LESSON RATIONALE

New York State Standards
Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)
   - Students Will: locate places within the local community, State, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians. (Adapted from National Geography Standards, 1994); study about how people live, work, and utilize natural resources; ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994).

Instructional Objectives:
- Students will learn geographic terms specific to maps (Knowledge).
  - Students will learn the terms: Equator, Prime Meridian, North Pole, South Pole, North, South, East, West, globe, latitude, longitude, continent, and hemisphere (Knowledge).
- Students will be able to tell the difference between lines of latitude and lines of longitude (Comprehension).
- Students will learn the directions by utilizing the acronym “Never Eat Soggy Worms” (Knowledge/Comprehension).
- Students will model correct note-taking skills via teacher demonstration (Application).

Materials:
- Patient students who are open to new activities!
- 3 grapefruit
- A globe
- Textbook: Living in World Regions
- Chart paper
LESSON OPENING

ANTICIPATORY SET

“Good morning boys and girls! I need you to put your orange books away and take out your yellow Social Studies folders. Today we are going to begin doing some work out of your textbook. To make things a little bit easier, I have made copies of the textbook pages we will be studying (Pass out Ivory copies of text). I have also made you a Social Studies Vocabulary workbook (Pass out Vocabulary books). This book is where we will be keeping all of the important vocabulary words we will learn during this unit. Right now, everyone needs to be focused on the Ivory copy of the text I just gave you. Let’s begin!”

Activities:

1. Beginning on page 10, have students preview the packet. Ask students what they noticed.
2. Have students read the introduction to the chapter silently to themselves. Then proceed to read the section aloud. (Have students read in order, go around the circle, teacher read…) (Guided Practice).
3. Repeat this process, (students read silently, section is then read aloud) up to and until page 11 where the Earth is compared to an orange. Using the grapefruit, show students that the Earth is round (Modeling).
4. Continue reading to the end of the paragraph. At this point, instruct students to find the word in bold that was part of this paragraph (globe). Tell students that “globe” is their first vocabulary term.
   a. At this point, instruct students to highlight and write down the word “globe” on the first line of their books (after skipping a line) followed by a dash. After they have done this, instruct students to highlight and write “model of the Earth” (which is found in the sentence after the term) (Modeling/Guided Practice).
   b. MODEL this activity for students. For each vocabulary term, write the term and the definition the way I want to see it on the chart paper in the front of the room. Allow students to refer to this paper throughout the activity (Modeling/Guided Practice/Checking for Understanding).
   c. DO THIS FOR ALL VOCABULARY TERMS FOUND IN THESE FOUR PAGES! (Modeling)
5. Directions: After the students have established that the Earth is round, ask students how they will be able to tell which way is up. (Call on students using the Popsicle sticks, looking for the four directions).
   a. Explain to students that we are able to find places on a globe by using directions. The four directions are North, South, East and West. Illustrate for students what these directions look like on the chart paper (Modeling).
   b. Have students copy the direction diagram from the chart paper into their Vocabulary book and label it “Directions” (Modeling/Guided Practice/Checking for Understanding).
   c. Teach students the directions by having them recite the acronym “Never Eat Soggy Worms”. Illustrate for students how the acronym resembles the directions in a clockwise direction (Modeling/Checking for Understanding).
d. In their books, have students draw a circle to resemble the Earth. Then have students write each of the directions on the correct sides of the circle further illustrating this concept (Checking for Understanding).

6. **Lines on a Globe**: When students get to the point in the text where they are reading about latitude and longitude, demonstrate these concepts using the grapefruit. As each term is discussed, draw the lines on the grapefruit using a black marker (Modeling).

7. If “line drawing” and vocabulary correspond, draw the lines on the grapefruit and indicate to the students the correct vocabulary term. (For example, “equator”. Draw the equator on the orange and illustrate that the equator is located around the center of the “earth”. Then proceed to have students write the term on their note-taking sheets) (Modeling).

8. For the term “hemisphere” on p. 14, have students differentiate between the Northern, Southern, Eastern and Western hemispheres. To distinguish which is which, draw the equator on one orange and the prime meridian on the other. Illustrate for students how they can tell the differences between the hemispheres. Cut the oranges in half to show the students how each hemisphere is different (Modeling).

9. **Closure**: “Alright ladies and gentlemen, listen up! You need to close up your vocabulary books and your ivory packets. In your folders, you should still have the yellow packets that we worked on last week. You need to take these out and place them in your homework folders. They need to be completed and turned back in tomorrow. I realize that there were some sections that we did not complete; you are not required to do these sections. However, if you decide that you would like to fill them in, I will give 5 ants to whoever does. At the end of the day, I will make sure to remind you that you need to finish these packets; we will also write the assignment down on your homework sheet. For now, please put away your take-home folders, and take out your math folders. Get out your “Problem of the Day” book and wait for directions!”

**LESSON FOLLOW-UP**

**Independent Practice:**

**HOMEWORK**: Students need to finish their yellow packets and bring them back in order for them to be graded and returned.

**Evaluation:**

(a) What did you want the student to learn? I wanted the student to learn the vocabulary terms located in section 1 of their text. I also wanted the students to get a basic understanding of latitude and longitude; these concepts will be worked on and reinforced in future lessons.

(b) How will you know that they learned it? Students will be modeling their note taking for me while we are working on the chapter. Latitude and longitude will also be discussed more in depth in future lessons where students will be split into groups and will be working on worksheets having to do with latitude and longitude.

**LESSON RESOURCES**

References for student use:
- Student Text: Living in World Regions
- Vocabulary Book
References for teacher use:
- Teacher Text: Living in World Regions
- Grapefruit
Due to the needs of the students, I have developed an ALTERNATIVE TEACHING PLAN for Day #3. This plan may be implemented on Day #3 of this lesson in order to add more variety to the teaching techniques being used.

ALTERNATIVE TEACHING PLAN FOR DAY #3

1. Review concepts and terms that were discussed yesterday.
2. Partner students into the pairs listed below:
   - Loren and Dan
   - Josh and Chelsea
   - Matt G. and Amanda
   - Trey and Matt B.
   - Justin and Nick
   - Jarred and Carissa
   - Joe and Alex
   - Brianna and Tyler C.
   - Tyler B. and Tori
   - Danielle and Kirk

3. Instruct students that they will be working on the text that we have been working on for the past 2 days. Direct student attention to the easel where directions for the days’ activity are written. Explain procedure to students (Refer to easel).
4. Have student pairs continue working on the textbook pages. (Students need to be working on page 12, second paragraph, to the end of the packet). Students must:
   i. Read the rest of the globe packet.
   ii. Find the vocabulary words (written in BOLD) in the reading.
   iii. Highlight the vocabulary words as they come to them.
   iv. Highlight the definition of the given word as they come to it.
   v. Copy the word AND the definition into their vocabulary books in the exact same way as we have been doing it for the past two days.
   vi. As previously stated, we have been working on our note taking skills for the past two days. At this point in time, students should have a good grip on the concept and should complete this agenda accurately with their partners.
   vii. Teachers need to be circulating around the room in order to make sure that all students are on track and to answer individual questions (Guided Practice).
   viii. ACTIVITY IN ITSELF IS INDEPENDENT PRACTICE – teachers will only be circulating in order to make sure that students are focused and participating in the activity along with addressing personal needs.

5. When students have completed, the packet, go over the text with the students in order to make sure that all vocabulary words and definitions have been properly copied into the Vocabulary books (Checking for Understanding).
   i. For some of the vocabulary words, coordinate the discussion with the grapefruit. I.e.: Split grapefruit into halves when discussing “hemispheres”. (Integrate original lesson into the alternative model)

6. When completely done, use the exact same closure that original lesson uses.