

Lesson Plans: .K SS LPQ3 059 Where People and Things are Located

Title: .K SS LPQ3 059 Where People and Things are Located

Grade Level : .Kindergarten

Subject : Social Studies - Elementary

Standards/Assessed

Benchmarks: Florida STATE FL Social Studies Standard (2008)

Grade K

Florida Sunshine State Standards

Geography

1: The World in Spatial Terms

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.

SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.3 Identify cardinal directions (north, south, east, west).

2: Places and Regions

Description/Abstract of Lesson: To identify the globe as a model of the Earth. To distinguish between land and water on a map and globe. To locate the North and South Poles. To introduce the concepts of cardinal directions **To introduce the Underground Railroad

Essential Question-Scope & Sequence: **How Do I Use Maps and Globes? How is direction important?**

Technology Connections and Teacher Materials: *United States map and globe, models of different objects, such as doll and model car, lunch bags, treasures or treats (see additional Focus design lesson) Computer software: Arthur's Camping Trip. The Learning Company. Students use maps and directions while they go with Arthur on a trip through the forest.*

<https://edsitement.neh.gov/lesson-plans/mapping-our-worlds>

Technology Connections and Student Materials: *globe, modeling clay, foam balls, sand, dirt, glue, blue paint, paintbrushes, chart paper, markers, yardstick or rulers **printed cloth, a belt, book about Harriet Tubman,*

Duration : 5 Days

Vocabulary: map, land, water, model **constellations, east, north, west, south, Underground Railroad

Steps to Deliver Initial Instruction: Help students realize that models and maps show what real places look like. As children read and discuss the lessons, encourage them to tell how models and maps show what places in the picture look like. Help children prepare for the lesson by asking them to share a personal experience with making a journey. Explain that a journey is a trip somewhere. Ask students to name the things they saw on their journeys, including different kinds of water and land. Review vocabulary words. **Black History Skit: The Underground Railroad Teachers talk with children about how children who were slaves spent their day such as; cooking, cleaning and working in the field. Then talk about how the children in the classroom spend their day such as; in school playing and at home watching television etc. Next, read the book Follow The Drinking Gourd which is about Harriet Tubman and the Underground Railroad. You may have to add lib some of the story because it is a little long. Then encourage the children to reenact the Underground Railroad. The book explains how slaves followed the North Star to freedom. So one child becomes Harriet Tubman, another child becomes the master and 2 children become conductors. The rest of the children are slaves. The master orders the slaves around and says he will beat them if they do not listen. The children pretend to work until the master goes to sleep and at night Harriet comes by to help them escape slavery. The children follow her instructions using cardinal direction and to be quiet and stay low. Traveling by night, we pretend to be going through the woods. When we get to the safe house Harriet asks is it safe to stop here and the children respond, "Yes". We then go into the safe house to hide for the day and wait until the night so that we can begin traveling again. The master wakes up and tries to find the children who are slaves. When he knocks on the door and says, "Have you seen my slaves?", the conductors say, "No". Then it's night again and we repeat the action as Harriet points to the North Star to show that we are on the right track. The next stop on the Underground Railroad is freedom. We make our way to the floor rug and jump for joy because we made it to freedom.

Guided Practice with Feedback: Provide children with modeling clay and ask them to make a model, or small copy, of a table, desk, chair, bookshelf, or other classroom object. Have children display their

completed objects and tell what they show. Explain to students that when making a model, they should pay attention to details. Have students make a model of their classroom. Have them name the main features and furniture, such as doors, windows, tables, rows, and desks in each row, and then count to find out how many of each they will need to make a model of the classroom. Remind them to pay attentions to details such as how many windows there are also. Display a globe and explain how the globe is a model of our Earth. Have students think of other things that are shown by models. (cars, dolls, boats). Discuss the land and water forms on the globe.

Independent Practice: Have students examine the globe as a model of the earth and ask what they would use to make a model of the Earth that shows land and water. Children may say something round, dirt or sand, and water. Then provide children with foam balls, trays that contain glue, and trays that contain sand. Have students roll their balls in the glue and then in sand, let dry. Then use blue paint and paintbrushes to create areas of water on their models of the Earth. When the globes are complete, have children compare their work to a picture of Earth from space. Display the models in the Science Center.

Differentiated Instruction/Small Groups: Read aloud a story such as a "A Lost Button" from *Frog and Toad Are Friends* by Arnold Lobel (HarperCollins). After reading the story, organize children into groups of three and have them make a map of the story. Ask students to recall the places the characters go and draw a map showing each place as they retell the story. For example, Frog and Toad start out from Toad's house and walk across a large meadow. Next, they walk through the woods, along the river, and back to Toad's house, where Toad discovers that a button is missing from his coat. Each group will share their map and compare with the other groups.

ESE/ESOL Accommodations & ESE/ESOL Strategies: Invite children to work with a partner to make a word square with the vocabulary words. Discuss together the vocabulary words and draw a picture illustrating the meaning. When children have finished their word square, invite them to share their work with other pairs.

Lesson Closure/Review:

- Summarize the lesson and key contents:
 - You can learn what real places look like from models and maps
 - Models and maps can help you find real places
 - You can make a model and a map from a picture of a place.
- Compare a model and a map.
- Remind students that words and pictures can be used to compare and contrast.
 - Draw a large Venn diagram on the board to record similarities and differences..
- Divide the class into groups of four students each. Give each group a large piece of poster paper, a ruler or yardstick, a pencil, an eraser, and a set of colored pencils or markers. Tell them that they are now going to create maps of their classroom. Explain that one of the groups will make a map of the entire classroom, while the other groups will make maps of smaller areas within the room.
- Before students begin, discuss what kinds of details they might or might not need to include on each type of map. The students who are mapping the entire room might simply draw a square or rectangle to represent each piece of furniture, for example, while the students who are drawing the area maps might include subtler details, such as important objects that are on the furniture. Help each group determine the area on which their map should focus.
- After the maps are complete, have each group present their map to the rest of the class, noting the information they chose to include.
 - As each map is presented, discuss its boundaries: What are the limits of the classroom? Where does each area of the classroom begin and end? Are certain areas of the classroom designated for specific purposes only?

Assessment with Clear & Compelling Product Standards:

Students will work in groups.

- For each group make a street on the floor with masking tape. Have group members decide on a name for their street. Use a marker to record the street name on the tape.
- Next, have group members arrange along the street the model homes they made earlier in the lesson. Then have students tell what a map of the street might look

like. Children's answers should demonstrate their understanding that maps are pictures that show real places.

- Invite groups to display their models, telling how they are alike and different.

Explain Selected Design Qualities: Remind students that a map can show where things are in a place. Fill lunch bags with enough "treasures" or "treats" (small boxes of raisins, bookmarks, stickers, or pencils) so that groups of three or four children at a time can share them. Hide the bags around the room. Then draw and copy a simple map of the classroom. Mark on each map where a different bag is hidden. Give each group of children a map. Have groups take turns using the map to find the hidden bag of "treasures" or "treats." Having gained some initial impressions about maps and their purposes, students will now explore what maps can tell us about our immediate environments by studying a "mental map" from the Mapping the world <https://edsitement.neh.gov/lesson-plans/mapping-our-worlds> You may share this map with students at individual computer stations; by assigning small groups to share a number of computers; by means of a computer-projected image displayed to the whole class; or by printing out the image and distributing copies of it to students. Click on to see how a child might mentally map a familiar room-in this case, the kitchen. Prompt students to take note of the details this "child's-eye view" includes: e.g., the refrigerator, the cereal, the cookies, the dinner table, and the child's family. Why might the child who drew this map have chosen to include these details? Now have students make "mental maps" of their favorite rooms in their own homes. As students work on their maps, circulate among them and ask them what kinds of details they think are important to include. Remember that the accuracy of their maps is less important than each student's experience of externalizing, in map form, a mental image of a space that is important to him or her. When the maps are complete, have each student present his or her map to another student, describing each element of the map and explaining why it is an important part of his or her environment.

Creator : Social Studies Content Team

Date Created : February 06, 2007

Date Modified : November 16, 2012