

Unit Title:
Unit 1 - Understanding New Jersey and Our World with Geography
Time Frame:
September - October (12 Lessons)
Standards:
<p>Geography, People, and the Environment: Spatial Views of the World</p> <ul style="list-style-type: none"> ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. ● 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
Essential Questions:
<ol style="list-style-type: none"> 1. What can maps, globes and geographical resources tell us about a place? 2. How does geography affect the way people live? 3. How does <i>where</i> I live affect <i>how</i> I live? 4. How do geographical tools help me understand zones and locations? 5. What are the similarities and differences between our state and the rest of the country or world? 6. How can the search for natural resources cause conflict between the colonists and Native Americans?
Enduring Understandings:
<ul style="list-style-type: none"> ● Maps provide a variety of information about the world. ● Geography affects where and how groups of people live. ● The geographical typography is different from state to state and country to country and contributes to the culture of the people. . ● The search for natural resources can cause positive and negative impacts on groups of people.
Project Task:

Introducing PBL - Who decides where you'll spend your free time in the summer? Is it normally the grown-ups in your house? Now is the chance for you to choose a place to visit and then present your ideas to your family. You will decide where you would like to travel on vacation and create a map of that place. Use this chart to support what they need to have on their map.

Consolidated Supply List:

Materials:

Epic Books subscription
Brainpop subscription
globe

Books:

What you Know First by Patricia Maclachlan

Vocabulary:

maps, key, scale, cardinal directions, hemisphere, equator, landforms, physical, culture, political, natural resources, explorer

Unit Activity Lessons:

Lesson 1

Objective - comparing different types of maps

Materials: venn diagram, three types of maps

Instruction:

- Vocabulary - Introduce the words physical and political
- Students will look at three different types of maps and use a comparison chart ([Venn Diagram, 3\) Circles](#) to compare and contrast the three types of maps - [types of maps](#)
- Share noticings with the class

Lesson 2

Objective - how to use different maps (political, physical, population maps) as a resource

Materials: project template, slide show

Instruction:

- Vocabulary - Introduce the words landforms and cardinal directions
- Introduce types of maps with this brief description of each with this slide show <https://mocomi.com/types-of-maps/>
- Tell students that physical maps show the physical features/landforms
- Introduce group project activity where students will create a physical map using google search to find different landforms and placing them on the blank map. See this link for details: [NorthAmericaLandformMappingProject](#)

Lesson 3

Objective - identify the symbols used to read a map (cardinal directions, scale, symbols, legends)

Materials: Book - [Using Physical Maps](#) by Hirsch, Jamboard

Instruction:

- Vocabulary - Introduce the words scale and key

- Assign this epic book to students - [Using Physical Maps](#) by Hirsch - [link](#)
- Jigsaw - assign a few pages to each pair of students. Each pair of students gets a slide to share what they learned. Have students use words, pictures, symbols etc.. on a class Jamboard.
- Share the next day with the class.

Lesson 4

Objective - use a geographical tool to determine longitudinal and latitude locations

Materials: Brainpop, slides, Earth Grid Activity

Instruction:

- Vocabulary - Introduce the words hemisphere and equator
- Watch Brainpop video on longitude and latitude [Latitude and Longitude - BrainPOP](#)
- Show two images of the longitude and latitude lines - [slides](#)
- Earth's Grid System Activity - [Earth's Grid System](#). Demonstrate the first one for the class before sending them off in pairs to find the rest places using the coordinates.

Lesson 5

Objective - How does geography affect the way people live?

Materials: Book - What You Know First by Patrician Maclachlan, chart

Instruction:

- Vocabulary - Introduce the word cultural
- Read aloud [What you Know First](#) by Patricia Maclachlan
 - Discussion questions while reading:
 1. Describe the geographical features of the place where the little girl lives.
 2. Describe the geographical features of the place where the little girl is moving.
 3. What are specific important geographical features on her prairie home?
 4. Why are they moving?
- As a class, chart each geographic feature listed in the chart below. Describe and illustrate it in the left hand column, and then list what might be a positive and negative about each feature. Activity Chart - [What You Know First](#)

Lesson 6

Objective - How does geography affect the way people live?

Materials: town map, opinion writing template

Instruction:

- Ask students what do you like about living in Summit?
- View the town map here - [link](#) Click on legend to look at the number of schools, recreation spots, hospitals and railroads.
- Ask students - count how many schools, recreation spots, hospitals and railroads?
- Ask students - Are these good things to have in a community? Does this bring people to a community? Why?
- Opinion Writing Activity - Choose a favorite spot in the town of Summit. Give three reasons why you love that attraction in Summit. Put together a class book of our special places in our community. [OpinionWritingTemplate](#) - share out

Lesson 7

Objective - the search for natural resources had an impact on groups of people

Materials: globe, Book - Early Explorers by Kavanagh, Jamboard

Instruction:

- Vocabulary - Introduce the words natural resources and explorer
- Look at a globe and point out the European countries. Explain to students that Europeans started to explore the world to see what natural resources were out there to trade. Natural resources like gold, silver, and spices. This was the birth of exploration.
- Students will be assigned the book Early Explorers by Ellen Kavanagh in Epic Books - <https://www.getepic.com/app/read/53131>. Groups of students will be assigned one of the explorers and create a Jamboard slide all about that explorer and their impacts on the world.
- Share out

Lesson 8

Objective - the search for natural resources had an impact on groups of people

Materials: Brainpop jr

Instruction:

- Watch Brainpopjr video on Christopher Columbus [Christopher Columbus](#)
- Students prepare for a debate - Half of the class is arguing for how Christopher Columbus's explorations resulted in positive changes to our history? The other half is arguing for how Christopher Columbus's explorations resulted in negative changes to our history?
- Debate

Lesson 9

Objective - PBL

Materials: template for planning, websites for state research

Instruction:

- Introducing PBL - Who decides where you'll spend your free time in the summer? Is it normally the grown-ups in your house? Now is the chance for you to choose a place to visit and then present your ideas to your family. You will decide where you would like to travel on vacation and create a map of that place. Use this chart to support what they need to have on their map. [Political, Physical, and Cultural Features](#).
- Technology suggestions - google slides, Jamboard, Buncee
- Choose their place and get approval.
- Start their research

Lesson 10

Objective- PBL

Instruction:

Continue to work on map

Lesson 11

Objective - PBL

Instruction:

Continue to work on map

Lesson 12

Objective - PBL

Instruction:

Share with the class and then family

Assessment:

PBL checklist - use the project organizer to check that all features are present on the map.
https://media.nationalgeographic.org/assets/file/Political_Physical_and_Cultural_Features.pdf

Additional Resources:

Geography Chapter -
<https://www.petalschools.com/cms/lib/MS01000823/Centricity/Domain/360/Chapter%205.pdf>
Map Maker - <https://www.nationalgeographic.org/activity/mapping-your-state/>
More Longitude and Latitude Practice -
https://media.nationalgeographic.org/assets/file/A_Summer_Day.pdf
Natural Resources Slides and Practice- <https://www.nationalgeographic.org/activity/reading-resource-map/>