

Respect the Past Create the Future Lesson Plan Template

Date: September 24, 2020

Grade Level/Age: First

Grade/ Age 6-7

Instructing Teacher/Lesson Plan Author: Kristin Underwood

Subject: Social Studies

Overall Lesson Goals: In this lesson, students will learn the difference between a map and a globe. They will learn to identify all the places around them on a map and globe. They will interpret a map and learn to construct a map using map keys and cardinal direction.

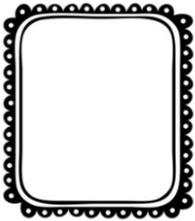
Standards:	<p>NCSS: Global Connections People, Places, and Environments</p> <p>ALCOS: (8) Identify land masses, bodies of water, and other physical features on maps and globes.</p>
Lesson Objectives:	<ol style="list-style-type: none"> 1. Students will identify the differences between a map and a globe. 2. Students will show their knowledge of key terms by creating a map. 3. Students will identify places around them on a map and globe. 4. Students will construct a map of places around them.
Material Needed: <i>(e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</i>	<ol style="list-style-type: none"> 1. <i>Me on the Map</i> By: Joan Sweeney 2. Chart Paper 3. Chart Markers 4. Crayons 5. Pencil 6. Smartboard to show videos 7. Projector to show videos 8. Land/Water Prediction Handout (Figure 1) 9. Me on the Map booklet (figure 2) 10. Checklist and Rubric Handout (Figure 3)
Procedures: <i>(Include procedures for differentiating instruction)</i>	<p>Exploration/Introduction:</p> <ol style="list-style-type: none"> 1. TTW start the lesson by showing the students a globe. TTW ask “Does anyone know what this is and what it is used for?” 2. TTS discuss key information about a globe and what it is used for. 3. TTW pass out the Land/Water prediction handout to TS. (figure 1) TTW tell the students that they are going to predict if the Earth has more land or water. 4. TS write their predictions on the handout. 5. TTW call on students to spin the globe and then stop the globe with one finger seeing if it lands on land/water. TSW chart the information. TTW call on 10 students to do this. 6. TTW ask “Did we chart more water or more land? We charted more water. The Earth has more water than land.” 7. TSW complete their land/water handout. 8. TT and TSW will identify places on the globe. (continent, country, state, and city) <p>Lesson Development:</p> <ol style="list-style-type: none"> 1. TTW say, “While I am reading this book I want you to think about all the places around you and how someone who is not familiar

	<p>with the places around you might need a map to find you.”</p> <ol style="list-style-type: none"> 2. After reading the students and teacher will make a list using chart paper and markers identifying the places that the character made a map of. (school, city, state, country, continent, and planet. 3. The class will discuss how each place is inside of a bigger place. 4. (Lesson Review) TSW watch the video All About Maps to review places on map and how to identify those places. https://www.youtube.com/watch?v=CQIe4JIYw4A <p>Expansion:</p> <ol style="list-style-type: none"> 1. The teacher will divide the students into differentiated groups based on ability level and have them construct a map. They will use chart paper and crayons. The students will construct a map of the school identifying places within the school. The construction of the map will allow the teacher to see who understands how to create a map that identifies key places.
<p>Assessment:</p>	<p>The students will create “Me on the Map.” They will use the booklet and identify places around them. (figure 2) The students can use local maps, globes, and Google Earth to help them make their Me on the Map booklet. TTW use a rubric to check that students can correctly identify places around them. (figure 3)</p>
<p>Additional Resources:</p> <p>Digital Resources:</p>	<p>Sweeney, J., & Leng, Q. (2018). <i>Me on the Map</i>. New York: Alfred A. Knopf.</p> <p>Aberg, R. (2003). <i>Map Keys</i>. New York: Children's Press.</p> <p>Leedy, L. (2012). <i>Mapping Penny's World</i>. New York, New York: Henry Holt.</p> <p>Google Earth</p> <p>All About Maps: Retrieved From: https://www.youtube.com/watch?v=CQIe4JIYw4A</p>

Figure 1

Name _____

Water or Land



Draw a picture of a globe here.

I predict that the earth has more...

My prediction was:
Circle one



I learned that...



Figure 2

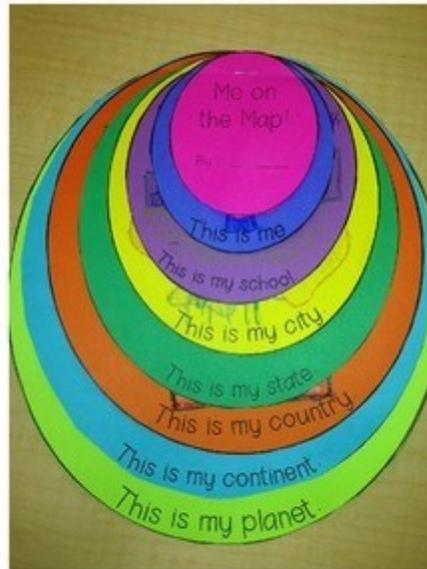


Figure 3:

_____ Me on The Map Checklist and Rubric

Student Checklist	I can identify places on a map correctly and label them:	Teacher Comments
	My School	
	My City	
	My State	
	My Country	
	My Continent	
	My Planet	

_____ Points

|