

# Explore the Continents

## A Closer Look at the Continents

The Internet and other technological advances expose students to places and events outside of their community like never before. The *Explore the Continents* Teacher Guide serves to fuel further exploration of these places and events. By using this guide, you have an opportunity to tap into high student interest while exposing students to broader concepts.

By participating in these lessons, students will make global connections and understand higher-level concepts such as relative location. Students will become aware of the physical and cultural features that shape the planet and thereby achieve a better understanding of their place in the world.

The lesson plans are tailored for grades 1–3 and cover geography, sociology, art, and language arts. Each lesson plan is designed to stand alone. As such, they do not need to be presented in sequential order. Helpful reproducible worksheets appear at the end of this guide. The book titles referenced in this guide include:

*Explore Africa*

*Explore Antarctica*

*Explore Asia*

*Explore Australia and Oceania*

*Explore Europe*

*Explore North America*

*Explore South America*

As students investigate the topics addressed in the guide and become more knowledgeable about the continents, they will sharpen their critical thinking skills and geographical awareness. We invite you to jump in and ask questions with your class as you have fun exploring the continents.



# National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p><b>Places to Go</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><b>Social Studies</b> The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans. The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.</p>
<p><b>Location, Location, Location</b></p>	<p><b>Language Arts</b> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p><b>Social Studies</b> The learner can construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape. The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.</p>
<p><b>Hands-On World Geography</b></p>	<p><b>Social Studies</b> The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. The learner can use appropriate resources, data, sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.</p>
<p><b>Let's Save the Earth</b></p>	<p><b>Science</b> Students should develop understanding of types of resources.</p> <p><b>Social Studies</b> The learner can give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict. The learner can give examples of conflict, cooperation, and interdependence among individuals, groups, and nations. The learner can explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.</p>

Lesson Plan Title	Correlation to National Standards
<b>Map Survey</b>	<p><b>Language Arts</b> Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p><b>Social Studies</b> The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like. The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.</p>
<b>Special Objects</b>	<p><b>Language Arts</b> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p><b>Social Studies</b> The learner can explore and describe similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.</p>
<b>Climates</b>	<p><b>Language Arts</b> Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes).</p> <p><b>Social Studies</b> The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans. The learner can describe and speculate about physical system changes such as seasons, climate and weather, and the water cycle.</p>
<b>Urban Life Versus Rural Life</b>	<p><b>Science</b> Students should develop understanding of characteristics and changes in populations. Students should develop understanding of science and technology in local challenges.</p> <p><b>Social Studies</b> The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities and ecosystem changes. The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.</p>

# Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
<b>Places to Go</b>	Art Cultural Geography Language Arts	<ul style="list-style-type: none"> <li>• persuasive writing</li> <li>• physical and cultural features</li> <li>• tourism</li> </ul>
<b>Location, Location, Location</b>	Art Physical Geography Writing	<ul style="list-style-type: none"> <li>• cardinal points</li> <li>• directions</li> <li>• mapping</li> <li>• relative location</li> </ul>
<b>Hands-On World Geography</b>	Art Physical Geography	<ul style="list-style-type: none"> <li>• continent</li> <li>• equator</li> <li>• physical features</li> </ul>
<b>Let's Save the Earth</b>	Art Geography Sociology	<ul style="list-style-type: none"> <li>• critical thinking</li> <li>• natural resources</li> <li>• protecting the earth</li> </ul>
<b>Map Survey</b>	Art Physical Geography	<ul style="list-style-type: none"> <li>• mapping</li> <li>• map key</li> <li>• scale</li> </ul>
<b>Special Objects</b>	Art Cultural Geography Sociology Writing	<ul style="list-style-type: none"> <li>• culture</li> <li>• customs</li> </ul>
<b>Climates</b>	Art Physical Geography	<ul style="list-style-type: none"> <li>• adaptation</li> <li>• climate vs. weather</li> </ul>
<b>Urban Life Versus Rural Life</b>	Cultural Geography Writing	<ul style="list-style-type: none"> <li>• urban life vs. rural life</li> <li>• comparing and contrasting</li> </ul>

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>Places to Go</b>	1–2 class periods	tourist travel	Evaluate posters for accuracy and persuasiveness.
<b>Location, Location, Location</b>	1–2 class periods	cardinal points compass east, north, south, west relative location	Check reproducibles for accuracy or have students follow each other's directions.
<b>Hands-On World Geography</b>	2 class periods	equator continent physical features	Evaluate globes for correct positioning of the continents.
<b>Let's Save the Earth</b>	1 class period	conservation natural resources protect	Evaluate reproducibles to ensure the students have presented strong reasons and an effective plan.
<b>Map Survey</b>	1 class period	map key scale	Check reproducibles for thoroughness, for variety, and to make sure the symbols in the keys correspond to those used on the maps.
<b>Special Objects</b>	1–2 class periods	custom object	Assess the written description as it relates to the drawing.
<b>Climates</b>	1 class period	climate weather	Assess reproducibles for accuracy and creativity.
<b>Urban Life Versus Rural Life</b>	1 class period	rural urban	Check reproducibles for factual accuracy.

# Places to Go

## A Lesson on Physical and Cultural Features

### Content

Students will identify specific physical and cultural features and design a poster to attract visitors to these destinations.

#### National Standards

The following standards will be addressed in the lesson:

##### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

##### Social Studies

The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.

The learner can describe how people create places that reflect ideas personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Read one or more books in the *Explore the Continents* series with students and call particular attention to physical and cultural features. The sections entitled “Postcards from...” will be particularly helpful. Review places with students before proceeding with the lesson.

### Materials

- *Explore the Continents* books
- whiteboard and markers
- student copies of the *Places to Go* reproducible
- colored markers or crayons
- construction paper or poster board
- optional: index cards for creating postcards

### Instructional Procedure

#### Anticipatory Set

Ask: *Why do people travel to see specific things?* Solicit responses from students and write them on the board. Explain that students will work in small groups to create a poster in which they describe a popular place that attracts tourists to a continent.

#### Class Discussion

Discuss places students have traveled to see. If necessary, give examples of cultural sites, such as the White House in Washington, D.C., and physical sights such as the Rocky Mountains. Talk about why students have visited specific places. Ask them why they think other people should visit those places, too. Define *tourist* as “one who travels for fun.”

### Objectives

The student will be able to...

- identify continent-specific features in small groups
- explain why places attract visitors
- persuade tourists to travel to a specific continent in small groups

## Activity

Divide students into small groups. If possible, divide them into seven groups, one for each continent. Give each group one or more copies of a book in the *Explore the Continents* series.

Distribute the *Places to Go* reproducible and have students work in their groups to answer the questions. You may need to help them choose a place to focus on.

Give each group construction paper or poster board and markers or crayons. Have them create an attractive visual that includes one place people should visit on their continent. The visuals should include the name of the continent, a persuasive title (e.g., “Best Place to See in Africa”), and drawings and labels for each place. Move from group to group to help students think of titles for their posters. “Visit Lake Ladoga” or “Come Explore the Great Barrier Reef!” are good examples.

Each group will present its poster to the class.

## Accommodations and Extensions

Place students in mixed-ability groups. Encourage students with reading difficulties to take the lead in designing the group’s visual aid.

As an extension, have students create postcards on index cards. Instruct them to draw a picture of a place on one side and write several sentences about it to a friend or relative on the other side.

Have students write a paragraph about why it’s important to preserve physical and cultural features.

## Closure

After each group has presented its poster, hold a discussion with the class about which continent they would most want to visit and why.

## Assessment

Evaluate posters for accuracy and persuasiveness.

# Location, Location, Location

## A Lesson on Mapping

### Content

Students will map their classroom and write directions for someone to follow.

#### National Standards

The following standards will be addressed in the lesson:

#### Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

#### Social Studies

The learner can construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Read books in the *Explore the Continents* series with students and call attention to the maps. Spend some time reviewing the maps with the students before proceeding with the lesson.

### Materials

- *Explore the Continents* books
- whiteboard and markers
- map or globe
- four large index cards (each card labeled with a different cardinal point)
- student copies of the *Location, Location, Location* reproducible
- optional: markers, colored pencils, or crayons

### Instructional Procedure

#### Anticipatory Set

Ask: *How do you find an unfamiliar place?* Solicit responses from students and write their responses on the board. Explain that people often use the *cardinal points* (north, south, east, and west) of a *compass* (an instrument for determining directions) to locate and label places. Ask students to share their thoughts on what it must have been like for explorers who traveled to a new continent without maps or knowing what was in store.

#### Class Discussion

Ask students where the sun rises (in the *east*) and sets (in the *west*) every day. After you have established those directions, take the corresponding index cards and hang them up on the walls in the classroom. After those two cards are up, inform students that *north* is to the left when one faces east. That being the case, tell students to point to the classroom wall that faces north. The remaining wall is the *south* wall. Hang up the north and south index cards. If students are having difficulty with the directions, explain that when facing north, east is to the right, west is to the left, and south is to the rear.

Introduce the term *relative location*. Explain that this refers to the location of something in relation to something else. Adapt the following examples using names of students in your class: “Susie sits in front of Joey” and “The teacher’s desk is north of the whiteboard.” Have students come up with relative location examples of their own and share them with the class.

### Objectives

The student will be able to...

- plot an object or place’s location
- identify the relative locations of a familiar setting
- draw a map of the classroom and provide directions from one point to another

## Activity

Distribute the *Location, Location, Location* reproducible. With your students, brainstorm a list of important items in your classroom. Write the list on the board. Model mapping by drawing a map of your classroom on the board. Incorporate some of the items on the list. While you draw your map on the board, have your students follow along and make a map themselves on the reproducible. You may want to include a key or the cardinal points somewhere on your map. Time permitting, you can have the students color their maps when they have finished drawing them.

## Accommodations and Extensions

Distribute index cards to students and have them label the four directions in the lunchroom, gym, and other areas of the school.

Have students report the route they take to school in terms of the cardinal directions. (Example: “We started out going north, turned west, continued west for a while until we turned south and stopped.”)

## Closure

Emphasize that accurate maps are very important in getting us where we want or need to go.

## Assessment

Check reproducibles for accuracy or have students follow each other’s directions.

# Hands-On World Geography

## A Lesson on Earth's Physical Features

### Content

Students will create papier-mâché globes.

#### National Standards

The following standards will be addressed in the lesson:

##### Social Studies

The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

The learner can use appropriate resources, data, sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Visual-Spatial

### Prerequisites

Read the *Explore the Continents* series with students, focusing on the physical features described in each book. Make sure students know that physical features include mountains, deserts, oceans, etc. Review the physical features by directing students to particular pages in the books.

### Materials

- *Explore the Continents* books
- world map
- large round balloons, one per student
- 12-inch pieces of string, one per student
- masking tape
- newspaper
- scissors, one pair per student
- watered-down white glue
- student copies of the *Hands-On World Geography* reproducible
- globe
- colored pencils or crayons
- markers
- blue tempera or watercolor paint and paintbrushes
- optional: printable world maps (available at <http://java.nationalgeographic.com/studentatlas/printpdf.html>)

### Instructional Procedure

#### Anticipatory Set

Display a world map and ask students to name the seven continents. Ask: *Which continent is the largest?* (Asia) *Which is the smallest?* (Australia) Ask students to name the continents that are above, below, or on the equator.

#### Class Discussion

Ask: *How are the seven continents different?* Discuss differences among the continents and explain that many differences have to do with the continents' physical features. Emphasize that the physical features they have read about can be found throughout the world. Tell students that each of them will create a papier-mâché globe that will highlight major physical features of the continents.

### Objectives

The student will be able to...

- identify physical features of the continents
- make a papier-mâché globe
- locate and place the seven continents on the globe

## Activity

### Part I

Demonstrate the papier-mâché process: Inflate and tie a balloon and tape a 12-inch piece of string on one side. Cut newspaper into long strips, dip the strips into glue, and apply them to the balloon.

Distribute the balloons, string, tape, newspaper, and glue. Have students inflate and tie their balloons, attach the strings (which will be used to hang the globes), and cover the balloons with about three layers of newspaper strips. Tell students to write their names on the masking tape at the end of the string. Walk around the room and assist students while they make their globes. Place the balloons in a warm place to dry for about two days.

### Part II

Distribute the *Hands-On World Geography* reproducible. Lay out the paint and paintbrushes. To save time and space, some students can paint their globes blue (to represent water) while others cut and color the reproducibles.

## Accommodations and Extensions

Rather than making a papier-mâché globe, students can complete the activity on a blank printed map. Have students label each continent and color the map.

As an extension, have students label oceans, the equator, and physical features on their globe.

## Closure

Have students compare and contrast the continents.

## Assessment

Evaluate globes for correct positioning of the continents.

# Let's Save the Earth

## A Lesson on Protecting Resources

### Content

Students will become familiar with natural resources and work together in small groups to come up with solutions for conserving them.

#### National Standards

The following standards will be addressed in the lesson:

##### Science

Students should develop understanding of types of resources.

##### Social Studies

The learner can give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict.

The learner can give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

The learner can explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Read books in the *Explore the Continents* series with students and identify natural resources.

### Materials

- *Explore the Continents* books
- whiteboard and markers
- *Let's Save the Earth* reproducible
- colored markers or crayons

### Instructional Procedure

#### Anticipatory Set

Ask students to define *natural resource*. If necessary, define the term as “a material people use that can be found in nature.” Brainstorm with students to list natural resources on the board. Encourage them to skim through the *Explore the Continents* books to find examples.

#### Class Discussion

Once students have created a list, ask them to pick the resources that are most important to them. Circle these resources on the board. Remind students that there is no “correct” response and encourage them to provide explanations for each resource they identify as extremely important. Tell students that people prevent the overuse of resources by coming up with solutions for *conserving*, or protecting, them.

### Objectives

The student will be able to...

- understand the necessity of protecting resources
- work in a small group to devise a plan for conserving a resource

## Activity

Explain to students that resources are valuable and not always available. Ask for examples of resources that are in danger of being eliminated (e.g., endangered species and oil) and reasons why such resources might cause *conflict* (a competition or struggle) between groups of people.

Divide students into small groups, and assign each group a continent. Each group will be responsible for choosing a resource on its continent to protect.

Distribute the *Let's Save the Earth* reproducible. Instruct each group to think of three reasons its resource must be preserved and three ways they will protect its resource. Have them draw a picture that represents their resource. Parts I and II should be completed collaboratively. Each student should complete Part III individually. Assist each group as they complete the reproducible.

## Accommodations and Extensions

English-language learners can draw the picture and present the resource to the class.

Advanced learners can synthesize the information by writing a persuasive paragraph based on the lists they created in their small groups.

## Closure

Have each group present its resource to the class. Reiterate the importance of preserving important resources.

## Assessment

Evaluate reproducibles to ensure the students have presented strong reasons and an effective plan. Assess the picture for relevancy.

# Map Survey

## A Lesson on Maps and Mapping

### Content

Students will apply their knowledge of mapmaking to draw a map of their town.

#### **National Standards**

The following standards will be addressed in the lesson:

##### **Language Arts**

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

##### **Social Studies**

The learner can describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

#### **Multiple Intelligences**

The following intelligences will be activated throughout the lesson:



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Read books in the *Explore the Continents* series with students, paying particular attention to the different map types.

### Materials

- *Explore the Continents* books
- a variety of maps
- whiteboard and markers
- student copies of the *Map Survey* reproducible
- colored markers or crayons

### Instructional Procedure

#### **Anticipatory Set**

Ask: *What do maps tell us?* Explain that some maps tell where places are located while others show average temperatures, elevation, population, natural resources, or other useful information. Use your maps as examples.

#### **Class Discussion**

Direct students to pages in the *Explore the Continents* series that feature maps. Provide other examples for students. Show them how to use a map key and title to interpret a map. Briefly explain how and why items are drawn to scale. Ask: *How might people use these different maps?*

### Objectives

The student will be able to...

- understand that maps serve many different purposes
- identify significant places in the community
- draw a neighborhood or town map that includes a key

## Activity

Inform students that they will be drawing a map of their town. You may choose to limit the mapmaking to a certain section of town, such as the neighborhood in which the school is located. Brainstorm five or so places of importance with the students and write their responses on the board. Distribute the *Map Survey* reproducible and, if necessary, markers and crayons. Encourage students to include streets, major structures, parks, and other important physical, cultural, and economic places. They should include a key.

Model mapmaking by mapping the location yourself on the board and having students follow along on the reproducibles. After you have mapped five places, instruct students to map two locations of their own choosing. Allow students to color their maps when they are done.

## Accommodations and Extensions

Students may work in pairs or limit their maps to their homes and yards.

As an extension, students may map an entirely different part of town and pay particular attention to scale.

## Closure

Invite students to present their individual maps to the class and explain what information someone could glean by looking at the maps.

## Assessment

Check reproducibles for thoroughness, for variety, and to make sure the symbols in the keys correspond to those used on the maps.

# Special Objects

## A Lesson on the Relationship between Objects and Culture

### Content

Students will research a continent-specific item explain its cultural significance to their peers.

#### National Standards

The following standards will be addressed in the lesson:

##### Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

##### Social Studies

The learner can explore and describe similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Spatial

### Prerequisites

Read books in the *Explore the Continents* series with students and pay particular attention to the items that are unique to or representative of each continent. Because Antarctica does not have a native population, *Explore Antarctica* should not be used in this lesson.

### Materials

- *Explore the Continents* books
- baseball
- whiteboard and markers
- student copies of the *Special Objects* reproducible

### Instructional Procedure

#### Anticipatory Set

Toss a baseball in the air. Ask students how they would describe a baseball and its use to someone who has never seen one or heard of its significance to Americans. Jot down their answers on the board. Explain that groups of people around the world have objects that are special to them.

#### Class Discussion

Emphasize that people around the world have many objects and customs in common (traditional music, art, games, foods, celebrations, etc.). Brainstorm items and customs that are shared throughout the world and write student responses on the board.

### Objectives

The student will be able to...

- identify cultural objects from different continents
- describe an object and explain how it represents a particular culture

## Activity

Divide students into pairs or small groups and instruct them to explore objects that are representative of people on a particular continent. You may wish to assign a continent to each small group.

Distribute the *Special Objects* reproducible. Inform students that they will choose an object and explain why it is important to a group on their continent. Directions are printed on the reproducible. Items may include an African drum (*Explore Africa*, p. 29), Asian stupas (*Explore Asia*, p. 31), or a football (*Explore South America*, p. 29). Walk around and monitor the groups. Assist them in choosing an object if necessary.

When students have completed the reproducible, each group can present its object and explanation to the class.

## Accommodations and Extensions

English-language learners may label parts of their drawings.

Students can make a list instead of writing a description in sentence form.

## Closure

Lead students in a brief discussion of the significance of special objects and customs.

## Assessment

Assess the written description as it relates to the drawing.

# Climates

## A Lesson on Exploring Life on the Continents

### Content

Students will explore weather and climate by reading about and reporting on a continent.

#### National Standards

The following standards will be addressed in the lesson:

##### Language Arts

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

##### Social Studies

The learner can interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.

The learner can describe and speculate about physical system changes such as seasons, climate and weather, and the water cycle.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Verbal-Linguistic

### Prerequisites

Read books in the *Explore the Continents* series with students. Focus on the climate and weather of particular continents.

### Materials

- *Explore the Continents* books
- whiteboard and markers
- student copies of the *Climates* reproducible
- optional: printable world maps (available at <http://java.nationalgeographic.com/studentatlas/printpdf.html>)

### Instructional Procedure

#### Anticipatory Set

Ask students if they can explain the difference between weather and climate. *Weather* is the state of the atmosphere at a specific time. Have students provide examples of weather and write their responses on the board. *Climate* is the long-term weather in an area. Ask students to describe the climate in which they live.

#### Class Discussion

Talk with students about different climate types. Ask them to think about how climate affects plants and animals (including humans). Guide them to discuss how animals have adapted and continue to adapt to their environments. Animals that live in very cold climates, for example, often have fur or fat to keep them warm. Humans create homes with heating or cooling systems so they can feel comfortable indoors.

### Objectives

The student will be able to...

- define *climate* and explain its relationship to weather
- understand how humans have adapted to live in a particular climate
- visualize a particular climate by drawing a picture of it

## Activity

Divide students into small groups and assign each group a different continent. Explain to students that they will read through their continent-specific book and write two sentences about the continent's climate. Students reading about continents with seasons may focus on one season.

Distribute the appropriate books in the *Explore the Continents* series and instruct the students to read the sections on climate. Then distribute the *Climates* reproducible and have them write statements about the climate. After they have written their statements, they may draw their pictures.

## Accommodations and Extensions

Students may research a particular climate rather than a continent and determine where that climate can be found throughout the world.

Students can complete the reproducible independently.

## Closure

Explain that people live on all continents today, no matter the climate. Thanks to modern technology, we can control much of our immediate environment.

## Assessment

Assess reproducibles for accuracy and creativity.

# Urban Life Versus Rural Life

## A Lesson on the Advantages and Disadvantages of Both Ways of Life

### Content

Students will learn about urban and rural life and compare and contrast both lifestyles.

#### National Standards

The following standards will be addressed in the lesson:

##### Science

Students should develop understanding of characteristics and changes in populations.

Students should develop understanding of science and technology in local challenges.

##### Social Studies

The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities and ecosystem changes in selected locales and regions.

The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Read books in the *Explore the Continents* series with students (except *Explore Antarctica*) and focus on the sections featuring life in urban and rural areas.

### Materials

- *Explore the Continents* books
- whiteboard and markers
- student copies of the *Urban Life Versus Rural Life* reproducible

### Instructional Procedure

#### Anticipatory Set

Ask students to define *urban* (of or relating to a city or town) and *rural* (of or relating to a place in the countryside outside a city or town). Write definitions on the board.

#### Classroom Discussion

Ask for examples of both rural and urban places. Write students' examples on the board. You may want students to list places they have visited and provide their reasoning for labeling the location as *urban* or *rural*.

### Objectives

The student will be able to...

- define *urban* and *rural*
- compare and contrast both ways of life

## Activity

Distribute the *Urban Life Versus Rural Life* reproducible. Draw a Venn diagram on the board. Label the left circle “Urban” and the right circle “Rural.” Fill in the diagram with your students and instruct them to follow along on their reproducibles. Encourage them to consider characteristics such as types of housing, community size, populations, jobs, culture, recreation, and transportation.

## Accommodations and Extensions

Students can draw pictures of the environments in addition to or rather than listing the characteristics in the Venn diagram.

## Closure

Explain that people in urban and rural areas depend on one another. Ask for examples of this interdependence and write students’ responses on the board.

## Assessment

Check reproducibles for factual accuracy.

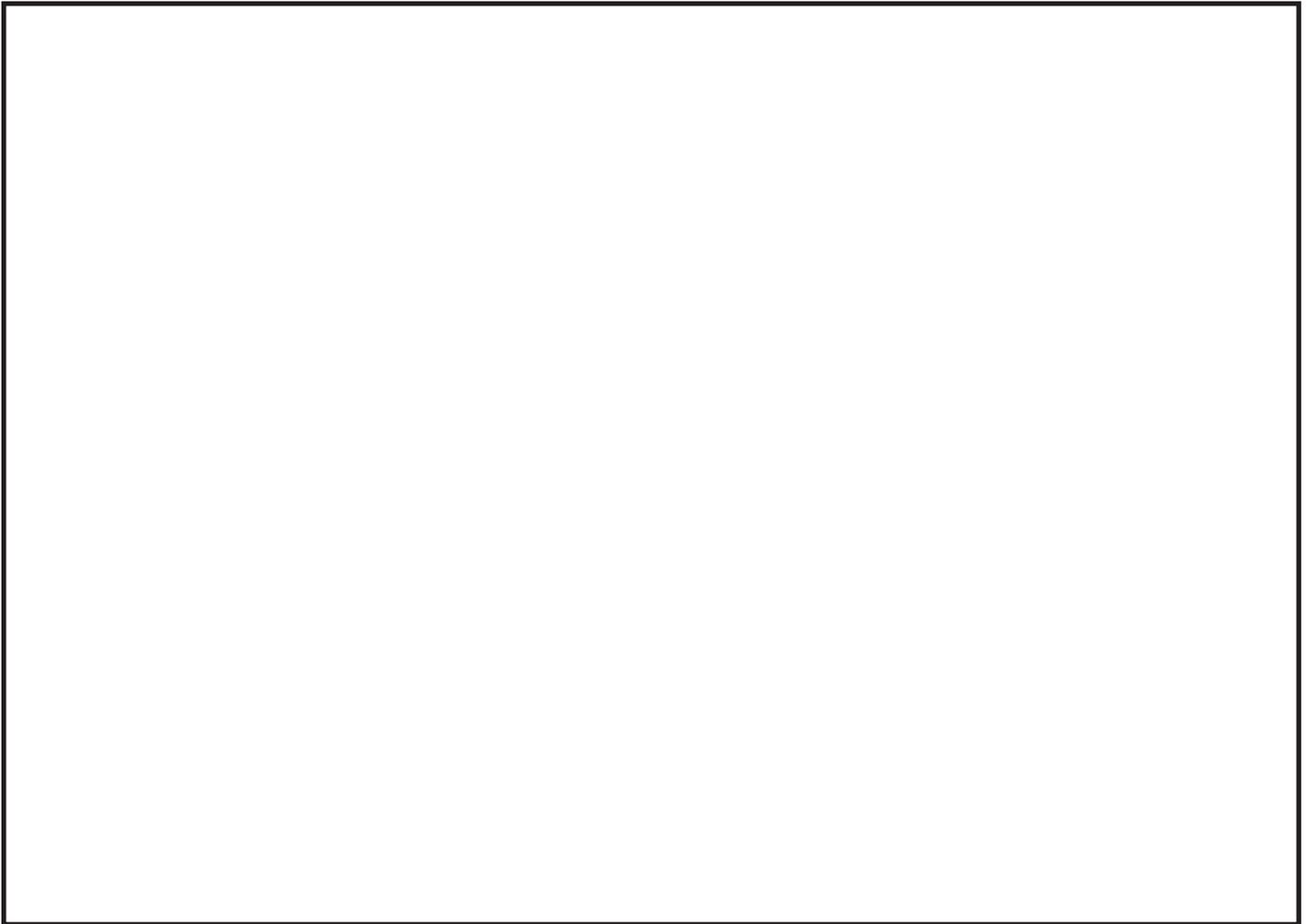
# Places to Go

**Directions: Work with your group to pick a place in your book that people visit. Answer these questions with your group.**

1. What is your continent? \_\_\_\_\_

2. What is the special place you and your group have picked? \_\_\_\_\_

3. Draw your place.



4. Why is your place special? \_\_\_\_\_

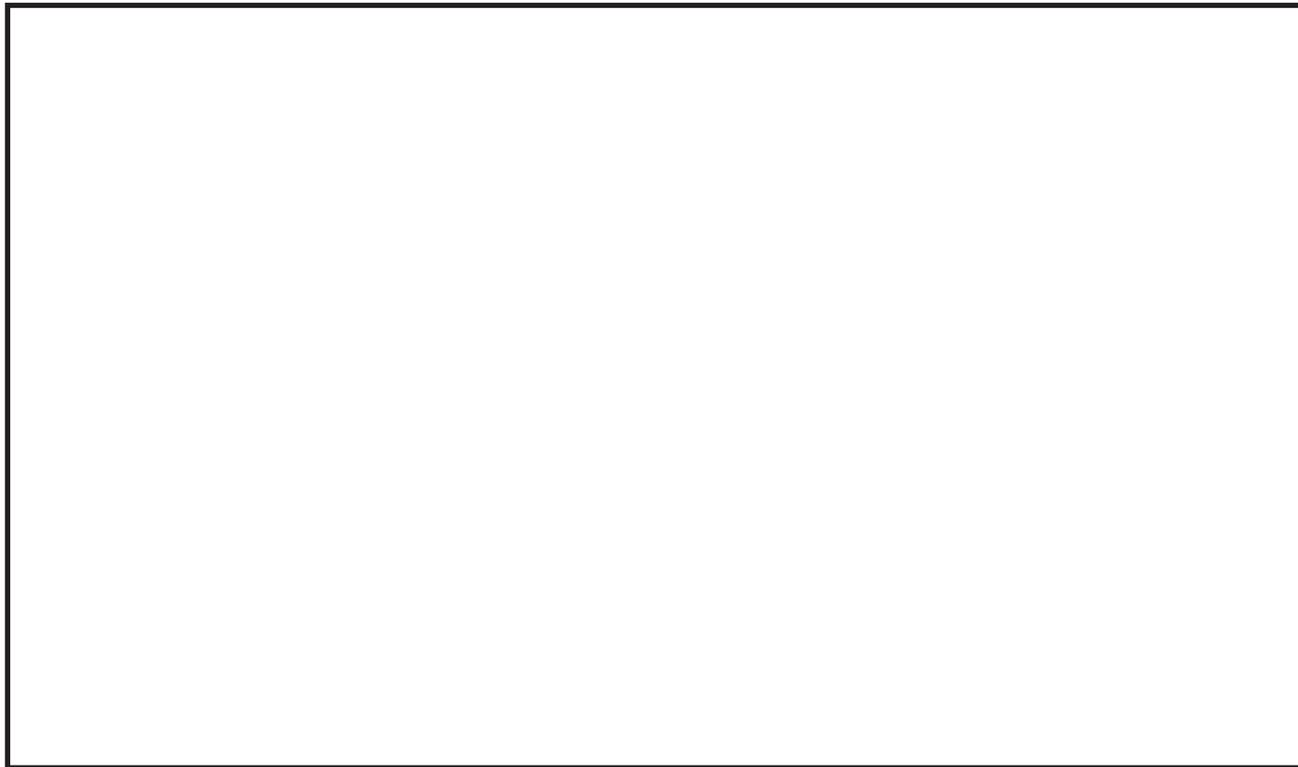
\_\_\_\_\_

\_\_\_\_\_

# Location, Location, Location

## Part 1: Create a Map

**Directions:** Follow along with your teacher and draw a map of your classroom.



## Part II: Give Directions

**Directions:** Pick two places on your map. Write directions to get from the first place to the second.

Starting Place: \_\_\_\_\_

Ending Place: \_\_\_\_\_

Directions:

\_\_\_\_\_

\_\_\_\_\_

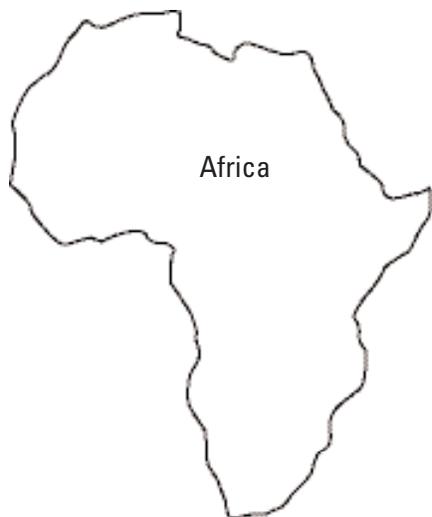
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Hands-On World Geography

**Directions: Color the continents. Then cut them out and glue them in the correct places on your globe.**



# Let's Save the Earth

Continent: \_\_\_\_\_

Natural Resource to Protect: \_\_\_\_\_

## Part I

**Directions:** List three reasons why people should protect your resource.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Part II

**Directions:** List three ways people can protect your resource.

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Part III

**Directions:** Draw a picture of your resource. Color your picture.



Name \_\_\_\_\_ Date \_\_\_\_\_

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# Map Survey

**Directions: Create a map. Include a map key that explains your symbols.**

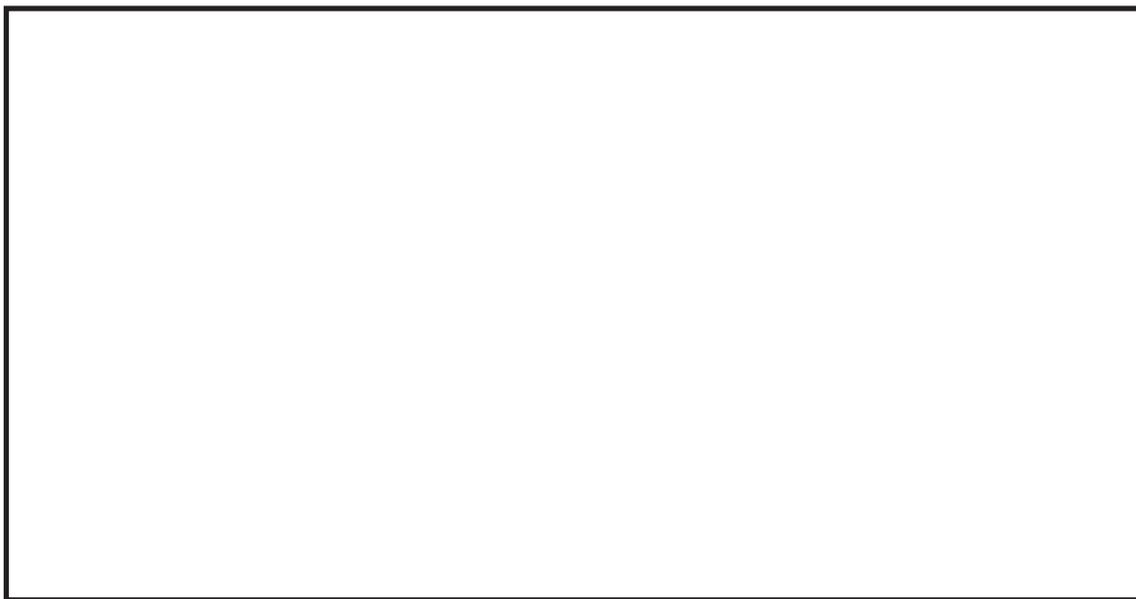
# Special Objects

## Part I

**Directions:** Choose an object that is special to people on your continent. Draw a picture of that object in the box below.

Our continent is \_\_\_\_\_.

Our special object is \_\_\_\_\_.



## Part II

**Directions:** Write three sentences about the special object.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

# Climates

## Part I

**Directions: Write two sentences describing your continent's climate.**

1. \_\_\_\_\_

2. \_\_\_\_\_

## Part II

**Directions: Write two sentences about how humans adapt to the continent's climate.**

1. \_\_\_\_\_

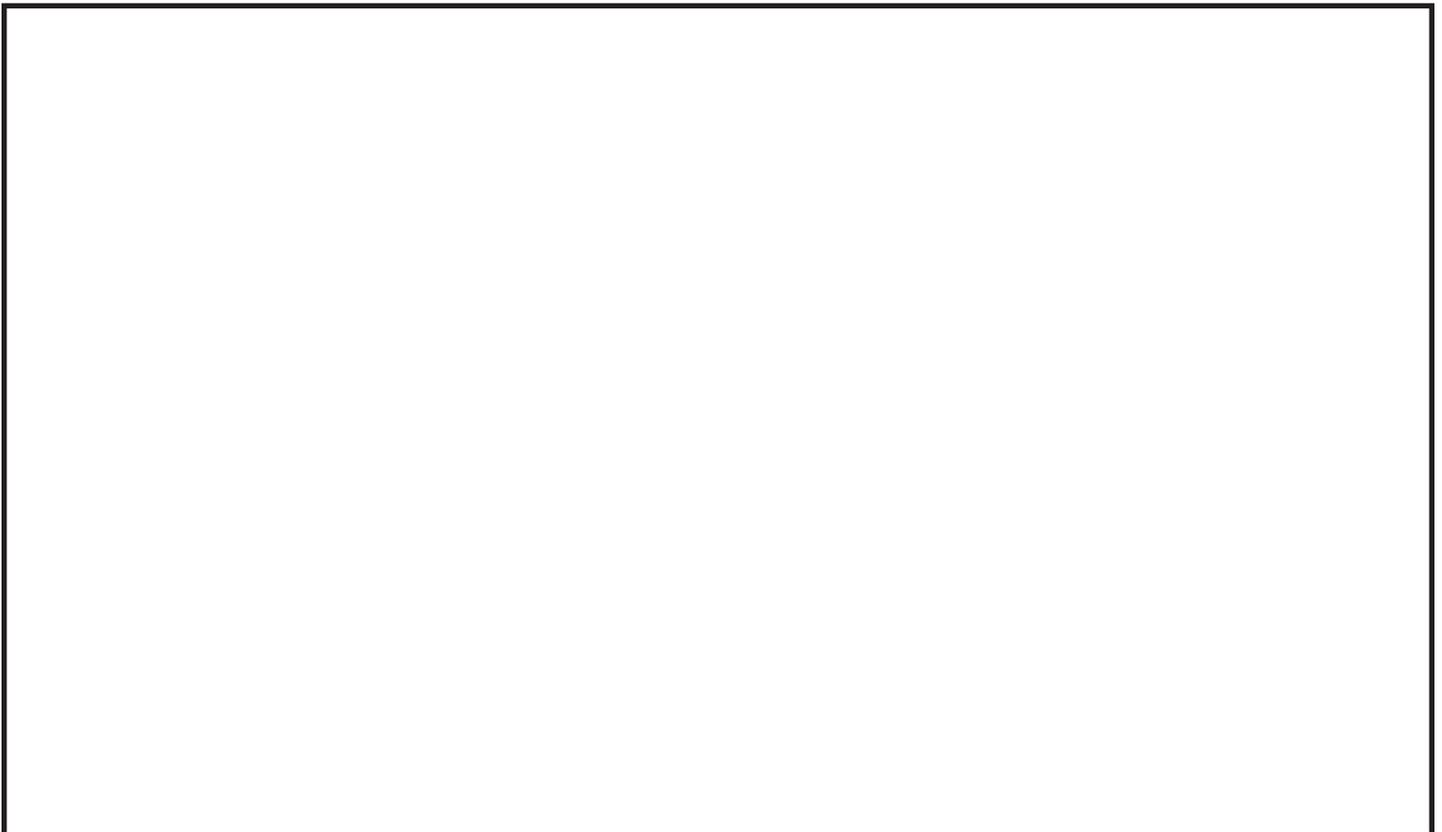
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Part III

**Directions: Draw a picture of your continent's climate.**



# Urban Life Versus Rural Life

Directions: Work with your teacher to fill in the chart.

RURAL

URBAN

