.1.4, L.1.5)**

Materials Needed

Activity Pages



AP 1.2
AP 2.1

- individual student copies of *Continents, Countries, and Maps* Student Book
- globe
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of North America (AP 2.1)

What Teachers Need to Know

Mexico is the third-largest country by area on the North American continent. Mexico's northern neighbor is the United States. The Rio Grande, known in Mexico as the Río Bravo, makes up about two-thirds of the border with the United States. On the east, Mexico is bordered by the Gulf of Mexico and on the west is bordered by the Gulf of California and the Pacific Ocean. To the south are the Central American countries of Guatemala and Belize.

About 75 percent of Mexico is a wide plateau that stretches between the Sierra Madre Occidental in the west and the Sierra Madre Oriental in the east. The former is an extension of the Sierra Nevada mountain range that continues down from eastern California, and the latter is an extension of the Rocky Mountains.

Central America is the name given to the narrow land bridge that connects North and South America. The region includes seven independent countries: Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama.

Introduce “North America: Canada, Mexico and Central America”

Activity Pages



AP 1.2
AP 2.1

Display the Map of North America (AP 2.1). Review the location of the United States.

Remind students about what they learned in the last Read Aloud: the United States is a very large country with different natural landscapes in different parts of the country. Ask students to name some of the different landscapes or places that they might see if they traveled across the United States. (*mountains, beaches, oceans, cornfields and farms, islands, peninsula, harbors, etc.*)

SUPPORT—Encourage students to refer to the images on pages 10–13 of the Student Book to refresh their memory.

Again display the Map of North America (AP 2.1), and point out that there are two other countries that, along with the United States, take up the most of the land or space in North America: Canada and Mexico. Show their locations on the map.

Finally, using World Map (AP 1.2) and Map of North America (AP 2.1), point to the thin strip of land that extends from Mexico to Columbia, South America. Explain that this strip of land is considered to be part of North America. Since it connects North and South America, this area of land is often called Central America. Seven countries are included in the area known as Central America.

Big Question

What have you learned about the geography of Canada, Mexico, and Central America?

Core Vocabulary

bay Canadian Arctic rainforests plateau
volcanoes ancestors culture

Chapter 3: “North America: Canada, Mexico, and Central America”

Tell students that the first place you are going to travel to today by plane is the country of Canada on the continent of North America.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Canada, and ask them to unbuckle their seat belts.

Distribute copies of the Student Book. Ask students to turn to page 14 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “North America: Canada, Mexico, and Central America.” Tell students to listen carefully as you read aloud to find out about the geography of Canada, Mexico, and Central America.

CHAPTER
3

North America: Canada, Mexico, and Central America

Canada is on the northern border of the United States. It is the second largest country in the world. However, fewer people live in Canada than in the United States because the northern part of the country is often icy and cold. There are two main languages in Canada—English and French. The capital of Canada is Ottawa.



14

Activity Page



AP 2.1

SUPPORT—Use a globe and the Map of North America (AP 2.1) to point out the locations of Canada, the United States, Mexico, and Central America. Highlight where Canada is on the map, and ask students to identify if it is north, south, east, or west of the United States (*north*). Help students also to identify the oceans that border Canada (*Atlantic Ocean, Pacific Ocean, and Arctic Ocean*), as well as its capital (*Ottawa*).

SUPPORT—Have students find Ottawa on the map on page 14.

CORE VOCABULARY—Explain that a **bay** is a body of water similar to a lake but with land on only three sides. Tell students that east-central Canada has a very large bay called Hudson Bay. Have students find the bay on the map on page 14.

Ask students the following questions:

LITERAL—Where is Canada in relation to the United States?

- » Canada is north of the United States.

LITERAL—Why do fewer people live in Canada than in the United States?

- » Fewer people live in Canada than in the United States because it is colder there.

LITERAL—What is Canada’s capital city?

- » Ottawa is Canada’s capital city.

Ask students to turn to page 15 of the Student Book and look at the images as you read aloud.

Native Canadians, named the Inuit, live in the far north of Canada, in the Canadian Arctic. They have lived there for a very long time and know how to hunt, fish, and survive in the ice and snow. Polar bears live there too!



CORE VOCABULARY—Explain that the **Canadian Arctic** is the northernmost part of Canada, the land that falls within the Arctic Circle (meaning it’s near the Arctic Ocean). The Canadian Arctic stretches from Alaska in the west to Greenland in the east.

Activity Page



AP 2.1

SUPPORT—Show students the **Map of North America (AP 2.1)**, and point out the **approximate location of the Canadian Arctic**. Ask students to look at the images on page 15 of the Student Book and describe what they think the landscape and region are like. Make sure students understand that the bottom image shows people ice fishing on a frozen lake.

Ask students the following questions:

LITERAL—What are native Canadians who live in the far north of Canada called?

» Native Canadians in the far north are called the Inuit. They live in the Canadian Arctic.

LITERAL—What have the Inuit learned how to do in the Canadian Arctic?

» The Inuit people have learned how to hunt, fish, and survive in the ice and snow.

LITERAL—What is an animal that lives in the Canadian Arctic?

» Polar bears live in the Canadian Arctic.

Tell students that the next place you are going to travel to today by plane is the country of Mexico on the continent of North America.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Mexico, and ask them to unbuckle their seat belts.

Ask students to turn to page 16 of the Student Book and look at the image as you read aloud.

Mexico is on the southern border of the United States. It is a land of high mountains, dry deserts, leafy rainforests, and a large central plateau. Mexico has volcanoes too. Most people live on the central plateau because the land there is good for farming. Mexican farmers grow crops such as corn, sugarcane, wheat, avocados, tropical fruits, and coffee.



16

Activity Page



SUPPORT—Use a globe and the Map of North America (AP 2.1) to point out the location of Mexico. Highlight where Mexico is on the map, and ask students to identify if it is north, south, east, or west of the United States (*south*).

AP 2.1

CORE VOCABULARY—Explain that **rainforests** are forests that have tall trees and get a lot of rain. They are typically in warm, tropical areas.

CORE VOCABULARY—Explain that a **plateau** is a high, flat area of land.

CORE VOCABULARY—Explain that **volcanoes** are mountains that have cracks leading to openings deep inside the earth from which hot, melted rock may sometimes erupt.

CHALLENGE—Direct students to the map of Mexico on page 16. Challenge students to find a peninsula, a bay, and an island on the map.

Ask students the following questions:

LITERAL—Where is Mexico in relation to the United States?

- » Mexico is south of the United States.

LITERAL—Describe Mexico’s physical geography.

- » Mexico has high mountains, dry deserts, leafy rainforests, a large central plateau, and volcanoes.

LITERAL—Where do most people in Mexico live? Why do they live there?

- » Most people in Mexico live on the central plateau because the land there is good for farming.

Ask students to turn to page 17 of the Student Book and look at the image as you read aloud.

Mexico has thirty-one states. Its capital is Mexico City, one of the largest cities in the world. Many people in Mexico speak Spanish, though some people also speak the languages of their Aztec and Maya ancestors. Mexican people enjoy celebrating their culture, which is rich in food, music, dance, and art.



17

CORE VOCABULARY—Explain that **ancestors** are all the people in a family who are no longer living. They are the members of the family who lived before you.

CORE VOCABULARY—Explain that **culture** refers to the language and way of life, including the beliefs and practices, of a specific group of people. Culture also includes what holidays a specific group of people celebrate and how they celebrate, as well as how people may dress and the art they create.

Activity Page



SUPPORT—Use the Map of North America (AP 2.1) and the map on page 16 of the Student Book to point out the location of Mexico City.

AP 2.1

Ask students the following questions:

LITERAL—How many states does Mexico have? What is its capital city?

- » Mexico has thirty-one states. Its capital city is Mexico City.

LITERAL—What languages do people in Mexico speak?

- » Many people in Mexico speak Spanish, but some people also speak the languages of their Aztec and Maya ancestors.

Tell students that the next place you are going to travel to today by plane is Central America.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Central America, and ask them to unbuckle their seat belts.

Ask students to turn to page 18 of the Student Book and look at the image as you read aloud.

To the south of Mexico is Central America. This long, narrow area of land connects North America and South America. There are seven small countries in Central America.



Nicaragua is the largest country in Central America, and El Salvador is the smallest.

18

Activity Page



SUPPORT—Use a globe and the Map of North America (AP 2.1) to point out the location of Central America. Highlight where Central America is on the map, and ask students to identify if it is north, south, east, or west of the United States and Mexico (south).

AP 2.1

CHALLENGE—Direct students to look at the Map of North America and at the map on page 18 of the Student Book. Challenge them to find a peninsula, a bay, an island, and a good place for a harbor on the maps.

Ask students the following questions:

LITERAL—What two continents does Central America connect?

» Central America connects North America and South America.

LITERAL—How many countries are in Central America? Which is the largest, and which is the smallest?

» There are seven countries in Central America. Nicaragua is the largest, and El Salvador is the smallest.

Ask students to turn to page 19 of the Student Book and look at the images as you read aloud.

Central America has mountains and volcanoes. It has beautiful beaches and green rainforests. Farmers in Central America grow coffee, bananas, and pineapples.

In the waters of the Caribbean Sea, near Florida in the United States and northern South America, there are a number of islands called the West Indies. One of these islands, Puerto Rico, is part of the United States. The capital of Puerto Rico is San Juan.



19

SUPPORT—Students likely think of coffee as a drink and not a crop. **Ask students to look at the top image on page 19.** Explain that the bag in the image is filled with coffee beans. The beans grew on a plant and were picked. These beans will be ground up and used to make the drink we call coffee.

Activity Page



AP 2.1

SUPPORT—Point out to students where the Caribbean Sea is on the Map of North America (AP 2.1), and then point out the island of Puerto Rico. Ask students how they would travel to Puerto Rico from the mainland United States (*by plane or boat*).

SUPPORT—Call students' attention to the image at the bottom of page 19. Explain that this image shows San Juan, the capital of Puerto Rico.

Ask students the following questions:

LITERAL—What natural landscapes does Central America have?

- » Central America has natural landscapes including mountains, volcanoes, beaches, and rainforests.

LITERAL—What do farmers in Central America grow?

- » Farmers in Central America grow coffee, bananas, and pineapples.



CHECK FOR UNDERSTANDING: BIG QUESTION


TURN AND TALK—What have you learned about the geography of Canada, Mexico, and Central America?

- » The geography of Canada, Mexico, and South America is very different from place to place. Because Canada is the farthest north, it is cold and sometimes icy. Mexico is on the southern border of the United States and has high mountains, dry deserts, leafy rainforests, volcanoes, and a central plateau. Central America has mountains, volcanoes, beaches, and rainforests.

Additional Activities

The Lost City of the Monkey God

Materials Needed: internet access, individual student copies of *Continents, Countries, and Maps* Student Book

 **Background for Teachers:** In this activity, you will show students two videos about a recent archaeological discovery in Honduras. The expedition shown in the videos is led by a documentary filmmaker named Steve Elkins. Because he is a filmmaker and not a professional archaeologist, there is some criticism from professional archaeologists about the discovery. For your own information, you may wish to read the book *The Lost City of the Monkey God: A True Story* by Douglas Preston, which recounts the events described in the videos.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Direct students to look at the map of Central America on page 18 of the Student Book. Help them find the country of Honduras. Explain that they are going to see a series of video clips about an archaeological discovery in Honduras. An archaeological discovery is a discovery of something from the past, especially from long, long ago.

As you show students the videos, *Search for the Lost City* from CBS Sunday Morning, and *5 Things to Know: Legend of the Monkey God*, pause at various points to summarize what is happening and what the filmmakers have discovered. Elicit from students the questions they have about the expedition and the discoveries.

Ask students what they have learned about the geography of the rainforests so far, as well as what kind of weather, land features, and animals they might expect to find there.

Ask students whether they think the rest of the site should be excavated, giving their reasons for why or why not.

South America

Primary Focus Objectives

- ✓ Locate South America on a world map or globe. (RI.1.6)
- ✓ Locate the equator relative to South America on a world map or globe. (RI.1.6)
- ✓ Identify and describe three of the following and associate them with South America: countries (Brazil, Suriname, Peru, Bolivia), the Amazon Rainforest, Amazon River, Andes Mountains, Machu Picchu, and La Paz. (RI.1.6, SL.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *eels*, *lily pads*, *warrior tribe*, *mountain range*, *ancient*, and *ruins*. (L.1.4, L.1.5)

Materials Needed

Activity Pages



AP 1.2
AP 4.1

- individual student copies of *Continents, Countries, and Maps Student Book*
- globe
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of South America (AP 4.1)

What Teachers Need to Know

South America is the fourth-largest continent by area. The Andes Mountains range from north to south on the far western side of South America. Potatoes are a native crop in this part of the continent.

The northern portion of the continent, including much of the nation of Brazil, is covered by tropical rainforest. The rainforest is a thick forest that is home to 40 percent of the world's different species of plants and animals, such as jaguars, toucans, howler monkeys, and huge anaconda snakes. The climate of the rainforest is hot and humid. Rainforests also have a significant impact on the global climate system, and their clearing has been a frequent source of international disagreement among environmentalists and those who want to spur the economies of developing nations.

Introduce “South America”

Activity Page



Show North America on a globe, as students refer to World Map (AP 1.2). Review the locations of the countries of Canada, the United States, and Mexico, as well as the group of countries referred to as Central America.

AP 1.2

Then show the continent of South America on the globe. Point out to students how Central America connects the two continents. Tell students that they are going to learn about some amazing people, places, and animals in South America.

Big Question

What have you learned about the geography of South America?

Core Vocabulary

eels

lily pads

warrior tribe

mountain range

ancient

ruins

Chapter 4: “South America”

Tell students that today you are going to travel by plane to South America.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in South America, and ask them to unbuckle their seat belts.

Distribute copies of the Student Book. Ask students to turn to page 20 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “South America.”

CHAPTER
4

South America

There are twelve countries on the continent of South America. The largest country in South America is Brazil, and the smallest country is Suriname.

The Amazon Rainforest in South America is the largest rainforest in the world. This rainforest is almost as big as the whole of the United States.



20

SUPPORT—Ask students to look at the map on page 20. Help them find Brazil and Suriname.

SUPPORT—Remind students that they learned about Mexico’s rainforests in Chapter 3. Review the definition of rainforests (*rainforests are forests that have tall trees, get a lot of rain, and are typically in warm, tropical areas*). Point out the trees on the map on page 20. Explain that these trees represent a small part of the Amazon Rainforest.

Ask students the following questions:

LITERAL—How many countries are in South America?

» There are twelve countries in South America.

LITERAL—What is the largest country in South America? What is the smallest?

» The largest country in South America is Brazil. The smallest country is Suriname.

LITERAL—How big is the Amazon Rainforest?

» The Amazon Rainforest is almost as big as the entire United States.

Now ask students to turn to page 21 and look at the images as you read aloud.

Thousands of people and many different kinds of animals and plants live in the Amazon Rainforest. There are electric eels, poisonous arrow frogs, and slithering snakes. There are also giant lily pads that can hold the weight of an adult person. The mighty Amazon River flows through the center of the Amazon Rainforest. It is the second longest river in the world.



21

CORE VOCABULARY—Explain that **eels** are snakelike fish that live in water.

CORE VOCABULARY—Explain that **lily pads** are the round floating leaves of a water lily. Use the image at the bottom of page 21 to show students an example of a lily pad.

SUPPORT—Share an interesting fact with students: rainforests cover only about 6 percent of Earth’s land surface, but about 50 percent of all plants and animals in the world live in a rainforest.

Ask students the following questions:

LITERAL—What are some animals and plants that live in the Amazon Rainforest?

» Electric eels, poisonous arrow frogs, snakes, and giant lily pads live in the Amazon Rainforest.

LITERAL—Where does the Amazon River flow?

» The Amazon River flows through the center of the Amazon Rainforest.

Ask students to look at the images on page 22 as you read aloud.

The Kayapo are a group of people who have lived in the Amazon Rainforest of Brazil for thousands of years. They are a warrior tribe. The Kayapo are expert hunters and fishermen. They also gather food, such as nuts and berries, from the rainforest.



22

Note to Teacher: *Kayapo* is pronounced (/ky*uh*po/).

CORE VOCABULARY—Explain that a **warrior tribe** is a group of people who live together and are good fighters or soldiers.

Direct students to look at the images on the page. Have students guess what the Kayapo people are doing in these images (*possible responses: in the top image, searching for something in the rainforest—the image actually shows Kayapo women collecting Brazil nuts in the forest; in the bottom image, having a meeting or ceremony*). Then have students describe how the Kayapo people have painted and decorated their bodies.

Ask students the following questions:

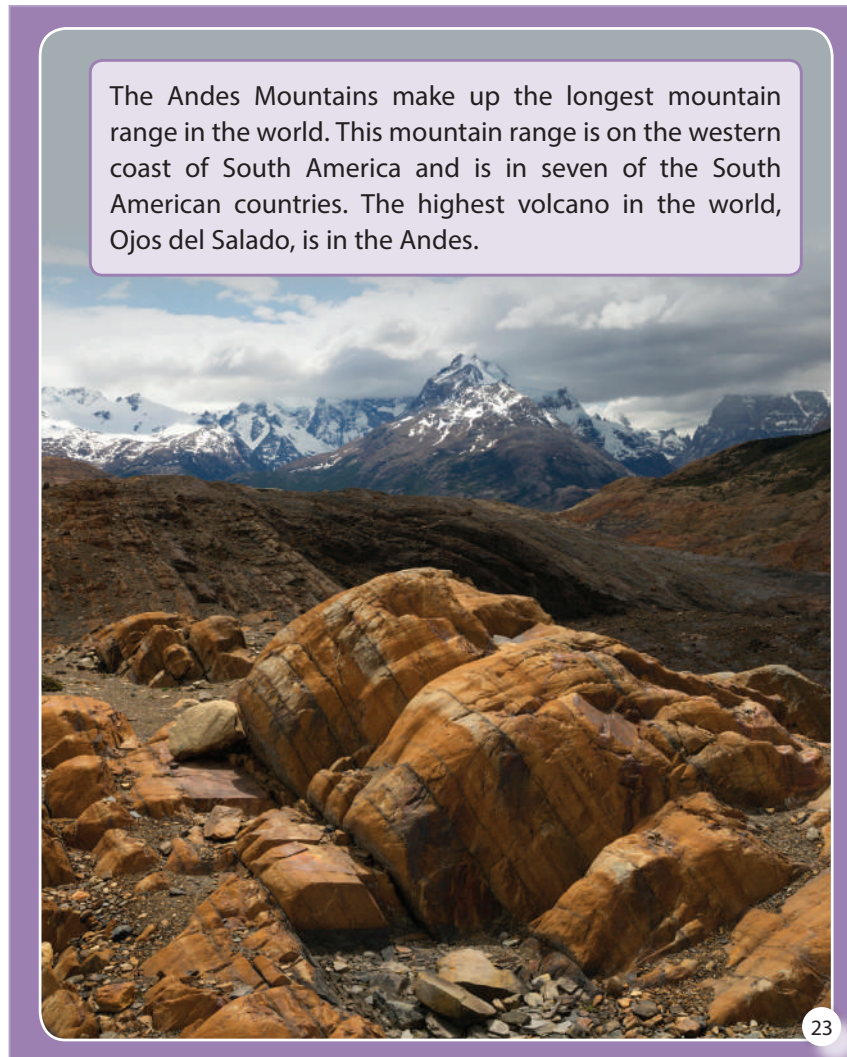
LITERAL—Who are the Kayapo?

- » The Kayapo are a warrior tribe who have lived in the Amazon Rainforest in Brazil for thousands of years.

LITERAL—What are the Kayapo experts at?

- » The Kayapo are experts at hunting and fishing.

Now ask students to look at the image on page 23 as you read aloud.



CORE VOCABULARY—Explain that a **mountain range** is a line or group of mountains.

Activity Page



AP 4.1

SUPPORT—Use the Map of South America (AP 4.1) to show students the location and length of the Andes Mountains.

SUPPORT—Direct students to look at the image on the page, and ask them to describe the landscape of the Andes Mountains. Tell them to look back at the map, and help them to find Mount Aconcagua in Argentina. Explain that it is part of the Andes, is the highest mountain in the Western Hemisphere, and is the second highest mountain in the world.

Ask students the following questions:

LITERAL—Where are the Andes Mountains? How many countries do they go through?

- » The Andes Mountains are on the western coast of South America. They go through seven countries.

LITERAL—Where is the highest volcano in the world?

- » The highest volcano in the world is in the Andes Mountains.

Ask students to look at the images on page 24 as you read aloud.

There are ancient and modern cities in the Andes Mountains. High up on top of a mountain in southern Peru, ruins remain of an ancient city that was built by the Inca, who lived there long ago. This city is called Machu Picchu. La Paz in Bolivia is a busy, modern city in the Andes.



24

CORE VOCABULARY—Explain that something **ancient** is from long, long ago. Students will learn more about what it means to be ancient in the Grade 1 CKHG units about Mesopotamia and ancient Egypt.

CORE VOCABULARY—Explain that **ruins** are what is left of something, like a building, after a long, long time. The building is not the same as it was when it was first made; parts of it may have fallen apart or broken.

SUPPORT—**Direct students to look at the image at the top of the page.** Tell students that the name of the ancient city is Machu Picchu (/mah*choo/pee*choo/). Have students repeat the name after you.

Activity Page

SUPPORT—Use the Map of South America (AP 4.1) to show students the locations of Machu Picchu and La Paz.



AP 4.1

Ask students the following questions:

LITERAL—Who built Machu Picchu? Where is it located?

- » The Inca built Machu Picchu, and it is located high on top of a mountain in southern Peru.

LITERAL—Where is La Paz? How is it different from Machu Picchu?

- » La Paz is in Bolivia in the Andes Mountains. It is a modern city, not ancient like Machu Picchu.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What have you learned about the geography of South America?

- » The geography of South America is large and diverse. South America is home to the Amazon Rainforest, which is the largest rainforest in the world. The second longest river in the world, the Amazon River, flows through the center of it. The Andes Mountains are the longest mountain range in the world. They are in seven countries and are home to the highest volcano and the ruins of Machu Picchu.

Additional Activities

More Map Skills (SL.1.2, SL.1.3, RI.1.6)

Activity Page



AP 4.2

Materials Needed: sufficient copies of Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2), crayons, internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the song may be found:

www.coreknowledge.org/ckhg-online-resources

Earth rotates on its axis as it goes around the sun. The North Pole and South Pole are the points through which the axis passes.

Because Earth is round, it cannot be seen completely at any one time. An astronaut in space can see only half the world at once. Half the world is called a *hemisphere*, meaning half of a sphere (or ball). The northern part of Earth is called the Northern Hemisphere, and the southern part is called the Southern Hemisphere. But the world can also be looked at as having a Western Hemisphere and an Eastern Hemisphere. Every continent is in at least two hemispheres at once. For example, North America is in the Northern Hemisphere *and* the Western Hemisphere.

Around the center of Earth is an imaginary line called the equator. It is 0° latitude and is located halfway between the North Pole and South Pole. The equator divides Earth into Northern and Southern Hemispheres.

Play the “Seven Continents Song,” which students will be familiar with by this point. Guide students to recall that the equator is the imaginary line that divides the Northern and Southern Hemispheres.

Distribute copies of Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2). Ask students to mark the North Pole with one color and the South Pole with another. Then using the equator line, have students use one color to fill in all the continents in the Northern Hemisphere and a different color for the continents in the Southern Hemisphere.

North and South America (SL.1.2, SL.1.3, RI.1.6)

Activity Page



Materials Needed: sufficient copies of Map of North and South America (AP 4.3); red, blue, and purple crayons, colored pencils, or markers; copies of *Continents, Maps, and Countries* Student Book

AP 4.3

Distribute copies of Map of North and South America (AP 4.3) to students.

Read the following instructions to students:

1. Look at the map. What does the map show? (*North and South America*)
2. Color North America purple.
3. Color South America red.
4. Color the Atlantic Ocean blue. Also color the Pacific Ocean blue.

Have students do the following:

1. Point to and name the continent where the Amazon Rainforest is. (*South America*)
2. Point to and name the continent where the United States is. (*North America*)
3. Point to and name the continent where polar bears live in Canada. (*North America*)
4. Point to and name the continent where the Andes Mountains are located. (*South America*)
5. Point to and name the continent where Mexico City is located. (*North America*)
6. Point to and name the continent where you live.

SUPPORT—If students need assistance, allow them to refer to their copies of *Continents, Countries, and Maps*.

Europe

Primary Focus Objectives

- ✓ Locate Europe on a globe or world map. (RI.1.6)
- ✓ Indicate whether Europe is in the Northern Hemisphere or Southern Hemisphere. (RI.1.6)
- ✓ Indicate where Europe is relative to the equator. (RI.1.6)
- ✓ Identify and describe three of the following, and associate them with Europe: a particular country (Russia, Ireland, Austria, France, United Kingdom), a particular city (Moscow, Paris, London, Athens, Rome), and particular landmarks (Eiffel Tower, Big Ben, the Acropolis, the Colosseum). (RI.1.6, SL.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *customs, landmarks, Eiffel Tower, Big Ben, Acropolis, and Colosseum*. (L.1.4, L.1.5)

Materials Needed

Activity Pages



AP 1.2
AP 5.1

- individual student copies of *Continents, Countries, and Maps Student Book*
- globe
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Europe (AP 5.1)

What Teachers Need to Know

Europe is the sixth-largest continent by area. It shares part of the same landmass with Asia, but the two are considered separate continents. The Ural Mountains form part of the border in the northern section of the continents. The part of Europe that is nearest the North Pole is cool to cold most of the year. As one moves farther south, the climate becomes warm and sunny much of the year.

Reindeer are native to the cold, northern area. They actually range widely over northern Europe, Asia, and North America. Olive trees, which are fruit trees, are grown in southern Europe.

There are forty-four countries in Europe. At this grade level, students are introduced to only a few countries located on the European continent. Russia is the world's largest country and straddles both Europe and Asia. Ireland is an island in the North Atlantic. Austria is a German-speaking country in Central Europe. France is in Western Europe. The United Kingdom is made up of England, Scotland, Wales, and Northern Ireland. Italy is a peninsula that features a long Mediterranean coastline. Europe is not near the equator and is located in the Northern Hemisphere.

An example of a human-made structure on the European continent is the Eiffel Tower. The Eiffel Tower was built for the Paris Exposition of 1889 in Paris, France. Until skyscrapers were built in the 1900s, the Eiffel Tower was the tallest structure in the world. Another example of a human-made structure is the Big Ben clock tower in London, England.

THE CORE LESSON

Introduce “Europe”

Activity Page



AP 1.2

Show North America on a globe, as students refer to World Map (AP 1.2). Review the locations of the countries of Canada, the United States, and Mexico, as well as the group of countries referred to as Central America. Then point out the continent of South America on the globe. Point out to students how Central America connects the two continents.

Tell students that in this chapter they will learn about Europe and some of the different countries that are found on the continent of Europe. Point to the location of Europe on the globe as students locate the continent on the World Map (AP 1.2). Ask students if they know which hemisphere Europe is in (*Northern Hemisphere*).

Big Question

What have you learned about the geography of Europe?

Core Vocabulary

customs

landmarks

Eiffel Tower

Big Ben

Acropolis

Colosseum

Chapter 5: “Europe”

Tell students that today you are going to travel by plane to the continent of Europe.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Europe, and ask them to unbuckle their seat belts.

Distribute copies of the Student Book. Ask students to turn to page 25 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Europe.”

CHAPTER 5

Europe

Europe is the second smallest continent in size. There are forty-four countries in Europe. The largest country is Russia, and the smallest is Vatican City. But as you will discover, Russia is not only in Europe—it is also in Asia.



25

Activity Page



AP 5.1

SUPPORT—Show students the locations of Russia and Vatican City on the Student Book map or on the Map of Europe (AP 5.1).


Ask students the following question:

LITERAL—How many countries are in Europe? Which are the largest and smallest?

» There are forty-four countries in Europe. Russia is the largest, and Vatican City is the smallest.

Now ask students to look at the images on page 26 as you read aloud.

Each European country has its own customs, government, laws, and languages. And each European country has its own landscape. For example, the country of Ireland is on an island, while the country of Austria is on the continent of Europe and is mostly covered in mountains.



26

SUPPORT—Discuss with students how Europe is divided into many countries, each with its own government, laws, and language or languages. Explain that when we talk about all of the people living on the continent of Europe as a group, however, we call them Europeans.

Activity Page



AP 5.1

SUPPORT—Show students the locations of Ireland and Austria on the Map of Europe (AP 5.1). Based on the descriptions of each country, ask students to point to the image on page 26 that shows a place in Ireland (bottom) and to the image that shows a place in Austria (top).

CORE VOCABULARY—Explain that **customs** are actions or ways of behaving that people do over and over and pass on to their children and grandchildren. For example, blowing out birthday candles is a custom, as is giving birthday gifts.

Ask students the following questions:

LITERAL—How is each European country different, despite being on the same continent?

- » Each European country is different because it has its own customs, governments, laws, and languages.

LITERAL—Ireland is on an island. What does that mean?

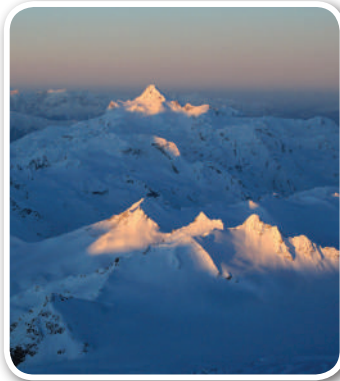
» It means Ireland is on land that is completely surrounded by water.

LITERAL—What kind of landscape does most of Austria have?

» Austria is mostly covered in mountains.

Ask students to look at the images on page 27 as you read aloud.

Moscow, the capital of Russia, is the largest city in Europe. Russia also has the Volga River, which is the longest river in Europe, and Mount Elbrus, which is the highest mountain. And you guessed it! Lake Ladoga, the largest lake in Europe, is in Russia too!



27

Note to Teacher: *Volga* is pronounced (/vohl*guh/). *Ladoga* is pronounced (/la*duh*guh/).

Activity Page **SUPPORT**—Show students the location of Russia on the Map of Europe (AP 5.1).



AP 5.1

SUPPORT—Have students describe the geographic features in each of the images on page 27. (top left: a city; top right: a large river; bottom left: mountains; bottom right: an island in a lake)

Ask students the following questions:

LITERAL—What is the capital of Russia? How large is it?


» The capital of Russia is Moscow. It is the largest city in Europe.

LITERAL—What is special about the Volga River, Mount Elbrus, and Lake Ladoga?

- » The Volga River is the longest river in Europe, while Mount Elbrus is the highest mountain and Lake Ladoga is the largest lake.

Ask students to look at the images on page 28 as you read aloud.

In addition to Moscow, there are many other beautiful cities in Europe. Some of these cities are known for their famous landmarks. Paris, the capital of France, has the Eiffel Tower. The clock tower, Big Ben, is in London, the capital of the United Kingdom. The ancient Greek Acropolis is in the Greek capital of Athens. And the ancient Roman Colosseum is in the Italian capital of Rome.



28

CORE VOCABULARY—Explain that **landmarks** are places or buildings that are easily seen and recognized.

SUPPORT—**Ask students if they know of any landmarks near where they live.** Remind them that a landmark can be famous for something that happened in the past, or it can just be well known to the people who live nearby.

CORE VOCABULARY—Explain that the **Eiffel Tower** is a tall, metal landmark in Paris, France.

CORE VOCABULARY—Explain that **Big Ben** is the nickname for the bell in the clock tower of the Houses of Parliament in London, England. Over time, it has come to refer to the clock tower itself.

CORE VOCABULARY—Explain that the **Acropolis** is a hill in Athens, Greece, that has the ruins of many important buildings.

CORE VOCABULARY—Explain that the **Colosseum** is an ancient stadium in Rome, Italy.

Have students identify each landmark by pointing to its image on page 28. (top left: Eiffel Tower; top right: Big Ben; bottom left: Acropolis; bottom right: Colosseum)

Activity Page **SUPPORT—Show students the locations of Paris, London, Athens, and Rome on the Map of Europe (AP 5.1).**



AP 5.1

Ask students the following questions:

LITERAL—What landmark is Paris known for?

- » Paris is known for the Eiffel Tower.

LITERAL—Which city has a clock tower? What is it called?

- » London has a clock tower named Big Ben.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK— What have you learned about the geography of Europe?

- » The geography of Europe is very diverse. Even though Europe is the second-smallest continent, it is home to forty-four countries. Each country has its own landscape, from islands to mountains to cities. Russia is home to the largest city, river, mountain, and lake in Europe. Many cities have famous landmarks, such as the Eiffel Tower in Paris, Big Ben in London, the Acropolis in Athens, and the Colosseum in Rome.

Additional Activities



Music from Russia

Activity Pages



AP 5.1

AP 5.2



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video and story of *Peter and the Wolf* may be found:

www.coreknowledge.org/ckhg-online-resources

Have students find Russia on the Map of Europe (AP 5.1). Explain that they are going to hear a Russian story that is told in music. The story is called *Peter and the Wolf*.

Guide students in understanding why *Peter and the Wolf* has become such a well-known story. The Russian composer Sergei Prokofiev (1891–1953) wrote music in several different styles over the course of his career, including his most famous work, *Peter and the Wolf*. He wrote it as a way to introduce children to the instruments of the orchestra, and it has been extremely popular ever since. It tells a short story about a young boy, Peter, and his animal friends as they encounter and eventually capture a wolf. Each

character is represented by a theme heard consistently throughout the piece, and each theme features a different solo instrument or section of the orchestra. Peter's theme is always played by the strings; the bird is a flute, the cat is a clarinet, and the duck is an oboe. The wolf is a group of horns, and Peter's grandfather is a bassoon. Finally, the hunters who appear at the end of the story fire their guns to the sounds of timpani.

Before beginning the *Peter and the Wolf* video, distribute the *Peter and the Wolf* (AP 5.2) handout. Go over the handout with students, reviewing each illustration and making sure they can identify each instrument and character.

Show the video *Peter and the Wolf* (27:38) to students so that they can follow along. Pause at certain points in the video to summarize what is happening and to allow students to ask clarifying questions. When the theme of each character represented is played, stop the video and ask students to draw a line connecting the instrument with the character it represents.



Music from France

Activity Page **Materials Needed:** sufficient copies of Map of Europe (AP 5.1), internet access



AP 5.1



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to *The Sorcerer's Apprentice* may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that they are going to hear a story that is told in music. The musical piece is called *The Sorcerer's Apprentice*. The story is based on a poem from Germany, but the music was written by someone from France. Help students find Germany and France on the Map of Europe (AP 5.1).

Guide students in understanding why “The Sorcerer’s Apprentice” has become such a well-known story. Paul Dukas (1865–1935) was a French composer as well as a critic and teacher. By far his most famous work is *The Sorcerer's Apprentice* (1897), a piece of program music for full orchestra that was an immediate success and remains popular to this day. *The Sorcerer's Apprentice* is based on a poem by the German writer Goethe, which describes how a sorcerer’s apprentice tries his own hand at magic while the master is gone, hoping to make his work go faster by casting a spell on his broom to do the cleaning itself. When the spell can’t be stopped, he splits the broom in two, but finds that each half is still enchanted. The brooms multiply out of control until the sorcerer himself returns at the last minute to set things right.

At the beginning of the piece, we hear music representing the mysterious magic of the sorcerer, and then we hear a sprightly theme representing the apprentice. Soon the main theme appears, first played by a bassoon representing the enchanted broom. The broom theme rises and grows as the situation gets out of control and then comes to a dramatic high point as the apprentice attempts to destroy it. But once again, out of the silence, we can hear the pieces stand up and resume their march! The apprentice’s theme, sounding helplessly desperate, is mixed into the music. Finally, the sorcerer’s music from the opening returns and, with a few dramatic gestures, whisks away all of the confusion.

Choose one of the videos to play for students. One is just the orchestra playing *The Sorcerer's Apprentice* (10:57). The other has the orchestra accompanied by the Disney animation of “The Sorcerer’s Apprentice” from *Fantasia* (9:41). If time allows, you may choose to show students both—with the animation for the story and without the animation to focus on the instruments.

Note to Teacher: If you choose the version with the Disney animation, begin showing the video at time stamp 0:24.

Play *The Sorcerer’s Apprentice* video. Pause at certain points in the video to summarize what is happening and to allow students to ask clarifying questions. Help students to identify the different instruments that are played and the characters and themes they represent.

A Story and Painting of the Netherlands

Activity Page




AP 5.1

Materials Needed: sufficient copies of Map of Europe (AP 5.1), sufficient copies of “The Boy at the Dike” (FE 1), internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpt, short story video, and painting may be found:

www.coreknowledge.org/ckhg-online-resources

 **Background for Teachers:** Though highly regarded today, the French impressionists were not only unpopular but actually scorned when they first appeared on the French scene in the second half of the 1800s. The popular art of the time was strictly naturalistic and realistic. The label *impressionism* came from a critic who condescendingly dubbed one of Monet’s paintings a mere “impression” rather than a true work of art. Like other impressionist painters, Claude Monet (/mo*nay/) (1840–1926) sought a realism that did not imitate photography but rather captured the true fleeting nature of light and color. When one stands close to a Monet painting, the brushstrokes are highly visible. But the brushstrokes meld color together more and more as one steps back, away from the composition—with the result that what is captured is the essence rather than the detail of a scene. It’s easy to imagine Monet layering his paint on canvas with each dab of color. Working out of doors, Monet used each brushstroke to convey the nuances of changes in light and color in the same scene painted at different times of day and seasons of the year. It’s as though he left visible traces of the passage of time for us to see and feel.

Use the Map of Europe (AP 5.1) to introduce students to the country of the Netherlands, and tell them that this country is also called Holland. Guide students in understanding that they will be reading a short story from the Netherlands and viewing a painting of Holland by a famous painter, Claude Monet.

Read aloud “The Boy at the Dike” (FE 1), or show the video version. Ask volunteers to explain what a dike does after reading that part aloud. Pause to have students point out unique landscape features, such as the windmills, countryside, and sea, as shown in the video.

After reading the story, display or project the painting *Tulips in Holland* by Claude Monet.

Note to Teacher: Cover up the title on the image before showing it to students.

Ask students the following Looking Questions, and have them connect the painting to the story:

- What do you see in this picture?
 - » Answers will vary, but be sure students point out the flowers and windmill.

Tell students that windmills are common in the Netherlands, or Holland. Then tell them the title of the painting, *Tulips in Holland*.

- Where did Monet use the three primary colors?
 - » Primary colors are used in the red and yellow tulips, as well as in the blue sky.
- Which secondary color did Monet use the most in this painting?
 - » Monet used green the most.
- Where in the painting do you see green?
 - » Green appears in the grass and the tulip leaves.
- What things about the artwork help you know it's a painting and not a photograph?
 - » The individual brushstrokes of color show that this picture is not a photograph.



A Story and Music from Germany

Activity Page



AP 5.1

Materials Needed: sufficient copies of Map of Europe (AP 5.1), sufficient copies of “Hansel and Gretel” (FE 2), internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpt, short story video, and adapted opera may be found:

www.coreknowledge.org/ckhg-online-resources

Operas have been written based on many different subjects; some are based on novels or traditional stories, others are original stories. *Hansel and Gretel* is an opera based on the famous fairy tale from the Brothers Grimm. It was first performed in 1893 and is the most famous work of the German composer Engelbert Humperdinck (1845–1921). Humperdinck based it on tunes he had originally written to entertain young relatives and intended it to appeal to a wide audience, including children.

Use Map of Europe (AP 5.1) to introduce students to the country of Germany. Guide students in understanding that they will be reading a folktale from Germany and listening to an opera recording of it.

Read aloud “Hansel and Gretel,” or show the video version, pausing to have students point out unique landscape features, such as the forest. Ask students to guess how Germany looks different from other parts of Europe.

Play the adapted version of the *Hansel and Gretel* opera for students (starting at time stamp 2:18) so that they can follow along. Pause at certain points in the video to summarize what is happening and to allow students to ask clarifying questions. Guide students to identify the different instruments that are played and the characters and themes they represent.

Africa and Asia

Primary Focus Objectives

- ✓ Locate Africa and Asia on a globe or world map. **(RI.1.6)**
- ✓ Indicate whether Africa and Asia are in the Northern Hemisphere or Southern Hemisphere. **(RI.1.6)**
- ✓ Indicate where Africa and Asia are relative to the equator. **(RI.1.6)**
- ✓ Identify and describe three of the following, and associate them with Africa: a particular country (Algeria, Seychelles, Egypt), cities (Luxor, Cape Town), Nile River as the world’s longest river, Sahara Desert as the largest desert, Lake Victoria, Mount Kilimanjaro, or giraffes. **(RI.1.6, SL.1.4)**
- ✓ Identify and describe three of the following, and associate them with Asia: largest continent, countries (Russia, China, the Maldives Islands, Japan, India), cities (Tokyo, Udaipur), Mount Everest as the world’s highest mountain, the Caspian Sea as the largest lake in the world, the Yangtze River, or giant pandas. **(RI.1.6, SL.1.4)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *site*, *populated*, and *bamboo*. **(L.1.4, L.1.5)**

Materials Needed

Activity Pages



AP 1.2
AP 4.2
AP 6.1
AP 6.2

- individual student copies of *Continents, Countries, and Maps* Student Book
- globe
- teacher and individual student copies of Map of the World (AP 1.2)
- teacher copy of Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2)
- teacher and individual student copies of Map of Africa (AP 6.1)
- teacher and individual student copies of Map of Asia (AP 6.2)

What Teachers Need to Know

Africa

Africa is the second-largest continent by area. Africa has many different kinds of climate that create a series of strips or bands across the continent. In the north there is the Sahara Desert. Just south of the Sahara is a vast area of grassland, with bands of steppe and savanna. Then comes a band of rainforest. South of the rainforest, the same bands repeat but in the reverse order: more grassland and then more

desert. Lions are just one of the many animals that are native to the African savanna, also known as “big game” country. Other animals in the savanna include zebras and giraffes. An important African crop is the peanut.

An example of a human imprint on the continent of Africa is the pyramid. The most famous pyramids were built by the ancient Egyptians in the desert of North Africa from about 2700 BCE to 1750 BCE. Students in Core Knowledge schools will learn about the pyramids and ancient Egypt in a later Grade 1 CKHG unit.

Asia

Asia and Europe share the Eurasian landmass. Asia is the largest continent of the seven. Its shape is very irregular. The Arabian Peninsula and the eastern shore of the Mediterranean, as well as Iran and Iraq, are called alternately the Middle East and Southwest Asia. India, Pakistan, and Bangladesh are known as South Asia; and China, Korea, and Japan are known as East Asia. The peninsula that includes Thailand, Vietnam, Laos, Cambodia, and the island nations of Indonesia and the Philippines is called Southeast Asia.

Rice is an important crop in many parts of Asia. It is grown in flooded fields called rice paddies. The panda is native to China, although today the panda is an endangered species. One structure that is characteristic of the middle eastern part of Asia is the oil well. A large percentage of the world’s oil reserves are located there. Two other noteworthy structures in other parts of Asia are the Great Wall of China and the Taj Mahal in India. Students in Core Knowledge schools will learn more about ancient China and India in Grade 2.

THE CORE LESSON

Introduce “Africa and Asia”

Activity Pages



AP 1.2
AP 4.2

Tell students that in this chapter they will learn about two continents, Africa and Asia, and some of the different countries that are found on each of these continents. Point to the location of Africa on the globe, as students locate this continent on the World Map (AP 1.2). Then locate the continent of Asia as students locate this continent on the World Map. Using Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2), show students that parts of Africa and Asia are in both the Northern and Southern Hemispheres.

Big Question

What have you learned about the geography of Africa and Asia?

Core Vocabulary

site populated bamboo

Chapter 6: “Africa and Asia”

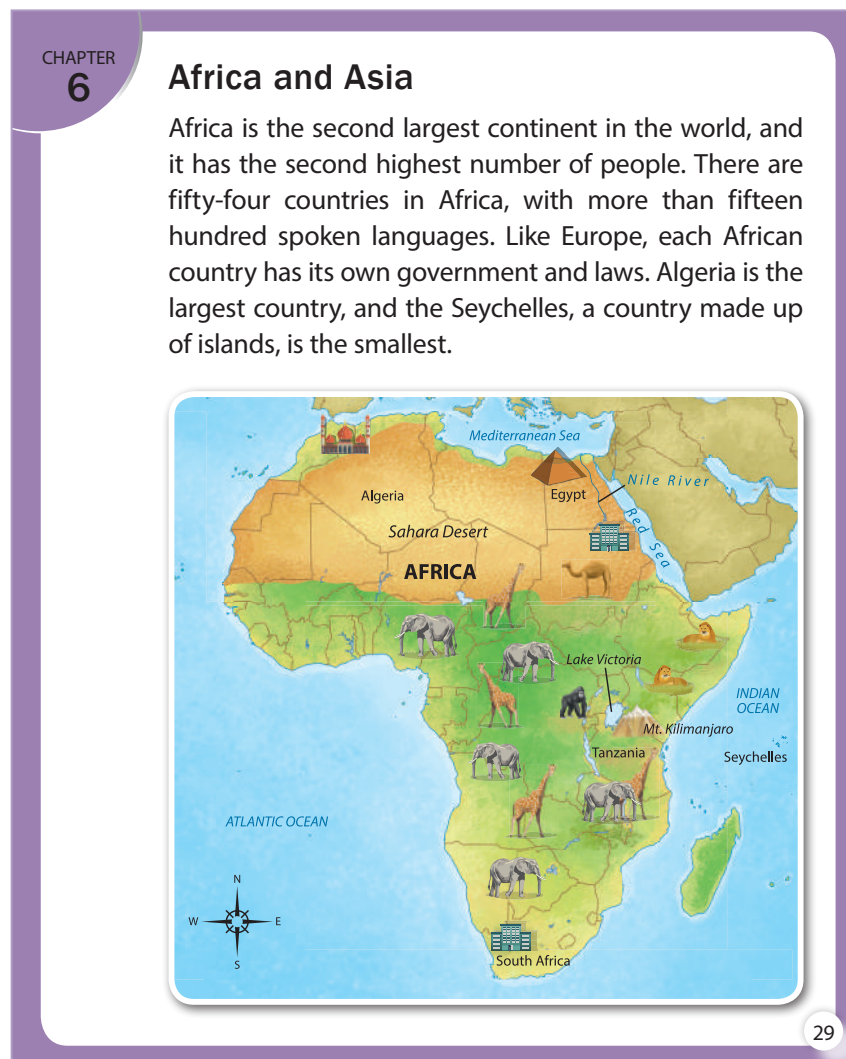
Tell students that today you are going to travel first by plane to the continent of Africa.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Africa, and ask them to unbuckle their seat belts.

Distribute copies of the Student Book. Ask students to turn to page 29 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Africa and Asia.”



Activity Page



AP 1.2

SUPPORT—Point out to students where Africa is on the World Map (AP 1.2). Have them identify where it is relative to Europe, North America, and South America.

SUPPORT—As you read this page, review the Core Vocabulary words that students have already learned: *country* and *island* (*country*: a place with political leaders, a government, and laws; *island*: a piece of land that is completely surrounded by water).

Activity Page



AP 6.1

SUPPORT—Point out to students where **Algeria** and the **Seychelles** are on page 29 or on the Map of Africa (AP 6.1).

Ask students the following questions:

LITERAL—How big is Africa? What are its largest and smallest countries?

- » Africa is the second largest continent in the world. Its largest country is Algeria, and its smallest country is the Seychelles.

LITERAL—How many countries are in Africa? How many languages are spoken?

- » There are fifty-four countries in Africa. More than fifteen hundred languages are spoken.

Ask students to look at the images on page 30 as you read aloud.

Africa has busy, modern cities with thousands of people rushing here and there. The modern city of Luxor, on the bank of Egypt's Nile River, was built on the site of an ancient Egyptian city. Today, you see the old and the new side by side. Cape Town, in South Africa, is the southernmost city on the African continent.



30

CORE VOCABULARY—Explain that a **site** is a place where something is, was, or will be.

SUPPORT—Direct students to look at the image of Luxor, the top image on the page, and ask them to describe what looks old and new about the city.

Activity Page

SUPPORT—Use Map of Africa (AP 6.1) to show students the locations of Egypt and South Africa.



AP 6.1

Ask students the following questions:

LITERAL—Where is Luxor? What makes it unique as a city?

- » Luxor is in Egypt, on the bank of the Nile River. It is unique because it was built on the site of an ancient Egyptian city.

LITERAL—Where is Cape Town?

- » Cape Town is in South Africa.

Ask students to look at the images on page 31 as you read aloud.

The longest river in the world, the Nile River, is in Africa, and the largest hot desert, the Sahara, is there too. Africa also has Lake Victoria, the second largest lake in the world. Africa's highest mountain is Mount Kilimanjaro. The giraffe, the tallest land animal in the world, lives in Africa.



31

SUPPORT—Point out the animals in the images on the page. Then talk about the special characteristics of each animal (*camel: hump; hippo: spends a lot of time in water; giraffe: long neck, very tall*).

Activity Page



AP 6.1

SUPPORT—Use **Map of Africa (AP 6.1)** to show students the locations of the Sahara, Lake Victoria, and Mount Kilimanjaro. Use the map to show the route of the Nile River. Have students trace the route of the Nile River, starting from Lake Victoria, with their fingers.

Ask students the following questions:

LITERAL—What is the longest river in the world?

» The Nile River is the longest river in the world.

LITERAL—What is Africa’s highest mountain?

» Africa’s highest mountain is Mount Kilimanjaro.

LITERAL—What is unique about giraffes?

» Giraffes are the tallest land animal in the world.

Tell students that next you are going to travel by plane to the continent of Asia.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

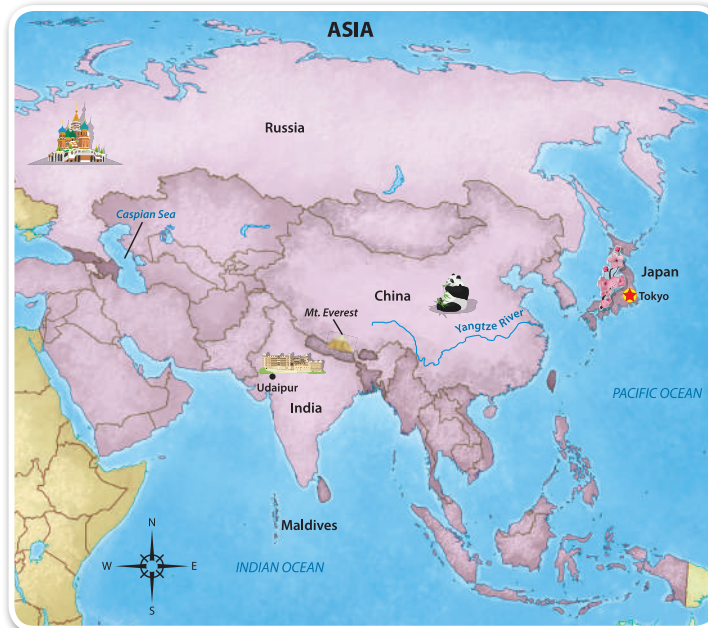
SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Asia, and ask them to unbuckle their seat belts.

Ask students to look at the image on page 32 as you read aloud.

Asia is the largest continent in the world. There are forty-eight countries in Asia. It is the most populated continent, and more than two thousand languages are spoken there.

Russia is not only the largest country in Europe, but it is also the largest country in Asia. In fact, Russia is the largest country in the world. China has more people than any other country though. The Maldives, a group of islands, is the smallest Asian country.



32

Activity Page



AP 6.2

SUPPORT—Use the map on page 32 or the Map of Asia (AP 6.2) to show students the locations of Russia, China, and the Maldives.

CORE VOCABULARY—Explain that **populated** means people live there. Asia is the most populated continent, so it is the continent that has the most people living there.

Ask students the following questions:

LITERAL—What is the largest continent in the world?

» Asia is the largest continent in the world.

LITERAL—How many countries are in Asia? How many languages are spoken there?

» There are forty-eight countries in Asia. More than two thousand languages are spoken there.

LITERAL—What is the largest country in Asia? What is the smallest?

» The largest country in Asia is Russia. The smallest country in Asia is the Maldives.

Now ask students to look at the images on page 33 as you read aloud.

The highest mountain in the world, Mount Everest, is in Asia. Mount Everest is five and a half miles high. The largest lake in the world is a body of water called the Caspian Sea. Like Russia, this lake is in both Europe and in Asia. The longest river in Asia is the Chinese Yangtze River. The giant Panda lives in the bamboo forests of China.



33

CORE VOCABULARY—Explain that **bamboo** is a tall, treelike grass found in Asia. Use the image at the bottom of the page to point out what bamboo looks like. (The bamboo are the tall rods with horizontal stripes in the image.)

Activity Page



AP 6.2

SUPPORT—Explain to students that **Mount Everest is part of a mountain range called the Himalayas**. Point out the Himalayas on the Map of Asia (AP 6.2). Then guide students to find the Caspian Sea and Yangtze River on the map. Have students trace the path of the Yangtze with their fingers.

Ask students the following questions:

LITERAL—What is the tallest mountain in the world?

- » The tallest mountain in the world is Mount Everest.

LITERAL—What is the longest river in Asia?


- » The longest river in Asia is the Yangtze River.

LITERAL—Where does the giant panda live?

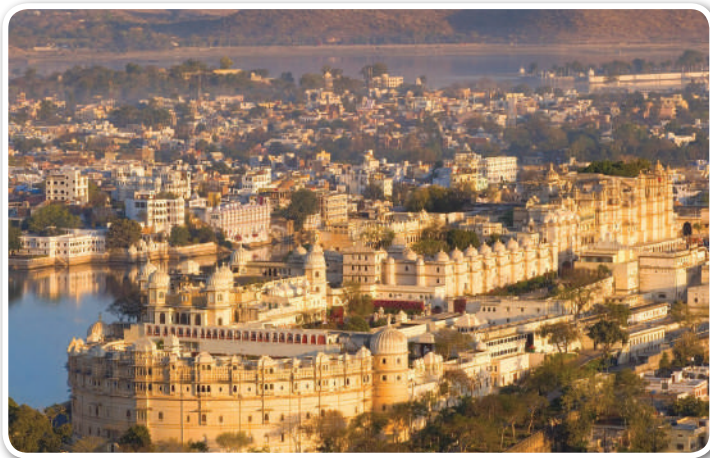
- » The giant panda lives in the bamboo forests of China.

Ask students to look at the images on page 34 as you read aloud.

Tokyo is the capital city of Japan. More than thirty-eight million people live in the city. In springtime in Japan, people celebrate the cherry blossoms that flower at this time.



Udaipur in India is known as the City of Lakes. This beautiful, walled Indian city is a popular place for people from all over the world to visit.



34

Activity Page



AP 6.2

SUPPORT—Use the Map of Asia (AP 6.2) to show students the locations of Japan and India.

SUPPORT—Explain that the city of Udaipur sits on a human-made lake, or a lake made by people. **Ask students what they think people would need to do to make a lake.** (Possible response: People would have to dig a really big hole and fill it with water.)

Ask students the following questions:

LITERAL—What is the capital city of Japan? How many people live there?

- » The capital city of Japan is Tokyo. More than thirty-eight million people live there.

LITERAL—When do people in Japan celebrate the cherry blossoms?

- » People in Japan celebrate the cherry blossoms in springtime.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What have you learned about the geography of Africa and Asia?

- » The geography of Africa and Asia is very large and diverse. Asia is the largest continent in the world, and Africa is the second-largest continent. Africa and Asia have busy, modern cities. The Nile River flows through Africa and is the world’s longest river. Africa also has the largest hot desert, while Asia has the tallest mountain (Mount Everest) and the largest lake (Caspian Sea).

Additional Activities

A Story from Africa

Activity Page



AP 6.1

Materials Needed: sufficient copies of Map of Africa (AP 6.1), sufficient copies of “All Stories Are Anansi’s” (FE 3), internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpt and story videos may be found:

www.coreknowledge.org/ckhg-online-resources

Anansi the Spider is a popular figure in the folklore of parts of West Africa. Anansi is a “trickster” figure—clever, cunning, and sometimes mischievous—who uses his wits to make up for what he lacks in size and strength. The story “All Stories are Anansi’s” tells how Anansi became the “owner” of all stories.

Use the Map of Africa (AP 6.1) to show students the area of West Africa. Tell students that they will be reading and watching a few different West African folktales about a spider named Anansi.

Read aloud “All Stories Are Anansi’s” (FE 3), pausing to summarize events in the story, and ask students how it is different from and similar to the other stories they have read from around the world.

Then have students watch one or more of the other Anansi stories and discuss their observations. Ask students if they can think of other “trickster” characters from stories, television shows, and movies.

A Story from Asia

Activity Page



AP 6.2

Materials Needed: sufficient copies Map of Asia (AP 6.2), internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the story may be found:

www.coreknowledge.org/ckhg-online-resources

During Tet, the Vietnamese New Year, it is customary to place watermelons on the household altar and later eat them as part of the holiday celebration. The story of how watermelons came to Vietnam has passed into legend, and there are many different versions of the legend. This activity will explore one of them.

Use the Map of Asia (AP 6.2) to highlight Vietnam's location for students. Tell students that they will be listening to a folktale from Vietnam called "Watermelon Magic." Ask students to predict what the story might be about, based on the title.

Read "Watermelon Magic" aloud, pausing to summarize events in the story, and ask students how it is different from and similar to the other stories they have read from around the world.

Australia and Antarctica

Primary Focus Objectives

- ✓ Locate Australia and Antarctica on a globe or world map. (RI.1.6)
- ✓ Indicate whether Australia and Antarctica are in the Northern Hemisphere or Southern Hemisphere. (RI.1.6)
- ✓ Indicate where Australia and Antarctica are in relation to the equator. (RI.1.6)
- ✓ Locate the Indian Ocean, Arctic Ocean, and Southern Ocean. (RI.1.6)
- ✓ Identify and describe two of the following, and associate them with Australia: the Great Barrier Reef, the Outback, Aboriginal people, kangaroos, and koalas. (RI.1.6, SL.1.4)
- ✓ Identify and describe two of the following, and associate them with Antarctica: the Antarctic ice sheet, penguins, and seals. (RI.1.6, SL.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Outback*, *coral reef*, and *tradition*. (L.1.4, L.1.5)

Materials Needed

Activity Pages



AP 1.2
AP 4.2
AP 7.1
AP 7.2

- individual student copies of *Continents, Countries, and Maps Student Book*
- globe
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual copies of Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2)
- teacher and individual student copies of Map of Australia (AP 7.1)
- teacher and individual student copies of Map of Antarctica (AP 7.2)
- internet access for looking up current temperatures

What Teachers Need to Know

Australia

Australia is the smallest of the seven continents by area. It is often referred to as the land down under. Much of the western portion of Australia, along with the center of the continent, is hot and dry. About 90 percent of the people live near the coasts, mostly in a narrow ribbon along the eastern and southeastern shorelines.

Kangaroos inhabit the continent of Australia, and koala bears are also native to the region. Koalas live on the milder, wetter, eastern side of the continent. They eat the leaves of the eucalyptus, or gum tree, also native to Australia. The Opera House in Sydney is a world-famous structure recognized as a symbol of the Australian continent.

Antarctica

Antarctica is the fifth-largest continent by area. It is ice- and snow-covered year round. People did not live on Antarctica until the latter part of the 1900s, when fifteen nations set up more than forty research camps for scientists exploring the ice cap. These research buildings are human-made structures on the continent.

It would be incorrect to say that no plants live on Antarctica, but the lichens, mosses, and fungi that do survive on the continent will be unfamiliar to children. Children are more apt to recognize the animals native to Antarctica. Seals, penguins, and whales live on the coasts and in the offshore waters of this continent.

THE CORE LESSON

Introduce “Australia and Antarctica”

Activity Page



AP 1.2

Remind students that they have already traveled to many different continents. They have seen high mountains, dry deserts, and long rivers, and they have learned about different countries and interesting landmarks. But there are two more continents to explore. Point out Australia and Antarctica on the globe as students locate each continent on the World Map (AP 1.2).

Using the globe, show students how the continents of Australia and Antarctica are on the “other side of the world” from us in North America. These continents are in the Southern Hemisphere, and North America is in the Northern Hemisphere. Tell students that Australia and Antarctica are very different from any other continent.

Big Question

What have you learned about the geography of Australia and Antarctica?

Core Vocabulary

Outback coral reef tradition

Chapter 7: “Australia and Antarctica”

Tell students that today you are going to travel first by plane to the continent of Australia.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.


Tell students that the plane has landed in Australia, and ask them to unbuckle their seat belts.

Distribute copies of the Student Book. Ask students to turn to page 35 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Australia and Antarctica.”

CHAPTER
7

Australia and Antarctica

The country of Australia is an island *and* a continent. It is the smallest of all the continents. Australia is the sixth largest country in the world. The capital of Australia is Canberra. A large part of Australia is hot, dry desert called the Outback. Because of this, Australia does not have a large population, and most people live near the coast.



35

SUPPORT—Remind students that islands are pieces of land completely surrounded by water. An island can be small or very large, like Australia. Point out that islands are generally not considered to be continents but that Australia is an island that is also a continent.

Activity Page



SUPPORT—Show students the location of Australia on the Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2). Have students find the equator and then identify the hemisphere that Australia is in. (*Southern Hemisphere*)

AP 4.2

CORE VOCABULARY—Explain that the **Outback** is the very large desert, or dry area, in the middle of Australia.

**SUPPORT—Show students the location of the Outback on the Map of Australia**

(AP 7.1). Have students find the red rock on the map on page 35. Explain that the red rock is a famous landmark in the Australian Outback called Uluru Rock. Guide students to find Canberra, the capital, on the map, and have them note how far Canberra is from the red rock on the map.

Note to Teacher: *Uluru* is pronounced (/oo*loo*roo/).

Ask students the following questions:

LITERAL—What is the name of the country that is both an island and a continent?

» Australia is an island and a continent.

LITERAL—What is Australia's capital city?

» Australia's capital city is Canberra.

LITERAL—What part of Australia is a hot, dry desert? Where do most people live?

» The Outback in Australia is a hot, dry desert. Most people live near the coast.

Now ask students to look at the image on page 36 as you read aloud.

Australia is surrounded by the Indian Ocean and the Pacific Ocean. The Great Barrier Reef is just off the coast of Australia. It is the largest coral reef in the world. This means it is the largest living thing on Earth. The Great Barrier Reef can be seen from space.



CORE VOCABULARY—Explain that a **coral reef** is a large, often colorful, underwater structure made from the skeletons of small sea creatures. These reefs are usually found in warm, shallow water. People love to dive and see coral reefs because of the many beautiful fish that swim around them and because the reefs are beautiful too.

Activity Page



AP 7.1

SUPPORT—Help students find the Indian Ocean, the Pacific Ocean, the Southern Ocean, and the Great Barrier Reef on the Map of Australia (AP 7.1).

Ask students the following questions:

LITERAL—What oceans surround Australia?

- » Australia is surrounded by the Indian Ocean, Pacific Ocean, and Southern Ocean.

LITERAL—Where is the Great Barrier Reef?

- » The Great Barrier Reef is off the coast of Australia.

EVALUATIVE—Why is the Great Barrier Reef important?

- » The Great Barrier Reef is important because it is the largest coral reef in the world, which means it is the largest living thing on Earth.

Now ask students to look at the images on page 37 as you read aloud.

More than 80 percent of the plants and wildlife found in Australia can only be found there. This includes many poisonous snakes, as well as kangaroos and koala bears. And there is even an Australian fish called the lungfish that lived during the time of dinosaurs!



37

SUPPORT—Ask students to describe the animals in the images. Explain that kangaroos and koalas share a special feature: they have pouches, or pockets, where they keep their babies.

Ask students the following question:

LITERAL—What kinds of animals are found in Australia?

» Poisonous snakes, kangaroos, koala bears, and lungfish live in Australia.

Ask students to look at the images on page 38 as you read aloud.

Australia's Aboriginal people have lived in Australia for thousands of years. Aboriginal people know how to survive in the hot, dry Outback. They can find food and water in the most unlikely places. Aboriginal people have a tradition of telling stories. They pass down their history and their knowledge of the land in this way.



38

Note to Teacher: *Aboriginal* is pronounced (/ab*or*ih*jin*uhl/).

SUPPORT—Tell students that the people who live in Australia are called Australians. The very first people to live in Australia are called Aboriginal people. Students from Core Knowledge schools may recall learning in a Kindergarten unit about the very first people to live in what is now the United States: Native Americans.

CORE VOCABULARY—Explain that a **tradition**, like a custom, is an action or way of behaving that people do over and over and pass on to their children and grandchildren. Many holidays and religions involve traditions.

SUPPORT—Guide students in describing the landscape depicted in the images on the page. Remind them that the Outback—the area where many Aboriginal people live—is a hot, dry desert.

Ask students the following questions:

LITERAL—Who are the Aboriginal people?

- » The Aboriginal people are people who have lived in Australia for thousands of years.

LITERAL—What is one tradition of Aboriginal people?

- » Aboriginal people have a tradition of telling stories, and in this way, they pass down their history and knowledge of the land.

Tell students that finally you are going to travel by plane to the continent of Antarctica. Explain that many visitors to this continent travel by boat.


Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.


Tell students that the plane has landed in Antarctica, and ask them to unbuckle their seat belts.

Now ask students to look at the images on page 39 as you read aloud.

Antarctica is the southernmost continent and is the fifth largest. It is the coldest, windiest, and driest continent. There are mountains in Antarctica, and there’s even a volcano under the ice. Scientists and some tourists go to Antarctica to learn about this frozen land.



Penguins are birds that live in Antarctica. Penguins cannot fly, but they are really good swimmers. Seals live in Antarctica too.



39

Activity Page



AP 4.2

SUPPORT—Show students the location of Antarctica on the Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2). Ask students to find the equator and determine which hemisphere Antarctica is in. (*Southern Hemisphere*)



SUPPORT—Show students the Map of Antarctica (AP 7.2). Remind them that most of the people who go to Antarctica are scientists. **Ask them what a scientist does.** (*studies many different things, such as animals, plants, stars, rocks, weather*) Why would a scientist be interested in studying Antarctica? (*A scientist might want to study special animals that can live in ice and snow or study interesting weather.*) Ask students if that's something they would like to do and what they would be interested in seeing or studying in Antarctica.

SUPPORT—Talk more about Antarctica and how it would feel to live in a place where it is always freezing cold. **Find out the temperature where you are currently, and then have students guess the temperature in Antarctica.** Look up both temperatures as a class, and ask students if they have ever been anywhere as cold as Antarctica.

Direct students to look at the image at the bottom of the page. Have them identify which animal is the penguin and which is the seal.

Ask students the following questions:

LITERAL—What is it like on the continent of Antarctica?

- » It is cold, windy, dry, and frozen.

LITERAL—What physical geographical features does Antarctica have?

- » Antarctica has mountains, ice, and a volcano.

LITERAL—What kind of people go to Antarctica?

- » Scientists and tourists go to Antarctica.

LITERAL—What kinds of animals are found in Antarctica?

- » Penguins and seals can be found in Antarctica.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What have you learned about the geography of Australia and Antarctica?

- » The geography of Australia and the geography of Antarctica are very different. Australia is both an island and a continent. A large part of Australia is known as the Outback, a hot, dry desert. Off the coast of Australia is the Great Barrier Reef, the largest coral reef in the world. Antarctica is the southernmost continent in the world and has the largest ice sheet on Earth. It also has mountains and a volcano under ice.

FUN FACTS

If time permits, read and discuss Fun Facts about the continents and planet Earth, found on pages 40 and 41 of the Student Book, with your class.

Teacher Resources

Culminating Activity: *Continents, Countries, and Maps*

- Space Voyage 91
- My Book About *Continents, Countries, and Maps* 91

Unit Assessment: *Continents, Countries, and Maps*

- Unit Assessment Questions: *Continents, Countries, and Maps* 115
- Unit Assessment Student Answer Sheet: *Continents, Countries, and Maps* 117

Performance Task: *Continents, Countries, and Maps*

- Performance Task Activity: *Continents, Countries, and Maps* 121
- Performance Task Scoring Rubric 122

My Passport

- Directions for Making My Passport 124
- Introducing My Passport to Students 125
- My Passport Activity for *Continents, Countries, and Maps* 126

Activity Pages

- Letter to Family (AP 1.1) 127
- World Map (AP 1.2) 128
- Understanding Map Keys (AP 1.3) 129
- Getting to Know the World (AP 1.4) 130
- Map of North America (AP 2.1) 131
- Map of the United States (AP 2.2) 132
- Show and Tell Map of the United States (AP 2.3) 133
- Map of South America (AP 4.1) 134
- Map of the Northern Hemisphere and Southern Hemisphere (AP 4.2) 135
- Map of North and South America (AP 4.3) 136

- Map of Europe (AP 5.1) 137
- Peter and the Wolf (AP 5.2) 138
- Map of Africa (AP 6.1) 139
- Map of Asia (AP 6.2) 140
- Map of Australia (AP 7.1) 141
- Map of Antarctica (AP 7.2) 142
- Culminating Activity—The World (AP CA.1) 143

Answer Key: *Continents, Countries, and Maps*—Unit Assessment and Activity Pages 144

The following fiction excerpts can be downloaded at:

www.coreknowledge.org/ckhg-online-resources

- “The Boy at the Dike” (FE 1)
- “Hansel and Gretel” (FE 2)
- “All Stories are Anansi’s” (FE 3)

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/> You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity: *Continents, Countries, and Maps*

Space Voyage

Activity Page **Materials Needed:** a globe, sufficient copies of *The World* (AP CA.1)



AP CA.1

Use this activity to review the seven continents, the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, North Pole, and South Pole. Provide students with copies of *The World* (AP CA.1). Play a game by seeing who can label each continent on the map first. Then have students role-play giving one another directions to different locations on the map by saying, “I’m on the continent of _____. Which direction do I go to get to _____?” Students should direct each other to travel north, south, east, or west.

Next, have students stand by their desks. Ask them to pretend to be astronauts who are flying into space. Tell them they will be looking back at planet Earth and identifying or naming certain things. The classroom globe is planet Earth. When you point to a feature on Earth, students should say what it is. First, point to an ocean, and ask them what it is. Then point to a continent, and ask them what it is. Then ask them to name the continents and the different oceans that they are “flying” over. Have students pick one place on Earth they would like to fly to and see. Finally, have students fly home (and sit back down).

My Book About *Continents, Countries, and Maps*

Materials Needed: sufficient copies of *My Book About Continents, Countries, and Maps* (see pages 94–114), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of *My Book about Continents, Countries, and Maps* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about maps, continents, and countries that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- a globe
- a map
- a compass rose
- the Eiffel Tower
- Big Ben
- Mount Everest

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into seven groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate what students say about each chapter to make sure the following points are made:

Chapter 1

- Maps give information about a place.
- Maps can be on paper, TV, or a GPS device.
- A map key explains the symbols on a map.
- A compass rose tells where the four directions are on a map.
- There are seven continents: Asia, Africa, North America, South America, Europe, Australia, and Antarctica.
- The major oceans are the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean.
- The equator is an imaginary line that divides the Northern Hemisphere and Southern Hemisphere, with the North Pole at the top and the South Pole at the bottom.

Chapter 2

- The United States is located in North America.
- The United States has fifty states.
- Washington, D.C., is the capital of the United States.
- The United States has many different landscapes, such as the New England coastline, large cities such as New York City, Florida beaches, Midwest cornfields, the flat land of the Great Plains, the Rocky Mountains, the deserts of the Southwest, and the West Coast.

Chapter 3

- Canada, Mexico, and Central America are parts of North America.
- Canada is north of the United States.
- Canada has two main languages: English and French.
- Ottawa is the capital of Canada.
- The native Canadians who live in northern Canada are called the Inuit.
- Mexico is south of the United States.
- Mexico has mountains, deserts, rainforests, volcanoes, and a central plateau.
- Mexico City is the capital of Mexico.
- Most people in Mexico speak Spanish.
- Central America is south of Mexico. It connects North America and South America. It has seven countries.

- Central America has mountains, volcanoes, rainforests, and beaches.
- The West Indies are islands in the Caribbean Sea. One of the West Indies, Puerto Rico, is part of the United States.

Chapter 4

- South America has twelve countries.
- The Amazon Rainforest is the largest rainforest in the world.
- The Amazon River flows through the Amazon Rainforest.
- The Kayapo people live in the Amazon Rainforest.
- The Andes Mountains are the longest mountain range in the world.
- The ancient city of Machu Picchu and the modern city of La Paz are in the Andes.

Chapter 5

- There are forty-four countries in Europe, each with its own government, laws, and languages.
- Russia has the largest city in Europe (Moscow), the longest river in Europe (the Volga), the highest mountain in Europe (Mount Elbrus), and the largest lake in Europe (Lake Ladoga).
- There are interesting landmarks in Europe, including Big Ben in London, the Eiffel Tower in Paris, the Acropolis in Athens, and the Colosseum in Rome.

Chapter 6

- Africa is the second largest continent in the world. It has fifty-four countries.
- Africa has magnificent landforms, such as Mount Kilimanjaro and the Nile River.
- Many different animals live in Africa, including giraffes, camels, and hippopotamuses.
- Asia is the largest and most populated continent. It has forty-eight countries.
- China has more people than any other country.
- Mount Everest is the highest mountain in the world.
- China has the longest river in Asia, the Yangtze, and is home to the giant panda.
- Japan celebrates the cherry blossoms every spring.
- Udaipur in India is called the City of Lakes.

Chapter 7

- Australia is a country, a continent, and a large island.
- Canberra is the capital of Australia.
- Australia is home to the Great Barrier Reef, the Outback, and Aboriginal people.
- Australia has kangaroos, koalas, snakes, and lungfish.
- Antarctica is the coldest and windiest continent and has very few people.
- Scientists and explorers can be found there, along with seals and penguins.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book

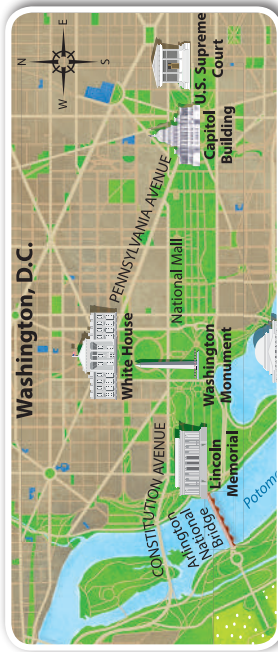
About

Continents, Countries, and Maps

by _____

Finding Your Way Around

One way to learn about a state, a country, or even the world is to look at maps.
Maps show towns, cities, and places of interest.



Maps show lakes and rivers.



And maps can even show information about the weather.

Maps show how to get from one place to another.
Maps can be made of paper.



Maps can be shown on TV.



Maps can be viewed on a GPS in a car.

Symbols are used to show important information on a map. The symbols make it easier for us to understand the information. There are symbols for towns, capital cities, mountains, rivers, highways, railroads, and much more. What the symbols mean is explained in a key that is often part of the map.

MAP KEY

- | | | | |
|--|--------------|--|----------|
| | Highway | | Forest |
| | Town | | Railroad |
| | Capital City | | Mountain |
| | Airport | | River |
| | Campground | | |

How do we know which way to go? Well, we follow the four main directions, that's how! The four main directions are north, south, east, and west. Maps usually have a compass rose to point out these directions.



North



West



East



South

There are about two hundred countries in the world. Some countries are islands, but most are found on large areas of land we call continents. There are seven continents on Earth. You can see the seven continents on this map of the world.



Much of Earth is covered by oceans and seas. The oceans are the Pacific, the Atlantic, the Indian, the Arctic, and the Southern.

6

We sometimes show Earth as a round globe because Earth is a round planet! The center or middle of Earth's surface is marked by a line called the equator. Earth's northern half is called the Northern Hemisphere, and the southern half is called the Southern Hemisphere. The farthest northern point is the North Pole. The farthest southern point is the South Pole.



7

CHAPTER 2

North America: The United States

The United States is part of North America, along with Canada, Mexico, and Central America. The United States has fifty states.



The United States also has territories, such as Puerto Rico and the U.S. Virgin Islands in a region known as the Caribbean. There are beautiful beaches in the U.S. Virgin Islands.



8

The United States is a country with its own government and laws. The government for the United States is in the capital city, Washington, D.C. Members of the government meet in the Capitol Building. The president lives in the White House, which is also in Washington, D.C.



9

If you were to travel across the United States, you would see many different kinds of landscapes. For example, most New England states have beautiful coastlines. Some New England states have mountains and lakes. The United States has many large cities, such as New York City, where millions of people live.



10

If you traveled to the southern part of the United States, you would find that it is hotter there than in the North. The South has beautiful beaches. People like to vacation in Florida, a state that is a long peninsula. The Midwest has cornfields and dairy farms.



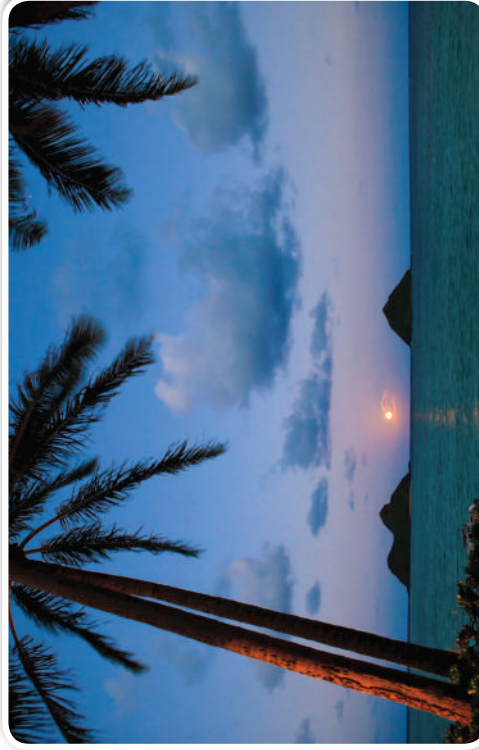
11

If you visited the Great Plains, you would see that there are miles and miles of flat land where wheat is grown. The Rocky Mountain region has—you guessed it—tall mountains that stretch across a large part of North America. The Southwest has canyons and deserts, and the West Coast has an awesome coastline.



12

To get to Alaska you would have to drive or fly across Canada. In terms of land, Alaska is the largest U.S. state. The weather there is really quite cold. The state of Hawaii is made up of a number of tropical islands two thousand miles away from California, in the Pacific Ocean. How might you get to Hawaii?



13

North America: Canada, Mexico, and Central America

Canada is on the northern border of the United States. It is the second largest country in the world. However, fewer people live in Canada than in the United States because the northern part of the country is often icy and cold. There are two main languages in Canada—English and French. The capital of Canada is Ottawa.



Native Canadians, named the Inuit, live in the far north of Canada, in the Canadian Arctic. They have lived there for a very long time and know how to hunt, fish, and survive in the ice and snow. Polar bears live there too!



Mexico is on the southern border of the United States. It is a land of high mountains, dry deserts, leafy rainforests, and a large central plateau. Mexico has volcanoes too. Most people live on the central plateau because the land there is good for farming. Mexican farmers grow crops such as corn, sugarcane, wheat, avocados, tropical fruits, and coffee.



16

Mexico has thirty-one states. Its capital is Mexico City, one of the largest cities in the world. Many people in Mexico speak Spanish, though some people also speak the languages of their Aztec and Maya ancestors. Mexican people enjoy celebrating their culture, which is rich in food, music, dance, and art.



17

To the south of Mexico is Central America. This long, narrow area of land connects North America and South America. There are seven small countries in Central America.



Nicaragua is the largest country in Central America, and El Salvador is the smallest.

18

Central America has mountains and volcanoes. It has beautiful beaches and green rainforests. Farmers in Central America grow coffee, bananas, and pineapples. In the waters of the Caribbean Sea, near Florida in the United States and northern South America, there are a number of islands called the West Indies. One of these islands, Puerto Rico, is part of the United States. The capital of Puerto Rico is San Juan.



19

South America

There are twelve countries on the continent of South America. The largest country in South America is Brazil, and the smallest country is Suriname.

The Amazon Rainforest in South America is the largest rainforest in the world. This rainforest is almost as big as the whole of the United States.



Thousands of people and many different kinds of animals and plants live in the Amazon Rainforest. There are electric eels, poisonous arrow frogs, and slithering snakes. There are also giant lily pads that can hold the weight of an adult person. The mighty Amazon River flows through the center of the Amazon Rainforest. It is the second longest river in the world.



The Kayapo are a group of people who have lived in the Amazon Rainforest of Brazil for thousands of years. They are a warrior tribe. The Kayapo are expert hunters and fishermen. They also gather food, such as nuts and berries, from the rainforest.



22

The Andes Mountains make up the longest mountain range in the world. This mountain range is on the western coast of South America and is in seven of the South American countries. The highest volcano in the world, Ojos del Salado, is in the Andes.



23

There are ancient and modern cities in the Andes Mountains. High up on top of a mountain in southern Peru, ruins remain of an ancient city that was built by the Inca, who lived there long ago. This city is called Machu Picchu. La Paz in Bolivia is a busy, modern city in the Andes.



Europe

Europe is the second smallest continent in size. There are forty-four countries in Europe. The largest country is Russia, and the smallest is Vatican City. But as you will discover, Russia is not only in Europe—it is also in Asia.

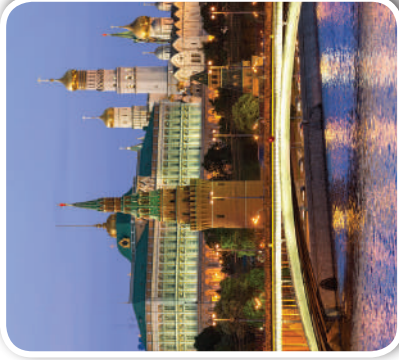


Each European country has its own customs, government, laws, and languages. And each European country has its own landscape. For example, the country of Ireland is on an island, while the country of Austria is on the continent of Europe and is mostly covered in mountains.



26

Moscow, the capital of Russia, is the largest city in Europe. Russia also has the Volga River, which is the longest river in Europe, and Mount Elbrus, which is the highest mountain. And you guessed it! Lake Ladoga, the largest lake in Europe, is in Russia too!



27

In addition to Moscow, there are many other beautiful cities in Europe. Some of these cities are known for their famous landmarks. Paris, the capital of France, has the Eiffel Tower. The clock tower, Big Ben, is in London, the capital of the United Kingdom. The ancient Greek Acropolis is in the Greek capital of Athens. And the ancient Roman Colosseum is in the Italian capital of Rome.



Africa and Asia

Africa is the second largest continent in the world, and it has the second highest number of people. There are fifty-four countries in Africa, with more than fifteen hundred spoken languages. Like Europe, each African country has its own government and laws. Algeria is the largest country, and the Seychelles, a country made up of islands, is the smallest.



Africa has busy, modern cities with thousands of people rushing here and there. The modern city of Luxor, on the bank of Egypt's Nile River, was built on the site of an ancient Egyptian city. Today, you see the old and the new side by side. Cape Town, in South Africa, is the southernmost city on the African continent.



30

The longest river in the world, the Nile River, is in Africa, and the largest hot desert, the Sahara, is there too. Africa also has Lake Victoria, the second largest lake in the world. Africa's highest mountain is Mount Kilimanjaro. The giraffe, the tallest land animal in the world, lives in Africa.



31

Asia is the largest continent in the world. There are forty-eight countries in Asia. It is the most populated continent, and more than two thousand languages are spoken there.

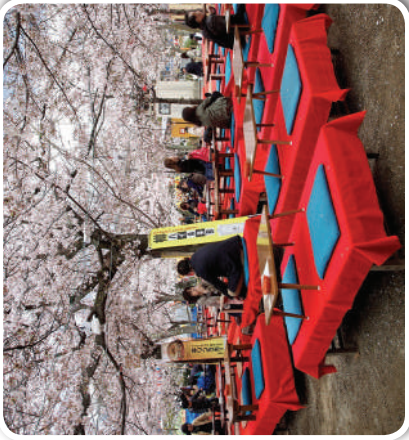
Russia is not only the largest country in Europe, but it is also the largest country in Asia. In fact, Russia is the largest country in the world. China has more people than any other country though. The Maldives, a group of islands, is the smallest Asian country.



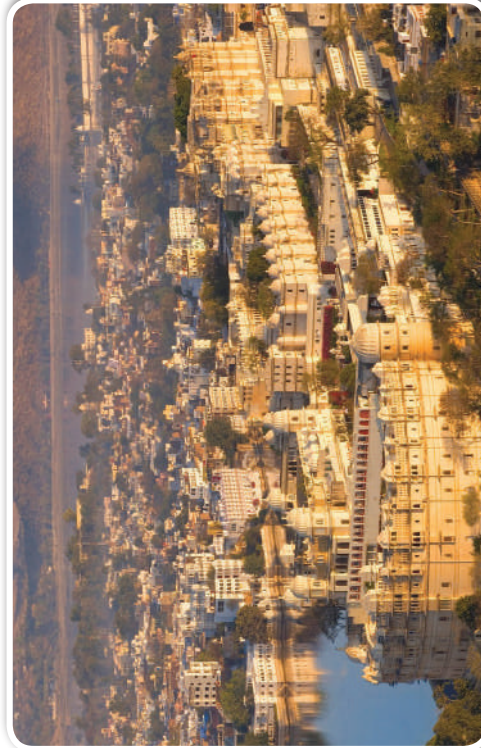
The highest mountain in the world, Mount Everest, is in Asia. Mount Everest is five and a half miles high. The largest lake in the world is a body of water called the Caspian Sea. Like Russia, this lake is in both Europe and in Asia. The longest river in Asia is the Chinese Yangtze River. The giant Panda lives in the bamboo forests of China.



Tokyo is the capital city of Japan. More than thirty-eight million people live in the city. In springtime in Japan, people celebrate the cherry blossoms that flower at this time.

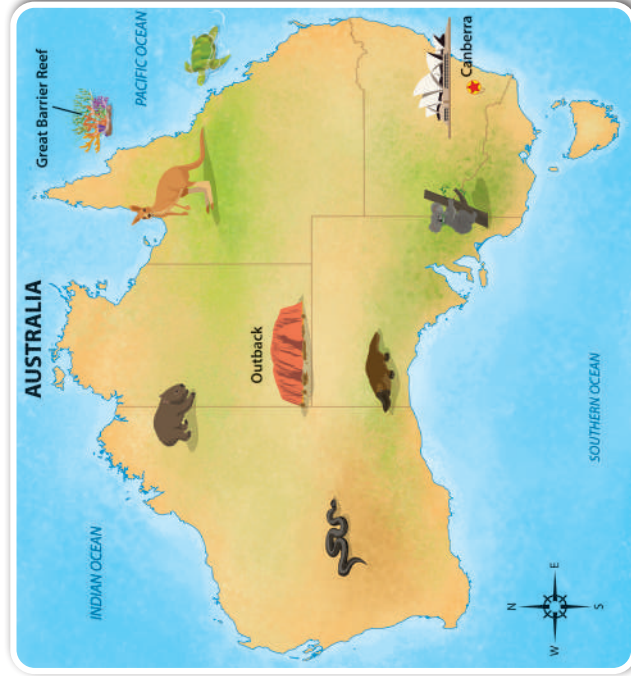


Udaipur in India is known as the City of Lakes. This beautiful, walled Indian city is a popular place for people from all over the world to visit.



Australia and Antarctica

The country of Australia is an island *and* a continent. It is the smallest of all the continents. Australia is the sixth largest country in the world. The capital of Australia is Canberra. A large part of Australia is hot, dry desert called the Outback. Because of this, Australia does not have a large population, and most people live near the coast.



Australia is surrounded by the Indian Ocean, the Pacific Ocean, and the Southern Ocean. The Great Barrier Reef is just off the coast of Australia. It is the largest coral reef in the world. This means it is the largest living thing on Earth. The Great Barrier Reef can be seen from space.



More than 80 percent of the plants and wildlife found in Australia can only be found there. This includes many poisonous snakes, as well as kangaroos and koala bears. And there is even an Australian fish called the lungfish that lived during the time of dinosaurs!



Australia's Aboriginal people have lived in Australia for thousands of years. Aboriginal people know how to survive in the hot, dry Outback. They can find food and water in the most unlikely places. Aboriginal people have a tradition of telling stories. They pass down their history and their knowledge of the land in this way.



38

Antarctica is the southernmost continent and is the fifth largest. It is the coldest, windiest, and driest continent. There are mountains in Antarctica, and there's even a volcano under the ice. Scientists and some tourists go to Antarctica to learn about this frozen land.



Penguins are birds that live in Antarctica. Penguins cannot fly, but they are really good swimmers. Seals live in Antarctica too.



39

Fun Facts



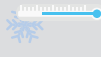
Shanghai in China has a professional baseball team called the Golden Eagles.



People in Japan like vending machines so much that you can buy everything from candy to clothes in these machines.



There are three times as many sheep in Australia as people.



The coldest temperature ever officially recorded was recorded in Antarctica. It was minus 128.6 F°.



Europe is the only continent without a desert.

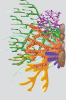


The world's largest wildlife migration occurs in Africa. Almost two million animals travel across the Serengeti, a huge grassland area in eastern Africa.

40



The world's longest annual dogsled race, the Iditarod, occurs every year in Alaska. It commemorates the race to deliver medicine to the Alaskan town of Nome.



The Great Barrier Reef is the size of seventy million football fields.



Planet Earth moves around the sun at 67,000 miles per hour and is about 93 million miles away from the sun.



Oceans cover 70 percent of planet Earth.



Every day, planet Earth is sprinkled with lots of dust from space.



There was once a supercontinent called Pangaea at a time when all the land was joined together.

41

Unit Assessment Questions: *Continents, Countries, and Maps*

Make sufficient copies of the Student Answer Sheet for each student; see pages 117–120 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. How many continents are on Earth?
 - a) five
 - b) six
 - c) seven

2. Which part of the map helps you find direction?
 - a) the symbols
 - b) the compass rose
 - c) the key

3. What shape is Earth?
 - a) square
 - b) round
 - c) triangular

4. What animals live in Antarctica in the Southern Hemisphere?
 - a) penguins and seals
 - b) kangaroos
 - c) pandas

5. Which continent is Mexico on?
 - a) South America
 - b) North America
 - c) Asia

6. Which continent is the Amazon Rainforest on?
 - a) Asia
 - b) Africa
 - c) South America

- 7.** Which landmark is found in Europe?
 - a)** the Colosseum
 - b)** the Sahara
 - c)** the Great Barrier Reef

- 8.** Which continent is Mount Kilimanjaro on?
 - a)** Africa
 - b)** Antarctica
 - c)** Asia

- 9.** Which continent is Mount Everest on?
 - a)** Australia
 - b)** Africa
 - c)** Asia

- 10.** Which animal lives in Australia?
 - a)** giraffe
 - b)** koala
 - c)** panda bear

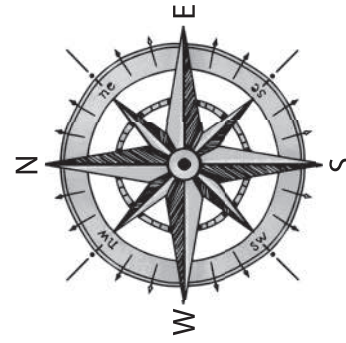
Name _____

Date _____










Unit Assessment Student Answer Sheet: Continents, Countries, and Maps

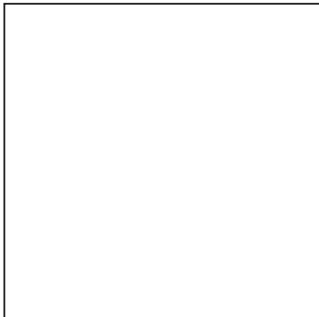
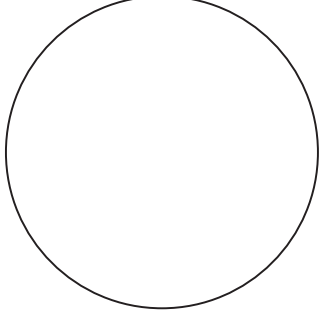
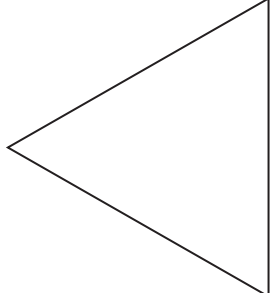
1. a. **5** b. **7**

2. a.  b. 



c. **MAP KEY**

	Highway		Forest
	Town		Railroad
	Capital City		Mountain
	Airport		River
	Campground		

3. a.  b.  c. 

Unit Assessment Student Answer Sheet: Continents, Countries, and Maps

4.

a.



b.

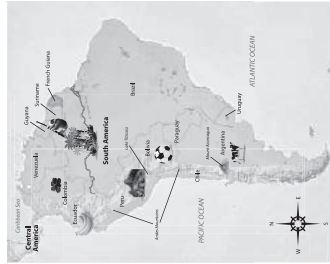


c.



5.

a.



b.



c.



6.

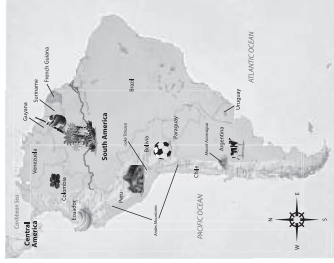
a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: Continents, Countries, and Maps

7.

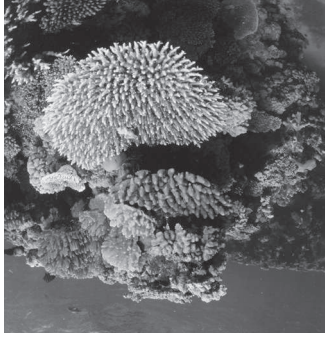
a.



b.



c.



8.

a.



b.

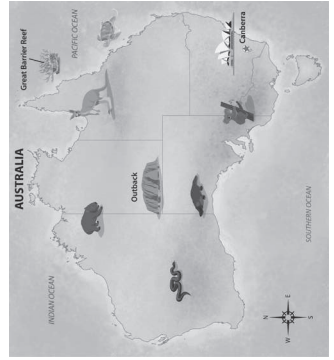


c.



9.

a.



b.



c.



Name _____ Date _____

Unit Assessment Student Answer Sheet: Continents, Countries, and Maps

10.



b.



c.



Performance Task: *Continents, Countries, and Maps*

Note to Teacher: As an alternative to the Performance Task below, if time permits, you may choose instead to spend ten to fifteen minutes with each student, using a globe and/or any of the maps reproduced on the Activity Pages of this unit. Guided by the questions listed in the Unit Assessment on pages 115–116, ask each student to point to and name the various continents, the Atlantic Ocean and Pacific Ocean, as well as the North Pole and South Pole.

Materials Needed: four blank 5" x 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Continents, Countries, and Maps* Student Book

Teacher Directions: In this unit, students learned about our world, planet Earth. They learned that Earth is round and is covered with continents and oceans. Using maps, a globe, and the Student Book, students explored each of the seven continents, learning about major landforms, unique animals, and the many ways that the people on our planet celebrate their culture through diverse customs.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling around the world to visit continents, countries, and their unique features. They will share the sights, sounds, and smells of this special planet with their friends and family back home by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about our world, planet Earth. Students should identify in their postcards the most important aspects of our world that they have learned about that make it an exciting place to visit and think about.

Have students draw images of continents, countries, and their features on one side of each card and dictate a brief message about our world for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about continents, countries, and life on Earth." It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of our world, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• The four main directions are north, south, east, and west.• Earth is round and can be represented on a globe and various maps.• Earth is divided by an imaginary line called the equator into the Northern Hemisphere and Southern Hemisphere.• The United States includes the capital city of Washington, D.C., and other large cities, such as New York City, coastlines, mountains, lakes, beaches, mountains, deserts, cornfields, dairy farms, and wheat.• Canada is north of the United States. It includes the capital city of Ottawa, the Inuit people, the Canadian Arctic, polar bears, and mountains.• Mexico is south of the United States. It includes the capital (Mexico City), high mountains, dry deserts, leafy rainforests, the central plateau, volcanoes, and farming.• Central America is south of the United States. It has seven countries, rainforests, beaches, mountains, and volcanoes.• The West Indies are islands in the Caribbean. Puerto Rico is part of the United States.• South America includes the Amazon River, the Amazon Rainforest, the Kayapo people, the Andes Mountains, the ancient city of Machu Picchu, and the modern city of La Paz.• Europe includes island countries such as Ireland, large countries such as Russia, the city of Moscow, and landmarks such as the Eiffel Tower, Big Ben, the Acropolis, and the Colosseum.• Africa includes Luxor, Cape Town, Mount Kilimanjaro, the Nile River, the Sahara, giraffes, camels, and hippopotamuses.• Asia includes Mount Everest, giant pandas, bamboo forests, the Yangtze River, Tokyo, cherry blossoms, and the City of Lakes—Udaipur.• Australia includes Aboriginal people, the Outback, the Great Barrier Reef, kangaroos, koalas, lungfish, and snakes.• Antarctica includes ice sheets, penguins, and seals.
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Average	Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of our world, noting three of the details listed above.
Adequate	Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of our world, noting two of the details listed above.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.

Directions for Making My Passport

If this is the first Grade 1 CKHG unit you have completed with your students, please download and print the Grade 1 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 1 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official as they visit each place and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space.

Note to Grade 1 Teachers: Depending on the students’ writing skills at this point in the year, some students may be able to write their first names. Others may not yet be able to independently write their names. Assist any students who need help with their names. If possible, meet with each student independently for several minutes as you discuss and complete the remaining passport information, including the correct date of birth and the name of their town, state, country, and continent. If it is not possible to meet with each student to individually complete the passport information, complete this information for all students outside of instructional time.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 1 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of the place they visited in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready.

My Passport Activity for *Continents, Countries, and Maps*

Materials Needed: personalized copies of Grade 1 My Passport for each student, sufficient copies of *Continents, Countries, and Maps* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print *Continents, Countries, and Maps* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Continents, Countries, and Maps* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about the culture of Mexico. Ask students to turn to page 2 of their passport.

Show students the individual *Continents, Countries, and Maps* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *Continents, Countries, and Maps* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Continents, Countries, and Maps* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their travel around the world.

Activity Page 1.1

Use with Chapter 1

Letter to Family

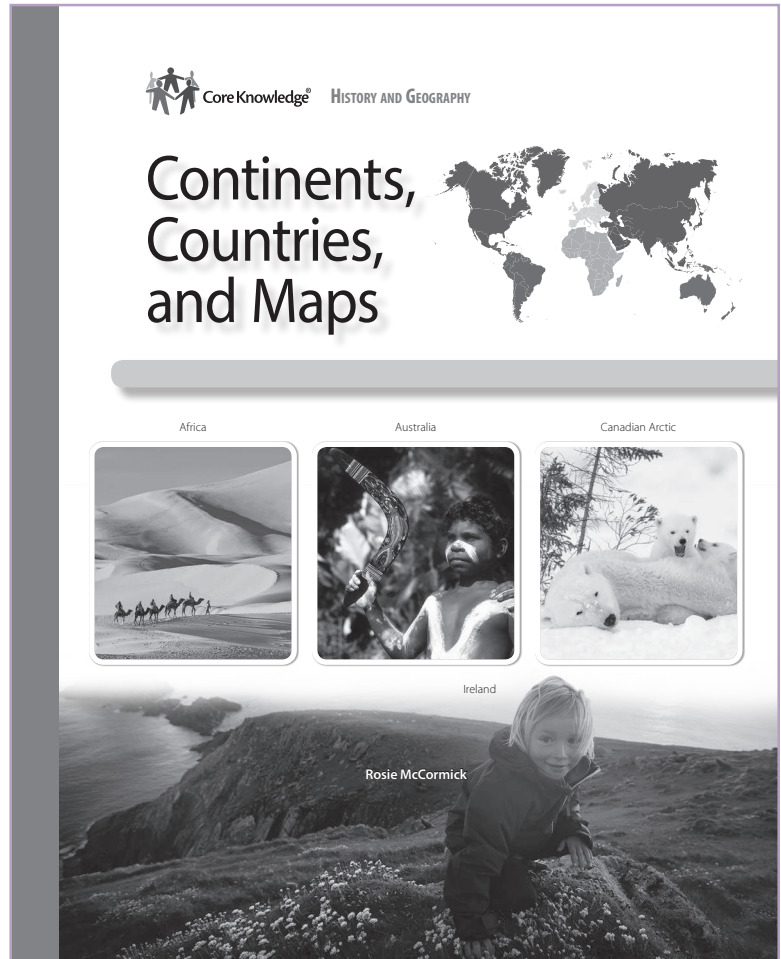
During the next few weeks, as part of our study of the Core Knowledge History and Geography (CKHG) program, your child will be learning about world geography and cultures. They will learn fundamental geographic concepts, such as using maps and globes. They will learn about different kinds of maps and important parts of a map. They will learn about how the equator divides the Northern and Southern Hemispheres, as well as about the countries that belong in each hemisphere.

In this unit, students will explore the world, continent by continent. They will learn each continent's location and key geographic features. Students will "meet" some of the animals and "visit" some of the landmarks of each continent.

As part of their exploration, students will also learn a little bit about the people and cultures on each continent. This information is presented as cultural information in an age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture. The goal is to foster understanding and respect for practices that may be different from those with which students are familiar.

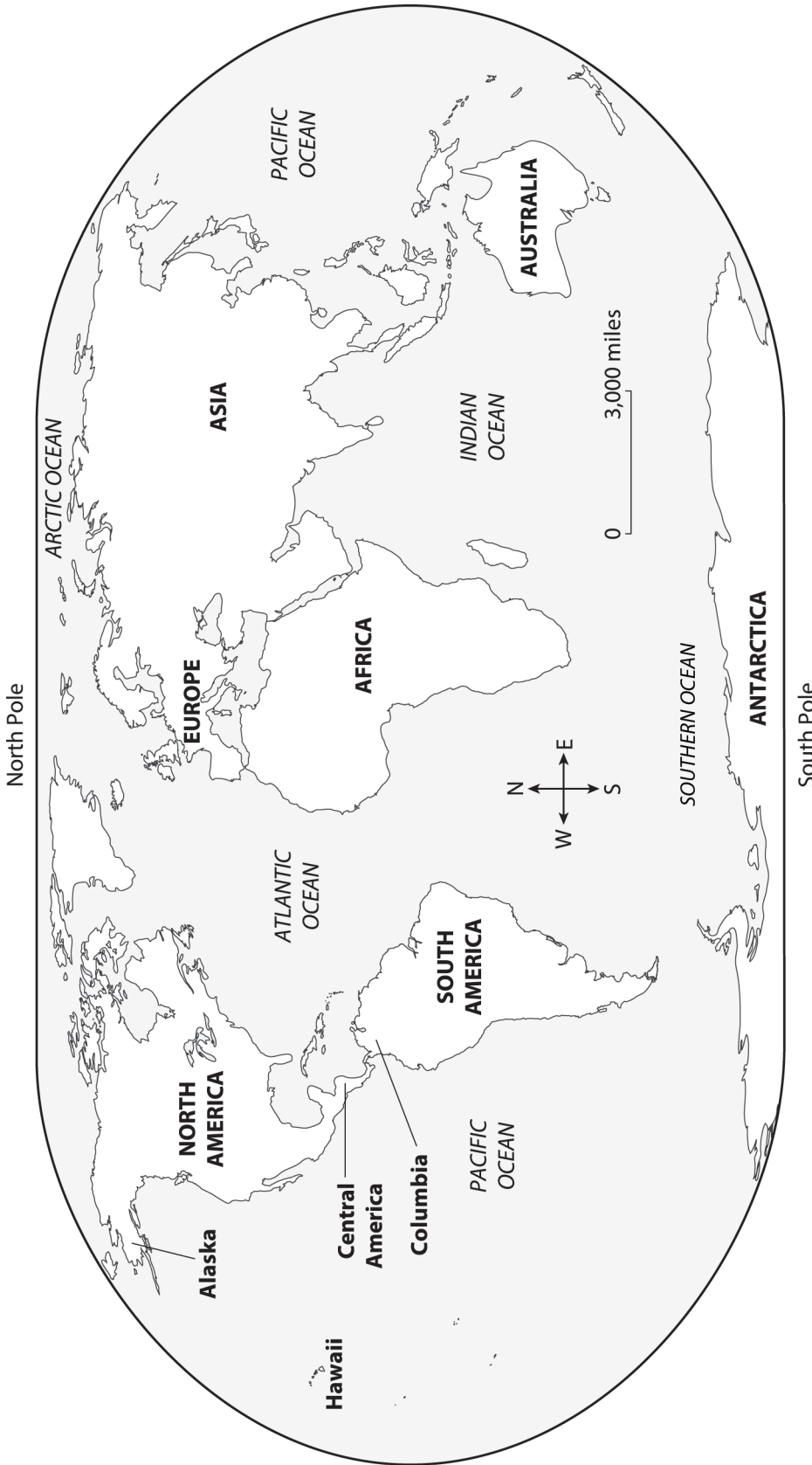
Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

World Map



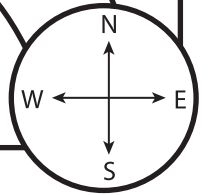
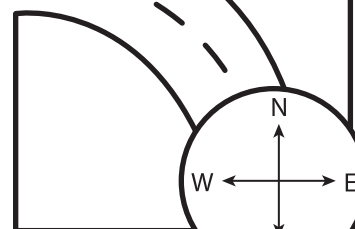
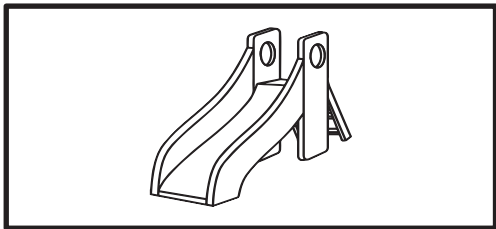
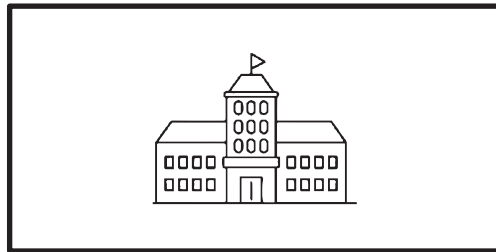
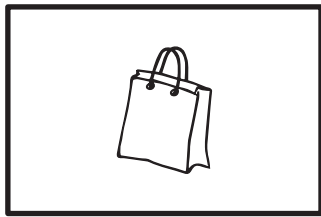
Name _____

Date _____

Activity Page 1.3

Use with Chapter 1

Understanding Map Keys



Shopping Mall



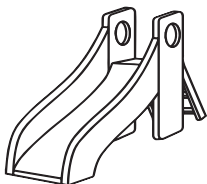
Zoo



School



Pond



Playground

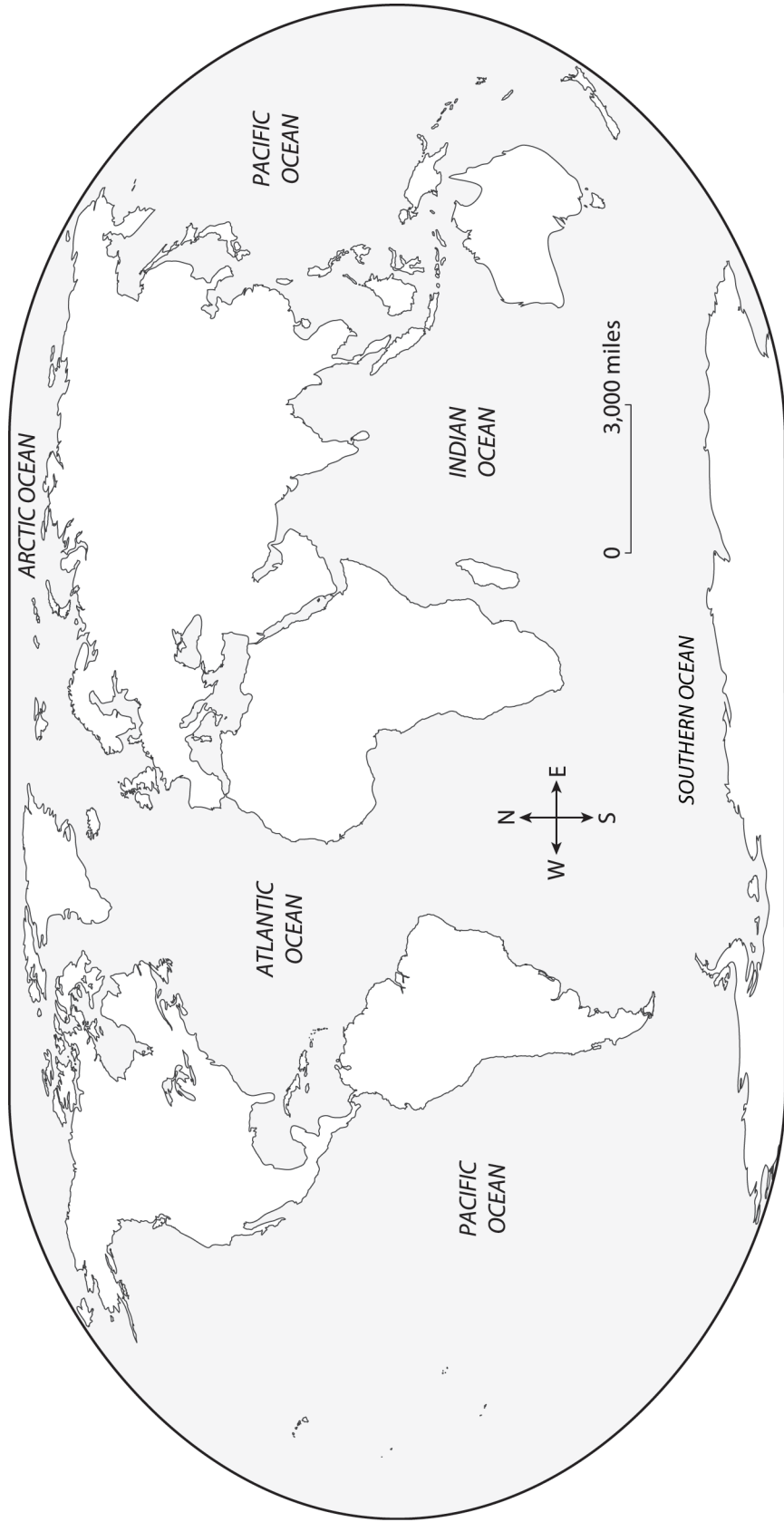


House

Name _____

Date _____

Getting to Know the World



Activity Page 2.1

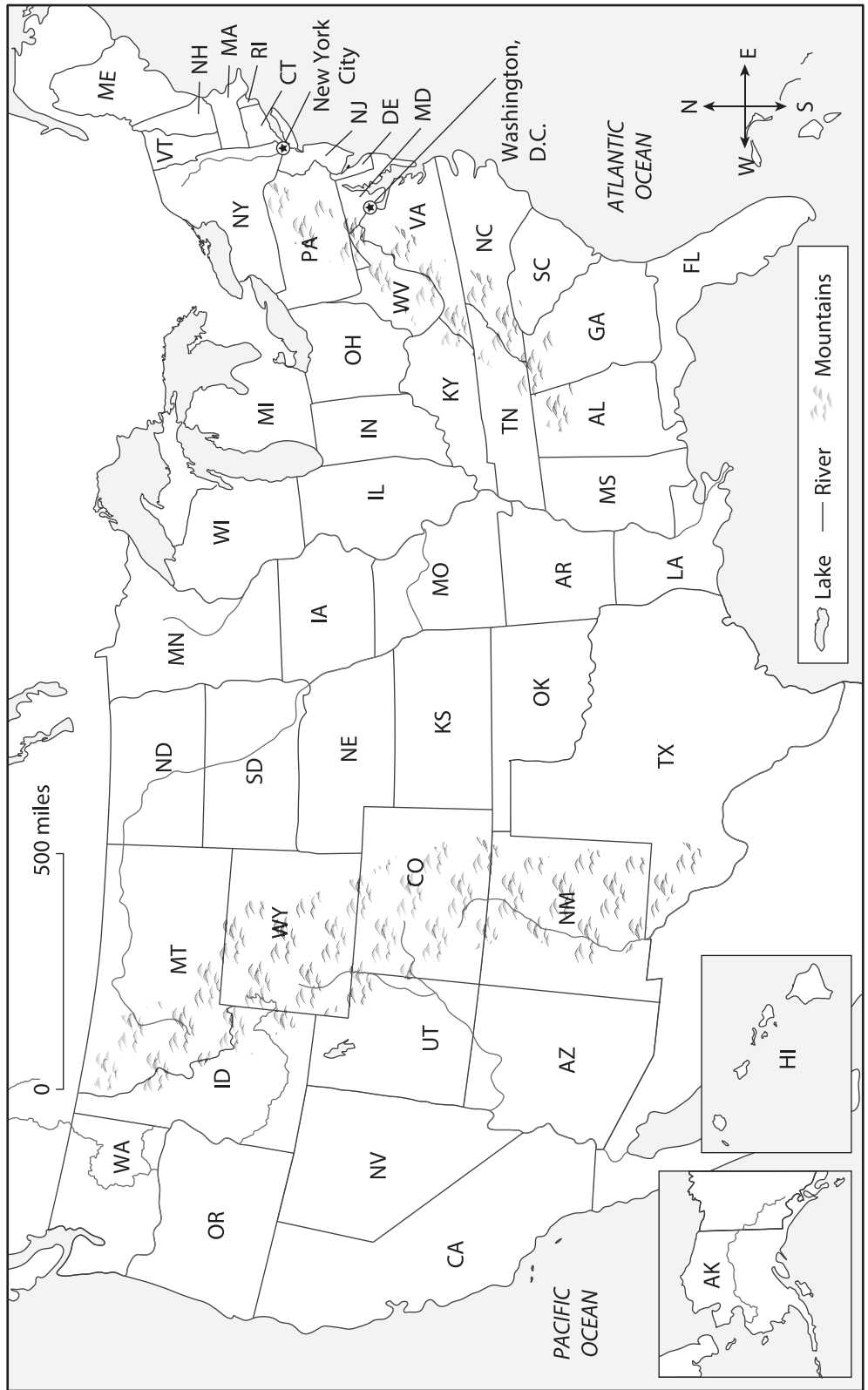
Use with Chapters 2, 3

Map of North America



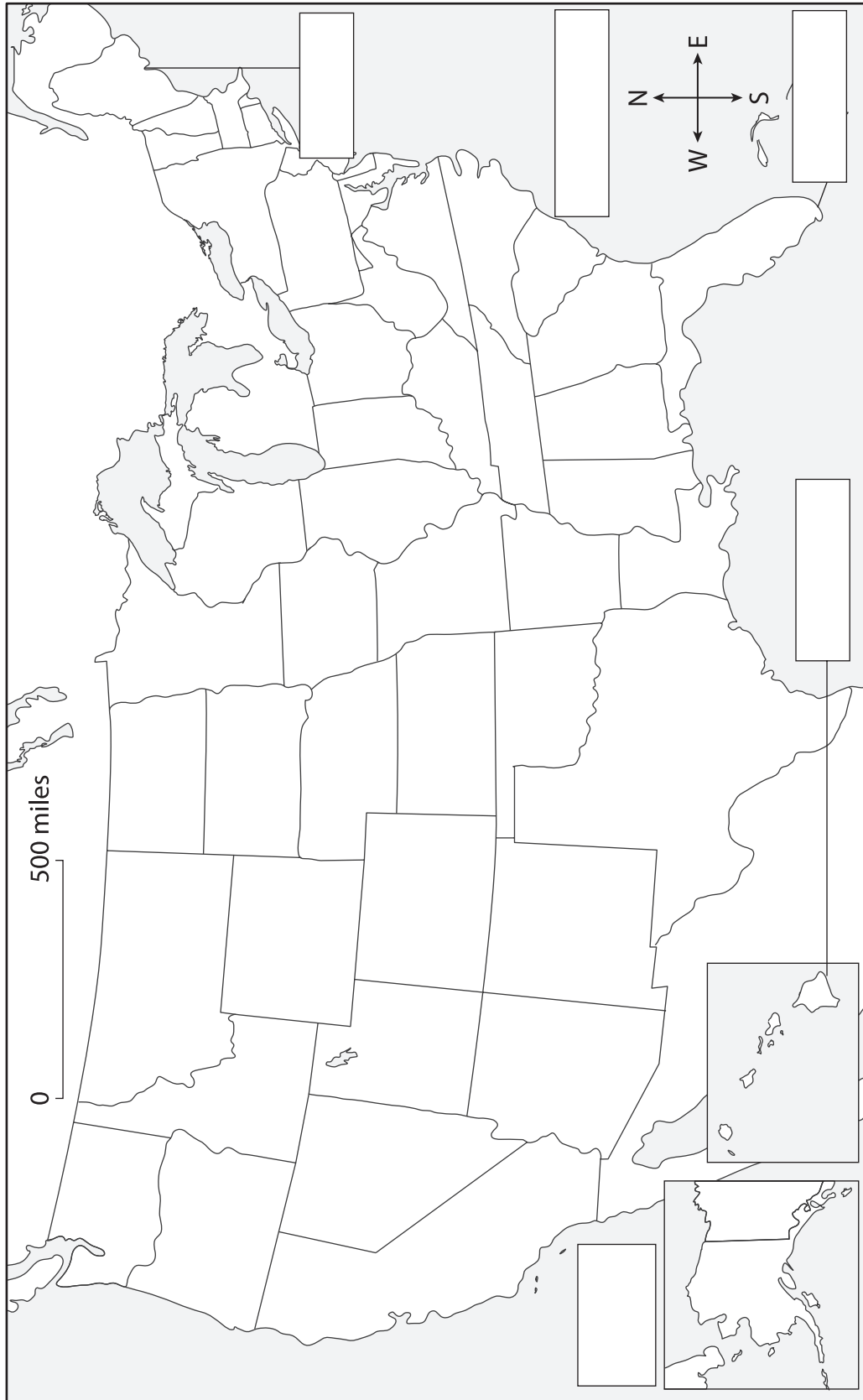
Name _____ Date _____

Map of the United States



Name _____ Date _____

Show and Tell Map of the United States



Pacific Ocean

Atlantic Ocean

peninsula

island

harbor

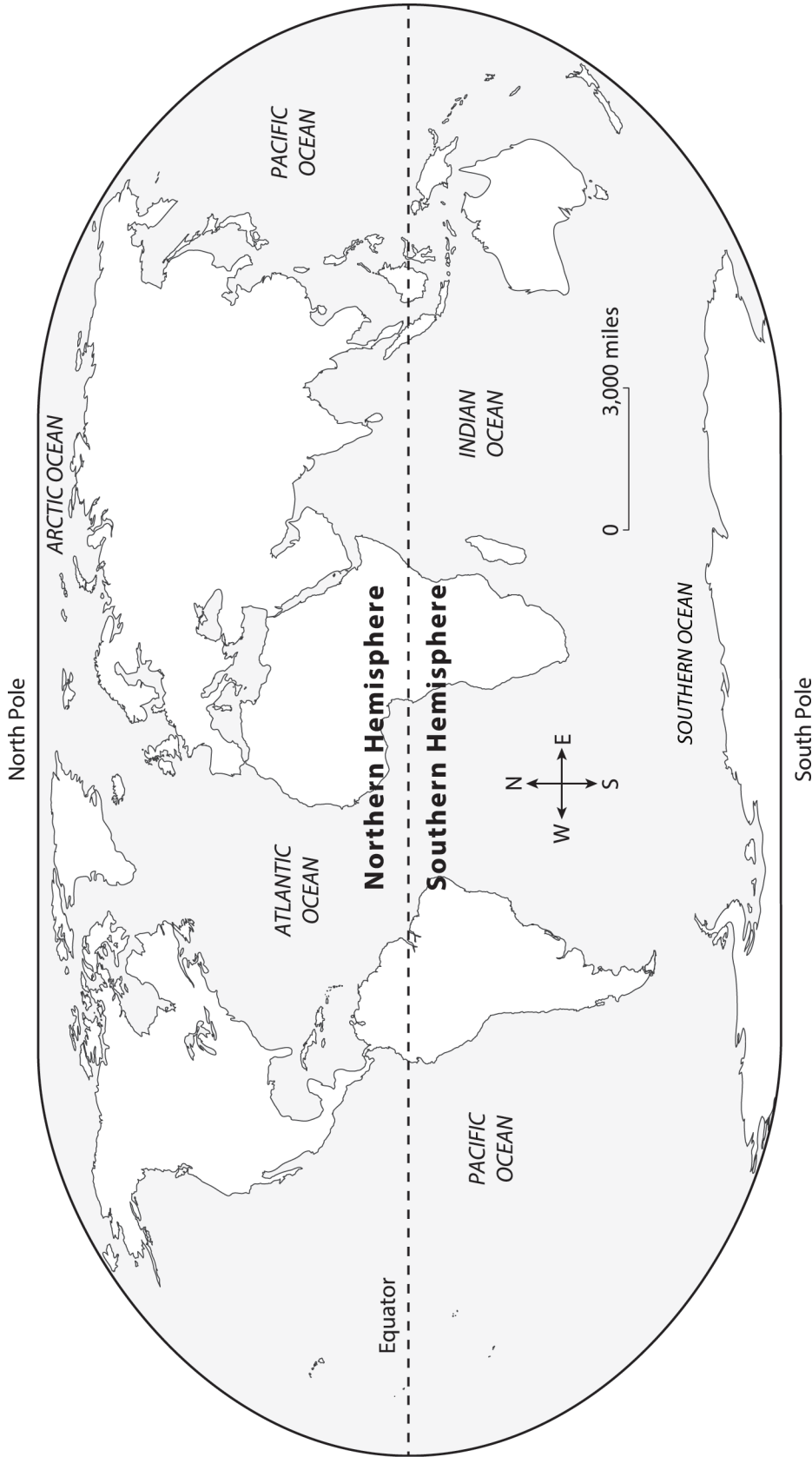
Map of South America



Name _____

Date _____

Map of the Northern Hemisphere and Southern Hemisphere



Map of North and South America



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Map of Europe



Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

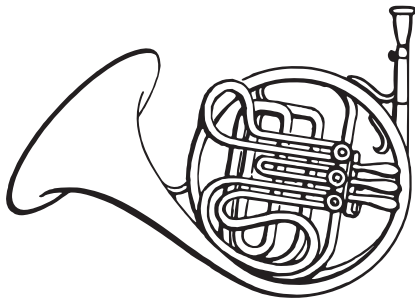
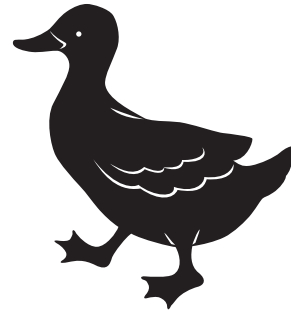
Peter and the Wolf



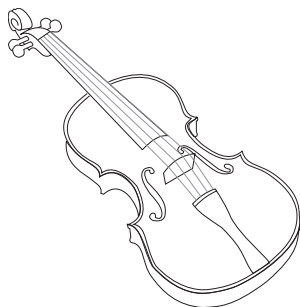
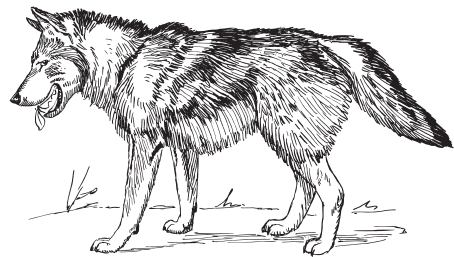
oboe



clarinet



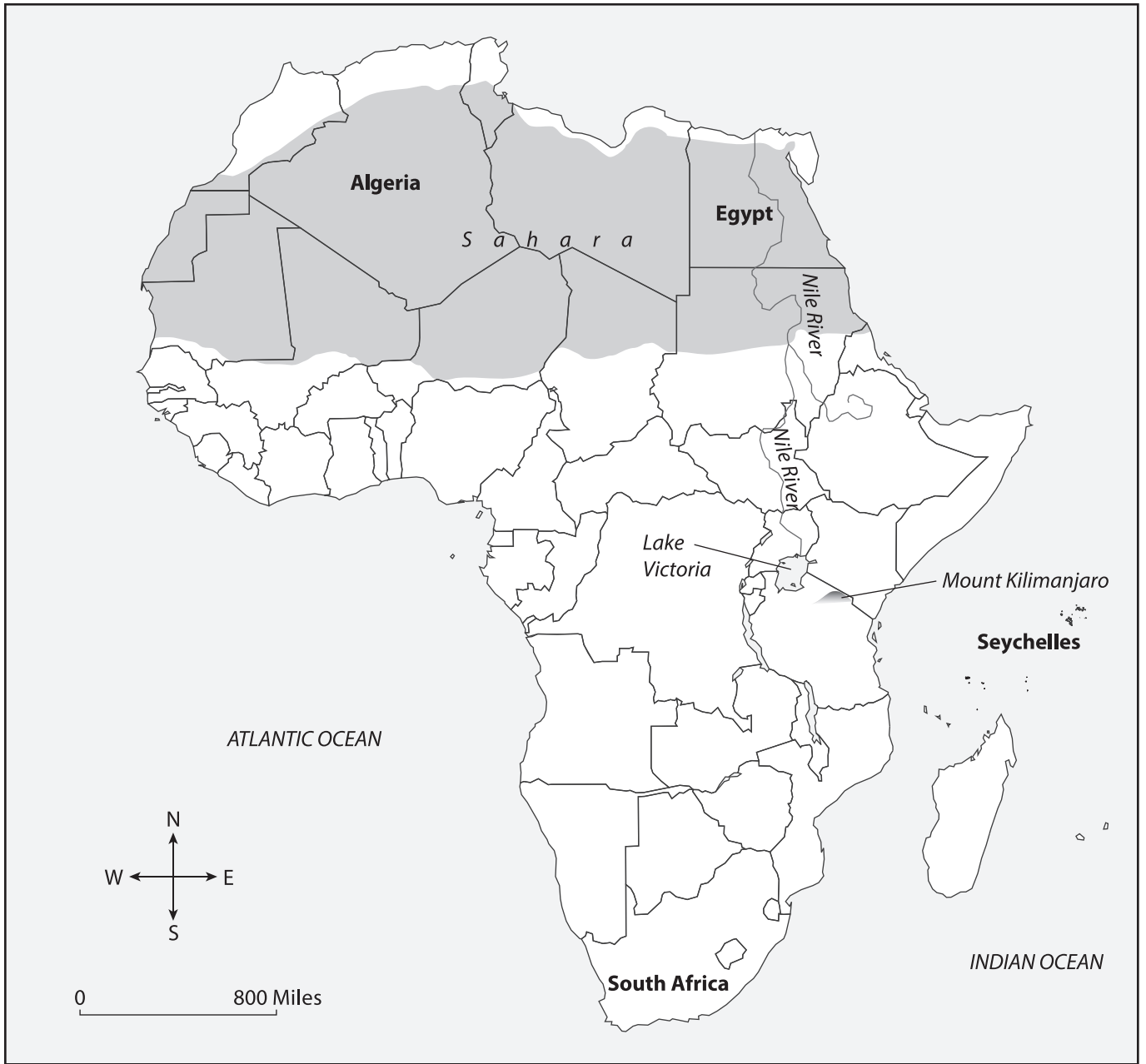
French horn



violin



Map of Africa



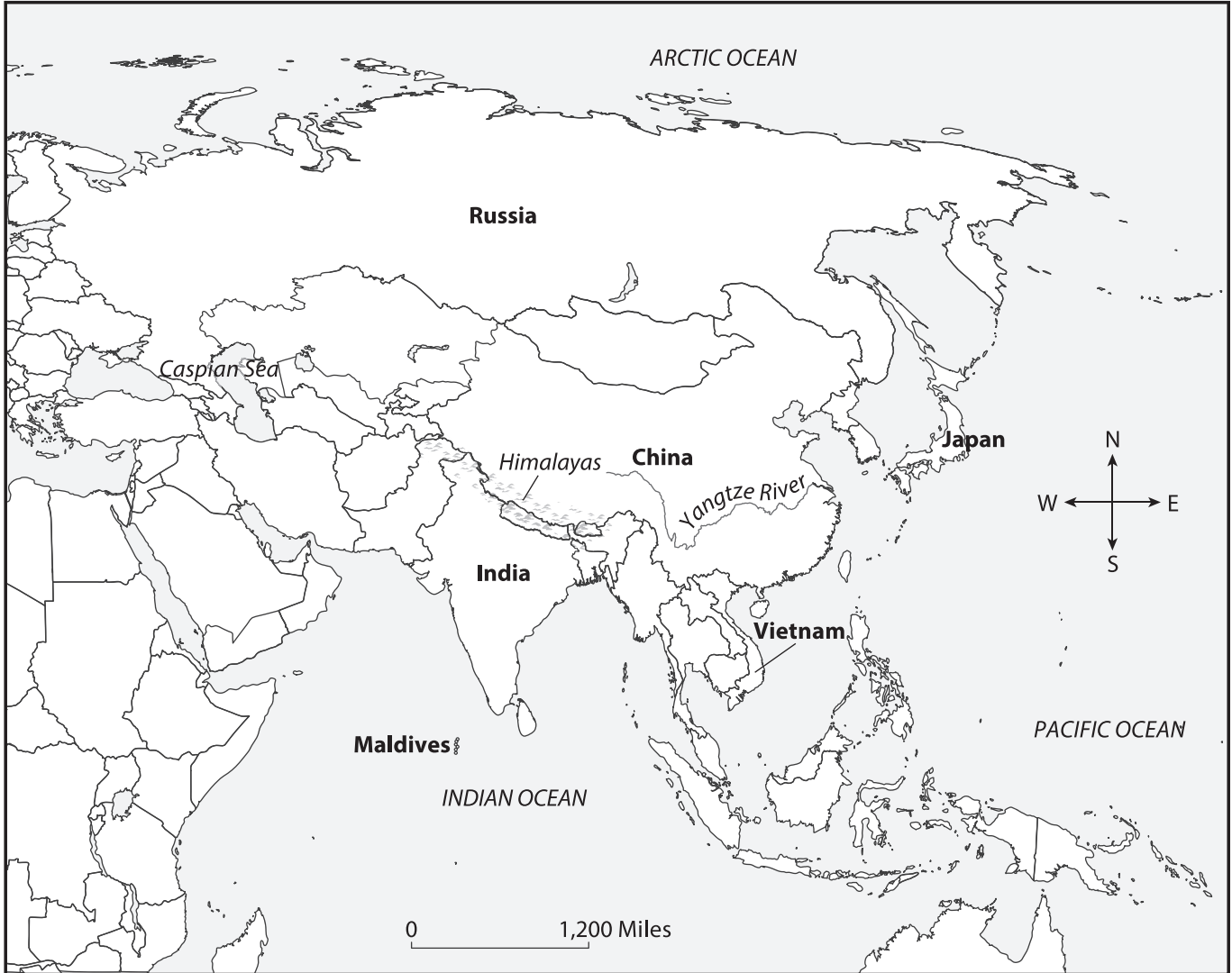
Name _____

Date _____

Activity Page 6.2

Use with Chapter 6

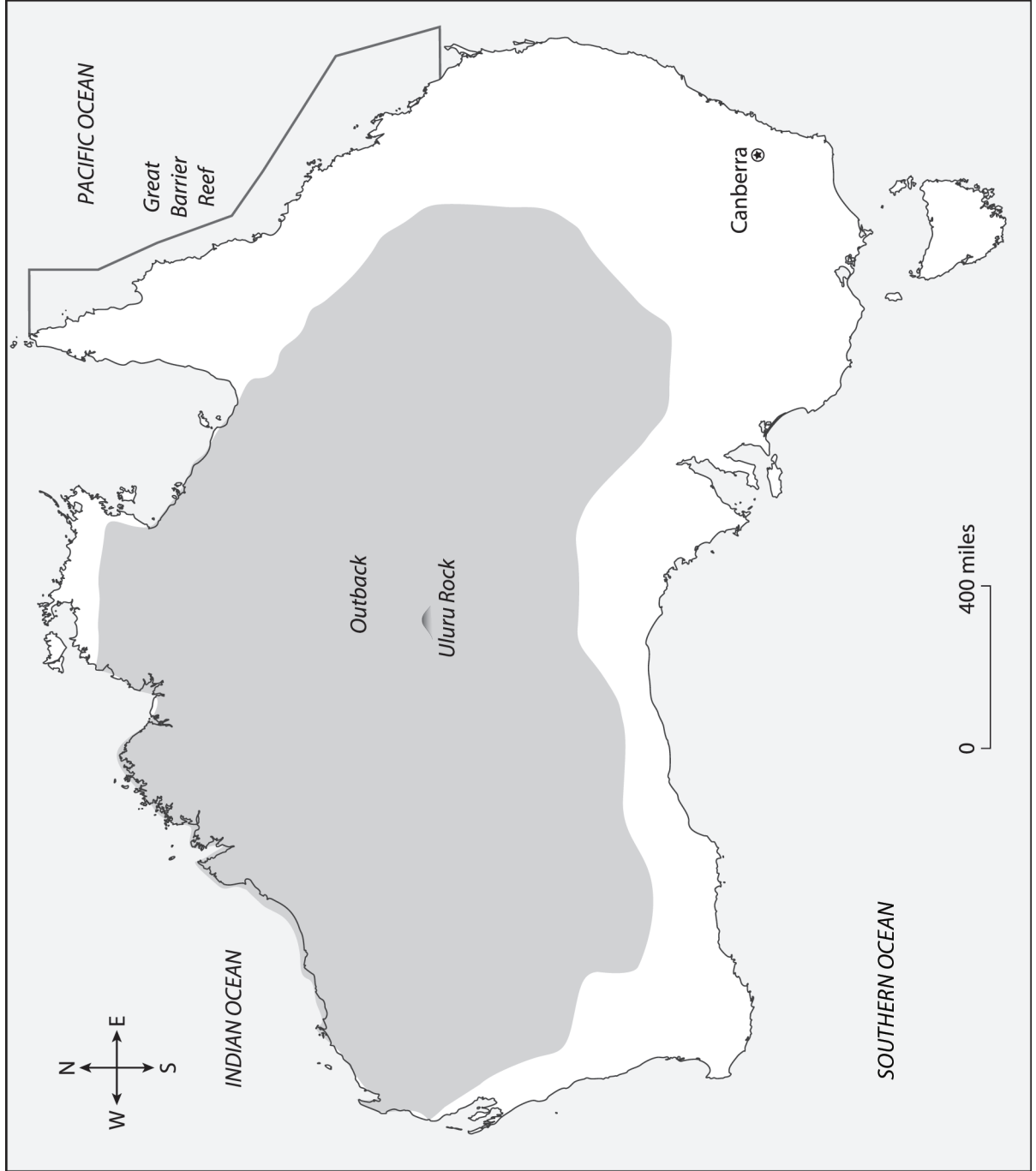
Map of Asia



Name _____

Date _____

Map of Australia



Name _____

Date _____

Activity Page 7.2

Use with Chapter 7

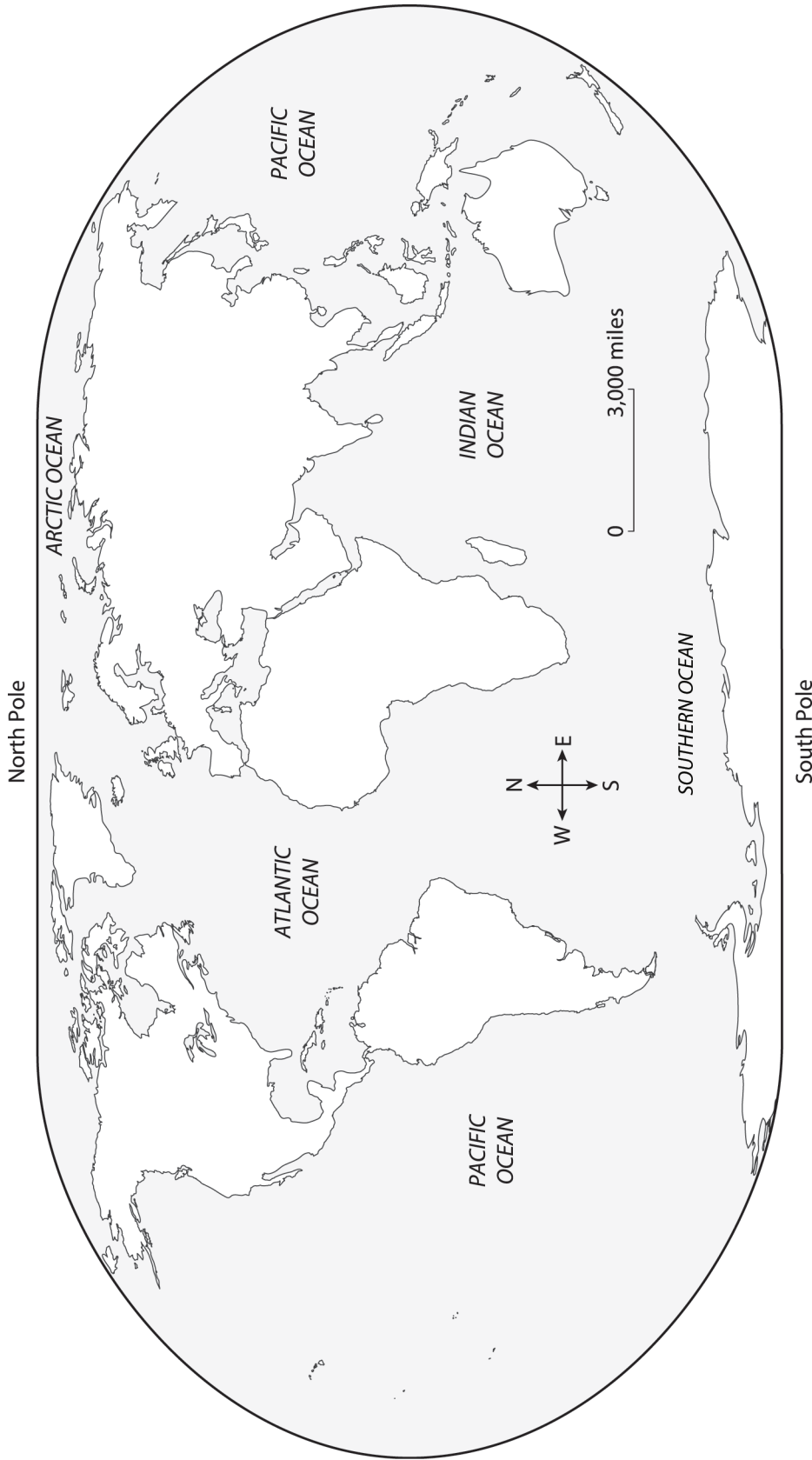
Map of Antarctica



Name _____

Date _____

The World



Answer Key: Continents, Countries, and Maps

Unit Assessment (pages 115–116)

1. c 2. b 3. b 4. a 5. b 6. c 7. a 8. a 9. c 10. b

Activity Pages

Show and Tell Map of the United States (AP 2.3) (page 133)



Peter and the Wolf (AP 5.2) (page 138)

oboe: duck

clarinet: cat

French horn: wolf

violin: Peter



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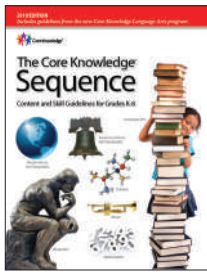
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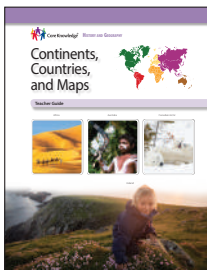
Continents, Countries, and Maps

Core Knowledge History and Geography 1



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