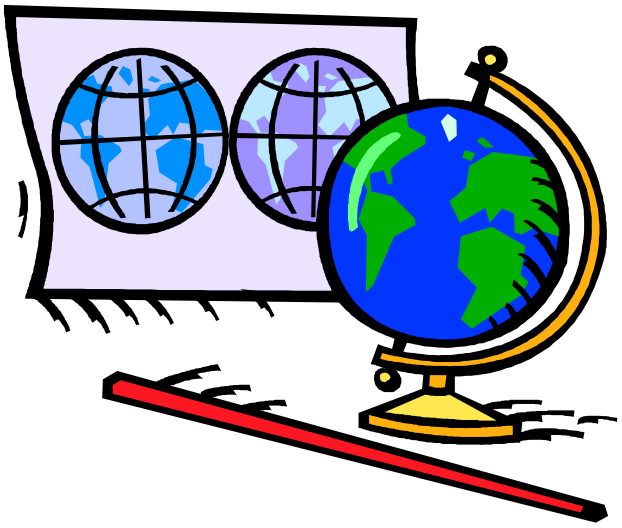
Connecticut & World Regions Geography Support Materials



Wallingford Public Schools
Fourth Grade
Social Studies

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OVERVIEW

Geography is an essential component of Wallingford's social studies curriculum. These supplemental materials include a variety of lessons and activities in the field of geography that can be used throughout the school year to compliment your current social studies curriculum. Included are class lessons, small group activities, and resource lists for literature and technology connections.

These materials have been prepared utilizing the Connecticut State Department of Education Social Studies Frameworks and are aligned with the Wallingford Public Schools Grade 4 Social Studies scope and sequence. Using the included support materials such as maps, atlases, games, and interactive/hands-on activities teachers can plan one activity at a time, a series of geography lessons or have students work in small groups as best fits their needs.

While there are recommended activities included, teachers are encouraged to also utilize these support materials to compliment lessons they have done in the past, create new lessons of their own using the materials and share original ideas with grade level colleagues.

MATERIALS LIST

World Regions & Connecticut Geography Support Materials – Grade 4

30	*World Atlas* with 1 Teacher's Guide, Nystrom
6	*Junior Classroom Atlas*, Rand McNally
2	*Classroom Atlas,* Rand McNally
1	*The Whole Earth Geography Book,* Anthony D. Fredericks
1	*Connecticut Jography: A Fun Run Thru Our State,* Carole Marsh
1	*Geography A to Z,* Gail Hennessey (handouts in teacher resource binder)
1	*Connecticut Geography Projects*
1	*Connecticut Geography Bingo,* Gallopade International
1	*Read the World Big Book,* George F. Cram Company
2	*The World Almanac for Kids 2005*
1	*Maps for the Overhead: World Geography,* Spencer Finch
1	*World Instant Map Skills,* Spencer Finch
1	*Flat Stanley 40th Anniversary Edition,* Jeff Brown & Scott Nash
1	*Stanley, Flat Again!,* Jeff Brown & Scott Nash

These support materials will be housed in each elementary school. Each school has 2-3 kits to share amongst the grade level teachers. These materials are <u>not</u> consumable. Lost or damaged items should be replaced through your school's building budget.

STANDARDS/GOALS

What should students understand, know, and be able to do? This section identifies the desired results, related state social studies content standards, enduring understandings, essential questions, knowledge and skills.

Enduring Understandings	Essential Questions
Insights learned from exploring generalizations via the essential questions. What we want students leaving the study to remember.	*Inquiry used to explore generalizations, do not have straight forward answers that end the matter. They should uncover the subject's controversies, puzzles, and perspectives.*
Students will understand that: • Geography influences a person's needs, culture, opportunities, choices, interests and skills. • Geographic problems can be solved through the use of maps, globes, almanacs and photographs.	• How do physical features make places unique and different? • What is a region? • What story do maps and globes tell? • How do you read a map to solve problems? • When would you use an almanac? globe? atlas? map? • How do geographical terms help me to read and understand maps more efficiently?

Knowledge and Skills

What students are expected to know and be able to do

The knowledge & skills in this section are aligned with Wallingford's Social Studies Scope & Sequence

The students will:

K1 Use reference materials such as almanacs, atlases etc.
K2 Utilize organizational strategies such as grids, tables and outlines.
K3 Make decisions based on acquired data and inferences.
K4 Demonstrate map skills.
K5 Locate and label maps of each region studied with landforms and features.
K6 Identify major reference points on maps and globes.
K7 Identify the physical features that define each region studied and their effects on people, plants, and animals.
K8 Explain how each of the regions has changed over time.

The students will be able to:

S1 Investigate various types of maps and describe commonalities and differences among them.
S2 Determine the appropriate map to solve particular geographical problems and make decisions based on the data.
S3 Properly identify physical features on a map.
S4 Locate and label
- Cardinal and intermediate directions
- Continents and oceans
- Equator

- North and south poles
- Tropics of Cancer and Capricorn
- Arctic and Antarctic Circles

Connecticut State Social Studies Content Standard(s)

Generalizations about what students should know and be able to do.

10.3-4.4 Draw a simple map of continents and oceans

12.3-4.1 Explain the characteristics and purposes of maps, globes and other geographical tools and technologies

12.5-6.3 Compare and contrast differences among maps, globes, photographic models and satellite images for solving problems

9.3-4.3 Observe & describe how places and regions are identified, defined, and bounded

10.3-4.3 Define local environmental features

11.3-4.7 Locate places within their own and nearby communities

Suggested Assessments

How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand? This section identifies the acceptable evidence that students have acquired the understandings, knowledge, and skills identified.

- Teacher observations
- WebQuests
- Written assessments
- Games
- Graphic organizers
- Student participation
- Map assessments
- Projects
- Charts, graphs, tables

SUGGESTED LEARNING ACTIVITIES

This section will help teachers plan learning experiences that align with identified content standards, goals, enduring understandings, knowledge and skills. These activities will enable students to be successful in the identified assessments. What will need to be taught and coached and how should it best be taught? How will we make learning both engaging and effective, given the goals and needed evidence?

These suggested lesson activities are not sequenced in any particular order. Teachers may select which lesson activities will best fit the needs of their students and unit objectives. Each lesson activity is coded with the corresponding knowledge (k) and/or skill (s) objectives that are found in the Standards and Goals section above.

WHOLE GROUP ACTIVITIES

WORLD GEOGRAPHY SCAVENGER HUNT

Students will choose or be assigned the pre-made geography cards. They will research using atlases and other reference materials to answer the questions. Answers are to be placed on pre-made answer sheets.

Materials included:

- *The Whole Earth Geography Book*
- Cards from the book individually cut and laminated
- Answer sheet
- Atlases for reference (other reference materials from class)

Options:

- Morning work
- Center activities
- "Questions of the Week"

Knowledge & Skills: K1, K2, S2, S3, S4

- *How do you read a map to solve problems?*
- *What story do maps and globes tell?*

GEOGRAPHY A-Z

Each student answer sheet begins with a letter of the alphabet and all the answers on that sheet begin with that same letter. Use atlases to find all the answers.

This is a great introductory activity. It helps students focus on specific vocabulary such as mountain ranges, capital cities, and borders controlled by a particular letter.

Materials included:

- Answer key (Master in teacher resource binder)
- Student answer sheets (Master in teacher resource binder)

- Atlases

Options:
- Centers
- Weekly challenges
- Whole class lessons
- Interactive bulletin board

Knowledge & Skills: K1, K4, K6, S2, S3
- *How do you read a map to solve problems?*
- *What story do maps and globes tell?*

ATLASES

There are three levels of atlases provided in each kit for differentiated instruction. The class set of Nystrom atlases are provided along with the teacher guide for whole class instruction.

Options:
- Centers
- Whole class lessons

(Two levels of teacher guides are provided that include ready made activity sheets for students)

Knowledge & Skills: K1, K2, K4, K5, K6, S1, S2, S3, S4

CONNECTICUT JOGRAPHY

This book connects historical places, activities, and famous people from Connecticut to specific towns.

Materials included:
- *Connecticut Jography*
- Internet or reference materials for students to research specific people, places, and activities in Connecticut
- Consumable worksheet
- Large blank map of Connecticut

Options:
- Build a map of Connecticut on a bulletin board and label various geographic features as studied throughout the year
- Centers
- Students create their own map over time with people, historical places, and towns

Knowledge & Skills: K1, K4, K7, S3, S4
- *How do you read a map to solve problems?*

- *How do physical features make places unique and different?*
- *What stories to maps and globes tell?*

CONNECTICUT GEOGRAPHY BINGO

Extension activity to be used along with the study of Connecticut. Focuses on geography vocabulary.

Materials included:

- *Connecticut Geography Bingo*
- Questions
- Game cards
- Bingo chips

Options:

- Whole class

Knowledge & Skills: K3

- *How do geography terms help me to understand and read maps more efficiently?*

READ THE WORLD BIG BOOK

A visual vocabulary reinforcement along with a short explanation of the world regions, continents, and communities using maps, tables, and graphs.

Materials included:

- *Read the World Big Book*

Options:

- Whole class: teacher read a-loud to introduce vocabulary or regional study
- Centers: vocabulary hunt

Knowledge & Skills: K2, K3, K6, K7, S1, S3, S4

- *How do you read a map to solve problems?*
- *How do physical features make places unique and different?*
- *What stories to maps and globes tell?*

THE WORLD ALMANAC FOR KIDS 2005

Teach students to use an almanac by comparing this student friendly version to other types of almanacs. Conduct a geography scavenger hunt using the World Almanac for Kids, various atlases and internet resources.

Materials included:

- *The World Almanac for Kids 2005*
- Scavenger hunt sheet (in teacher resource binder)

Knowledge & Skills: K1, K2, K3

- *When would you use an almanac?*

MAPS FOR THE OVERHEAD

Ten color transparencies, mini-lessons, and activities that teach essential map skills are included in this resource.

Materials included:

- *Maps for the Overhead*
  - Activity sheets
  - Transparencies

Options:

- Whole class lessons with overheads
- Independent work
- Centers

Knowledge & Skills: K1, K2, K3, K4, S1, S4

- *How do you read a map to solve problems?*
- *How do physical features make places unique and different?*
- *What stories to maps and globes tell?*

INSTANT MAP SKILLS

This book contains ready to go games and activities that build essential map skills.

Materials included:

- *Instant Map Skills*
  - Lessons and companion worksheets

Options:

- Whole class
- Centers
- Independent work

Knowledge & Skills: K1, K2, K3, K4, S1, S4

- *How do you read a map to solve problems?*
- *How do physical features make places unique and different?*
- *What stories to maps and globes tell?*

FLAT STANLEY PROJECT FOR WORLD GEOGRAPHY AND/OR CONNECTICUT

Have students learn about different world regions and their own state by sending Flat Stanleys to various locations around the world and/or throughout Connecticut. Directions, project ideas

and resources available on the Flat Stanley website. Use the two *Flat Stanley* books included in the kit as read alouds to capture students' interest in this type of exciting project that will help them learn about the geography of various locations as well as practice their writing skills.

Materials included:

- *Flat Stanley 40th Anniversary Edition,* Jeff Brown & Scott Nash
- *Stanley, Flat Again!,* Jeff Brown & Scott Nash

www.flatstanley.com

Suggested time: On-going long term project
Knowledge & Skills: K1, K3, K4, K6, S2

- *What is a region?*

ON-GOING ACTIVITIES / CENTERS

ACTIVITY 1

Using a world region being studied in the classroom, students can create a project that addresses the community needs, needs of the people, culture, opportunities, choices, interests and skills of that particular region.

Options:

- Can be done as a long term research project
- Individual activity for each segment during a region of study

Knowledge & Skills: K1, K3, K7, S2,

- *How do you read a map to solve problems?*
- *How do physical features make places unique and different?*
- *What is a region?*

ACTIVITY 2

Have students fill in a blank world map locating cardinal and intermediate directions, continents, oceans, the equator, North & South Poles, Tropics of Cancer & Capricorn, and Arctic & Antarctic Circles.

Options:

- Can be done on one map as a cumulative assessment
- Individual maps as an ongoing assessment

Knowledge & Skills: K1, K4, K5, K6, S3, S4

- *What stories do maps & globes tell?*
- *How do geographical terms help me to read and understand maps more efficiently?*

ACTIVITY 3
Complete a Venn Diagram comparing various types of maps.

Knowledge & Skills: K1, K3, S1

- *What stories do maps and globes tell?*

ACTIVITY 4
Label physical features on a map in small groups or individually.

Knowledge & Skills: K1, K4, K5, K6, S3

- *How do physical features make places unique and different?*
- *What is a region?*
- *How do geographical terms help me to read and understand maps more efficiently?*

ACTIVITY 5
Teacher creates a geographic problem and has students determine and explain what type of map is needed to solve the problem.

Knowledge & Skills: K1, K2, K3, K4, K6, K7, S2

- *How do you read a map to solve problems?*
- *How do geographical terms help me to read and understand maps more efficiently?*

ACTIVITY 6
Use CMT question stems with nonfiction literature selections.

Knowledge & Skills: K3, K8, S2

- *How do you read a map to solve problems?*
- *When would you use an almanac?*

ACTIVITY 7
Have students simulate driving to a friend's house in the next town over. Have students examine what tools they will use to get there: a map, globe or atlas. Which one would they pick and why?

Knowledge & Skills: K1, K3, K4, S2

- *How do geographical terms help me to read and understand maps more efficiently?*
- *How do you read a map to solve problems?*

ACTIVITY 8
Have students write a creative original story explaining a situation where they might need to use an atlas and why?

Knowledge & Skills: K1, K3, K6, S2

- *How do you read a map to solve problems?*
- *When would you use an atlas?*

ACTIVITY 9

Have students create a t-chart outlining the similarities & differences between a map and a globe. When would you use a map? a globe?

Knowledge & Skills: K2, K3, K4, K6, S1

- *What stories do maps and globes tell?*
- *When would you use a map? globe?*

ACTIVITY 10

Have students create a map that has their house and school on it, as well as some road names. The map should include basic map symbols and parts such as a title and a compass rose. Then have students write out directions for a friend who would like to visit them after school.

Knowledge & Skills: K4, K6

- *When would you use an almanac? globe? atlas? map?*
- *How do geographical terms help me to read and understand maps more efficiently?*

INTERDISCIPLINARY CONNECTION

During the Science unit on Adaptations, have students locate the native countries or regions of different species on a world map.

Knowledge & Skills: K1, K3, K4, K6, K7, S2

- *How do physical features make places unique and different?*
- *What is a region?*
- *How do geographical terms help me to read and understand maps more efficiently?*

RECOMMENDED LITERATURE RESOURCES

These literature resources can be used to supplement the geography support materials.

- *Be Your Own Map Expert,* Barbara Taylor
- *The Whole World In Your Hands: Looking at Maps,* Melvin & Gilda Berger
- *I Know About Maps,* Chris Jaeggi
- *How to Make an Apple Pie and See the World,* Marjorie Priceman
- *If the World Were a Village, A Book About the World's People,* David J. Smith
- *Hello Out There! All About Maps,* Catherine Chambers
- *Where Do I Live?,* Neil Chesanow
- *Blast Off to Earth, A Look at Geography,* Loreen Leedy
- *Stone Fox,* John Reynolds Gardiner (polar region)
- *Balto,* (polar region)
- *Sarah, Plain and Tall,* Patricia MacLachlan (grasslands)
- *Little House Series,* Laura Ingalls Wilder, (grasslands)
- *Holes,* Louis Sachar (desert)
- *Time For Kids Magazine*

If you have any additional literature resources that you use and recommend please forward the titles and authors to the Social Studies Curriculum Resource Teacher.

RELATED INTERNET RESOURCES

WebQuests

- http://webquest.org/, General WebQuest site for all grades and subject areas
- http://webquest.sdsu.edu/matrix/3-5-Soc.htm, WebQuest Matrix for social studies grades 3-5

Websites

1. **Flat Stanley Project**

   http://www.flatstanleyproject.org

2. **Be a geography genius! Check your knowledge with our most intriguing geography quizzes and crosswords**

   http://www.factmonster.com/spot/99geography1.html#quiz

3. **Play alone or against an online opponent. Use your mouse to click on cities in the United States or around the world and gain points for correct answers**

   http://www.geosense.net

4. **Download map resources of continents and countries**

   http://www.stemnet.nf.ca/CITE/maps.htm

5. **Mapquest has a feature on their map site which offers printable country and/or state/province maps. "Quick Facts" on population, economy, languages, currency etc. are bound to make this site a useful reference**

   http://mapquest.com/atlas/

6. **Map Machine**

   http://www.nationalgeographic.com/resources/ngo/maps/

7. **History & Social Studies for K-12 Teachers**

   http://home.comcast.net/~dboals1/boals.html

8. ***Time for Kids Magazine*, to order or check out the great activities**

   http://www.timeforkids.com

9. **History & Social Studies Reference Site**

   http://score.rims.k12.ca.us/

10. **A great website for a variety of lesson plans**

    http://www.csun.edu/~hcedu013/ndex.html

11. **National Geographic for Kids**

    http://www.nationalgeographic.com/ngkids/

12. **National Geographic Explorer Magazine (articles & activities)**

    http://magma.nationalgeographic.com/ngexplorer/

13. **The Perry-Castaneda Library Map Collection at the University of Texas has thousands of maps from around the world**

    http://www.lib.utexas.edu/maps/index.html

14. **This website has lots of projects, activities and curricular materials by and for kids. This is a wonderful site maintained by a group of teachers offering an array of interesting ideas on the lives of kids worldwide**

    http://www.kidlink.org/KIDPROJ/projects.html

If you have any additional WebQuests or websites that you use and recommend please forward them to the Social Studies Curriculum Resource Teacher.

The 5 Themes of Geography *help students break down the study of geography to better grasp key concepts & skills.*

LOCATION
"Where are we?" is the question that the theme of location answers. There are 2 types of location – absolute & relative location.

Absolute location – a latitude/longitude coordinate or a street address

Relative Location – written directions from one place to another including distance, directionals (east, west, north, south), time, and landmarks.

PLACE
Places have both physical and human characteristics. Places can be man-made or natural, and they each have their own physical description.

Physical characteristics include landforms, water bodies, animal life, and natural vegetation. (natural places)

Human characteristics include buildings, transportation, and roads. (man-made places)

The image people have of a place is based on their personal experiences.

HUMAN-ENVIRONMENT INTERACTION
How humans and the environment affect each other.

There are 3 key points to Human-Environment Interactions:

1. How humans **adapt to** the environment.
2. How humans **modify** the environment.
3. How humans **depend on** the environment.

Some examples include people depending on the Tennessee River for water & transportation. People modify our environment by heating & cooling buildings for comfort. People adapt to the environment by wearing clothing that is suitable for summer or winter; rain or shine.

MOVEMENT
The movement of people, ideas, and goods.

People – transportation by car, ship, airplane, subway, roller blades, walking etc.
Ideas – The communication of ideas via TV, telephone, e-mail, newspaper etc.
Goods – exporting, importing and transporting goods (e.g. food, clothes, electronics)

REGION
Countries or areas that are alike in some way for example language, government, location etc. Geographers divide the world into regions in order to study it more easily.