

LESSON/UNIT OVERVIEW

LESSON OR UNIT OVERVIEW: SOCIAL STUDIES EXAMPLE DESIGNED FOR UPPER ELEMENTARY AND MIDDLE SCHOOL

LESSON OR UNIT TITLE	Around the World
TOPIC OR CONCEPT	Maps and Globes
PURPOSE	The world around us consists of complex climates, cultures, and physical features. It is important for us, as citizens of this world, to understand how each these elements impact the way we live and how we can leave the world a better place for future generations.
STANDARDS	<ul style="list-style-type: none"> • NSS-G.K-12.1 The World in Spatial Terms • NSS-G.K-12.2 Places and Regions • NSS-G.K-12.6 Uses of Geography
VOCABULARY	Latitude, Longitude, cartographer, Equator, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Hemisphere, absolute location, relative location, parallel, meridian, physical map, political map, key/legend, compass rose, Cardinal directions, Intermediate directions, Scale
INTRODUCTORY ACTIVITY (OBSERVATION ACTIVITY)	<ul style="list-style-type: none"> • Study the globe or world map in three phases: <ol style="list-style-type: none"> 1. For 2 minutes make a list of everything you see. 2. Now cover half of the globe or map with paper and focus in on this area for another 2 minutes. Record what you notice about this section. 3. Using only a magnifying glass, concentrate on this new territory for a final 2 minutes. Write down what you've discovered. • This process can be done whole group, small group, or individually. • You could also apply the See, Think, Wonder strategy for this activity.
CULMINATING ACTIVITY (STRETCH & EXPLORE ACTIVITY)	<ul style="list-style-type: none"> • With the new body of land that was discovered, you've become the lead cartographer on gather the needed information and documenting what you've learned. • After your research, create a model of this new land. Be sure to include: • Where it is located within the world—include longitude/latitude, what places are near including oceans • What it looks: shape, size, and physical features
ASSESSMENT (REFLECTION ACTIVITY)	<ul style="list-style-type: none"> • Using knowledge and understanding of globes and maps, reveal to a small group their analysis of their Discovery Land project. Include explanations as to why or how you arrived at your conclusions about your place's: <ul style="list-style-type: none"> ★ Climate ★ Physical features ★ Culture

ARTIST'S HABIT OF MIND-BASED

Lesson Overview

ARTISTS HABITS OF MIND-BASED LESSON PLAN LESSON OR UNIT OVERVIEW

LESSON OR UNIT TITLE

TOPIC OR CONCEPT

PURPOSE

OBJECTIVES

VOCABULARY

INTRODUCTORY ACTIVITY

CULMINATING ACTIVITY

ASSESSMENT

INTEGRATION MAP: MEASUREMENT EXAMPLES

ARTISTS HABITS OF MIND LESSON INTEGRATION MAP: MEASUREMENT EXAMPLES

DEVELOP CRAFT

- Create a list of tools mathematicians might use to measure items.
- Make a measurement dictionary

ENGAGE AND PERSIST

- Using different tools, measure the length of a variety of items.
- Do all tools work for this task? Why or why not?

ENVISION

- Make a map of the classroom.
- A new table is being added to the classroom. Where would be some possible places this new table could be added.

EXPRESS

- Why is it important for us to be able to measure the length of items

OBSERVE

- Study a blueprint.
- Use the **See, Think, Wonder** strategy for this activity.

REFLECT

- Reveal to a small group how you used measurement tools to create a picture that has these things:
- An item that 5-6 inches long
- An item that is 7 inches tall
- A flying item that is 1 inch from the edge of the paper.
- A building that is 3 inches taller than 7 inches.
- A non-moving item that is 1 inch long.
- Two items that are 2 inches tall and have 2 inches between them.

STRETCH AND EXPLORE

- Look around the room, what would be some unique items we could use as measuring tools? How would they work?
- Make a list, then pick one and write the directions for how others would use it.

UNDERSTAND THE CARTOGRAPHER (ART) WORLD

- How do grown-ups use measuring tools
- Invite different professionals into the classroom to demonstrate the ways they use measuring in their job (chef, builder, architect, doctor, meteorologist)

INTEGRATION MAP

ARTISTS HABITS OF MIND-BASED LESSON PLAN ARTISTS HABITS OF MIND LESSON INTEGRATION MAP

DEVELOP CRAFT

ENGAGE AND PERSIST

ENVISION

EXPRESS

OBSERVE

REFLECT

STRETCH AND EXPLORE

UNDERSTAND THE
"ART" WORLD

GEOGRAPHY ACTIVITY EXAMPLES

ARTISTS HABITS OF MIND LESSON INTEGRATION MAP: GEOGRAPHY ACTIVITY EXAMPLES

DEVELOP CRAFT

- After spending time studying a globe or map, determine what tools, materials, and vocabulary cartographers would need to know and use in order to do their job accurately.
- What practices are involved in being a cartographer? What does their job entail?

ENGAGE AND PERSIST

- Locate the seven continents on the globe or map.
- Create a list about what you notice about the continents: size, shapes, land features, location, bodies of waters on or around it, questions you may have
- If you were to become a world expert on a particular continent, which continent would you choose and why do you feel it is important for others to know more about it.

ENVISION

- If a new body of land was discovered, create a quick sketch as to where this place has been located within the world and what it looked like when first spotted.
- What steps would you take as a cartographer to help others understand the shape, size, and features of new place?

EXPRESS

- As an expert cartographer, you are presenting at a career fair. What would you share with them that provides a clear idea about the work you do and what it means to the world, in general.
- There is talk that cartography is a dying art. How would you convince others that this is not true? How would you entice others to join your field?

OBSERVE

- Study the globe or world map in three phases:
 1. For 2 minutes make a list of everything you see.
 2. Now cover half of the globe or map with paper and focus in on this area for another 2 minutes. Record what you notice about this section.
 3. Using only a magnifying glass, concentrate on this new territory for a final 2 minutes. Write down what you've discovered.
- This process can be done whole group, small group, or individually.
- You could also apply the [See, Think, Wonder](#) strategy for this activity.

REFLECT

- Reveal to a small group your analysis of the globe or map, be sure to explain why or how you arrived at your conclusions:
 - ★ A continent or country you'd like to visit
 - ★ A country whose climate might be similar to the one you chose.
 - ★ A country whose culture is most likely completely different from your chosen country.
 - ★ A country whose geographical features and characteristics are either similar or different than your country.

STRETCH AND EXPLORE

- With the new body of land that was discovered, you've become the lead cartographer on gather the needed information and documenting what you've learned.
- After your research, create a model of this new land. Be sure to include:
 - Where it is located within the world—include longitude/latitude, what places are near including oceans
 - What it looks: shape, size, and physical features

UNDERSTAND THE CARTOGRAPHER (ART) WORLD

- Identify careers where cartographers are needed
- Invite a cartographer or geographer in to work talk with students and work with them as they create their Discovered Land Maps.