

3rd Grade Geography

Unit Plan

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Overview

As part of a comprehensive third grade social studies curriculum, students will be introduced to the concept of geography. As defined by National Geographic (2016), “Geography is the study of places and the relationships between people and their environments.” Over the period of three weeks, students will explore introductory geographical concepts while being encouraged to make connections between the academic content and the real world.

Beginning with a broad picture of the world in spatial terms, students will explore geographic tools, and how geographers use compasses, maps, and globes to study the connection between people and places. Students will correlate grid mapping skills to the concept of latitude and longitude on a map. Locating and identifying the seven continents and five oceans of the world will lead students to further discover the geographic makeup of the world, via relative and absolute location. Students will begin to narrow down the broad concept of geography as they delve deeper into the study of the country in which they live, the United States of America. As students continue to examine the United States, they will build a relational understanding of their country. The five regions of America and the physical features which dominate them bring forth the natural components of geography. This idea is followed by the discovery of the world’s natural resources; those which are renewable and nonrenewable, along with those that are living and nonliving. Humanistic ideals will be strengthened as students begin to apply the concept of conservation to the real world.

An adequate understanding of geography begins with students developing a mental map of the world around them. This general idea helps students establish how the relationship between the land and people exists. This gradual revelation of what the world has to offer, in relation to the land and the people, encourages students to understand global interdependence. Ultimately, students will be encouraged to demonstrate a civil responsibility by being aware of the world around them.

Objectives

Cognitive Domain

- ➔ Through direct instruction, students will be able to identify a compass as a geographical tool used to determine direction.
- ➔ Given a blank compass rose, students will accurately label the four cardinal directions, and four ordinal directions with at least 75% accuracy.
- ➔ Through direct instruction, students will identify a map as a flat, 2-dimensional model of specific locations.
- ➔ Given a globe, students will identify the globe as a geographical, 3-dimensional model of the Earth.
- ➔ Through the utilization of a Venn diagram, students will be able to compare and contrast a map and globe.
- ➔ Through direct instruction, students will generalize that the equator and prime meridian divide the globe into four hemispheres.
- ➔ Through direct instruction, students will be able to accurately label the four hemispheres and the geographical lines that create them.
- ➔ When requested, students will identify at least six places on the grid using the given coordinates.
- ➔ Through direct instruction, students will be able to write coordinates for at least six points using this form: (x, y)
- ➔ Through direct instruction, students will be able to distinguish between latitude and longitude lines.
- ➔ Given a set of coordinates, students will use a map to find an absolute location.
- ➔ After watching an informational video, students will be able to visually represent a list of 10 land features.
- ➔ Given a graphic organizer, students will be able to describe at least 5 land features.
- ➔ Given a description, students will be able to recall the physical feature that is being described.
- ➔ Given a U.S. map, students will be able to describe the relative location of the five regions of the United States.
- ➔ Given a U.S. map, students will be able to identify the United States as a nation in North America.
- ➔ Through direct instruction, students will be able to identify characteristic landforms of the five major regions of the United States.
- ➔ Through direct instruction, students will be able to recall a natural resource.
- ➔ Through direct instruction, students will be able to categorize renewable and nonrenewable resources.
- ➔ Through cooperative study, students will list examples of natural resources that people use in everyday life.
- ➔ Through direct instruction, students will be able to differentiate between living and nonliving resources from nature.

- ➔ Given manipulatives, students will recall previous content from the first half of the geography unit.
- ➔ Given specific instructions, students will construct a review folder to accuracy when compared to the teacher's model.
- ➔ Using their lap books, students will be able to accurately answer geography unit review questions.

Affective Domain

- ➔ Through direct instruction, students will discover the importance of conserving nonrenewable resources as a humanistic trait.
- ➔ Given the opportunity to plant a seed, students will be able to demonstrate a positive increase in appreciation towards their environment.
- ➔ After planting a bean seed, students will be able to analyze the importance of planting seeds as part of a humanistic responsibility to help promote the growth of renewable resources.
- ➔ During a cooperative game, students will display a positive attitude amongst their peers.

Psychomotor Domain

- ➔ Given a compass, students will cooperatively locate the north, south, west, and east corners of the classroom.
- ➔ Given a manipulative (play dough), students will be able to separate the four hemispheres of the Earth.
- ➔ Given a map, students will be able to label the seven continents and five oceans of the world.
- ➔ Using a map, students will be able to identify which hemisphere each continent is located in.
- ➔ Given a manipulative (Wikki Sticks), students will be able to identify a point of intersection.
- ➔ Based on a description, students will use a manipulative (play dough) to create a model of a specific land feature.
- ➔ Given the appropriate resources, students will be able to plant a bean seed while they identify which parts are living or nonliving.

Content Outline

❖ **Lesson 1: Introduction to Geography, The Compass as a Geographic Tool**

Students will be introduced to the subject of geography, what it means, and how it relates to them. This lesson will also introduce the compass as a geographic tool while students explore the cardinal and intermediate directions.

❖ **Lesson 2: Using Globes and Maps**

As a continuation of geographic tools, students will observe different types of maps and a globe. Based on their observations, students will compare and contrast a map and globe using a venn diagram.

❖ **Lesson 3: Hemispheres**

Using the globe as a reference, students will determine how the world can be divided into four hemispheres. Using play dough as a manipulative, students will create a simple 3-D figure of the world, and cut it in half two different ways to represent the four hemispheres.

❖ **Lesson 4: The 7 Continents and 5 Oceans**

Narrowing down their perspective of the world as a whole, students will use a world map to identify the seven continents and five oceans. During instruction, the students will create a color-coded map of the world as they learn about the features of each continent and the oceans.

❖ **Lesson 5: The Grid System**

Introducing the grid system, coordinates, and the process of plotting points helps students build a foundational knowledge prior to using lines of latitude and longitude to decipher absolute location. Students will play a game that requires them to roll a number cube to establish coordinates, and plot the points on a grid, with the ultimate goal of plotting a certain number of points in a row.

❖ **Lesson 6: Latitude and Longitude**

Students will apply the skill of using a grid to determine the absolute location of places on a map using latitude and longitude coordinates.

❖ **Mid-Unit Assessment**

Students will be assessed on the first half of the geography unit content. The assessment provides a summative evaluation of content knowledge, thus far.

❖ **Lesson 7: Physical Features**

Students will explore the geographic features that are present in the world around them. This lesson will encourage students to recognize and describe physical features of a land.

❖ Lesson 8: Physical Features II

Based on clues, students will use play dough to create a model of each land feature. This hands-on activity will help resonate the visual representation of each physical feature.

❖ Lesson 9: The Regions of the United States

The unit will begin to narrow geographic concepts to that of the North American continent. With an intent focus on the United States of America, students will explore the five regions of the United States, and explain that regions can share both physical and human characteristics.

❖ Lesson 10: Natural Resources, Renewable and Nonrenewable

Students will gain a foundational understanding of natural resources. Those that are renewable, nonrenewable, living, and nonliving resources and the importance of their presence in nature.

❖ Lesson 11: Natural Resources, Living and Nonliving

Students will apply their knowledge of living and nonliving resources as they plant bean seeds while identifying each component of the plant as renewable, nonrenewable, living, or nonliving.

❖ Lesson 12 & 13: Geography Lap Book I & II

Students will begin to compose a lap book as a form of review for the unit assessment. The lap book will contain content related to the entire unit.

❖ Lesson 14: Geography Jeopardy Review

Students will utilize their geography lap books to participate in a Jeopardy review game before taking their unit assessment.

❖ Unit Assessment

The summative assessment will be a comprehensive final evaluation tool used to determine student understanding of the unit's content.



Lesson 1

The Compass as a Geographic Tool

Rationale: As students are introduced to a geography unit, the cardinal directions provide a solid foundation for future map and globe lessons. Building a solid understanding for their sense of direction allows students to understand where places are in relation to one another. This skill is thoroughly utilized across many academic contexts. Having an academic understanding of the cardinal directions is a significant life skill that students should master as they become independent members of their community.

Objectives:

- ➔ Through direct instruction, students will be able to identify a compass as a geographical tool used to determine direction.
- ➔ Given a compass, students will cooperatively locate the north, south, west, and east corners of the classroom.
- ➔ Given a blank compass rose, students will accurately label the four cardinal directions, and four intermediate directions with at least 75% accuracy.

PDE SAS/PA CORE:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **CC.1.2.3.J:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Materials:

Teacher:	Chalk, chalkboard Doc cam Blank compass rose worksheet to display ¹ 6 compasses or a compass app displayed on the projector Cardinal direction labels to place around room (N, S, W, E) Teacher’s model compass ² Brass brads to attach compass and needle
Students:	Social Studies folder Compass activity sheet ³ Pencil

¹ See 1A

² See 1B

³ See 1C

Introduction: Write geography on the board in two different colors, distinguishing the prefix and suffix. Ask students to read the word. What is geography? Have we ever heard of this word before? The word geography comes from the Greek language. The prefix geo- means earth, and the suffix -graphy means to write. Geography is a science that studies the location of living and nonliving things on earth, and the way they affect one another and the natural parts of an area. The people who study geography are called geographers. So a geographer might study specific places, where they are located, and the natural features of a place. For this unit we are all going to become geographers.

Procedures:

1. Geographers use many tools to do their job correctly. One of the most important ones is called a compass.
2. *Has anyone ever seen or used a compass before? If yes, can you tell what it is?*
3. A compass is a tool for finding direction. Sometimes we see it represented as symbol on a map that looks like this. *Display blank compass rose on the projector.* Except, this symbol is missing some information.
4. Each one of these points represents a specific direction.
5. Does anyone know what these directions might be? *North, south, east, and west.*
6. Have students volunteer to label the directions. If they are unable to do so, instruct them on the directions, and the mnemonic device for remembering them. *Never, Eat, Soggy, Waffles.*
7. There are four other directions, which are called intermediate directions. They go in between the four main directions. Model the location of these directions.
8. The intermediate directions begin with either north or south, and are followed by their partner to the left or right, east and west.
9. Model the position of northeast, southeast, southwest, northwest on the compass rose.
10. Ask: *Why are these directions important?* A compass is a special tool because no matter where you are each direction on the compass will always point in the same direction.
11. Have two volunteers stand up and face in alternate directions. Tell both students to turn to the right. They should be facing two different ways.
12. Ask: *If I asked them both to turn to the right, why aren't they both facing in the same direction?*
13. Left, right, up, and down are okay directions for placement, but not for identifying a location or giving directions.
14. Let's work together to find out where the cardinal directions are in our classroom.
15. Hand out compasses or use the projector to project a compass app.
16. Compasses work using a magnet that is attracted to the north pole.
17. Model how to use the compass. The colored part of the needle should always be lined up with north. Then, you hold the compass flat in your palm and turn your body gently toward the direction you plan to move toward.
18. Have students stand and turn toward the north. If everyone is facing the right direction, inform students that we will label the cardinal directions of our classroom.

19. I will ask you to walk toward a direction, when you get to the correct location we will label it as north, south, east, or west. Model this process and inform students of the expected behavior.
20. Divide students into appropriate groups. Each group will have one compass and take turns using it. If the compass is projected on doc cam, work as one whole-group.
21. Call out a direction and have students walk toward it. Label the location with the appropriate direction card until all cardinal and inter cardinal directions are labeled around the room.
22. Collect compasses and have students go back to their seats.
23. Have two students volunteer to model the same situation as step 11. Then, ask students to face toward one of the cardinal directions they labeled. They should both be facing in the same direction.
24. Explain that even if someone is in a different room in the building, such as the main office or another classroom, if we ask them both to face north they will both be facing in the same direction. Have them both turn toward another direction to solidify understanding.
25. Pull down the U.S. map.
26. The compass rose is a symbol found on maps that helps us do the same thing. It helps us find places in relation to one another. If we are in Pennsylvania and we are heading toward the west, which way would we be going? Have volunteers come up and point to a state that is to the N, S, E, W, NW, SW, NE, SE of specific locations using the map.

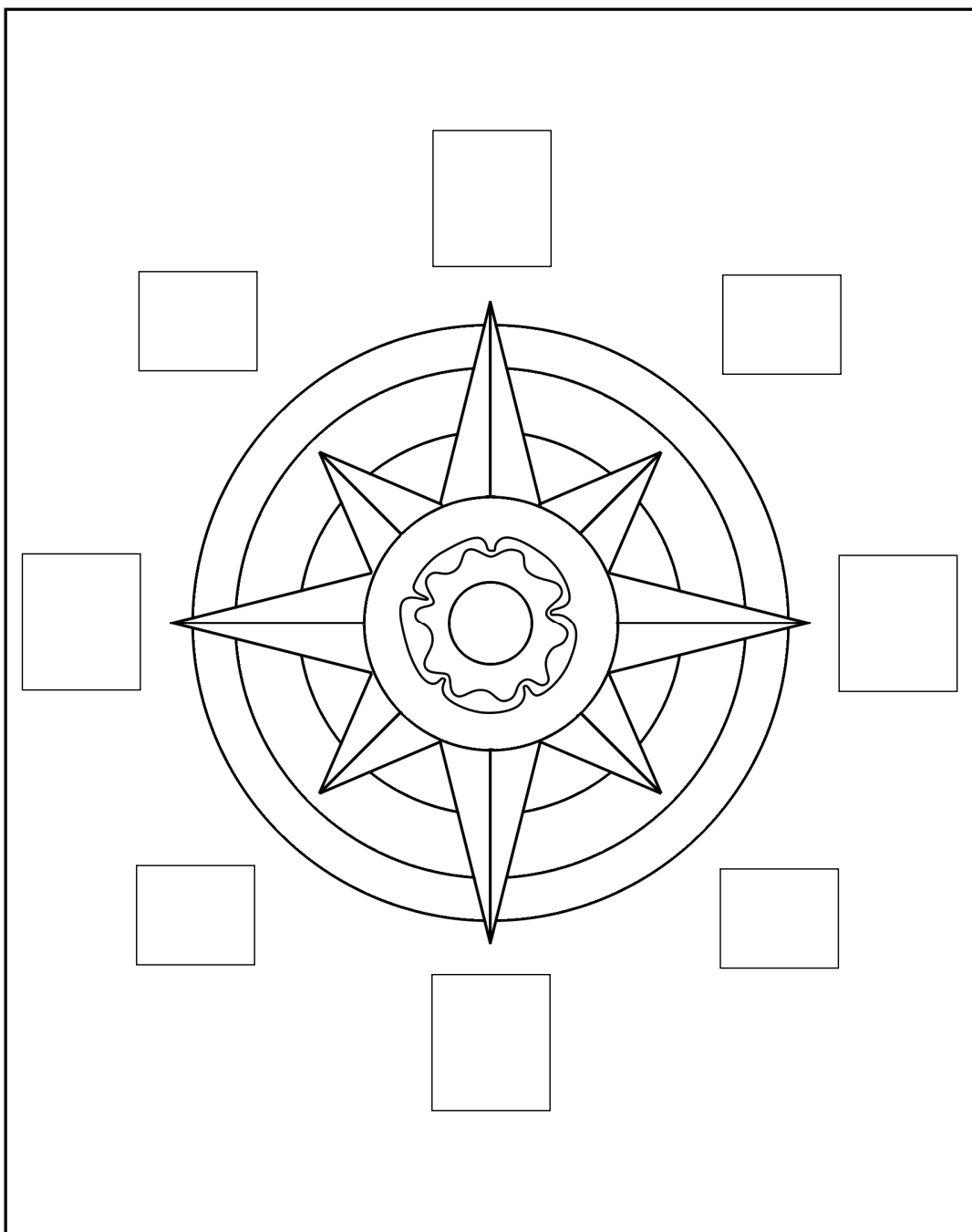
Accommodations:

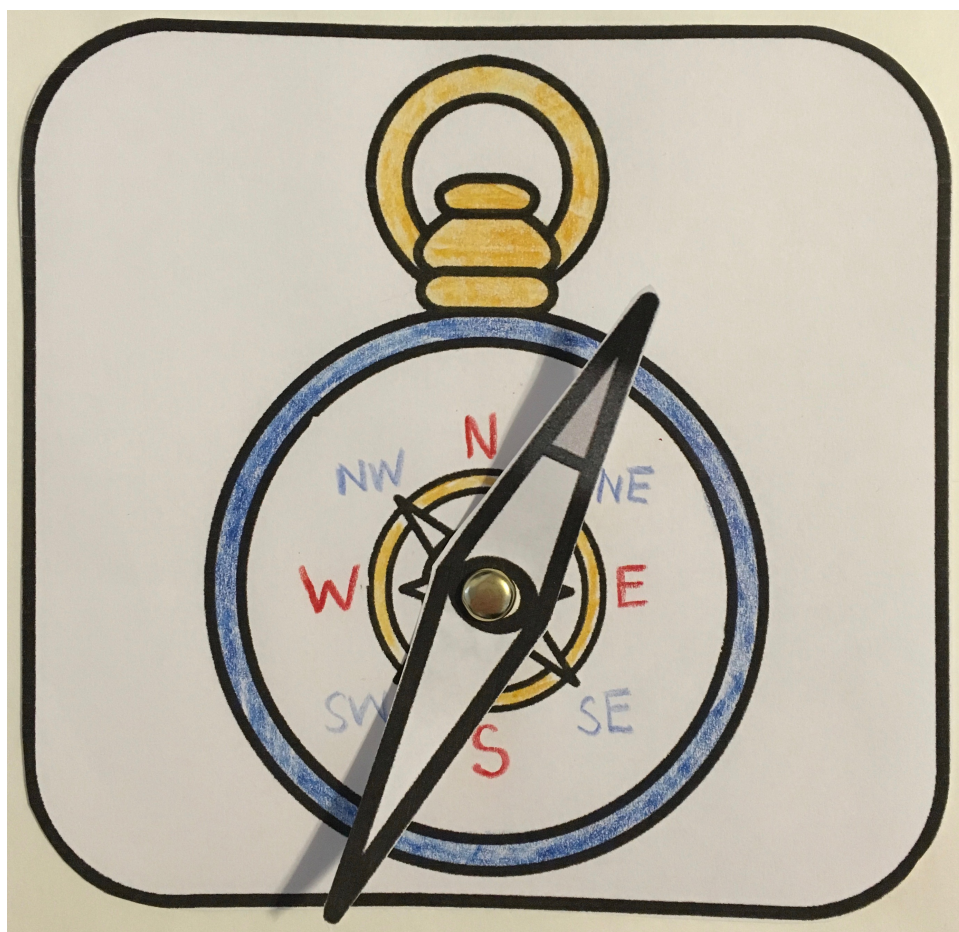
Students with special needs will be offered hand-over-hand assistance when using the compass. The gifted students will be directed with more higher-level thinking questions, such as: *How would the degree measurements on the compass provide more accurate directions? If the compass uses a 360° circle and north is always 0°, how many degrees are east, south, and west?*

Closure: Culminate the activity by having students construct and label the compass to keep as a reference in their social studies folders. Monitor students as they complete their activity, ensuring everyone has the correct placement of the directions. Review the responses together. Ask students how a geographer might use the compass in the field? Have students think of other tools a geographer might use to discuss tomorrow.

Evaluation (students): Students will be assessed through their participation during the lesson and their responses. A more thorough assessment of their understanding of the cardinal and intermediate directions would be their responses on their compass rose activity sheet.

Next Step: Following this lesson, students will be introduced to maps and globes. They will further explore their skill of locating places using cardinal directions. Now that the classroom walls are labeled with the cardinal directions, students will utilize these labels as we transition to different areas of the room.





Compass



Lesson 2 Using Globes and Maps

Rationale: As students begin to form a solid foundation of geographical tools, the concept of differentiating between maps and globes will strengthen future lesson skills. By establishing an accurate representation of a globe, students will be able to relate the Earth's hemispheres and poles through the use of a 3-dimensional model. Understanding maps and map features is a life skill, which will allow students to reinforce the concept of cardinal directions and locating places in relation to others.

Objectives:

- ➔ Through direct instruction, students will identify a map as a flat, 2-dimensional model of specific locations.
- ➔ Given a globe, students will identify the globe as a geographical, 3- dimensional model of the Earth.
- ➔ Through the utilization of a Venn diagram, students will be able to compare and contrast a map and globe.

PDE SAS/PA CORE:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **ELP.3.L.1-3.4:** Proficiency Level: Expanding - Compare and contrast measurable characteristics of different figures based on oral descriptions using models within a small group.

Materials:

Teacher:	Globes Variety of maps Venn diagram handout ⁴ For game: PA street map, Smart board (display US map), globe Questions list ⁵ Social Studies textbook
Student:	Social Studies textbook Venn diagram handout Pencil

Introduction: Begin with a check-in of the cardinal directions. Yesterday, we discussed a tool that geographers use to help them know where they are going. What was that geographic tool? *Compass*. Ask: Who remembers what the four cardinal directions are? *North, south, west, and*

⁴ See 2A

⁵ See 2B

east. How about the intermediate directions? *NE, SE, NW, SW*. Today we are going to learn about two more geographic tools, maps and globes.

Procedures:

1. Have a globe and several maps for each group of desks.
2. Hand out Venn diagrams to each student.
3. Ask students to observe the maps and globes. Then, work together to compare and contrast the two geographic tools.
4. When students are ready, use doc cam to project the Venn diagram. Ask for volunteers to fill in responses.
5. After several responses, read pages 82-87 in the social studies textbook.
6. Go back to the Venn diagram and add any new information.
7. Be sure to address the key ideas listed in the teacher's Venn diagram.
8. Discuss the concept of a map key and other important map features, such as the title, and scales.
9. Provide examples of map symbols and what they may represent.
10. If time permits, prepare students to play *State Map or Globe Game*.
11. Divide class into two groups, and have two students challenge each other for points.
12. Ask questions that require students to determine whether a map or globe would be the most useful tool.

Accommodations:

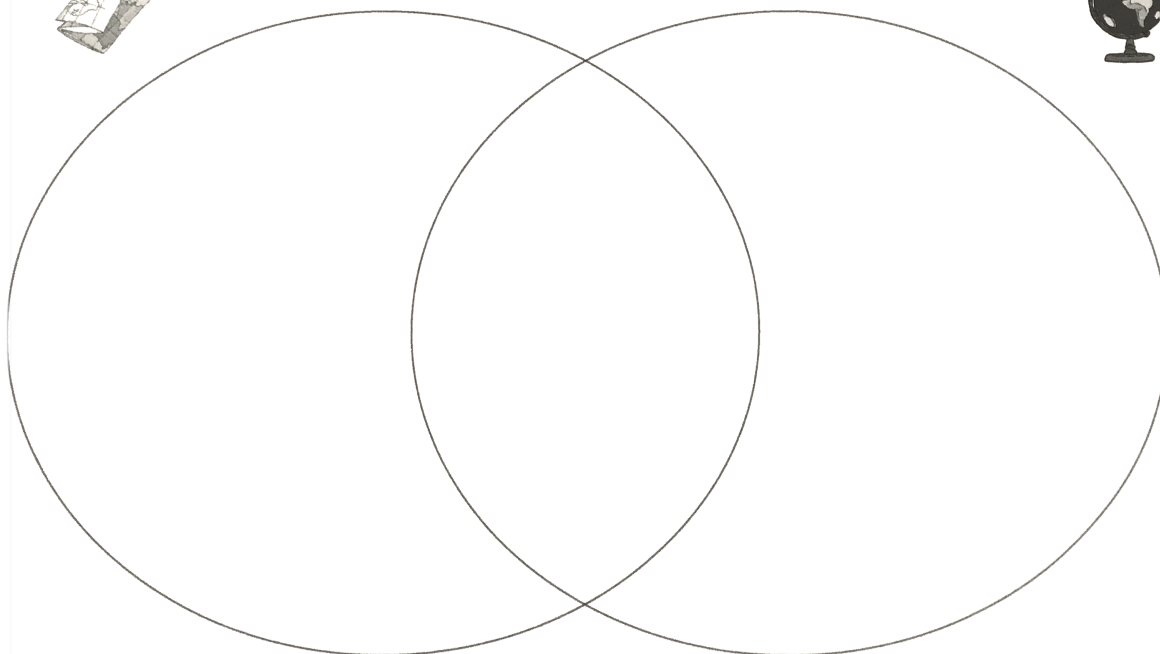
Students with special needs are permitted to use their Word Books as they are completing their Venn diagrams. If necessary, a fill-in the blank Venn diagram will be provided. The gifted students will be directed with more higher-level thinking questions during the lesson. Such as, *having them show the differences and similarities as they are being discussed. What or how many types of maps are there? Which maps are most frequently used by individuals? When would a person choose to use a map or globe?*

Closure: Culminate the lesson by checking that all students have completed their Venn diagrams and have developed a thorough understanding of the differences between a map and globe, along with the different types of maps available. Ask students to clarify that a globe is a 3-dimensional model of the Earth. A map is a flat representation of various areas.

Evaluation: (students) Students will be evaluated on their participation and the completion of their Venn diagram. Students will also be evaluated through their responses during the map game. Students will be asked to defend their answers whenever necessary.

Next Step: Following this lesson, students will be introduced to the hemispheres and poles of the Earth.

Name: _____



Map or Globe?

- * Which tool would you use to find Calypso Avenue?
Map
- * Which tool would you use to see how far Africa is from Europe?
Globe
- * Which tool would you use to see where the Rocky Mountains are located?
Map
- * Which tool would you use to find the capital of Pennsylvania?
Map
- * Which tool would you use to find which ocean is located north of Russia?
Globe
- * Which tool would you use to find which states the Mississippi River goes through?
Map
- * Which tool would you use to find the line that separates the Earth's hemispheres?
Globe
- * Which tool would you use to find the equator?
Globe
- * Which tool would you use to find the highway that goes to Pittsburgh?
Map
- * Which tool is a 3D model of the Earth?
Globe
- * Which tool would you use to travel with?
Map
- * What is one major difference between a map and a globe?
A map is flat and a globe is round.
- * What is one similarity between a map and a globe?
They both help geographers locate specific areas.

Lesson 3 Hemispheres

Rationale: As a continuation of the unit, students will participate in a hands-on activity that will help reinforce geography content regarding the poles and the equator. Students will develop map skills by positioning and labeling the poles, equator, and prime meridian on models of the Earth. Through this hands-on activity, the students will be able to correlate the idea that the equator and prime meridian divide the Earth into four hemispheres.

Objectives:

- ➔ Given a manipulative (play dough), students will be able to separate the four hemispheres of the Earth.
- ➔ Through direct instruction, students will generalize that the equator and prime meridian divide the globe into four hemispheres.
- ➔ Through direct instruction, students will be able to accurately label the four hemispheres and the geographical lines that create them.

PDE/National Standards:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.

Materials:

- | | |
|-----------------|--|
| Teacher: | Hemispheres Exit Ticket ⁶
Play dough
Toothpick
Plastic knife |
| Student: | Play dough
Toothpicks
Plastic, play dough knives |

Introduction: Students will enter lesson with a review from the previous day by listing all of the geographic tools we have learned thus far: compass, map, and globe. Ask: Which tool would you use to study the world as a whole. *A globe.* A globe allows us to see and study the places on the Earth more easily. Let's take a look at our globe. When we look at our globe we are able to see the seven continents and the five oceans. These places can also be located by the hemisphere they are in. Write hemisphere on the board using two different colors to distinguish the prefix hemi-, and suffix -sphere. The prefix hemi- means half. We all know is the shape of a globe is a sphere. So today we will be working with halves of the Earth.

Procedures:

⁶ See 3A

1. Hand out play dough, plastic knives, and toothpicks. Provide students with three minutes to free play with the play dough. Set a timer.
2. Then, inform students to roll their play dough into a sphere.
3. Using a globe, let's locate the two poles of our Earth. Model where the poles are located on the opposite ends of the globe. Ask: Does anyone know what these poles are called? *North Pole and South Pole.*
4. Have students use the toothpick to mark the north and south poles.
5. If we connected a line from the top of the North Pole through the Earth that led to the opposite end of the South Pole, we would create the Earth's axis. The Earth's axis is an imaginary, center line that the Earth rotates on.
6. Have students poke the toothpick through to the other side, creating the axis.
7. The Earth has a few more imaginary lines that help us visualize where things are.
8. There is an imaginary line that divides the Earth in half, horizontally. This line is called the equator. Demonstrate where this line is on the globe. Identify where the poles are located on the ball and which way the equator goes around the globe.
9. Split the ball in half. Explain to students that now there are two halves of the Earth we can look at. Ask students what these halves are called, guiding them to the word written on the board. *Hemispheres.*
10. Each hemisphere has a name. The northern half is north of the equator, and it is called the Northern Hemisphere. The Northern Hemisphere contains the North Pole.
11. The hemisphere south of the equator is called the Southern Hemisphere, and it contains the South Pole.
12. Have students roll their dough back into a sphere, mark the poles, and cut their play dough horizontally to represent both hemispheres. Monitor room to assure students are cutting the halves horizontally.
13. There is another imaginary line that divides the Earth in half, vertically.
14. This line is called the Prime Meridian, and it runs from the North Pole to the South Pole. Model where this line is on the globe.
15. Now if the equator divided the northern and southern hemispheres, which hemispheres do you think the prime meridian divides? *The Western and Eastern hemispheres.*
16. Have students roll their play dough into a ball again, mark the poles with a toothpick, and cut through the poles to model the Eastern and Western hemispheres.

Accommodations:

Special Needs: Students with special needs will have their prime meridian and equator lines clearly marked on their exit ticket, and a compass rose to help identify the cardinal directions.

Gifted: Higher level thinking questions will be directed toward this student. Such as, how the climate may differ in each of the hemispheres. Which hemisphere are we located in? How might this hemisphere differ than the other hemispheres? What might some of the regional difference be between the hemispheres?

Closure: Ask: How many hemispheres can the Earth be divided into? *Four*. Have volunteers name each hemisphere. Which imaginary lines divide the hemispheres? *The equator and the prime meridian*. Culminate the lesson by having students complete their hemisphere exit ticket. Collect the exit tickets as a form of assessment.

Evaluation (students): Students will be evaluated through their responses during instruction, as well as their responses during the lesson closure. Students will also be evaluated on the responses on their exit tickets.

Next Step: The next projected lesson will integrate identifying and locating the seven continents and the five oceans.

EXIT TICKET

Match the hemispheres.

Western
HemisphereNorthern
HemisphereSouthern
HemisphereEastern
Hemisphere**NAME:****EXIT TICKET**

Match the hemispheres.

Western
HemisphereNorthern
HemisphereSouthern
HemisphereEastern
Hemisphere**NAME:****EXIT TICKET**

Match the hemispheres.

Western
HemisphereNorthern
HemisphereSouthern
HemisphereEastern
Hemisphere**NAME:**

Lesson 4

The 7 Continents and 5 Oceans

Rationale: An understanding of the seven continents and five oceans helps children build a foundational understanding of the world around them. These concepts introduce students to places and cultures beyond their everyday experiences, and allows them to explore their location on the Earth.

Objectives:

- ➔ Given a map, students will be able to locate the seven continents and five oceans of the world.
- ➔ Given a map, students will be able to label the seven continents and five oceans of the world.
- ➔ Using a map, students will be able to identify which hemisphere each continent is located in.

PDE SAS/PA CORE:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **7.2.3.A:** Identify the physical characteristics of places and regions.

Materials:

- | | |
|-----------------|--|
| Teacher: | Blank World map to color with students ⁷
Yellow and Pink highlighter
Colored pencils
Images of individual continents for projector
Elmo
Continent and ocean notes ⁸ |
| Student: | World map
Yellow and Pink highlighter
Colored pencils |

Introduction: Each student will receive an unlabeled, black and white, world political map. As a review, have students label the compass rose on the map and highlight the equator in yellow and label each corresponding hemisphere. Then, highlight the prime meridian in pink and label each corresponding hemisphere. Assess background knowledge by asking students how many continents and oceans there are? Today, we are going to learn about the seven continents and the five major oceans. A continent is a large landmass on Earth. Each continent looks like one, big piece of land. Some of the continents are connected to other ones and are separated by borders (a line that separates one land from another). Have students take a moment to familiarize

⁷ See 4A

⁸ See 4B-4H

themselves with the map and attempt to locate the seven landmasses. As students view their map, ask them if any of the landmasses, or continents look familiar to them?

Procedures:

1. Instruct students on how we are going to color the map. We will review each continent together and fill in the key at the bottom. Everyone must use the same colors for each continent. This way, we will all have a world map that looks the same.
2. Display individual photos of each continent on the projector. Name the continent and have students find the same image on their map and color it in.
3. As they are coloring, describe the continent, and remind them to label their key at the bottom of the map.
4. The first continent we are going to color is the one we live on. We live on the continent of North America.
5. Color North America red. Read notes.
6. Ask students which hemisphere(s) North America lies in.
7. Color South America yellow. Read notes.
8. Color Africa purple. Read notes.
9. Color Europe orange. Read notes.
10. Sharing a border with Europe is Asia. Asia is to the east of Europe, and northeast of Africa. Color Asia green.
11. We can find Australia to the south of Asia, and southeast of Africa. Color Australia brown. Read notes.
12. Color Antarctica light blue. Read notes.
13. Now, we should have all seven continents colored. Name each continent. Show students a model of your map to compare.
14. The rest of the uncolored parts of the map are the five major oceans which we will color in blue.
15. Let's begin with the largest ocean, which is the Pacific Ocean.
16. When we label the Pacific Ocean on our world map, we have to label it in two places. The first label goes to the west of North America. Who thinks they know where the other label should go? To the east of Asia.
17. Since the world is round, this is really just one big ocean that is connected, but since our map is flat we have to label it in both areas so we are aware that they are connected. Model by rolling map together and showing on a globe.
18. The second largest ocean is the one we swim in on this side of the country. The Atlantic Ocean is located to the east of North America. This is the ocean we swim in when we go to the beach in New Jersey, New York, Maryland, Virginia, the Carolinas, Florida, etc.
19. The Indian Ocean lies between Africa and Australia. It is the third largest ocean.
20. The next ocean is the Southern Ocean. This is the newest ocean that was added to the map, in the year 2000. It is the fourth largest of the world's five oceans.
21. Which hemisphere do you think the Southern Ocean is located in? *Southern Hemisphere*. The Southern Ocean is right above Antarctica, up to the 60 degree latitude line.

22. The Arctic Ocean is the smallest and shallowest of the five oceans. It is located in the Northern Hemisphere, around the North Pole.

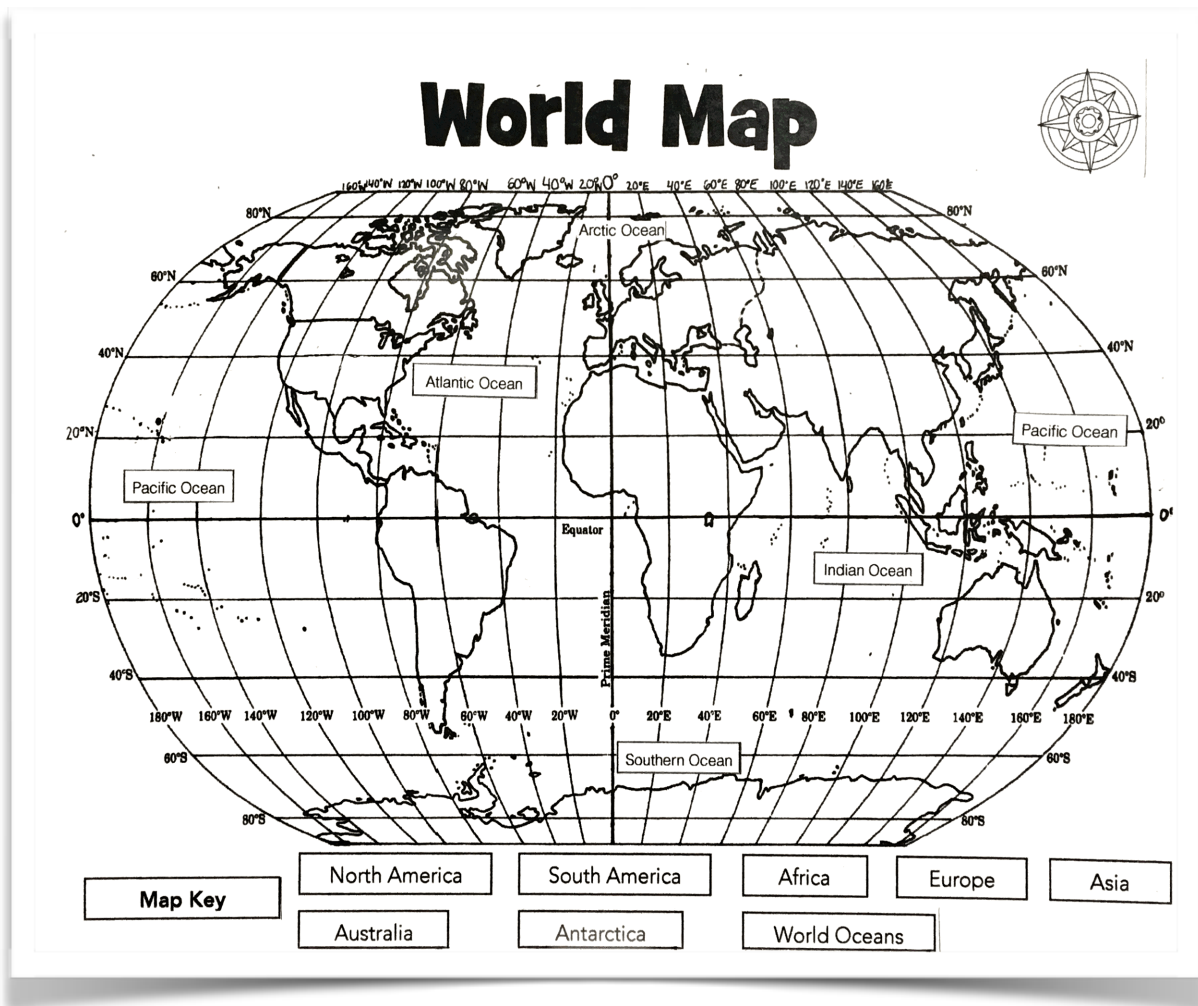
Accommodations:

Students with special needs will be provided with extra support as needed during the lesson, such as, having the continent names read to them as they are color coding their map. Higher-level thinking questions will be targeted directly to the gifted student. Such as: *Where are the continents located in relation to each other. Which continents lie entirely in the Southern, Northern, Eastern, and Western Hemispheres?*

Closure: As students complete their world maps, ask them how many continents are there? *Seven.* How many oceans? *Five.* The lesson will come to a close by having students compare their maps with a partner to make sure everything is labeled and colored correctly. The teacher's model will be projected, as well. As a quick review, ask students in which hemisphere each continent is located.

Evaluation: (students) Students will be evaluated on the overall completion of their map to accuracy, and their responses during instruction.

Next Step: The next logical step to take after this lesson would be to cover the grid system. A basic review of how to read a grid, and transition into lines of latitude and longitude.





Find North America on a map. Remind children that North America includes the United States of America, Canada, and Mexico. It also includes Central America, which is the long, narrow part of the continent that connects to South America. Discuss different

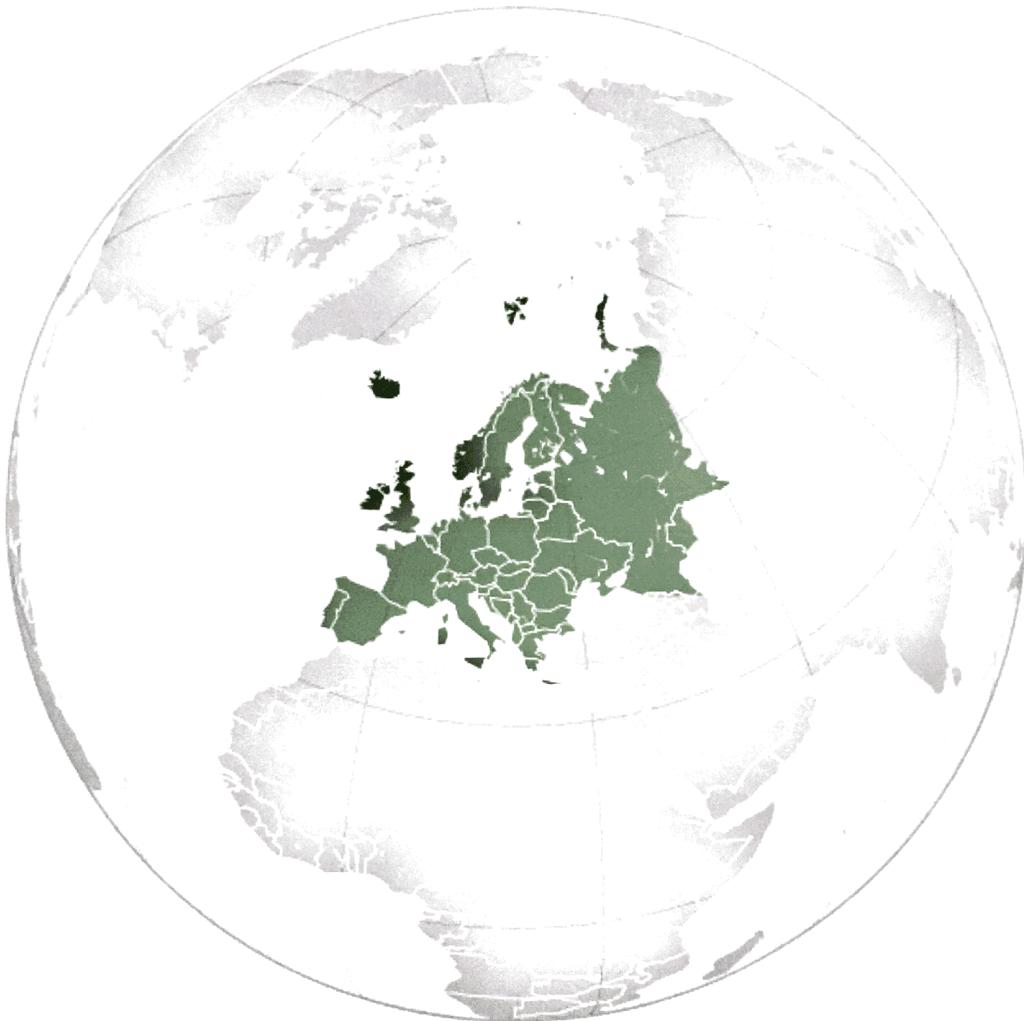
North America



Remind children that the Equator is an imaginary line that goes around the middle of the Earth. Most of South America lies in the southern hemisphere, the area below the Equator. The Amazon rainforest is in South America and it is the largest rainforest in the world. You may want to screen the *Rainforests* movie as an extension, and highlight differences between North and South American climates and rainforests. South America is also home to the longest mountain range in the world, the Andes Mountains. This mountain range is over 4,000 miles long and extends across seven countries.



Show a map of Africa and point out that parts of Africa lie in the northern hemisphere and other parts lie in the southern hemisphere. The largest desert in the world is the Sahara Desert and it is in Africa. This desert covers nearly 3,700,000 square miles and is almost as large as the entire United States. Africa is also home to the longest river in the world, the Nile River. Help children understand that people have been relying on the river for thousands of years, not only for drinking water but for food and transport. You may want to view the Ancient Egypt movie as an extension. Many children are familiar with animals such as giraffes, elephants, zebras, lions, cheetahs, and hippos. These are animals that are native to Africa and in some cases the only places where they are found in the wild.

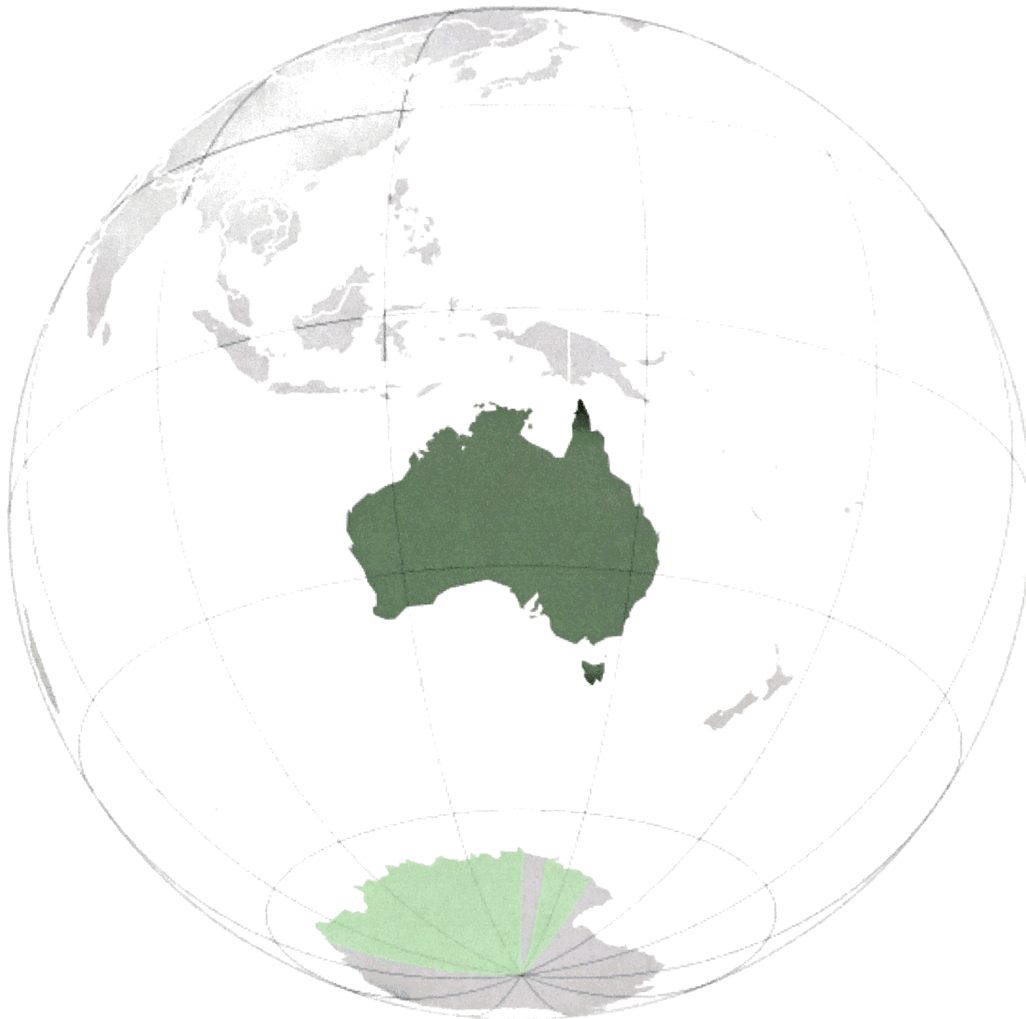


There are about **fifty countries in Europe**, but twenty-seven of them have come together to form the European Union to share resources and exchange in commerce more easily. **The Alps are a mountain range that stretches across parts of Europe.** In northern Europe there are fjords, which are long, narrow inlets with steep sides. Fjords are created by glaciers, or large, slow-moving bodies of ice that cut large valleys.

EUROPE



Asia is the world's largest continent and the most populated. About 60% of the world's population lives in Asia. The world's tallest mountain, Mount Everest, is in Asia, on the border between Nepal and Tibet. Mount Everest is nearly 30,000 feet high. Asia is also home to the lowest place on Earth, the Dead Sea, which is a salt lake on the border between Israel and Jordan. The Dead Sea is one of the saltiest bodies of water—over 8 times saltier than the oceans—and is about 1,385 feet (422 meters) below sea level.



Australia is not only a...
continent, but also a country! Australia is entirely in the southern hemisphere, which is why people call it the land "down under." The Outback is the remote, arid region of Australia that is far from urban areas. But, **Australia is also home to rainforests and the Great Barrier Reef, which is the largest reef system in the world and the largest structure made by living organisms, the coral polyps.** It can even be seen from space! You may want



Antarctica is the southernmost continent and it is where the South Pole is located. Help children understand that the continent is cold and windy and frozen in ice all year long—even in the summer. Although it is not hot like the Sahara, Antarctica is still considered a desert because its maximum rainfall is approximately eight inches along the coasts, with even less inland. There are no permanent residents in Antarctica, but scientists do visit there for research.

Lesson 5 The Grid System

Rationale: Students will utilize the mathematical concept of plotting points on a grid during a corresponding geography lesson. Both, maps and globes utilize a grid system that aids individuals in locating specific points. This skill is reinforced as students learn to identify continents and other areas by their absolute location.

Objectives:

- ➔ When requested, students will identify at least six places on the grid using the given coordinates.
- ➔ Through direct instructions, students will be able to write coordinates for at least six points using this format: (x, y)
- ➔ During a group activity, students will demonstrate cooperative behavior amongst their peers.

PDE SAS/PA CORE:

- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **ELP.5.S.1-3.1:** Proficiency Level - Emerging: Name places on maps working with a partner (such as: “This is the hospital”).
- ✓ **13.3.3.B:** Identify how to cooperate at both home and school.
- ✓ **ELP.5.S.1-3.2:** Proficiency Level: Beginning - Ask and answer WH- questions about locations of places on a map working with a partner (such as: “Where is Pennsylvania”)?

Materials:

Teacher:	Shape Grid ⁹ Elmo Number cubes
Student:	Copy of Zoo Grid ¹⁰ Copy of game board grid ¹¹ Number cubes Pencil

Introduction: Explain to students that as we become better geographers, we must learn how to use a grid. The grid system used on maps helps us locate where places are located more specifically. Provide students with an example: *If I said Calypso Elementary School is located in Bethlehem vs. Calypso ES is located on the corner of Calypso Avenue and 10th Avenue. Which would give you a more accurate location? The second example gives a more accurate location of the school.* A grid is a simple tool that looks like graph paper. It has lines going across,

⁹ See 5A

¹⁰ See 5B

¹¹ See 5C

horizontally, and it has lines going vertically, up and down. We use coordinates to help us find specific points.

Procedures:

1. Have grid projected on the doc cam.
2. What are coordinates? Coordinates are a pair of numbers, or a number and a letter, that mark a specific point.
3. Model what coordinates might look like. (2, 4) (C, 4).
4. The first number tells us how many spaces to move across, or horizontally.
5. The second number tells us how many spaces to move up.
6. We always start with the first number.
7. Model how to plot coordinates (2, 4). I would go over 2, and up 4.
8. Model how to plot another point, emphasizing over and up. Have students repeat *over and up*.
9. Model how the points (3, 4) and (4, 3) are different. The order of the coordinates is very important
10. Provide students with a coordinate. Ask them which way to plot the numbers.
11. Have volunteers plot more points during the whole group instruction.
12. Introduce the shape grid and complete as a whole group.
13. Have students complete the zoo grid individually. Review answers together.
14. Introduce number cube and grid activity. Model how to play. Each player will roll the cube twice. The first number is your first coordinate. Which way does this number tell you to go? *Over, to the right*.
15. Your second roll is your second coordinate. Which way does this number tell you to go? *Up*.
16. Write your coordinates down. If your coordinates are not written, you cannot win the game.
17. The first player to get six coordinates in a row, wins.
18. Divide students into pairs. Hand out one number cube to each group.

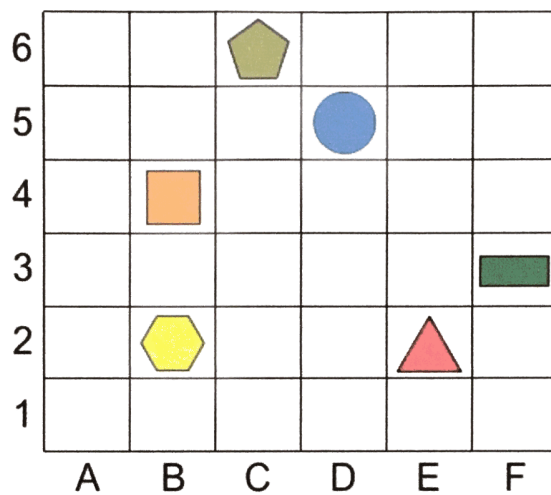
Accommodations:

Students will receive support as needed during activity and will have the instructions reread to them. These students will be monitored as they play the game to insure they understand the concept of the game. The gifted student will be asked what the pattern of winning coordinates might be. This student may also be offered a pair of number cubes to use when determining coordinates.

Closure: Culminate the activity by reviewing a winning game board and locating all of the coordinates.

Evaluation: (students) Students will be evaluated through their responses during the lesson, as well as their participation and responses during the group activity.

Next Step: Students will learn how to use the lines of latitude and longitude as a grid to locate places on a map.



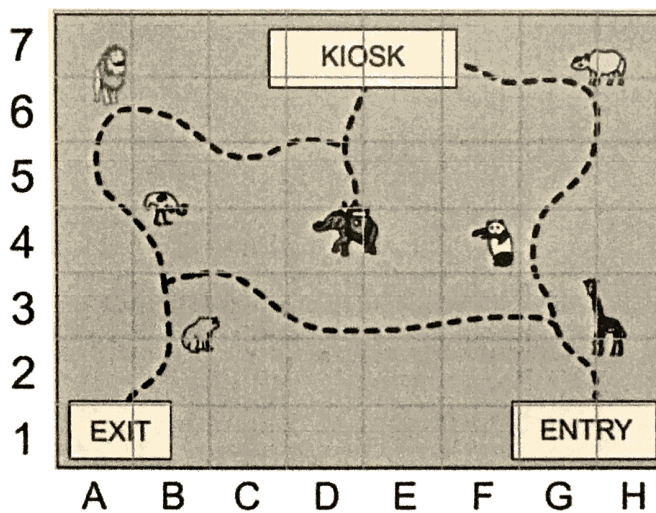
Which shape is located at (B, 2)? _____

What are the coordinates for the circle? _____

Which shape is located at (E, 2)? _____

Name: _____

Directions: Use the grid to answer the questions.



- Which animal is located in (F, 4)? _____
- If Jill is standing at (B,7), which animal would she most likely be looking at? _____
- If Joe is standing at (E, 4), which animal would he most likely be looking at? _____
- Where is the Exit located? (A, 1) (G, 1) (D, 7)

Name: _____

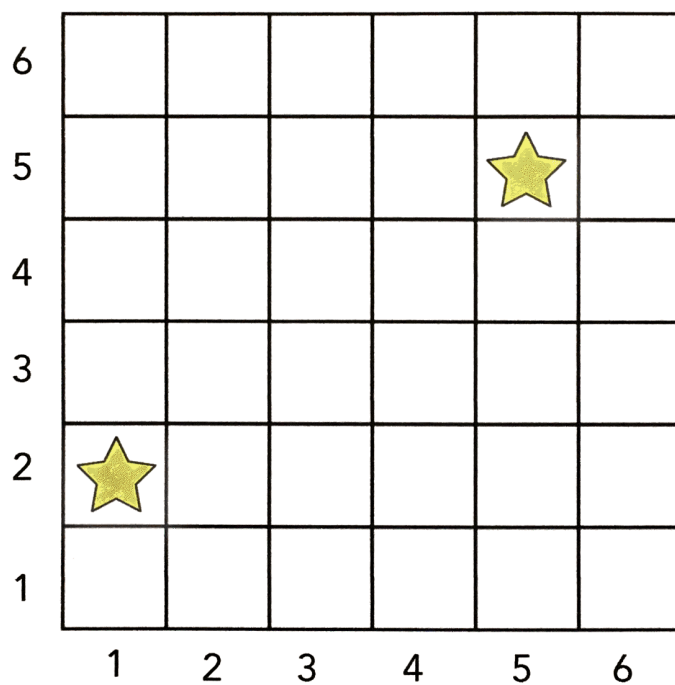
Directions: Roll the dice.

Write down the coordinates.

Mark the point on your grid.

If you land on a star, you may roll again.

The first player to get six in row, wins!



Lesson 6 Latitude and Longitude

Rationale: Students will continue to gain an understanding of map and globe terminology. Students will be introduced to the meaning of longitude and latitude, the method of notation, and associated vocabulary. The skills needed to read and interpret maps are a part of visual literacy, a task that is applied in the real world. Students will apply their knowledge of grid mapping skills to identify the absolute location of specific places.

Objectives:

- ➔ Through direct instruction, students will be able to distinguish between latitude and longitude lines.
- ➔ Given a set of coordinates, students will use a map to find an absolute location.
- ➔ Given a manipulative (Wikki Sticks), students will be able to identify a point of intersection, thus identifying the absolute location of a specific area.

PDE SAS/PA CORE:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **ELP.5.S.1-3.1:** Proficiency Level - Emerging: Name places on maps working with a partner (such as: “This is the hospital”).
- ✓ **ELP.5.S.1-3.2:** Proficiency Level: Beginning - Ask and answer WH- questions about locations of places on a map working with a partner (such as: “Where is Pennsylvania”)?

Materials:

Teacher:	Elmo World Map from previous lesson ¹² Colored pencils List of specific points to plot ¹³ Wikki Sticks (2 per student) Popsicle sticks (2 per student) ¹⁴
Student:	World Map from previous lesson Marker

Introduction: Hand out popsicle sticks to each student. Have them write their names on one side of a popsicle stick. Have students take out their world maps from their continent lesson. Review the previous lesson’s concept of a grid, and how the lines on the world map represent a grid.

¹² See 6A

¹³ See 6B

¹⁴ See 6C

When we learned about grids, we discussed the lines that go over and up. On a map, these lines are called latitude and longitude lines. Every place in the world is assigned a set of coordinates, which is known as their absolute location. These lines are measured in degrees. Model what the degree symbol ($^{\circ}$) looks like. In a set of coordinates the line of latitude is first. It tells us to go west or east. The line of longitude is second, and it tells us to go north or south.

Procedures:

1. Have students label the four cardinal directions on the corners of their plus-shaped, popsicle sticks.
2. Then, determine which popsicle stick represents the latitude line. Write latitude on the stick.
3. The other lines are the lines of longitude. These lines go vertically. Write longitude, vertically on the second popsicle stick.
4. Set popsicle sticks to the side and have students look at their map.
5. First find lines of latitude on the map. These are the lines that have a N or S after them. Have students trace each line with their index finger.
6. The 0° latitude line is called the equator.
7. Which hemispheres did this line divide? *North and south.*
8. Emphasize if the line is labeled south, it would be located in the Southern Hemisphere, and if the line is labeled north, it would be located in the Northern Hemisphere.
9. Hand each student two Wikki Sticks.
10. Assess students' understanding by calling out a specific degree of latitude, and having them place a Wikki Stick over the specific line. (Ex. 20° S line). Monitor students as they do this.
11. Repeat the same process with longitude lines.
12. These lines are between the Western and Eastern hemispheres.
13. What was the imaginary line that divides the the east and west? *Prime meridian.* These lines are measured in $^{\circ}$ E or $^{\circ}$ W.
14. When we combine one line of latitude and one line of longitude, we get a set of coordinates.
15. There are coordinates that are assigned to every location on Earth.
16. Let's practice locating points on our map. Use one Wikki Stick to place over the latitude line and the other to place over the longitude line.
17. Instruct students that the point of intersection, marks the absolute location. Model the first two examples together.
18. Which continent lies on (40° N, 100° W)? Place one Wikki Stick across 40° N, and another at 100° W. Where do these two lines intersect/meet. *North America.*
19. Which continent lies on (20° N, 20° E)? *Africa*
20. Have students locate the following continents independently.
21. (20° S, 60° W)? *South America*
22. (20° S, 140° E)? *Australia*
23. (40° N, 80° E)? *Asia*
24. (80° S, 0°)? *Antarctica*
25. (60° N, 40° E)? *Europe*

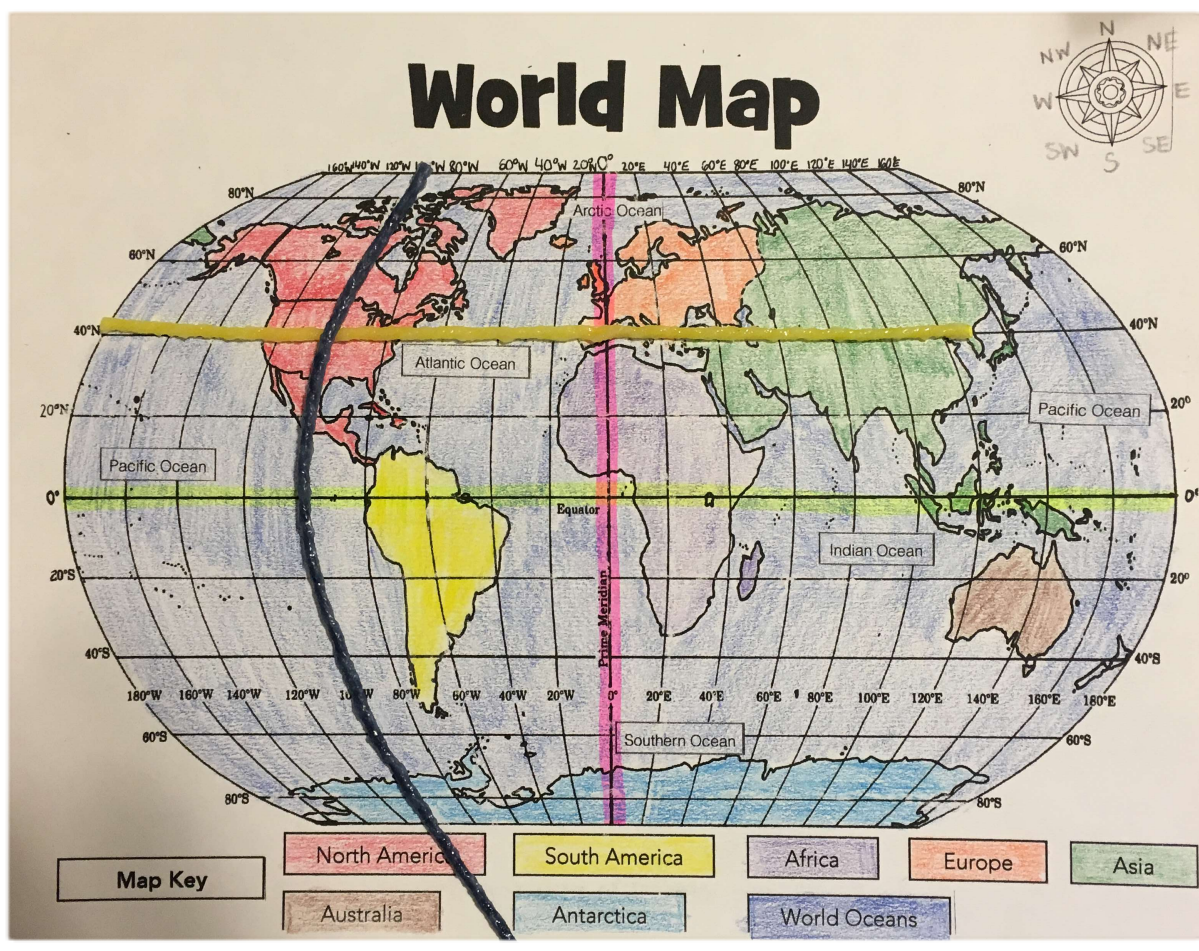
Accommodations:

Students with special needs will be offered hand-over-hand assistance during the plotting activity. The gifted student will be asked where numbers in between are located? For example, (45°S, 60°W). This student will also be asked to provide coordinates for a specific location.

Closure: Lesson closure will be a whole-group review of their responses. Volunteers will come up to the doc cam and demonstrate where they placed their Wikki Sticks, and how they established their answers. Ask students: What is the importance of latitude and longitude lines? What do these lines tell us? Which lines travel west and east? North and south?

Evaluation: (students) Students will be evaluated through their responses during instruction, as well as their responses during the independent plotting activity.

Next Step: Depending on student understanding of the concept, another lesson will be incorporated so students have the opportunity to target more specific points on the world map. This activity will culminate the longitude and latitude content.



Name: _____

Directions: Locate the continents using the latitude and longitude coordinates.

(40°N, 100°W)

(20°N, 20°E)

(20°S, 60°W)

(20°S, 140°E)

(40°N, 80°E)

(80°S, 0°)

(60°N, 40°E)

Name: _____

Directions: Locate the continents using the latitude and longitude coordinates.

(40°N, 100°W)

(20°N, 20°E)

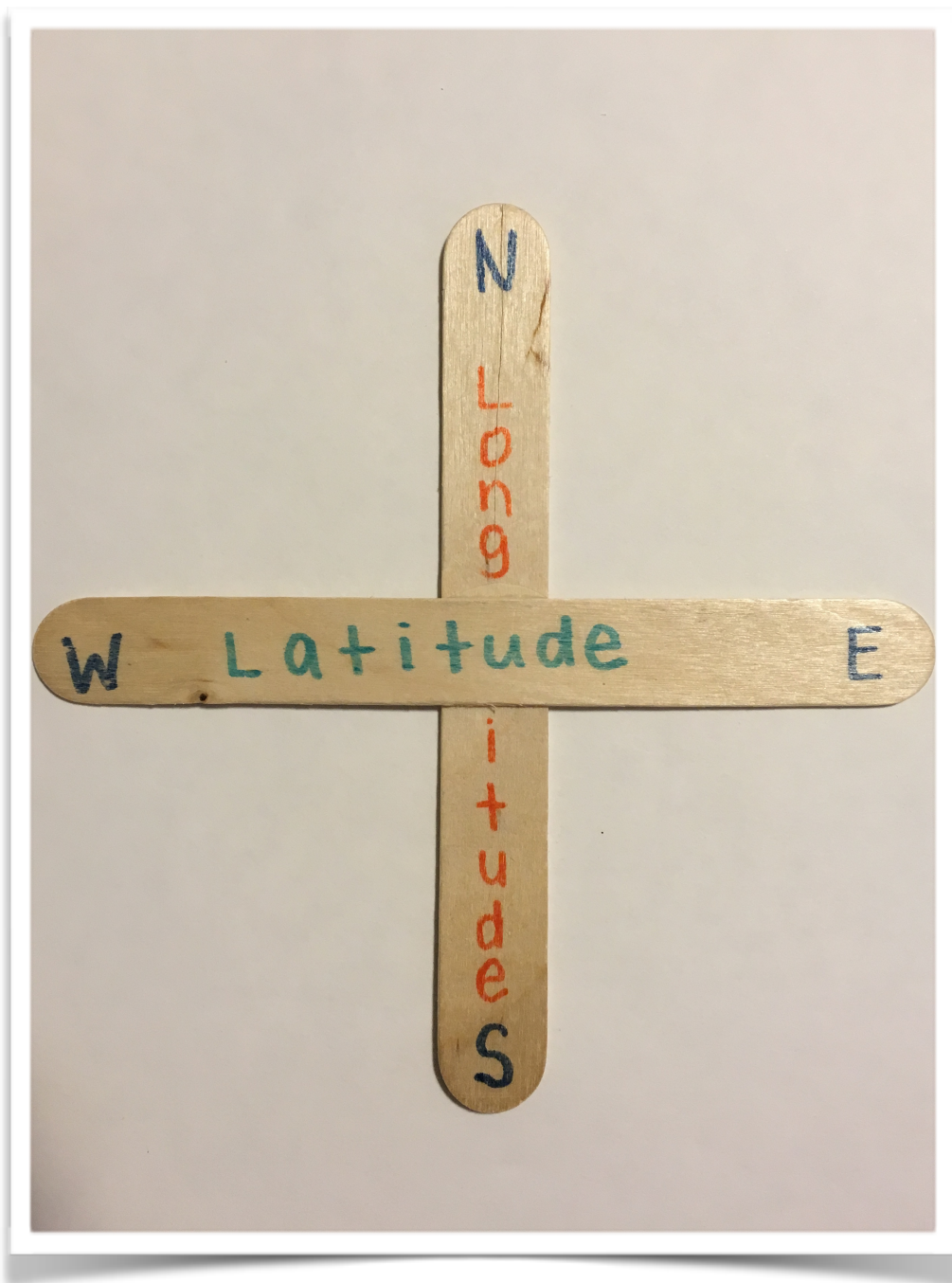
(20°S, 60°W)

(20°S, 140°E)

(40°N, 80°E)

(80°S, 0°)

(60°N, 40°E)



Lesson 7 Physical Features

Rationale: Students will use their knowledge of geographical location to create a visual map of what the world around them looks like. After building a foundational knowledge of the Earth's physical features and where they are located, students will be able to recognize and describe physical features of a land.

Objectives:

- ➔ After watching an informational video, students will be able to visually represent a list of 10 land features.
- ➔ Given a graphic organizer, students will be able to draw a representation of at least 5 land features.

PDE SAS/PA CORE:

- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **7.2.3.A:** Identify the physical characteristics of places and regions.
- ✓ **7.2.3.B:** Identify the basic physical processes that affect the physical characteristics of places and regions.

Materials:

Teacher: SmartBoard

YouTube link (https://www.youtube.com/watch?v=BsqKTJtK_vw)

Video details: 8 minutes, covers the 7 continents, 5 oceans, mountains, hills, valleys, volcanoes, islands, peninsula, isthmus, bays, coral reefs, lagoons, estuary, rivers, lake, pond, plain, plateaus.

Physical Features Keynote¹⁵

Physical features chart¹⁶

Students: Clipboard

Physical features chart

Pencils

Introduction: Have students transition over to the carpet. Inform them that they will watch a video on land features. Physical features are things that have been made by nature. Assess background knowledge by asking if anyone might have an example of a landform or physical feature? To ensure that students pay attention to the video, remind them that they will be asked to draw the 10 features mentioned in the video. Introduce YouTube video.

Procedure/Strategies:

¹⁵ See 7A

¹⁶ See 7B

1. After the video ends, discuss with students what a land feature/landform is. *A naturally formed feature on the Earth's surface, that have characteristic shapes.* This means we can usually tell what landform we are looking at by describing its shape.
2. Explain to students that a place may be described by telling about its physical features – its land, water, climate and plants. Physical features are sometimes called geographical features. To describe the geographical features of a place, you might talk about its landforms. Before humans ever settled here, landforms were shaped by nature. The land is still changing today, but most change is too slow for us to see.
3. Handout physical feature chart to each student. Explain the directions for completing the chart. During a Keynote presentation, students will draw an example of each landform.
4. Have students volunteer to read a landform and its description from the chart.
5. Project images of each land feature after students read the description. This way they have a visual of what to draw.
6. If necessary, use easel to demonstrate how to draw each feature.
7. Use this time to monitor how students are completing their chart.


Accommodations:

During the instructional video, students with special needs will have preferential seating near the screen. The gifted student will be directed with more higher-level thinking questions. Such as, where would specific land features be found in the world/country/state? Seriate land features from highest to lowest points. Are there any specific land features that you have seen/heard of?

Closure: Culminate the lesson by having one representative from each group of desks identify a land feature based on a description given from the chart.



Evaluation: (students): Students will be evaluated on their responses during instruction, as well as their drawing of the specific landform.

Next Step: Projected planning will include a review of landforms. Based on clues, students will use play dough to recreate each landforms.



Land Features
Third Grade Geography



Ocean
largest bodies of water on Earth.



Mountain
a high, rugged landform. It is usually steeper than a hill.





Valley
the low land between mountains.





7A continued



Volcano
land which spews forth hot lava from the earth.




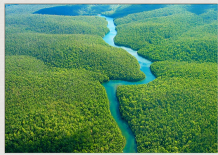
Island
a large piece of land with water on all sides.



Peninsula
a piece of land that extends into a body of water. It is connected to a mainland and has water on three sides.

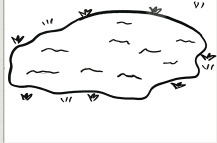



River
a large, natural stream of water.





7A continued




Lake
an inland body of water.






Plain
a large area of flat land.






Plateau
a high landform that is flat on top.



When you learn
all of your
land features.

List It 	Describe It 	Draw It 
ocean	largest bodies of water on Earth.	
mountain	a high, rugged landform. It is usually steeper than a hill.	
valley	the low land between mountains.	
volcano	land which spews forth lava from the earth.	
island	a large piece of land with water on all sides.	

List It 	Describe It 	Draw It 
peninsula	a piece of land that extends into a body of water.	
river	a large, natural stream of water.	
lake	an inland body of water.	
plain	a large area of flat land.	
plateau	a high land-form that is flat on top.	

Lesson 8

Physical Features II

Rationale: Students will use their knowledge of physical features to create a model of what each landform looks like. This hands-on activity will promote the psychomotor aspect of providing students with a visual representation of each landform.

Objectives:

- ➔ Given a description, students will be able to recall the physical feature that is being described.
- ➔ Based on a description, students will use a manipulative (play dough) to create a model of a specific land feature.

PDE SAS/PA CORE:

- ✓ **7.2.3.A:** Identify the physical characteristics of places and regions.

Materials:

- | | |
|------------------|---|
| Teacher: | Physical feature clues Keynote ¹⁷
Physical feature challenge card ¹⁸ |
| Students: | Play dough
Physical feature challenge card
Pencil
Physical feature chart |

Introduction: To prepare for the challenge, students will be asked to review their physical feature chart with a partner for two minutes. The goal of the challenge is to see how many physical features you can identify and create using play dough based on clues and descriptions given by the teacher.

Procedure/Strategies:

1. Inform students of the directions and model how the game will be played.
2. The clue for each physical feature will be displayed on the projector. You will use that clue to determine which physical feature is being described. For example, the clue for number 1 is *the largest bodies of water on Earth*.
3. Look at your challenge card and determine which physical feature was described. Since this was clue number 1, put a number 1 on the line next to your answer.
4. Now, you have one minute to use the play dough to create the land feature. Monitor students during this time.
5. Ask students which physical feature was just described. *Ocean*.

¹⁷ See 8A

¹⁸ See 8B

6. Ensure that everyone understands the rules of the challenge. Continue onto clues 2-10, allowing students one minute in between to create the land feature using play dough.

Accommodations: If necessary, students with special needs will receive hand-over-hand assistance during the creation process, as well as have the description repeated to them. Gifted learners will be asked to name specific examples of each physical feature.

Closure: The lesson will culminate by displaying a challenge card with the correct answers on the projector. Students will calculate how many physical features they were able to identify. The student with the highest number correct will win a prize certificate. Collect the challenge cards as a form of assessment.

Evaluation: (students): Students will be evaluated during the creating portion of the challenge, as well as their responses on the challenge cards.

Next Step: Corresponding with the current physical features content, the next geography lesson will introduce the regions of the United States and how each region is categorized by its physical characteristics.

- ✿ **Clue #1:** The largest bodies of water on Earth.
- ✿ **Clue #2:** A large, natural stream of water.
- ✿ **Clue #3:** The low land between mountains that is shaped like the letter "V." (Hint: We live in one!)

- ✿ **Clue #4:** a large piece of land with water on all sides.
- ✿ **Clue #5:** a piece of land that extends into a body of water, 3 sides are surrounded by water and the other side is connected to the mainland. (Hint: Florida & Italy)

- ✿ **Clue #6:** an inland body of water.
- ✿ **Clue #7:** a large area of flat land
- ✿ **Clue #8:** a high land-form that is flat on top.

- ✿ **Clue #9:** a high, rugged landform. It is steeper than a hill.
- ✿ **Clue #10:** land which spews forth hot lava from the Earth.

Name: _____

Physical Feature Challenge

peninsula _____

river _____

mountain _____

island _____

plain _____

volcano _____

oceans _____

lake _____

plateau _____

valley _____

Name: _____

Physical Feature Challenge

peninsula _____

river _____

mountain _____

island _____

plain _____

volcano _____

oceans _____

lake _____

plateau _____

valley _____

Name: _____

Physical Feature Challenge

peninsula _____

river _____

mountain _____

island _____

plain _____

volcano _____

oceans _____

lake _____

plateau _____

valley _____

Name: _____

Physical Feature Challenge

peninsula _____

river _____

mountain _____

island _____

plain _____

volcano _____

oceans _____

lake _____

plateau _____

valley _____

Lesson 9

The Five Regions of the United States

Rationale: This lesson will help students to develop an understanding of how the regions of the United States are defined. As well as, the physical characteristics which are unique to each region. Students will explore how the physical features of a region are specific to that area and how these features affect the people who live there. Establishing these geographic concepts promotes an understanding between the environment and the people.

Objectives:

- ➔ Given a U.S. map, students will be able to describe the relative location of the five regions of the United States.
- ➔ Given a U.S. map, students will be able to identify Pennsylvania as a state in the northeast region.

PDE SAS/PA CORE:

- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **7.2.3.A:** Identify the physical characteristics of places and regions.

Materials:

- | | |
|------------------|---|
| Teacher: | Model of color coded U.S. map ¹⁹
PowToon video (5Regions) ²⁰ |
| Students: | U.S. Map ²¹
5 crayons/colored pencils
Exit Ticket ²² |

Introduction: Inform students that they will be doing a similar activity as the one they did with the continent and oceans map. We will be color coding another map. This time we will be identifying the five regions of the United States. Sometimes geographers have to divide large territories, or pieces of land such as the United States, into smaller parts so they can examine them more closely. Since the United States is the third largest country in the world, geographers decided to divide the United States into five regions. A region is a group of states with common features, such as land features, climate, plants, and animals. Before we begin, we will be watching a video that requires you to follow along with the instructions.

Procedure/Strategies:

¹⁹ See 9A

²⁰ See 9B

²¹ See 9C

²² See 9D

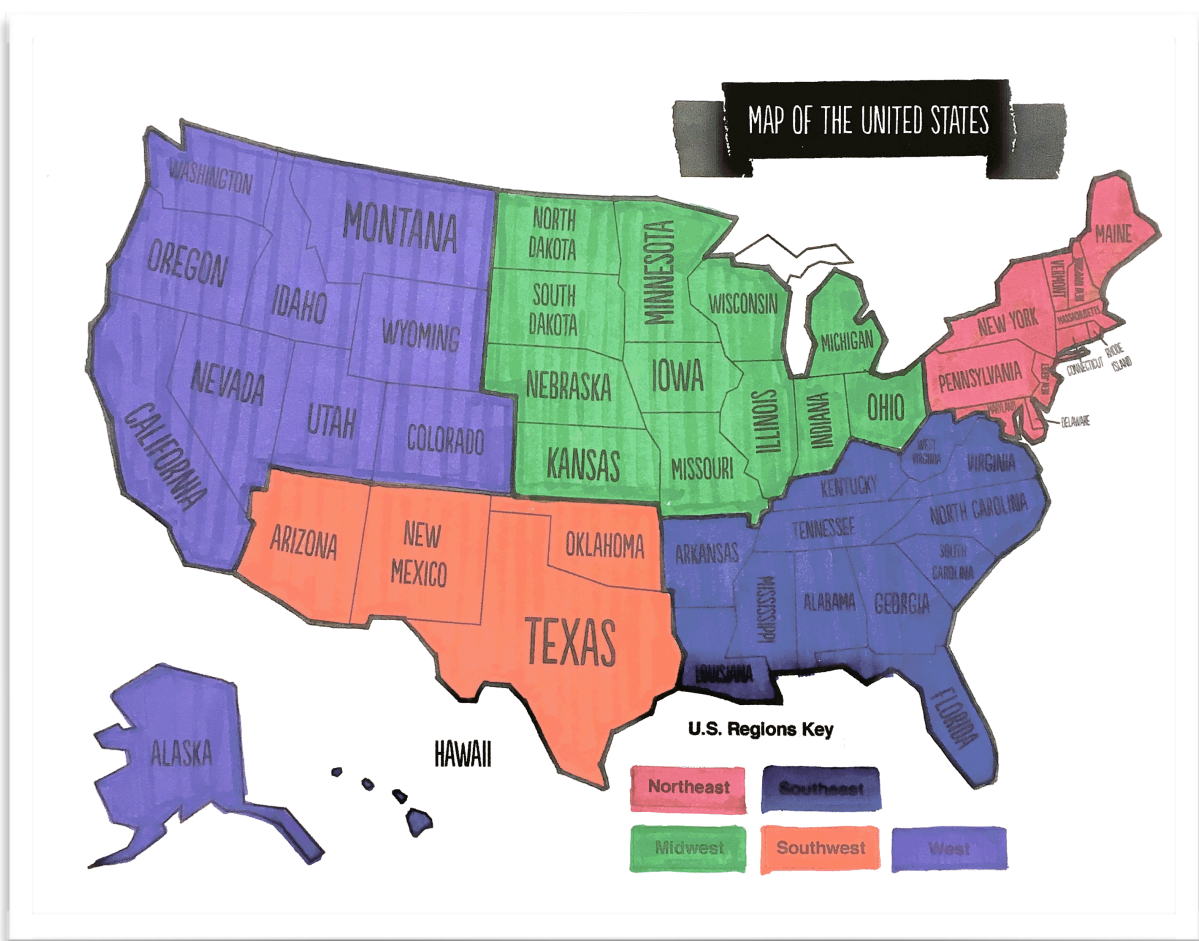
1. Begin playing the PowToon video.
2. Pause at the end of the second clip. Advise students to get the appropriate coloring utensils out (red, blue, green, orange, and purple). Wait until everyone is ready.
3. Pause after the third clip.
4. Inform students that we will be color coding our map by region.
5. The video will tell us which states are in each region, and which color we should use to color it.
6. Pause after the next clip (northeast region), and have a volunteer read the states that are part of the region. *Repeat for each region.*
7. Have someone read the fun fact, as well. *Repeat for each region.*
8. After the each coloring clip, make sure all of the students have colored in the corresponding region.
9. After the 13th clip (west region), assure that each student has their map colored in accordingly.
10. Show your map as an example.
11. After the *Your Turn* portion of the video, have students pick a state and then choose a friend to identify which region it is located in.

Accommodations: Students with special needs will be offered hand-over-hand assistance with the coloring aspect of the lesson. The gifted student will be directed with higher order thinking questions in regards to regions. Such as, how do you think each region differs from one another? How do you think each region correlates with the people that live there? How does each region affect the lifestyle of the people who live there?

Closure: Culminate the lesson by asking students how they can compare and contrast the regions? What features of one region do you think separate it from the others? Have students complete the corresponding exit ticket after the lesson is over.

Evaluation: (students) Students will be evaluated based on their attentiveness and the completion of their map to accuracy. Exit Slip: What is your favorite state and why? Which region of the U.S. is your state in?

Next Step: Students will use their knowledge of regions to explore natural resources, those which are renewable and nonrenewable, as well as living and nonliving.




05
U.S. Regions



CREATED USING **BoToon**


Let's color our map!

Please, take out a
red blue green orange & purple
crayon OR colored pencil.



CREATED USING **BoToon**

Wait for directions.




CREATED USING **BoToon**

Northeast

Maine, Vermont, New Hampshire, New York, Massachusetts, Pennsylvania, Rhode Island, Connecticut, New Jersey, Delaware, and Maryland.


Rhode Island is the smallest state!



CREATED USING **BoToon**

Color the northeast region red.

Don't forget the map key!



CREATED USING **BoToon**

Southeast

West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Kentucky, Mississippi, Arkansas, & Louisiana

The southern most point is located in Key West, Florida!



CREATED USING **BoToon**

Color the southeast region blue.



CREATED USING **BoToon**

Midwest

Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, & Kansas.

The geographic center of the United States is located in Kansas.



CREATED USING **BoToon**

Color the midwest region green.

CREATED USING **RoToon**

Color the southwest region orange.

CREATED USING **RoToon**

Color the west region purple.

Don't forget Alaska & Hawaii.

CREATED USING **RoToon**

Which state do you think has the highest population?

OR

CREATED USING **RoToon**

Great Work!

Put your crayons away.

Let's locate some states!

CREATED USING **RoToon**

Southwest

Oklahoma, Texas, New Mexico, & Arizona

CREATED USING **RoToon**

West

Montana, Wyoming, Colorado, Utah, Idaho, Nevada, California, Oregon, Washington, Hawaii, and Alaska

CREATED USING **RoToon**

Your Turn!

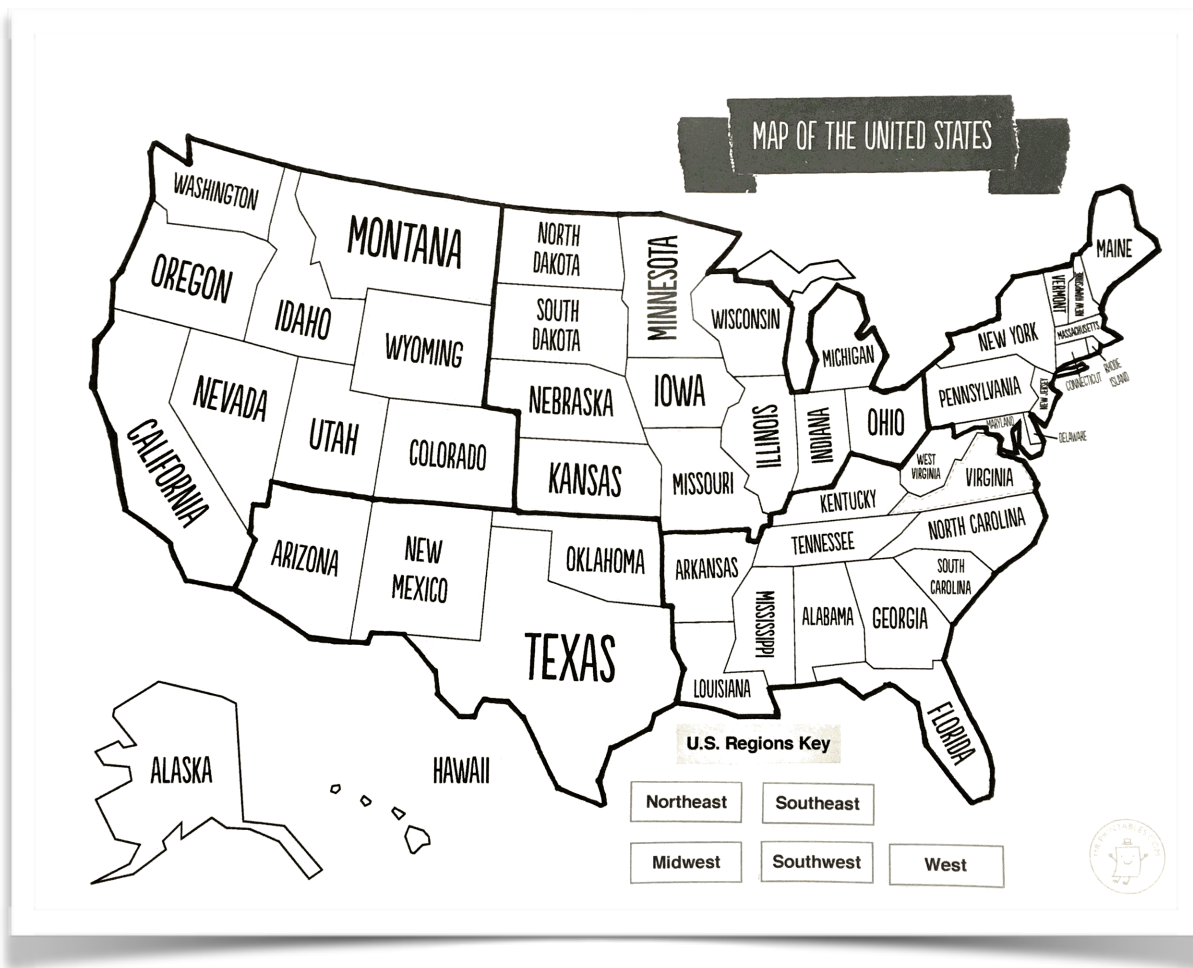
Which region do you live in?

CREATED USING **RoToon**

Which state do you think has the lowest population?

OR

CREATED USING **RoToon**



EXIT TICKET

★ What is your favorite state and why?

★ Which region do you live in?

NAME:

EXIT TICKET

★ What is your favorite state and why?

★ Which region do you live in?

NAME:

EXIT TICKET

★ What is your favorite state and why?

★ Which region do you live in?

NAME:

Lesson 10

Natural Resources: Renewable and Nonrenewable

Rationale: Students will learn to identify natural resources and how society depends on these resources. Students will differentiate between renewable and nonrenewable resources during this lesson. Building an understanding of how we depend on these resources helps students consider how we use them. The awareness of conservation encourages positive humanistic behavior.

Objectives:

- ➔ Through direct instruction, students will be able to identify a natural resource.
- ➔ Through direct instruction, students will be able to define renewable and nonrenewable resources.
- ➔ Through cooperative study, students will list examples of natural resources that people use in everyday life.
- ➔ Through direct instruction, students will discover the importance of conserving nonrenewable resources as a humanistic trait.

PDE SAS/PA CORE:

- ✓ **3.3.5.A2:** Describe the usefulness of Earth’s physical resources as raw materials for the human made world.
- ✓ **4.3.4.A:** Identify ways humans depend on natural resources for survival.
- ✓ **4.5.3.A:** Identify resources humans take from the environment for their survival
- ✓ **4.5.4.A:** Identify how people use natural resources in sustainable and non-sustainable ways.

Materials:

- | | |
|------------------|---|
| Teacher: | Soil, seeds, water for each group.
Minecraft handout ²³
Teacher’s edition textbook |
| Students: | Social Studies textbook
Pencil |

Introduction: Have a water bottle, seeds, and some soil for each group to explore. Write the term natural resource on the board. Introduce lesson by asking students what a natural resource is. Break the term apart. What does natural mean? *Something comes from nature.* What is a resource? *A resource is something you can use to help you.* A natural resource is a material from nature that we can use to help us. This also means that since it comes from nature, humans cannot make them. Can anyone think of a natural resource? *Fresh air, water, soil, animals, coal, minerals, natural gas, oil, plants, sunlight.* Have students take a look at the objects on their tables and explain why these are valuable natural resources. We need some natural resources to stay alive, and other natural resources to make our lives better. Today we are going to learn about different types of natural resources: renewable & non-renewable and living & nonliving.

²³ See 10A

Procedure/Strategies:

1. Transition students over to the perimeter of the carpet.
2. Turn to page 106 in your social studies textbook.
3. The teacher should begin reading.
4. After reading page 106, ask the students: Why natural resources might be considered treasures?
5. After reading page 107, ask the students: Why is it important to consider the resources of an area when choosing a place to live?
6. On page 108, stop to explain to students that although some resources are renewable we must still be careful with them. Ask students: What would happen if we cut down an entire forest and there was nothing left? *A new forest might not grow in time to replace the old one.*
7. After reading page 108, discuss the importance of nonrenewable resources, and the fact that they will eventually run out. These resources are non-renewable because it takes millions of years to replace them. A fossil fuel is a resource that was formed many hundreds of millions of years ago, before dinosaurs existed.
8. Water is a nonrenewable resource. Ask students to think about how they use water. Do you ever leave the water running while you are brushing your teeth? Why is it important that we conserve water?
9. After reading page 109 discuss the importance of caring for our living and nonliving resources.
10. Fun fact: Since helium is nonrenewable, the price of balloons will go up to about \$100 in the future.
11. Your independent work will be to determine whether these resources from Minecraft are renewable or nonrenewable, and whether or not they are living or nonliving.

Accommodations: Students with special needs will be monitored during the read aloud, and assisted in following along. These students will also have words read to them during the independent activity. Gifted student will be directed toward more higher-level thinking questions. Such as, which renewable resources can be used to replace non-renewable resources?

Closure: Culminate the lesson by reviewing the independent activity. Have students explain the difference between renewable and nonrenewable resources, and the importance of conserving our resources.

Evaluation: (students): Observe students during the read aloud. Provide feedback and guide student understanding during the independent activity in order to help students understand the concept and definitions of natural resources, renewable resources and nonrenewable.

Next Step: Students will plant a bean seed to elaborate the concept of living and nonliving natural resources. For example, the seed is living, but the water and soil used to help it grow are nonliving. The plant that will grow is also a living natural resource.

Name: _____

NATURAL RESOURCES

Directions: Look at each picture below. Decide whether each resource is *Living* or *Nonliving*, *Renewable* or *Nonrenewable*. Circle the correct descriptions under each picture.



coal

Living Nonliving
Renewable Nonrenewable



tree

Living Nonliving
Renewable Nonrenewable



pig

Living Nonliving
Renewable Nonrenewable



diamond

Living Nonliving
Renewable Nonrenewable



water

Living Nonliving
Renewable Nonrenewable



leather

Living Nonliving
Renewable Nonrenewable

Lesson 11

Natural Resources: Living and Nonliving

Rationale: Being that plants are such an integral part of our environment, students will plant bean seeds to help them better understand the natural resources that are living and nonliving. It is necessary for students to be able to understand the importance of plants as a renewable and living resource. Along with the idea that the water and soil which helps them grow are nonrenewable and nonliving resources. This hands-on, interactive lesson will encourage students to become more considerate of their environment by planting seeds that will help sustain life.

Objectives:

- ➔ Through direct instruction, students will be able to differentiate between living and nonliving resources from nature.
- ➔ Given the appropriate resources, students will be able to plant a bean seed while they identify which parts are living or nonliving.
- ➔ Given the opportunity to plant a seed, students will be able to demonstrate a positive increase in appreciation towards their environment.
- ➔ After planting a bean seed, students will be able to analyze the importance of planting seeds as part of a humanistic responsibility to help promote the growth of renewable resources.

PDE SAS/PA CORE:

- ✓ **3.1.3.A1:** Describe characteristics of living things that help to identify and classify them.
- ✓ **7.4.3.B:** Identify the effect of people on the physical systems within a community.

Materials:

Teacher:	Soil 3 bean seeds for each student Spray bottle with water Living/Nonliving handout ²⁴ Popsicle sticks Cups or paper egg carton to use as planters ²⁵
Students:	Pencil Coloring supplies (crayons/colored pencils)

Introduction: The lesson will begin with a review of renewable and nonrenewable resources. Have students explain the difference between the two and list a few examples of each. Then re-introduce the concept of living and nonliving resources. Ask students if they remember any from the previous day's lesson.

²⁴ See 11A

²⁵ See 11B

Procedure/Strategies:

1. Begin by telling students that they will be planting bean seeds. Have students write their names on a popsicle stick to help identify their plants.
2. Their job is to determine which parts of the plant are living or nonliving.
3. Hand each student the activity sheet.
4. Read each information box on the sheet aloud to determine the main differences between living and nonliving resources. *Living resources can grow and breathe, while nonliving resources cannot do either nor have they ever been able to.*
5. Given that information, have students determine whether each part of the plant, including the water that is necessary to grow the plant is a living or nonliving resource.
6. Advise students to think about their response for the seed. Remind them to ask themselves if the resource can grow or breathe.
7. Also, inform students that when they are done they can color their activity sheet. They will also create a list of more living and nonliving resources on the back.
8. While students are working on their activity sheet, call one group of students over to the planting stations with their popsicle sticks. Have them choose a container for their plant.
9. Model how they will fill their cup with soil about half way.
10. Then, use the popsicle stick to dig three small holes for each seed.
11. Choose three bean seeds to plant and placing them gently into each hole.
12. Cover the seeds with soil and stick the popsicle stick near the edge of the cup so we can identify each student's plant.
13. Place the plant near the window and spray with water.
14. As this group finishes planting, call over the next group and repeat the process.

Accommodations: The gifted student will be directed with more higher level thinking questions, regarding sunlight as a natural resource and how it affects a plant. Is sunlight renewable or nonrenewable, living or nonliving? *Renewable and nonliving.* Students with special needs will be offered assistance as needed during the planting process and the reading of directions on their independent activity.

Closure: The lesson will culminate by having students explain what the importance of planting a bean plant was. How did this help our environment? How did this relate to natural resources? What will you do with this plant after you take it home? *Replant in the ground.*

Evaluation: (students) Students will be evaluated on their responses during the independent activity, as well as their participation during the planting process.

Next Step: Being that this lesson culminated the geography unit, students will play a review game incorporating all of the topics before their final assessment.

Name: _____

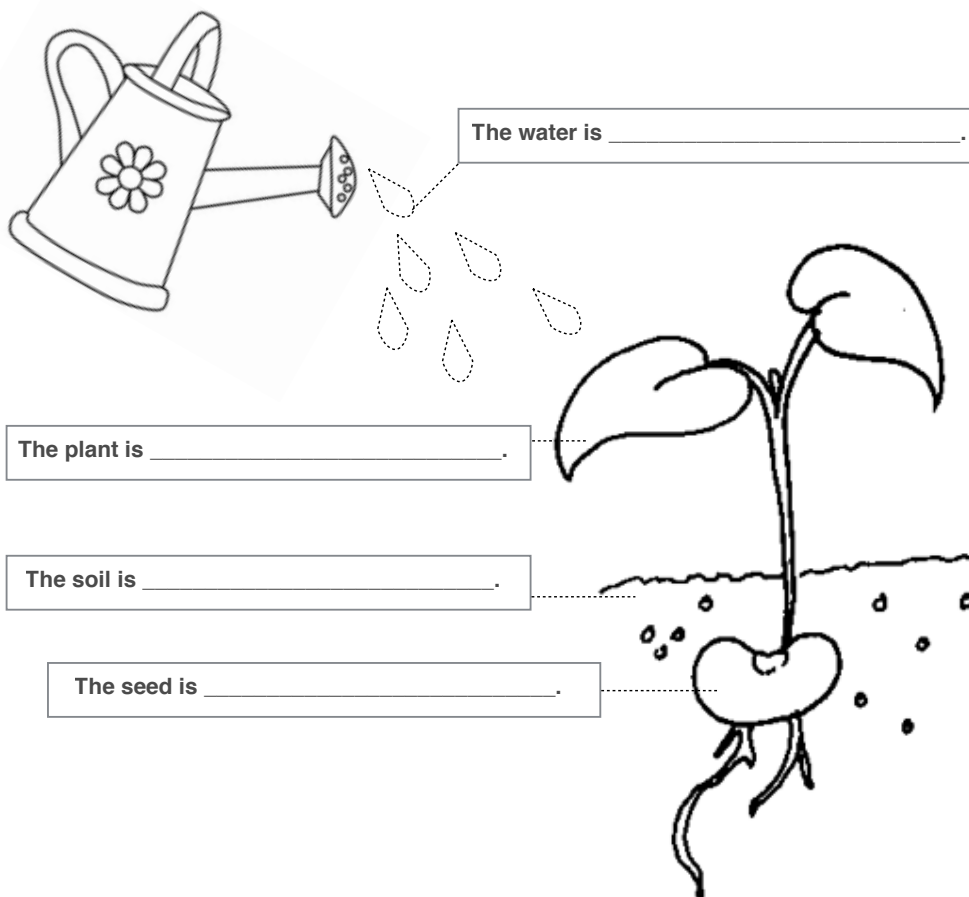
NATURAL RESOURCES

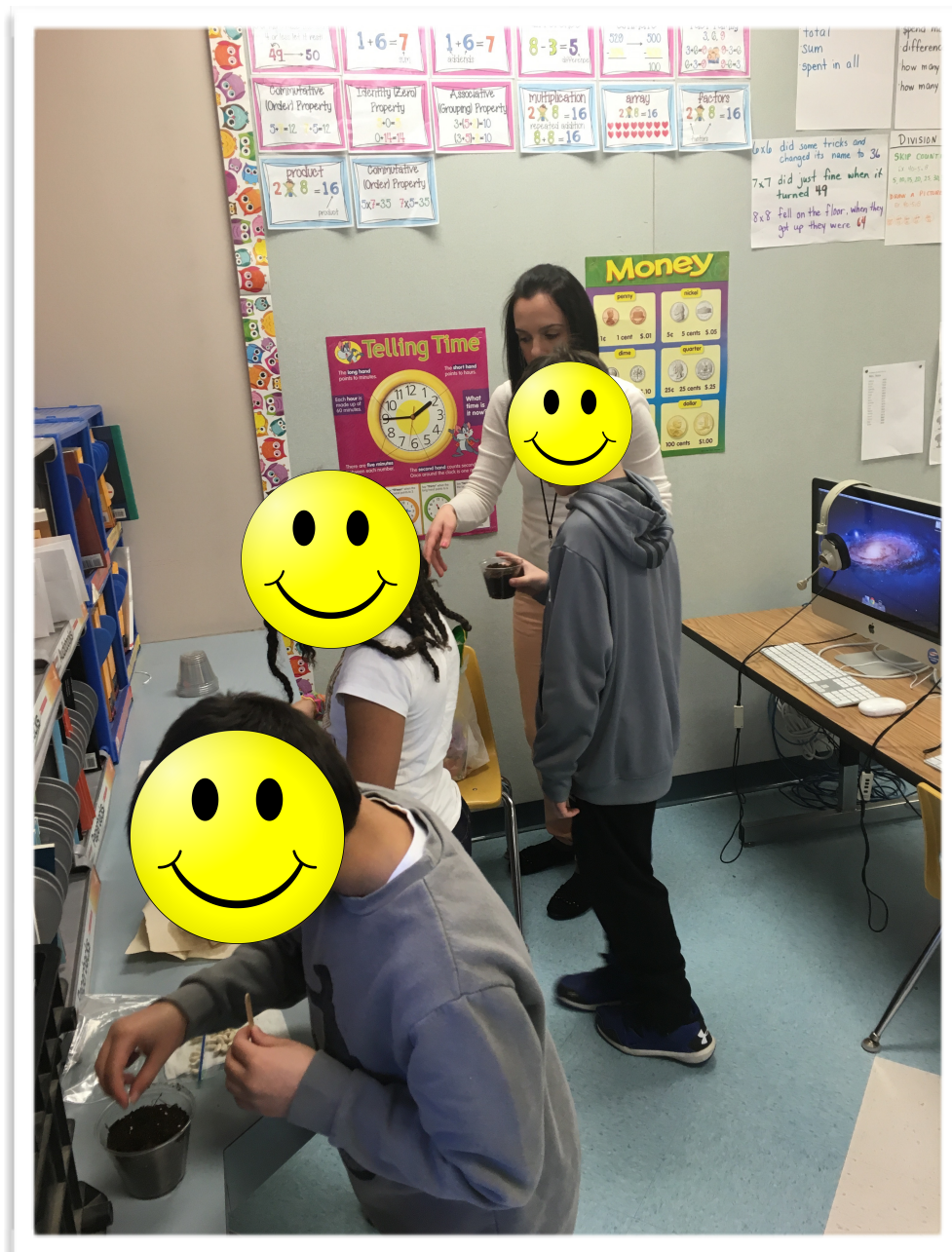
Living or Nonliving

A **living** resource is a resource that *is* or *has ever been* alive. All living things grow and breathe.

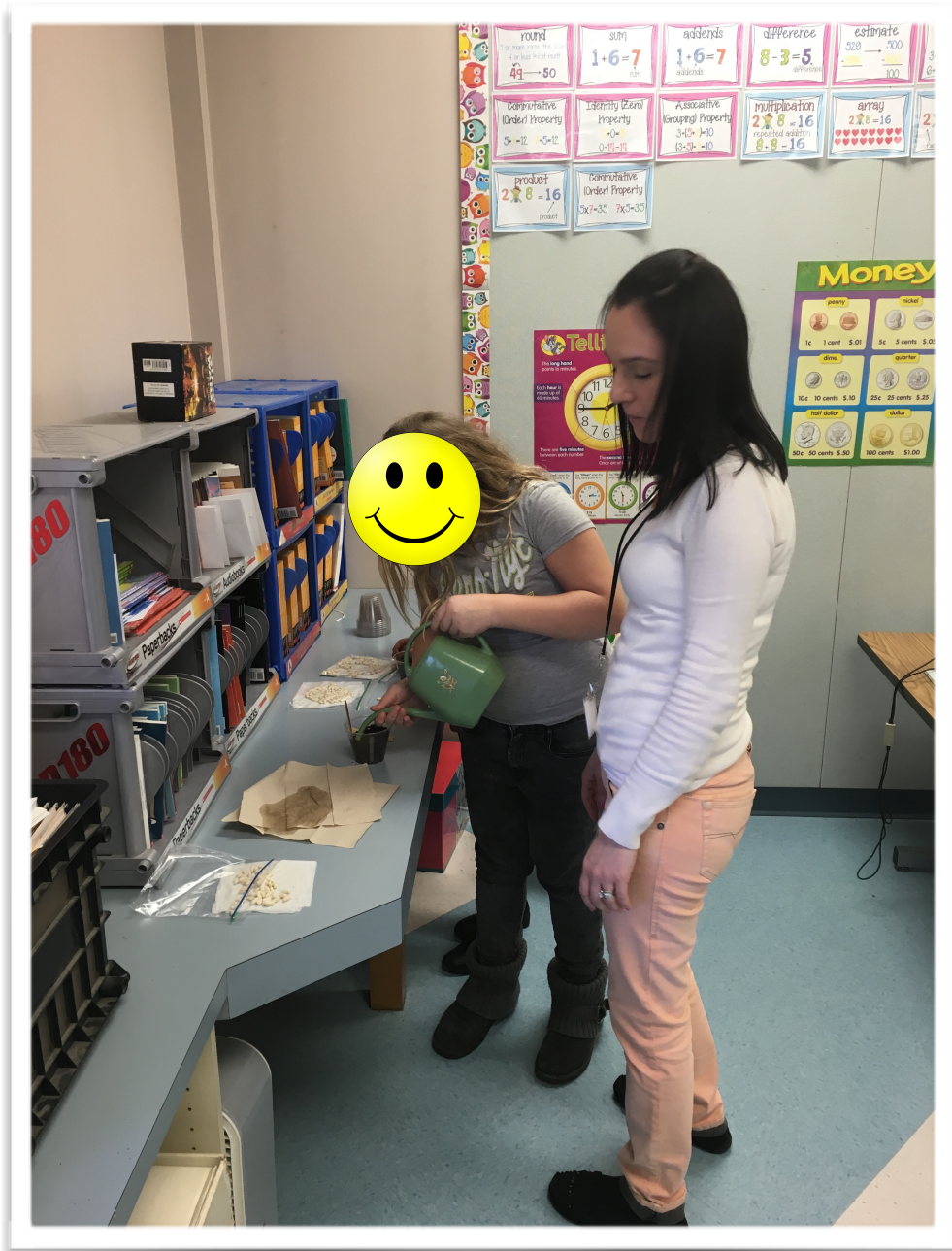
A **nonliving** resource *is not* nor *has ever been* alive.

Directions: Label whether the parts of the plant are living or nonliving.





11B continued



11B continued



Lesson 12 (Day 1) Lap Book Review I

Rationale: Students will create a geography reference folder as a method for review. This reference folder, also known as a lap book, will allow students to revisit the concepts related to the unit in preparation for the unit's assessment. On the first day of review, students will reexamine geographic tools and how they are used in geography. Students will identify the four hemispheres of the Earth and the lines that determine these hemispheres. A world map will have students recall the seven continents and five oceans, and their relative location.

Objectives:

- ➔ Given manipulatives, students will recall previous content from the first half of the geography unit.
- ➔ Given specific instructions, students will construct a review folder to accuracy when compared to the teacher's model.

PDE SAS/PA CORE:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.

Materials:

Teacher:	Teacher's model of review folder ²⁶
Students:	Oaktag folders
	Geography review handouts
	Name tag ²⁷
	Compass ²⁸
	Important terms ²⁹
	Hemispheres handout ³⁰
	Continents/Oceans handout ³¹
	Scissors, Glue, Crayons, Highlighters

²⁶ See 12A

²⁷ See 12B

²⁸ See 12C

²⁹ See 12D

³⁰ See 12E

³¹ See 12F

Introduction: The review lesson will begin by explaining to students the purpose of the review, there will be a social studies test on Friday, and a review game on Thursday. The review folder will help you to remember what we learned so you will be better prepared for the challenge and the test. Today we will review our geographic tools, cardinal directions, the four hemispheres, continents, oceans, and the latitude and longitude grid system.

Procedure/Strategies:

1. First, hand out the pre-folded oaktag students will be using. Have students write their names on the left cover.
2. Step 1: Discuss with students the terms cardinal and intermediate directions. Which geographic tool did we use to help us locate directions? Have one student recall what the four cardinal directions were. Tell them to choose one color for the cardinal directions. Have them use that color to color in the key and arrows for cardinal directions. Have them choose a different color and do the same for intermediate directions. *Model on Elmo.*
3. Cut out the compass rose and glue both panels on the right cover of the lap book.
4. Have student cut out the important terms section and paste it underneath the compass rose.
5. Review each term as a group. Highlight the vocabulary words as they are being reviewed. *Model on Elmo.*
6. For the continents and ocean portion of the folder, have students color in each letter green to represent continents, and color the numbers blue to represent oceans.
7. Cut out both panels and glue the panel with the labeled map near the bottom of the inside, center section.
8. Place a small amount of glue on the back tab of the unlabeled map on the second panel.
9. Glue the tab down just above the other panel so that the two maps align.
10. Fold up on the dotted line to reveal the labeled map.
11. As a whole group, have students identify specific continents and oceans on the map.
12. The next review section will be of the hemispheres. Cut out all three rectangles.
13. Glue the panel labeled with the latitude, longitude, Equator, and Prime Meridian lines labeled near the top on the inside center. Leave about an inch of blank space at the top. *Model on Elmo.*
14. Cut the Western/Eastern Hemisphere panel in half along the Prime Meridian.
15. Glue the tabs that say Western/Eastern Hemispheres on the outer edge of the first map.
16. Repeat this process for the Northern/Southern Hemispheres. Glue down the tabs just above and below the other panels. Fold up on the dotted lines to reveal the different maps and the four hemispheres.
17. Have students color code each hemisphere.

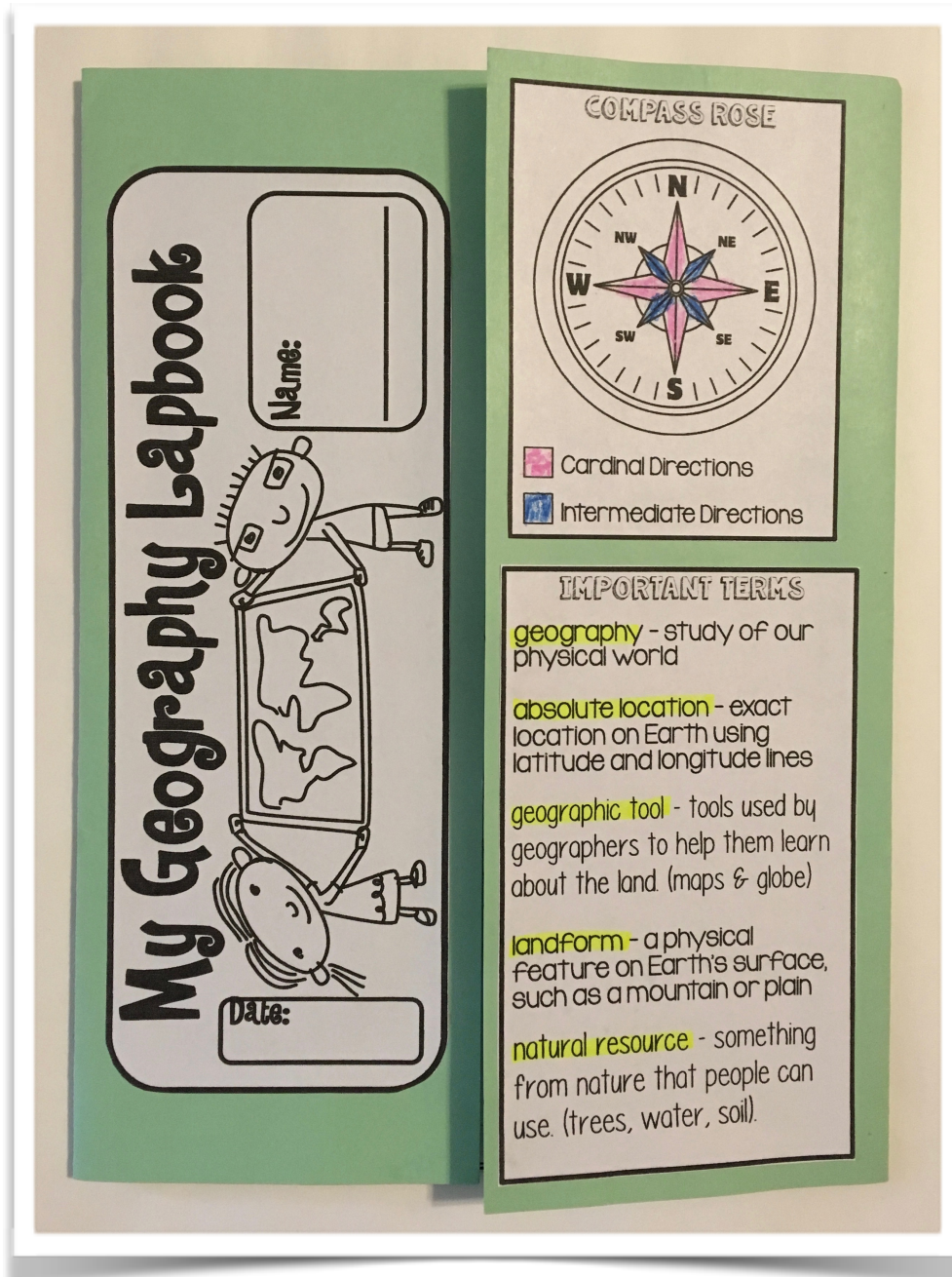
Accommodations: Students with special needs will receive hand-over-hand assistance during the cutting and pasting portion of review. These students will also have words reread to them, as needed during the process. The gifted student will be asked how each section of the review relates to previous content that we have already learned and how it can be applied in the real world. Would our review folder be considered a geographic tool? Why or why not?

Closure: The lesson will culminate by having students check their folders with a partner for accuracy, and using the teacher's model as a guide, as well.

Evaluation: (students) Students will be evaluated on their responses during the lesson. They will also be evaluated on their ability to accurately follow directions as they put together their review folder.

Next Step: Students will continue to put together their review folders in preparation for the review game.

(Front)



(Inside)

Northern Hemisphere

Western Hemisphere | Eastern Hemisphere

Southern Hemisphere

CONTINENTS AND OCEANS

A, B, C, D, E, F, 1, 2, 3, 4, 5

Water Features

Landforms

a natural resource that can be made again by nature or people


Examples
plants, animals

nonrenewable resource






nonliving resource

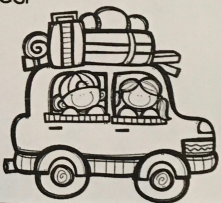
Examples
plants, seeds, animals

(Back)



Regions of the United States:

 Northeast	 Midwest
 Southeast	 West
 Southwest	




My Geography Lapbook



Name: _____

Date: _____

My Geography Lapbook

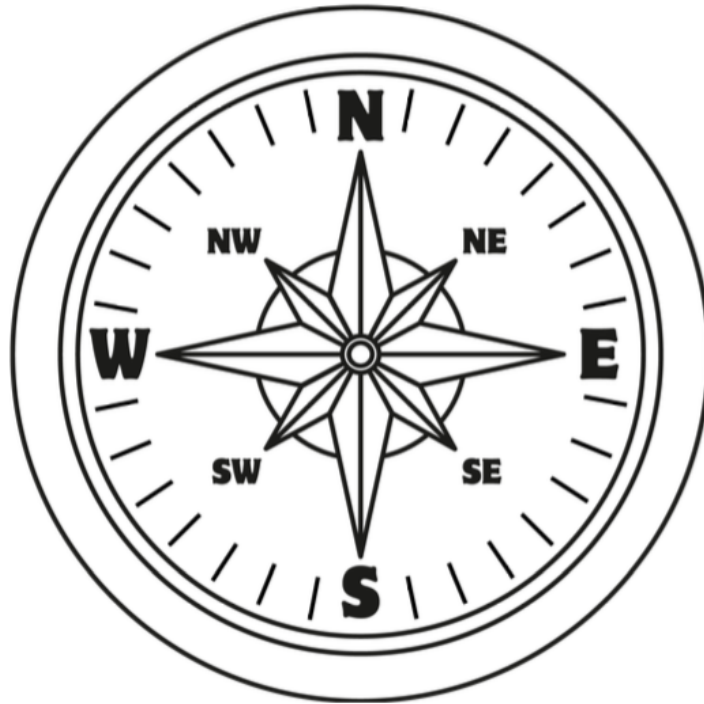


Name: _____

Date: _____

Front right cover

COMPASS ROSE



Cardinal Directions

Intermediate Directions

IMPORTANT TERMS

geography - study of our physical world

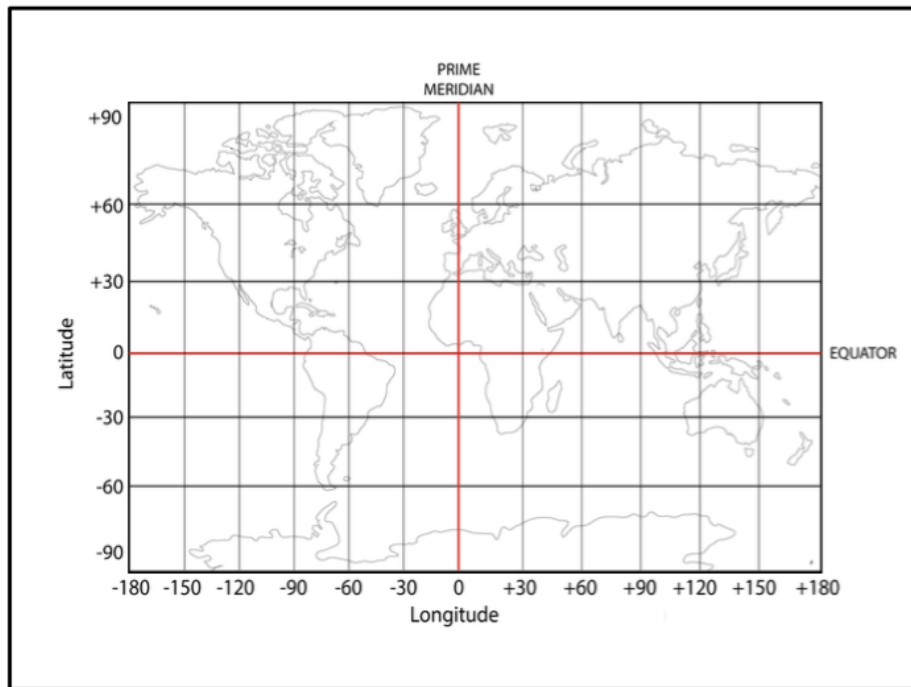
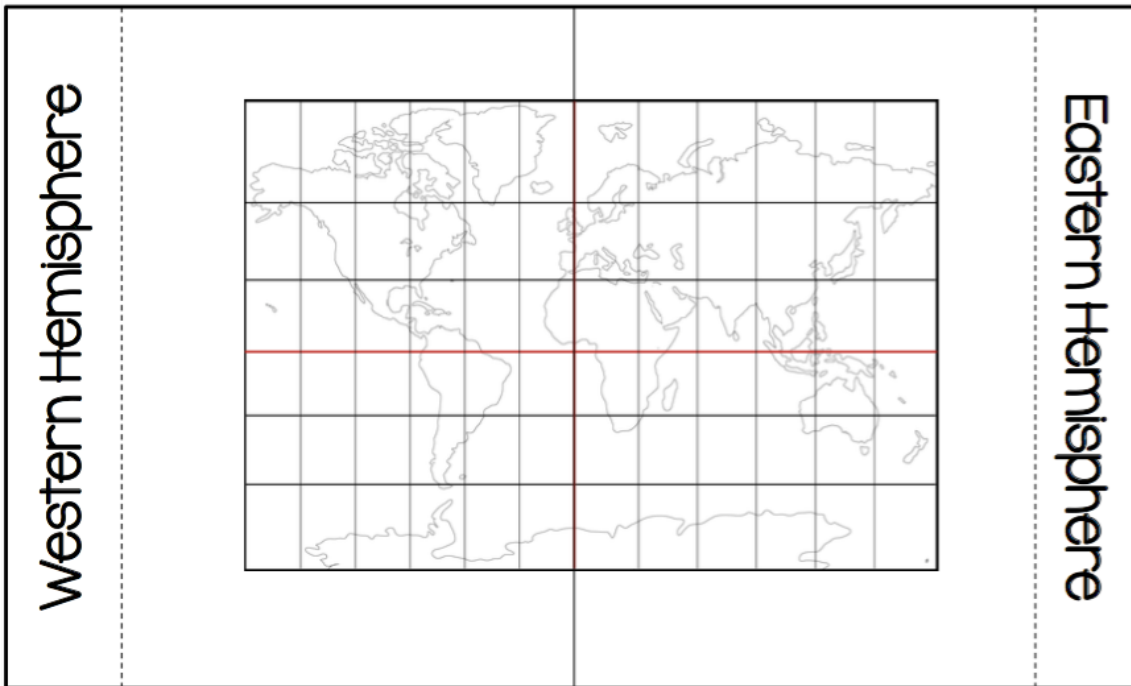
absolute location - exact location on Earth using latitude and longitude lines

geographic term - a general word that names a landform or body of water, such as *bay* or *island*

landform - a physical feature on Earth's surface, such as a mountain or plain

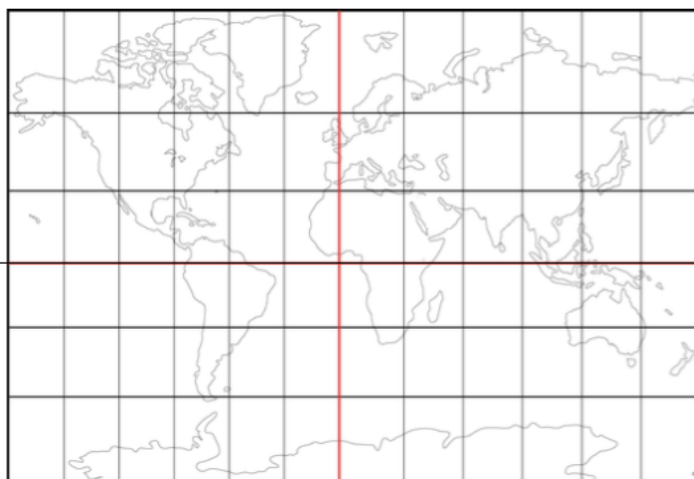
physical feature - a name given to a landform, such as the Rocky Mountains or the Mississippi River

Inside center top



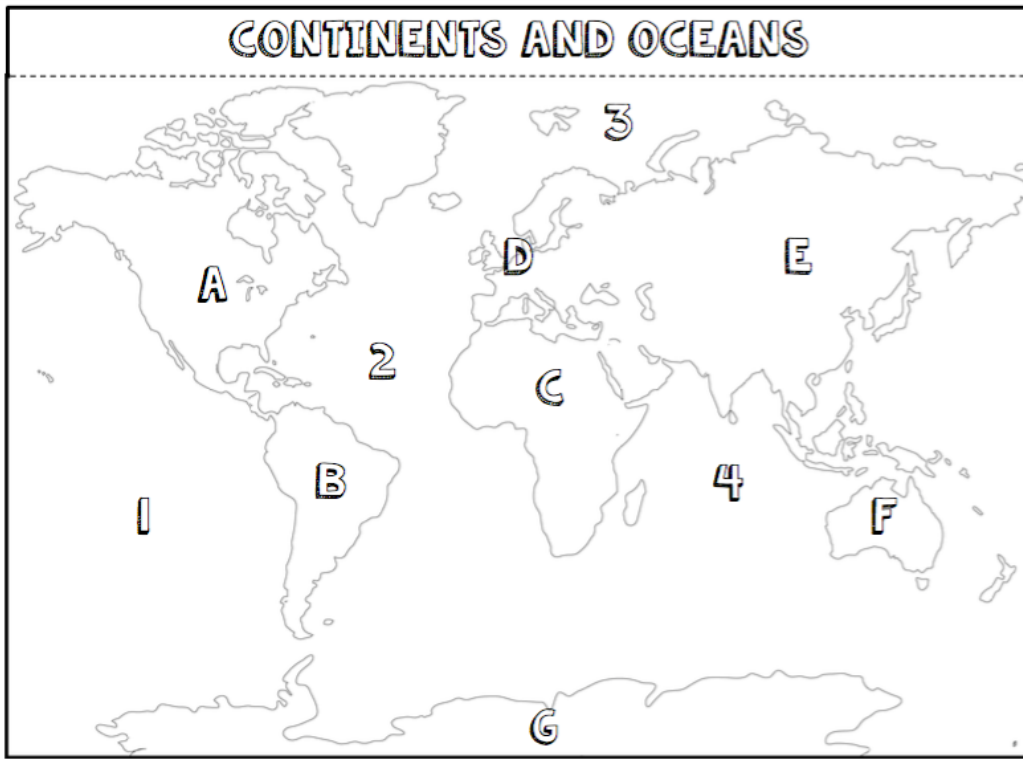
Inside center top

Northern Hemisphere



Southern Hemisphere

inside center bottom



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Lesson 13 (Day 2)

Lab Book Review II

Rationale: Students will create a geography reference folder as a review tool to culminate the geography unit. This lap book will allow students to revisit the concepts related to the unit in preparation for the unit's assessment. On the second day of review, students will reexamine physical features as they sort each feature into land or water features. Students will locate the five regions of the United States, and the natural resources available to us that are renewable, nonrenewable, living, and nonliving.

Objectives:

- ➔ Given manipulatives, students will recall previous content from the geography unit.
- ➔ Given specific instructions, students will construct a review folder to accuracy compared to the teacher's model.

PDE SAS/PA CORE:

- ✓ 7.2.3.A: Identify the physical characteristics of places and regions.
- ✓ 7.3.3.A: Identify the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

Materials:

Teacher:	Teacher's model of review folder
Students:	Geography lap books from previous day
	Geography review handouts
	Physical Features ³²
	U.S. Regions ³³
	Natural Resources ³⁴
	Scissors
	Glue
	Crayons
	Highlighters

³² See 13A

³³ See 13B

³⁴ See 13C

Introduction: During this review preparation, students will be asked to take out their review folders from the previous day and discuss what aspects of geography were discussed. Then, we will continue to incorporate the remaining geography content into the lap book.

Procedure/Strategies:











1. Begin by having students cut out the pockets labeled water features and landforms. Glue around the left, right, and bottom of the pocket. Be sure to leave an opening near the top, like a pocket. *Model.*
2. Next, with a partner, have students cut out the physical feature terms and match them to the definitions. Review as a whole group before gluing the answers down.
3. Sort the features into the water feature or landform pockets.
4. Next, have students cut and paste the U.S. regions map on the back of their lap book.
5. As a group begin color coding the map. Ask students to identify each region before coloring.
6. Lastly, have students cut out the flaps related to natural resources. Have them read each definition and determine whether it is renewable, nonrenewable, living, or nonliving. Have them fold the flap in half and write the correct term on the outer flap.
7. Then, list examples of each term on the inside flap. Glue the back side of the flap and paste it on the inner right side of the lap book.

Accommodations: Students with special needs will receive hand-over-hand assistance during the cutting and pasting portion of review. These students will also have words reread to them, as needed during the process. The gifted student will be asked how each section of the review relates to previous content that we have already learned and how it can be applied in the real world. Which resources is our lap book made of? Which physical features are present in our region, or the area that we live in?

Closure: Culminate the lesson by asking students to list all of the topics that we have covered thus far. Geographic tools, maps and globes, the four hemispheres, seven continents and five oceans, longitude and latitude, the five regions, physical features, and natural resources. Inform students to take their lap books home to study for the game, and the test. Emphasize that they must be brought back the next day so they can participate in the review game and win prizes!

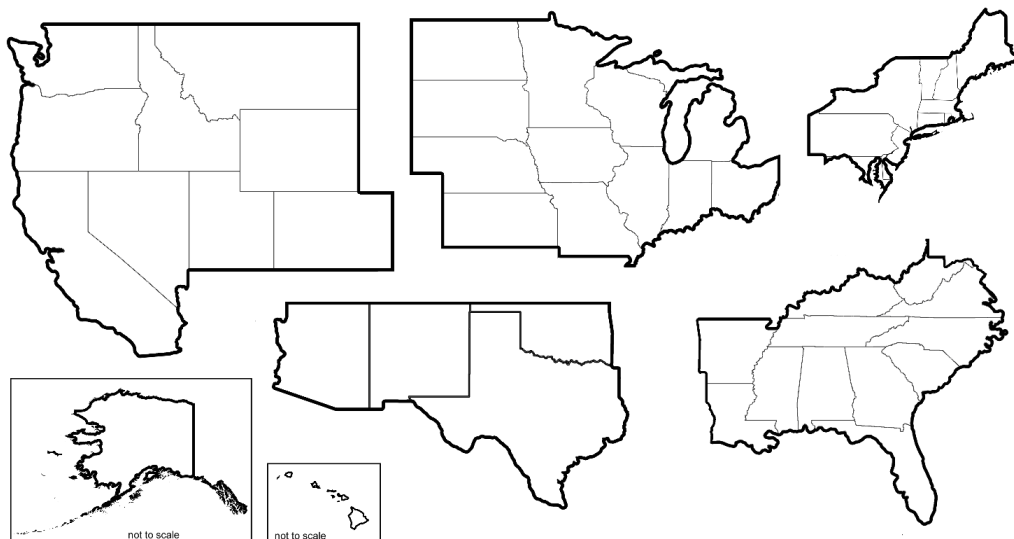
Evaluation: (students) Evaluate students on their participation and the completion of their lap book to accuracy.

Next Step: The following lesson will be a more formal review of geography, where students will utilize the information in their lap books to answer content-related questions.

<p>The largest bodies of water on Earth.</p>	
<p>A high, rugged landform. It is usually steeper than a hill.</p>	
<p>The V-shaped, lowland between mountains.</p>	
<p>Land which spews forth hot lava from the Earth.</p>	
<p>A large piece of land with water on all sides.</p>	
<p>A piece of land that extend into a body of water. It is connected to the mainland and has water on 3 sides.</p>	
<p>A large are of flat land.</p>	
<p>A large, natural stream of water.</p>	
<p>An inland body of water.</p>	
<p>A high landform that is flat on top.</p>	

plain	lake
river	volcano
ocean	island
valley	mountain
peninsula	plateau

Glue Here



Regions of the United States:

Northeast

Midwest

Southeast

West

Southwest



a natural resource that can be made again by nature or people.	a natural resource that cannot be made again quickly by nature or people.
Examples	Examples
a natural resource that can breathe and grow, and is or has ever been alive.	a natural resource that is not nor has ever been alive.
Examples	Examples

Lesson 14 Geography Jeopardy

Rationale: In preparation for the geography unit assessment, students will utilize their lap books to participate in a review challenge. This method of review will encourage students to think about their responses as they race to answer geography related questions. Participation in this game also requires students to demonstrate positive behavior toward their team and opposing teams.

Objectives:

- ➔ Using their lap books, students will be able to accurately answer geography unit review questions.
- ➔ During a cooperative game, students will listen to others respectfully.
- ➔ During a cooperative game, students will display a positive attitude amongst their peers.

PDE SAS/PA CORE:

- ✓ **7.1.3.A:** Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- ✓ **7.1.3.B:** Identify and locate places and regions as defined by physical and human features.
- ✓ **CC.1.2.3.J:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- ✓ **7.2.3.A:** Identify the physical characteristics of places and regions.
- ✓ **7.3.3.A:** Identify the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- ✓ **CC.1.2.3.J:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Materials:

- | | |
|------------------|--|
| Teacher: | Geography Jeopardy Keynote ³⁵
Eggspert game ³⁶
LapBook |
| Students: | LapBook |

³⁵ See 14A

³⁶ See 14B

Introduction: Arrange three desks as the answering panel and connect four Eggspert buzzers accordingly. Divide the class into three groups of 4, and two groups of 3, assigning each group a number to keep the rotation organized. Project the Jeopardy review game. Introduce students to the Geography Jeopardy review. Provide clear instructions for the students to follow.

Procedure/Strategies:

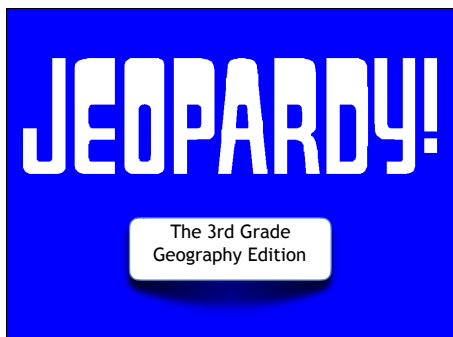
1. One student in each group will begin by choosing a category and question value from the Jeopardy board.
2. Each player at the panel will have the option to tap the buzzer when they are ready to answer. Students must wait until the question is read.
3. The person who answers the question correctly chooses the next category and question value.
4. We will repeat this process until the period is over, or all of the questions are answered.
5. Advise students that students in the audience can use their lap books to answer each question.

Accommodations: Students with special needs will be accommodated with more time to answer each question, and have questions reread to them, if necessary. The gifted student will be asked to elaborate on questions that are answered, such as providing examples or more specific responses.

Closure: Culminate the lesson by awarding prizes. Remind students to take their lap books home to study for their test the following day.

Evaluation: (students) Students will be evaluated on their ability to answer review questions accurately and efficiently.

Next Step: Students will take their summative geography unit assessment the following day.




Geographic Tools	Hemispheres	U.S. Regions	Continents & Oceans	Physical Features & Natural Resources
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Question 1 - 10

- What geographic tool is flat and represents specific areas?

Answer 1 - 10

- A map.




Question 1 - 20

- Which geographic tool uses cardinal directions to help us locate places?

Answer 1 - 20

- A compass.




Question 1 - 30

- Which geographic tool is a 3D model of the Earth?

Answer 1 - 30

- A globe.



14A continued**Question 1 - 40**

- What are the four cardinal directions?

Answer 1 - 40

- North, East, South, and West.

**Question 1 - 50**

- What are the four intermediate directions?

Answer 1 - 50

- Northeast, Northwest, Southeast, and Southwest.

**Question 2 - 10**

- How many hemispheres can the Earth be divided into?

Answer 2 - 10

- Four.

**Question 2 - 20**

- What hemispheres does the equator divide?

Answer 2 - 20

- The Northern & Southern Hemispheres.



14A continued

Question 2 - 30

- What hemispheres does the Prime Meridian divide?

Answer 2 - 30

- The Western & Eastern Hemispheres.

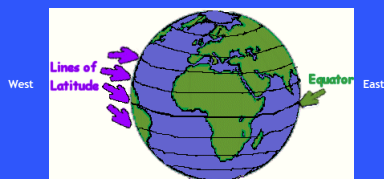


Question 2 - 40

- Which direction do lines of latitude travel?
A) West to East
B) North to South.

Answer 2 - 40

- West to East



Question 2 - 50

- Which direction do lines of longitude travel?
A) West and East
B) North and South

Answer 2 - 50

- North & South



Question 3 - 10

- Which region is circled below?



Answer 3 - 10

- The Northeast region.



14A continued

Question 3 - 20

- Which region is highlighted below?



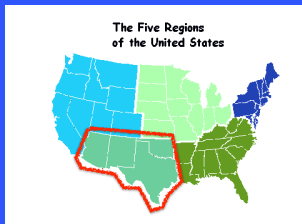
Answer 3 - 20

- The West region.



Question 3 - 30

- Which region is highlighted below?



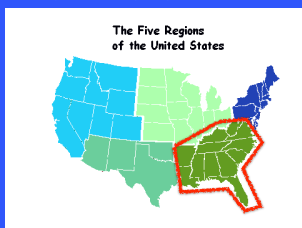
Answer 3 - 30

- The Southwest region.



Question 3 - 40

- Which region is highlighted below?



Answer 3 - 40

- The Southeast region.



Question 3 - 50

- Which region is highlighted below?



Answer 3 - 50

- The Midwest region.



14A continued

Question 4 - 10

- How many continents are there?

Answer 4 - 10

- Seven.



Question 4 - 20

- How many oceans are there?

Answer 4 - 20

- Five.



Question 5 - 20

- The V-shaped, lowland between mountains.

Answer 5 - 20

- Valley.



Question 5 - 30

- Name the living and nonliving resources in the picture below.



Answer 5 - 30

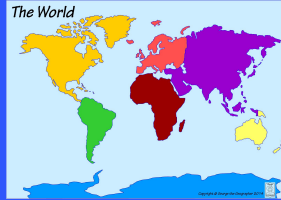
- Living: Plant
- Nonliving: Water



14A continued

Question 4 - 50

- The smallest continent is colored in yellow. What is the smallest continent?

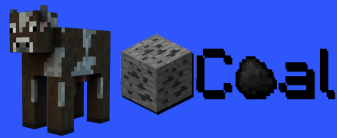


Answer 4 - 50

- Australia.

Question 5 - 10

- Name one renewable resource and one nonrenewable resource in the photo below.



Answer 5 - 10

- The cow is renewable.
- Coal is nonrenewable.

14A continued

Question 5 - 40

- A high landform that is flat on top.

Answer 5 - 40

- Plateau.

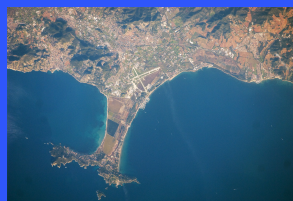


Question 5 - 50

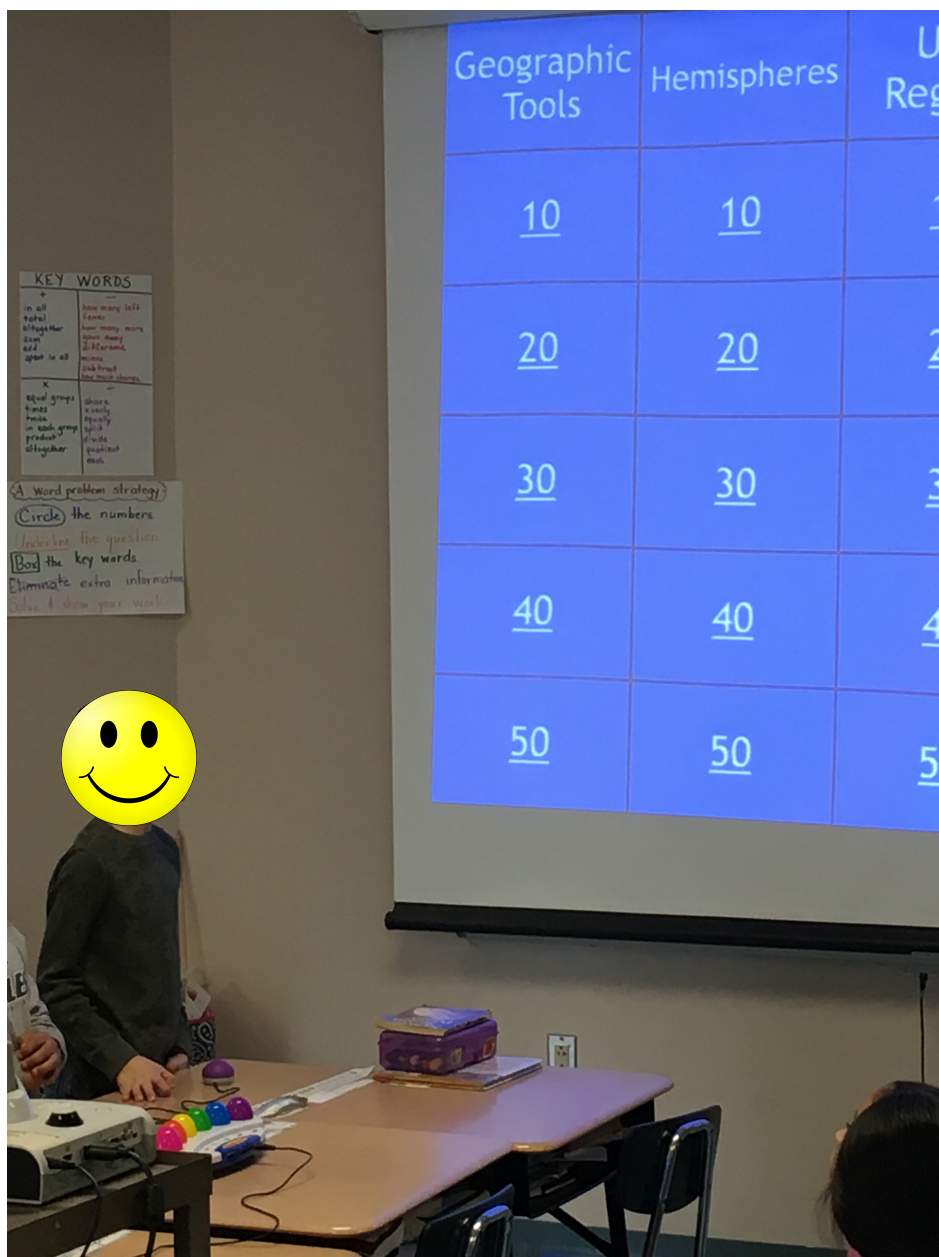
- A piece of land that extends out into a body of water. It is connected to the mainland and has water on 3 sides.

Answer 5 - 50

- Peninsula.







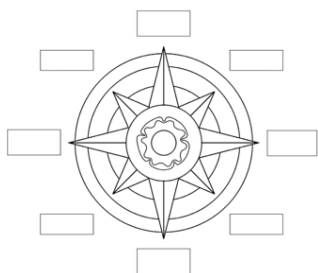


Mid-Unit Assessment

Name: _____

Directions: Label the compass rose.

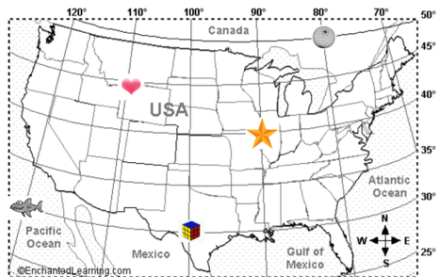
Northeast	North	Southwest	East
South	West	Northwest	Southeast



Directions: Answer the question.

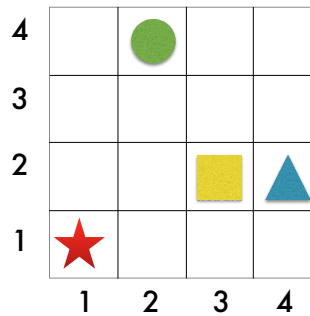
- What imaginary line divides the Northern and Southern Hemispheres?
 - latitude
 - Prime Meridian
 - Equator
 - longitude
- What imaginary line divides the Western and Eastern Hemispheres?
 - Prime Meridian
 - longitude
 - Equator
 - latitude
- Latitude lines travel _____?
 - north and south
 - west and east
 - northwest and southwest
 - up and down
- Longitude lines travel _____?
 - up and down
 - north and south
 - diagonally
 - west and east
- What is one difference between a map and a globe.

Directions: Use the map to answer the questions.



- What is the absolute location of the heart?
 - (45°W, 110°N)
 - (50°W, 80°N)
 - (110°N, 45°W)
 - (30°N, 100°W)
- The heart is _____ of the star.
 - northwest
 - south
 - east
 - southeast
- Write the coordinates for the shark.

Directions: Use the grid to answer the questions.



- Which shape is located in (2, 4)?
 - star
 - triangle
 - circle
 - square
- What are the coordinates for the square?

- The square is _____ of the triangle.
 - north
 - south
 - west
 - east

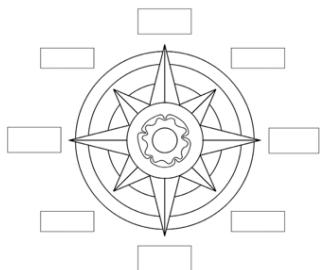
Mid-Unit Assessment Adapted

Name: _____

Geography Quiz

Directions: Label the compass rose.

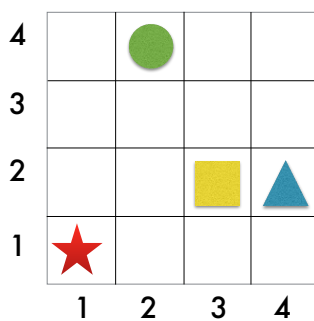
Northeast	North	Southwest	East
South	West	Northwest	Southeast



Directions: Circle the correct answer.

1. What imaginary line divides the Northern and Southern Hemispheres?
 - a. latitude
 - b. Prime Meridian
 - c. Equator
2. What imaginary line divides the Western and Eastern Hemispheres?
 - a. Prime Meridian
 - b. longitude
 - c. Equator
3. Latitude lines travel _____?
 - a. north and south
 - b. west and east
 - c. northwest and southwest
4. Longitude lines travel _____?
 - a. north and south
 - b. diagonally
 - c. west and east
5. What is one difference between a map and a globe.

Directions: Use the grid to answer the questions.



1. Which shape is located in (2, 4)?
 - a. star
 - b. circle
 - c. square
2. What are the coordinates for the square?

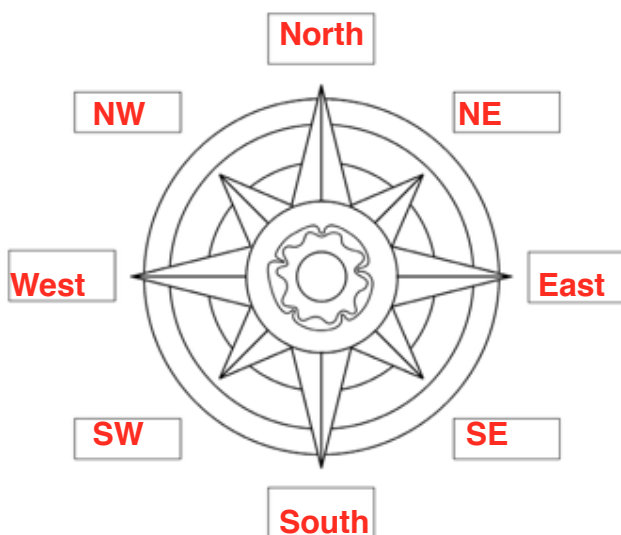
3. The square is _____ of the triangle.
 - a. north
 - b. west
 - c. east

Mid-Unit Assessment Answer Key

Name: _____

Directions: Label the compass rose.

Northeast	North	Southwest	East
South	West	Northwest	Southeast



Directions: Answer the question.

1. What imaginary line divides the Northern and Southern Hemispheres?

- a. latitude
- b. Prime Meridian
- c. Equator
- d. longitude

2. What imaginary line divides the Western and Eastern Hemispheres?

- a. Prime Meridian
- b. longitude
- c. Equator
- d. latitude

3. Latitude lines travel _____?

- a. north and south
- b. west and east
- c. northwest and southwest
- d. up and down

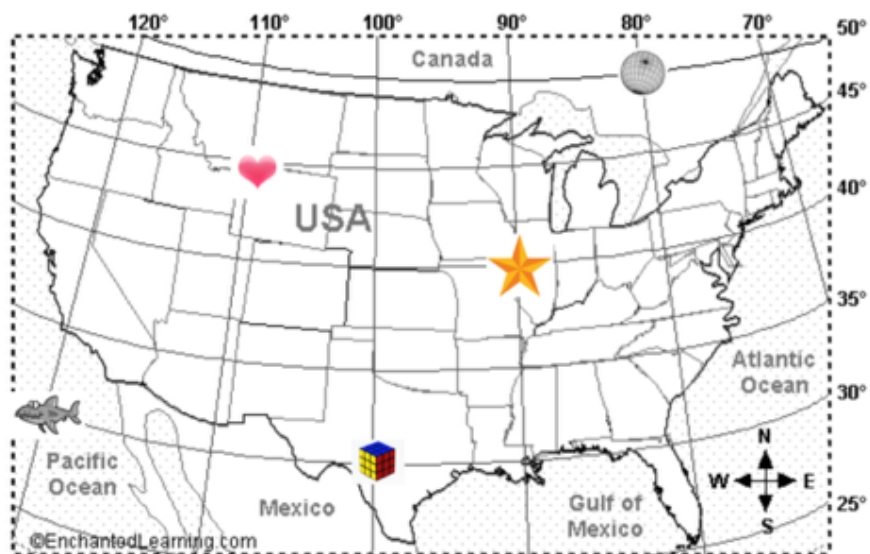
4. Longitude lines travel _____?

- a. up and down
- b. north and south
- c. diagonally
- d. west and east

5. What is one difference between a map and a globe.

Answers may vary. A map is a flat, 2D representation of many areas. A globe is 3D model of the Earth, showing all of the world's continents and oceans.

Directions: Use the map to answer the questions.



1. What is the absolute location of the heart?

- a. (45°W, 110°N)
- b. (50°W, 80°N)
- c. (110°N, 45°W)
- d. (30°N, 100°W)

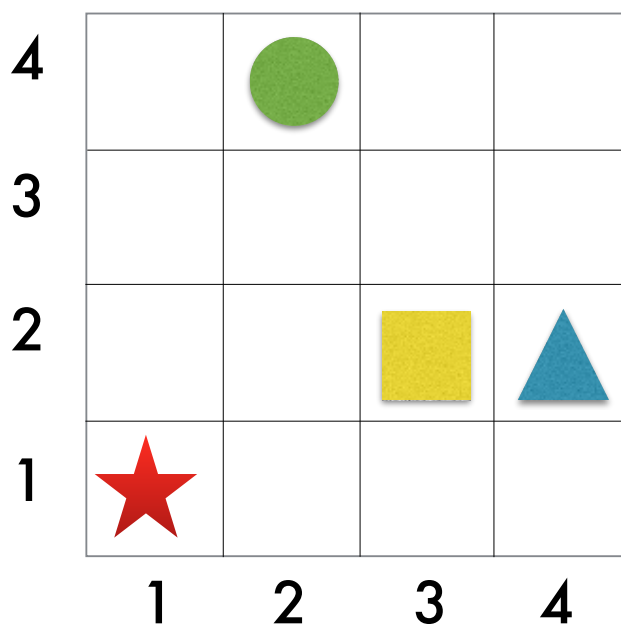
2. The heart is _____ of the star.

- a. northwest
- b. south
- c. east
- d. southeast

3. Write the coordinates for the shark.

(30°, 120°)

Directions: Use the grid to answer the questions.



1. Which shape is located in (2, 4)?

- a. star
- b. triangle
- c. circle
- d. square

2. What are the coordinates for the square?

(3,2) _____

3. The square is _____ of the triangle.

- a. north
- b. south
- c. west
- d. east

Unit Assessment

Name: _____ Date: _____

Geography Test

Directions: Label the compass rose.

Northeast	North	Southwest	East
South	West	Northwest	Southeast



Directions: Compare and contrast a map and a globe.

Directions: Circle the best answer.

What imaginary line divides the Northern and Southern Hemispheres?

- a. Equator
- b. Prime Meridian
- c. latitude

What imaginary line divides the Western and Eastern Hemispheres?

- a. longitude
- b. Prime Meridian
- c. Equator

Lines of latitude travel _____.

- a. north and south
- b. northwest and southwest
- c. west and east

Longitude lines travel _____.

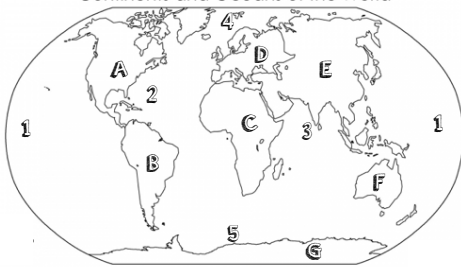
- a. diagonally
- b. west and east
- c. north and south

Directions: Match each physical feature to its correct definition.

- | | |
|-------------------|--|
| ____ 1. valley | a. a high landform that is flat on top |
| ____ 2. plateau | b. an inland body of water |
| ____ 3. mountain | c. a large natural stream of water |
| ____ 4. island | d. a large piece of land with water on all sides |
| ____ 5. volcano | e. a landform which spews forth hot lava |
| ____ 6. lake | f. the V-shaped lowland between mountains |
| ____ 7. ocean | g. a high, rugged landform which is steeper than a hill |
| ____ 8. river | h. largest bodies of water on Earth |
| ____ 9. peninsula | i. a piece of land that extends out into a body of water and has water on three sides. |
| ____ 10. plain | j. a large, area of flat land. |

Directions: Use the world map to identify the continents and oceans.

Continents and Oceans of the World

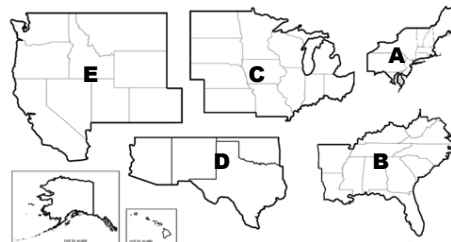


Continents

Oceans

- | | |
|---------|---------|
| A _____ | 1 _____ |
| B _____ | 2 _____ |
| C _____ | 3 _____ |
| D _____ | 4 _____ |
| E _____ | 5 _____ |
| F _____ | |
| G _____ | |

Directions: Match each letter to its region.



West Midwest Northeast Southeast Southwest

- A** _____
- B** _____
- C** _____
- D** _____
- E** _____

Directions: Answer the following questions.

A nonrenewable resource is a resource:

- a. that can be made again
- b. that cannot be made again
- c. that is nonliving

Water is an example of a:

- a. living resource
- b. renewable resource
- c. nonliving resource

A plant is a:

- a. nonliving resource
- b. nonrenewable resource
- c. living resource

List two renewable resources.

BONUS

★ Which is the largest state in the United States?

- a. Alaska
- b. Rhode Island
- c. Texas
- d. Asia

★ Which is the smallest state in the United States?

- a. Texas
- b. Pennsylvania
- c. Alaska
- d. Rhode Island

★ Which region do you live in?

- a. West
- b. Southeast
- c. Northeast
- d. Southwest

★ Which state has the lowest population?

- a. Rhode Island
- b. California
- c. Texas
- d. Wyoming

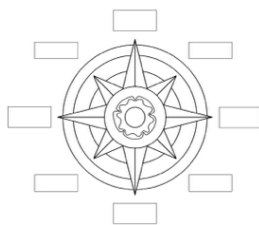
Unit Assessment Adapted

Name: _____ Date: _____

Geography Test

Directions: Label the compass rose.

Northeast	North	Southwest	East
South	West	Northwest	Southeast



Directions: Tell one way maps and globes are alike, and one way they are different.

Directions: Circle the best answer.

What imaginary line divides the Northern and Southern Hemispheres?
 a. Equator
 b. Prime Meridian
 c. latitude

What imaginary line divides the Western and Eastern Hemispheres?
 a. longitude
 b. Prime Meridian
 c. Equator

Lines of latitude travel _____.
 a. north and south
 b. northwest and southwest
 c. west and east

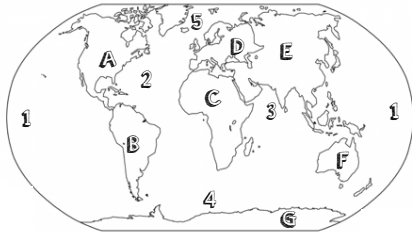
Longitude lines travel _____.
 a. diagonally
 b. west and east
 c. north and south

Directions: Match each physical feature to its correct definition.

- | | |
|-------------------|---|
| _____ 1. valley | a. a high landform that is flat on top |
| _____ 2. plateau | b. an inland body of water |
| _____ 3. mountain | c. a large natural stream of water |
| _____ 4. island | d. a large piece of land with water on all sides |
| _____ 5. volcano | e. a landform which spews forth hot lava |
| _____ 6. lake | f. the V-shaped lowland between mountains |
| _____ 7. ocean | g. a high, rugged landform which is steeper than a hill |
| _____ 8. river | h. largest bodies of water on Earth |

Directions: Use the world map to identify the continents and oceans.

Continents and Oceans of the World



Super Teacher Worksheets - www.superteacherworksheets.com

Continents			
Africa	Asia	North America	Europe
Antarctica	Australia	South America	

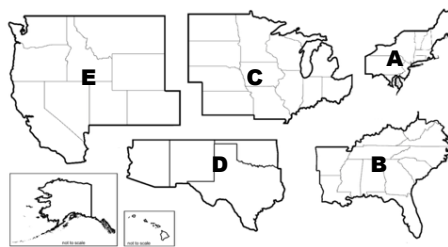
Oceans				
Southern	Pacific	Atlantic	Arctic	Indian

Continents

Oceans

- | | |
|---------|---------|
| A _____ | 1 _____ |
| B _____ | 2 _____ |
| C _____ | 3 _____ |
| D _____ | 4 _____ |
| E _____ | 5 _____ |
| F _____ | |
| G _____ | |

Directions: Match each letter to its region.



West	Midwest	Northeast	Southeast	Southwest
------	---------	-----------	-----------	-----------

- A** _____
- B** _____
- C** _____
- D** _____
- E** _____

Directions: Answer the following questions.

A nonrenewable resource is a resource:

- a. that can be made again
- b. that cannot be made again
- c. that is nonliving

Water is an example of a:

- a. living resource
- b. renewable resource
- c. nonliving resource

A plant is a:

- a. nonliving resource
- b. nonrenewable resource
- c. living resource

List one renewable resource.

BONUS

★ Which is the largest state in the United States?

- a. Alaska
- b. Rhode Island
- c. Texas
- d. Asia

★ Which is the smallest state in the United States?

- a. Texas
- b. Pennsylvania
- c. Alaska
- d. Rhode Island

★ Which region do you live in?

- a. West
- b. Southeast
- c. Northeast
- d. Southwest

★ Which state has the lowest population?

- a. Rhode Island
- b. California
- c. Texas
- d. Wyoming

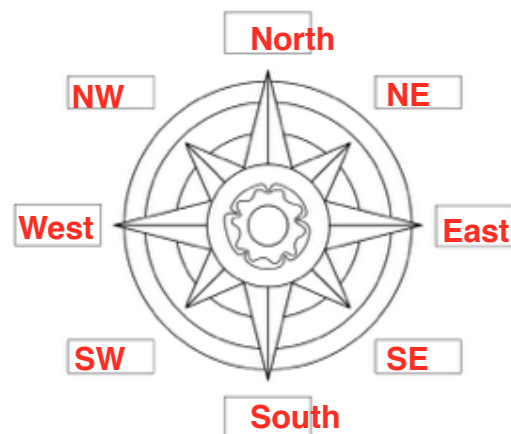
Unit Assessment Answer Key

Name: _____ Date: _____

Geography Test

Directions; Label the compass rose.

Northeast	North	Southwest	East
South	West	Northwest	Southeast



Directions: Compare and contrast a map and a globe.

Answers may vary. A map and globe both show different locations, contain a map key, compass rose, and other map features. A map is flat, 2D and a globe is 3D. A globe will always show the world. A map can show a variety of areas, such as states, cities, countries, and the world.

Directions: Circle the best answer.

What imaginary line divides the Northern and Southern Hemispheres?

- a. Equator
- b. Prime Meridian
- c. latitude

What imaginary line divides the Western and Eastern Hemispheres?

- a. longitude
- b. Prime Meridian
- c. Equator

Lines of latitude travel _____.

- a. north and south
- b. northwest and southwest
- c. west and east

Longitude lines travel _____.

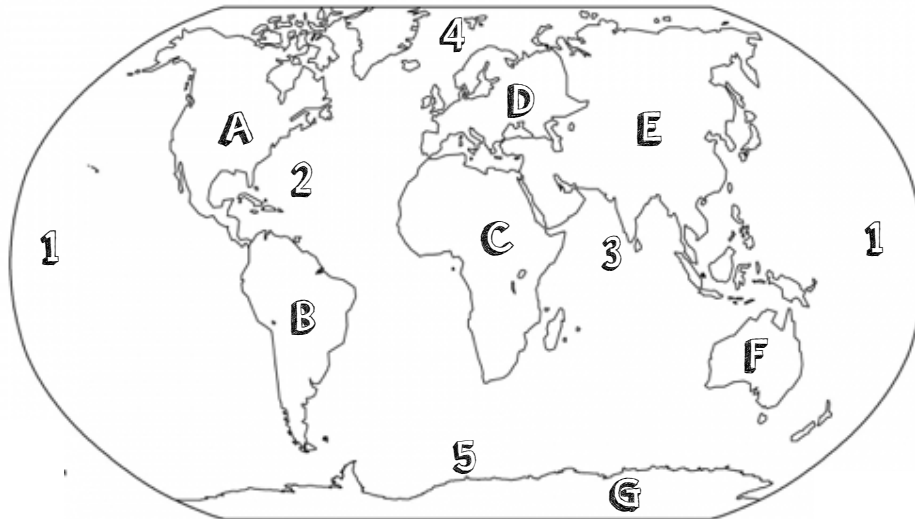
- a. diagonally
- b. west and east
- c. north and south

Directions: Match each physical feature to its correct definition.

- | | | |
|----------|--------------|--|
| <u>F</u> | 1. valley | a. a high landform that is flat on top |
| <u>A</u> | 2. plateau | b. an inland body of water |
| <u>G</u> | 3. mountain | c. a large natural stream of water |
| <u>D</u> | 4. island | d. a large piece of land with water on all sides |
| <u>E</u> | 5. volcano | e. a landform which spews forth hot lava |
| <u>B</u> | 6. lake | f. the V-shaped lowland between mountains |
| <u>H</u> | 7. ocean | g. a high, rugged landform which is steeper than a hill |
| <u>C</u> | 8. river | h. largest bodies of water on Earth |
| <u>I</u> | 9. peninsula | i. a piece of land that extends out into a body of water and has water on three sides. |
| <u>J</u> | 10. plain | j. a large, area of flat land. |

Directions: Use the world map to identify the continents and oceans.

Continents and Oceans of the World



Super Teacher Worksheets - www.superteacherworksheets.com

Continents

- A North America
- B South America
- C Africa
- D Europe
- E Asia
- F Australia
- G Antarctica

Oceans

- 1 Pacific
- 2 Atlantic
- 3 Indian
- 4 Arctic
- 5 Southern

Directions: Match each letter to its region.



West	Midwest	Northeast	Southeast	Southwest
------	---------	-----------	-----------	-----------

A Northeast

B Southeast

C Midwest

D Southwest

E West

Directions: Answer the following questions.

A nonrenewable resource is a resource:

- a. that can be made again
- b. that cannot be made again
- c. that is nonliving

Water is an example of a:

- a. living resource
- b. renewable resource
- c. nonliving resource

A plant is a:

- a. nonliving resource
- b. nonrenewable resource
- c. living resource

List two renewable resources.

Answers may vary. Plants, trees, animals.

BONUS

★ Which is the largest state in the United States?

- a. Alaska
- b. Rhode Island
- c. Texas
- d. Asia

★ Which is the smallest state in the United States?

- a. Texas
- b. Pennsylvania
- c. Alaska
- d. Rhode Island

★ Which region do you live in?

- a. West
- b. Southeast
- c. Northeast
- d. Southwest

★ Which state has the lowest population?

- a. Rhode Island
- b. California
- c. Texas
- d. Wyoming

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