

# Around the World in 10 Days

**Grade Level or Special Area:** Kindergarten

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**Length of Unit:** Nine lessons, approximately 30-45 minutes each (one Culminating Activity)

## I. ABSTRACT

This unit is designed to give a brief overview of all seven continents. Students will learn the names and locations of the seven continents as well as famous landmarks and features for each. There will be variety of activities and assessments culminating in an International Festival for the students.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand that there are people living all around the world.
2. Students will understand that people on the other continents have similarities and differences in languages and cultures.
3. Students will discover important landmarks and features of the seven continents.

### B. Content from the *Core Knowledge Sequence*

1. Kindergarten History and Geography: World History and Geography (page 11)
  - a. An Overview of the Seven Continents
    - i. Identify and locate the seven continents on a map and globe:
      - a) Asia
      - b) Europe
      - c) Africa
      - d) North America
      - e) South America
      - f) Antarctica
      - g) Australia
2. Kindergarten History and Geography: American History and Geography (page 13)
  - a. Symbols and Figures
    - i. Recognize and become familiar with the significance of
      - a) American Flag
      - b) Statue of Liberty
      - c) Mount Rushmore
      - d) The White House

### C. Skill Objectives

1. Students will be able to understand what maps, globes, and other geographic tools represent and how they are used. (Colorado State Standard History and Geography-Kindergarten GEO.K.1.1.A)
2. Students will be able to identify important American symbols and landmarks such as Mount Rushmore, the White House, Statue of Liberty, the bald eagle and an American Flag.
3. Students will be able to identify and locate on a map the United States of America, Canada, and Mexico as the main countries of North America.
4. Students will be able to identify and locate South America on a map or globe.
5. Students will be able to identify some famous items from South America.
6. Students will be able to locate the North and South Poles. (Colorado State Standard History and Geography-Kindergarten GEO.K.1.2.D)

7. Students will be able to identify Antarctica on a map, or globe.
8. Students will be able to name two animals that live in Antarctica.
9. Students will be able to describe the climate of Antarctica.
10. Students will be able to begin to understand why some regions are populated by many people, and others-by few, or none. (Colorado State Standard History and Geography-Kindergarten GEO.K.2.2.A and 5.1.B)
11. Students will be able to locate Australia on a map, or globe.
12. Students will be able to find Africa on a map, or globe.
13. Students will be able to locate Asia on a map or globe.
14. Students will be able to name at least one country in Asia.
15. Students will be able to identify Europe on a map, or globe.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Hirsch, E.D., Jr. and John Holdren. *What Your Kindergartener Needs to Know* (read pages 116-131)
- B. For Students
  1. Teach this unit after teaching Geography: Spatial Sense (working with maps, globes, and other geographic tools)

### IV. RESOURCES

- A. Cherry, Lynne. *The Great Kapok Tree* (Lesson Four)
- B. Hirsch, E.D., Jr. and John Holdren. *What Your Kindergartener Needs to Know* (read pages 88-91 “How Many Spots Does a Leopard Have?” retold by Julius Lester for Lesson Seven)
- C. Douglas, Lloyd G. *The Statue of Liberty* (Lesson Two)
- D. Fox, Mem. *Koala Lou* (Lesson Six)
- E. Langen, Annette and Constanza Droop. *Letters From Felix* (Lesson Nine)

### V. LESSONS

#### Lesson One: Unit Overview and Review (one lesson, approximately 25 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand that there are people living all around the world.
  2. Lesson Content
    - a. An Overview of the Seven Continents
      - i. Identify and locate the seven continents on a map and globe:
        - a) Asia
        - b) Europe
        - c) Africa
        - d) North America
        - e) South America
        - f) Antarctica
        - g) Australia
  3. Skill Objective(s)
    - a. Students will be able to understand what maps, globes, and other geographic tools represent and how they are used.
- B. *Materials*
  1. A world map visible to all students
  2. A globe
  3. One sheet of poster paper

4. Markers
- C. *Key Vocabulary*
  1. Continents: large land masses in the oceans
- D. *Procedures/Activities*
  1. Before beginning this unit, note that you will need good maps of each continent and the world. If you do not already have maps, make them. Use a map on an overhead transparency that you can shine onto a piece of butcher paper. Adjust for size as needed and trace the outlines of the continents onto the butcher paper. Be sure to also decorate your classroom with items from the various continents. It is also recommended that you have special books that tell stories from other lands available to the students. Travel agents may also have posters and travel guides that they are willing to give you. You'll also need to gather pictures of landmarks and symbols from around the world. You'll find specific picture suggestions listed in each lesson. Keep all your pictures until the end for reviewing. You should plan out the Culminating Activity now, so that you can send out an informational letter to parents as soon as possible.
  2. Note: The sections in the Lessons that are italicized are the portions that you should say out loud to the students.
  3. Review with the students what they have learned about maps and globes. Review north, east, south, and west both within your classroom and on the maps and globes. Review with the students the difference between a state, country, and continent. Discuss with them where they live.
  4. *We live in the state of Colorado, in the country of the United States of America, on the continent of North America. There are other continents that we haven't studied yet. In fact, there are seven continents. Continents are the giant places of land, bigger than most islands, in the oceans around the world. The seven continents are: North America, South America, Antarctica, Australia, Africa, Asia, and Europe. When we are done with this unit you will be able to name all seven and point them out on a map or globe. You will also be able to match up famous things to the continents they are found in.*
  5. *Look as I point to the continents on this globe. As I point to them I will say their names and you will repeat their names after me. Go around the globe pointing and naming the continents. Listen to the students as they repeat making sure they are saying the names correctly.*
  6. *Now I will write the names of the continents on the poster. Put them in the order of the song. This way you can see what they look like as we are studying them.*
  7. *Now we will learn a little song to help us remember the names of the continents. It goes to the tune "Frere Jacques/Are You Sleeping". It's called "There are Seven". Listen to me sing the song twice, then you can start to sing with me. I will point to the continents on the map so that you can begin to recognize them.*  
*"There are seven,  
There are seven,  
Continents, continents,  
Europe, Asia, Africa,  
North and South America,  
Antarctica,  
Australia."*
  8. Sing the song several times so that the students become familiar with it.  
*We will be learning about the seven continents a little each day. Point to the continents on either the map or the globe as you mention them. We will start in North America and spend a few days learning the other countries that are our*

*neighbors on our continent. From there we will travel to South America. After that, we will keep going south all the way to Antarctica, on the bottom of the world. Then we will head to the other side of the world starting with Australia, moving on to Africa, then Asia, and finally landing in Europe.*

E. *Assessment/Evaluation*

1. Today's assessment is to listen and pay attention to the students' responses to the geographic skills review. By assessing their answers you will be able to plan any review work you may need to do with directions or map skills. Any additional work you may choose to do will be entirely dependent on your class and their abilities.

**Lesson Two: North America: United States (one lesson, approximately 30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will discover important landmarks and features of the seven continents.
2. Lesson Content
  - a. Symbols and Figures
    - i. Recognize and become familiar with the significance of
      - a) American Flag
      - b) Statue of Liberty
      - c) Mount Rushmore
      - d) The White House
3. Skill Objective(s)
  - a. Students will be able to identify important American symbols and landmarks such as Mount Rushmore, the White House, Statue of Liberty, the bald eagle and an American Flag.

B. *Materials*

1. Large pictures of Mount Rushmore, the White House, Statue of Liberty, a bald eagle and an American Flag
2. One copy of Appendix A, American Landmarks and Symbols, for each student
3. *The Statue of Liberty* by Lloyd Douglas

C. *Key Vocabulary*

1. Symbol: something, or a picture of something that represents, or stands for something else
2. Landmark: an important place or building

D. *Procedures/Activities*

1. Gather the students together with the pictures of the landmarks and symbols. *Let's start off our lesson today with the song we learned last time. Sing, "There are Seven" a few times. Today we are going to learn about some things that are special to our country. These are symbols of our country. A symbol is a picture or thing that represents, or stands for something else. Some of these things you may recognize. Some may be new to you. I am going to teach what they are and why they are important. Let's start off with one we probably all know. It's one we have in our classroom. Hold up the picture of the American Flag. Who can tell me what this is? Yes, it's our flag. This flag is a symbol for our country, the United States of America. It means that when you see this it means America. Everything on the flag means something to us. The fifty white stars stand for the fifty states of America. The thirteen stripes stand for the original thirteen colonies of our country. Even the colors are special.*

2. *Our country has another symbol. It's our national bird. Hold up the picture of the bald eagle. Do you know kind of bird this is? It's called a bald eagle. It has white feathers on its head and brown feathers on its body. It's called a bald eagle because from a distance it looks like it has no feathers on its head. When we see something or someone without feathers or hair on its head we say it is bald. The bald eagle is a very beautiful and strong bird, just like our country is beautiful and strong. What kind of bird is this? It's a bald eagle.*
3. *Now here is another special symbol of our country. We call it a landmark because it is a special place. Raise your hand if you have ever been to visit this place. Hold up the picture of Mount Rushmore. This is called Mount Rushmore. It's in the state of South Dakota. This is the side of a mountain that some people have carved into the faces of four famous presidents: President George Washington, President Abraham Lincoln, President Theodore Roosevelt and Thomas Jefferson. A president is the person in charge of our country. Our current president is President George Bush. He is in charge of America like the principal is in charge of our school. Mount Rushmore is so big that if they have carved bodies to match the heads, then they would be 465 feet tall!*
4. *Here's another landmark. Hold up the picture of The White House. This is called The White House. It is where the president lives today. It is a big white house in Washington, D.C. Raise your hand if you have been there. Let's review what we've learned so far. Hold up each picture as you say its name.*
5. *Finally, our last landmark is this: The Statue of Liberty. Hold up the picture. The Statue of Liberty is a beautiful sculpture of a woman holding a big torch. She is over in New York. A long time ago when people would come to our country they would come by boat and sail by her out in the water. Liberty means freedom. She was put there to welcome people to America where they would be free. What do we call her? That's right! She's The Statue of Liberty.*
6. *Read The Statue of Liberty by Lloyd Douglas.*
7. *Okay, this time I will just hold up the picture of the special symbol or landmark. All of you together will tell me what the picture is of. Let's try it. Review for a few minutes.*
8. *Now have the students return to their seats and get out their crayons and pencils while you pass out Appendix A, "American Landmarks and Symbols" to everyone. Now, we are going to see what you learned today. On this paper you can see five pictures. These are pictures of the symbols and landmarks we learned about today. I am going to tell you to color certain boxes certain colors. Listen, I am not asking you to color the picture itself in the box, but just the entire box in one specific color. Don't worry about how it looks; just make sure to get the right color. Keep your eyes on your own paper. I will say the directions slowly, but you'll need to listen because I will only repeat one time. Right now I want you to get out a red, an orange, a yellow, and green, and blue crayon. You don't need the other colors. Go ahead and write your name on your paper. Any questions? Answer as needed. We'll begin now. Give the instructions slowly and repeat only one time. Try to make sure everyone is staying with you. Color the box with the picture of the bald eagle red. Color the box with the picture of the Mount Rushmore orange. Color the box with the picture of the Statue of Liberty green. Color the box with the picture of The White House yellow. Color the box with the picture of the picture of the American Flag blue. Nice job everyone. Now please pass these papers in.*

- E. *Assessment/Evaluation*
1. Appendix A, American Landmarks and Symbols, will be the assessment for this lesson.

**Lesson Three: North America: Canada and Mexico (one lesson, approximately 30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there are people living all around the world.
  - b. Students will discover important landmarks and features of the seven continents.
2. Lesson Content
  - a. An Overview of the Seven Continents
    - i. Identify and locate the seven continents on a map and globe:
      - a) North America
3. Skill Objective(s)
  - a. Students will be able to identify and locate on a map the United States of America, Canada, and Mexico as the main countries of North America.

B. *Materials*

1. A big map of North America
2. The landmark and symbol pictures from Lesson Two
3. Pictures of Canada: the flag, moose, maple leaves, hockey, etc.
4. Pictures of Mexico: the flag, piñatas, fiestas, Mexican food, etc.
5. A tape measure or yardstick
6. Each student will need a pencil, a red crayon, a yellow crayon and a blue crayon
7. One copy of Appendix B, Map of North America, for each student

C. *Key Vocabulary*

1. Piñata: a papier-mâché form filled with treats that people try to break open
2. Fiesta: a national or religious celebration in Mexico, a Mexican party

D. *Procedures/Activities*

1. *Let's sing, "There are Seven" all together today to start our Lesson.*
2. *Now let's look at a map of North America. It's big. It's the third--largest continent. Look at the map and draw the outline of North America in the air with your finger. Now, we know that our country, the United States of America, is a part of the continent of North America. There are a lot of countries that are considered a part of North America. There are a bunch of islands that go with it, but we are just going to focus on the three main countries. They are the United States, Canada, and Mexico. Point the countries out as you talk about them.*
3. *We are in the United States, which is mostly right in the middle of North America. Above us, or north of us, is Canada. Canada is very big. Most of the people in Canada, called Canadians, live in the bottom, or south, part of Canada close to the United States. This is because the farther north you go in our world, the colder it gets. Just like the further south you go, like to Antarctica, the colder it gets. The top of Canada is the North Pole, which we know is very cold. The top part of Canada is made up of many islands, but they are not warm islands like Hawaii. Most are very, very cold. Canada is famous for moose. Show picture. Moose are very large animals with giant antlers. A moose is about seven feet high at its shoulders. When they put their heads up, then they are even taller. The antlers can be six feet wide. Let's figure out how big that is. Use the tape measure or yardstick to measure off the sizes so that the students can visualize it. Canada also has a lot of maple trees and makes a lot of maple syrup. They maple tree is so important to Canada that their flag has a maple leaf on it. Show*

- picture. *Because so much of Canada is cold they like sports that can be played in the cold like hockey. Canada is known for having good hockey players. Show picture. Most people there speak English or French.*
4. *Do you remember that we learned about two special states when we studied maps and globes before? There is one state that belongs to the United States, called Alaska that is not by the other states. It is up by Canada. Point to it on the map. This is a part of America. Hawaii is the other state that is not by the rest. Hawaii is a group of islands out in the Pacific Ocean. When you are told to color the United States on a map be sure to include Alaska and Hawaii!*
  5. *Below, or south of us, is Mexico. Mexico is much warmer than Canada because it is closer to the middle of the world. A lot of Mexico is desert. Most people in Mexico speak Spanish. They enjoy special parties called fiestas. Show picture. Sometimes they have fiestas to celebrate birthdays, religious holidays, and other celebrations. Sometimes at fiestas they have piñatas. Show picture. Piñatas come in different shapes and sizes. They are filled with treats inside. People are blindfolded, or have their eyes covered, and try to hit the piñata with a stick or a bat as someone else moves the piñata. People take turns and the winner is the person who breaks the piñata open, but everyone is happy because the treats fall out of the piñata and everyone gets to grab some. A lot of the food we eat in America is actually Mexican food. Tacos, burritos, and tortillas come from Mexico. Show picture. There are many people from Mexico that live in America and they have brought things from their culture, like food, to our country today.*
  6. *Now we're going to review what goes with which country. I'm going to mix up all the pictures and when I hold one up I want you to tell me what country it goes with. Review all the pictures from all three countries. Pay attention to the students' answers and review as needed.*
  7. *Pass out Appendix B, Map of North America, as students return to their seats. They'll need to get their crayons and pencils. Please put your name on your paper. Today I'd like you to look at this map of North America. You can see that we've divided it into the countries we are studying. You'll be coloring the different countries different colors so I know that you know which country is which. Please keep your eyes on your own paper. Please color Mexico red. Wait for students to complete this. Please color America blue. Be sure to color Alaska and Hawaii when you color America! Wait for the students to finish. Please color Canada yellow. When everyone is finished collect up the papers to assess them. Review as needed.*

E. *Assessment/Evaluation*

1. Appendix B, Map of North America, is the assessment for this lesson.

**Lesson Four: South America (one lesson, approximately 30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there are people living all around the world.
  - b. Students will understand that people on the other continents have similarities and differences in languages and cultures.
  - c. Students will discover important landmarks and features of the seven continents.
2. Lesson Content
  - a. An Overview of the Seven Continents
    - i. Identify and locate the seven continents on a map and globe:
      - a) South America

3. Skill Objective(s)
  - a. Students will be able to identify and locate South America on a map or globe.
  - b. Students will be able to identify some famous items from South America.
- B. *Materials*
  1. Big map of South America
  2. Cherry, Lynne. *The Great Kapok Tree*
  3. One copy of Appendix C, Map of South America, for each student
  4. Pictures of South American items like llamas, toucans, rainforests, etc.
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  1. Gather the students together around the map. *Could I have a volunteer to point to the continents on the map as we sing their names? Thank you. You point while we sing, "There are Seven". Sing. Good! How about someone else? Sing again.*
  2. *Today we are headed south to the continent of South America. North and South America are connected by a little strip of land in the middle, but are considered two different continents. South America is the fourth-largest continent. South America is made up of twelve different countries. Let's count them. Count and point to each country. Way down here at the bottom of South America is just a little space before you get to another continent. What continent do you think it is? I'll give you a big hint: it's the coldest continent. That's right: Antarctica. We will study Antarctica tomorrow.*
  3. Show pictures of the items as you mention them. *South America has many different types of land. Its famous mountains are the Andes Mountains. They go almost all the way from the top to the bottom of South America on the west side. Point out the Andes Mountains on the map. They are very beautiful. South America also has the rain forests. These are near the north end of South America. They have tons of trees and are like jungles. Many neat birds and animals live in the rain forests. There is a famous river in South America called the Amazon River. It's one of the biggest rivers in the world.*
  4. *South America is known for its farming. They grow a lot of fruits and vegetables there like bananas, potatoes, grapes and beans. They also grow a lot of a special kind of bean: the coffee bean.*
  5. *South America has many different types of animals, too. They have llamas and parrots, big snakes and the toucan. Many of these animals live in the Andes Mountains or the rainforest, but some people are making it hard for the animals to find homes because they are cutting down the trees in the rain forests for other things.*
  6. Read, *The Great Kapok Tree*. *It's the story of a man who wants to cut down trees in the rainforest, but the animals don't want him to. Point out the different types of animals as you go along.*
  7. Have the students return to their seats and get their crayons and pencils as you pass out Appendix C, Map of South America. Read the directions aloud and have the students complete the page. Have them bring their completed page up and complete item #5 with you one on one.
- E. *Assessment/Evaluation*
  1. The Appendix C, Map of South America, is the assessment for this lesson.

**Lesson Five: Antarctica (one lesson, approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there are people living all around the world.
  - b. Students will discover important landmarks and features of the seven continents.
2. Lesson Content
  - a. An Overview of the Seven Continents
    - i. Identify and locate the seven continents on a map and globe:
      - a) Antarctica
3. Skill Objective(s)
  - a. Students will be able to locate the North and South Poles.
  - b. Students will be able to identify Antarctica on a map, or globe.
  - c. Students will be able to name two animals that live in Antarctica.
  - d. Students will be able to describe the climate of Antarctica.
  - e. Students will be able to begin to understand why some regions are populated by many people, and others-by few, or none.

B. *Materials*

1. One copy of Appendix D, Antarctica Animal Mobile, for each student
2. Scissors and crayons for each student
3. One copy of Appendix E, Antarctica Assessment, page 1 (map) for the teacher and one copy of page 2 (quiz) for each student
4. String to hang the animals on the mobiles, cut to the length you wish allowing for four strings for each child with extras on hand
5. One sheet of white paper for each student
6. One hanger for each student
7. Scotch tape, or staples to attach parts of the mobile
8. Single hole punch

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. *Let's start off our time together by singing, "There are Seven". As you sing it today, look at our big world map and point to each continent as you sing its name.*
2. *Now we've sailed as far south as we can and we've landed on the bottom of the world on the continent of Antarctica. It's cold here. Very cold. It gets even colder sometimes. But, unlike North America, here in Antarctica, summer comes in November and lasts until January. Even in summertime it's cold. Everything is so old and frozen that no one lives on this continent permanently. Scientists from all over the world come and stay, but they have to bring everything they need because there is nothing here that they can use. The scientists like going there because they can see things that aren't found anywhere else and because other scientists are there too so they can all work together as a team and share what they learn. Antarctica is different from every other continent. No one owns it. A bunch of countries decided to just come to Antarctica to learn stuff, but no one is in charge of it. It doesn't have a country. Some countries claim certain parts, but they are not really theirs.*
3. *There are no special places on Antarctica that are famous, like Mount Rushmore. There are no special buildings like the White House and no flag. There are not a lot of types of animals that can live in Antarctica, but there are some. That's what we'll study today. Plants do not really grow naturally in Antarctica*

*because it is too cold, so the animals that live there must eat meat. The meat they eat is usually seafood like fish and crabs. In fact, one of the seals that lives there is called a crabeater seal. How do you think it got its name? There are also whales: blue whales and humpback whales. There are also the beautiful Emperor penguins. Polar bears do not live in Antarctica. They only live by the North Pole, not at the South Pole. The South Pole is located in Antarctica. Show map. It's the part of planet Earth that is as far south as you can go.*

4. Have the students return to their seats and get out their scissors and crayons while you pass out the copies of Appendix D, Antarctica Animal Mobiles. Have the students color the animals first and then cut them out. Then, let them punch a single hole where the black circles are located above each animal. You may need to assist with this, or have helpers. They will then slip one string through each hole and tie the other end to the hanger.

E. *Assessment/Evaluation*

1. Appendix E, Antarctica Assessment, is the assessment piece for this lesson.

**Lesson Six: Australia (one lesson, approximately 30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that there are people living all around the world.
  - b. Students will understand that people on the other continents have similarities and differences in languages and cultures.
  - c. Students will discover important landmarks and features of the seven continents.
2. Lesson Content
  - a. An Overview of the Seven Continents
    - i. Identify and locate the seven continents on a map and globe:
      - a) Australia
3. Skill Objective(s)
  - a. Students will be able to locate Australia on a map, or globe.

B. *Materials*

1. Large Map of Australia
2. Pictures of The Great Barrier Reef, kangaroo, crocodiles and koala bears
3. A globe
4. One copy of Appendix F, Map of Australia, and one piece of blue construction paper for each student
5. Each student will need scissors, a glue stick, crayons and a pencil

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. *G'day mate! That's how people say hello in Australia. It's like saying Good Day Friend. Australia is sometimes called "The Land Down Under" because when you look at a globe you can see that it is down underneath Europe, Asia and North America. Show it on the globe. They speak English in Australia, but it sounds a little bit different. Sometimes they say the same words, but they have a different meaning. Australia is the only continent that is made up of just one country. The country is called Australia, too.*
2. *Let's sing, "There are Seven" together just one time today because you are all learning it so well. Close your eyes and try to picture where the continents are as we sing.*

3. *Australia is famous for its kangaroos and crocodiles. Show the pictures. They also have a lot of koala bears. They are called koala bears, but they are not really bears. They sure are cute though. Today we'll read about a little koala bear named Lou.*
  4. Read *Koala Lou* aloud to the students.
  5. *Australia is home to a really neat thing called The Great Barrier Reef. Show pictures. It is a coral reef that is 1, 200 miles long. That's huge! Millions of fish and other sea creatures live there. It's one of the most beautiful places in the world.*
  6. Have the students return to their seats and have them get their scissors, glue sticks, crayons and a pencil ready while you pass out Appendix F, Map of Australia, and a piece of blue construction paper out to them. *Today we will cut out the map of Australia and glue it onto the blue paper. This will help us to learn the shape of Australia. Then we will cut out the two pictures of animals that live in Australia and glue them onto the blue paper. Be careful! There is one animal that does not live in Australia (penguin) so don't glue him on your paper! Write your name on the blue paper in the top left corner. Be sure you don't cover up your name when you glue the stuff on! You can color your picture when you are finished.*
- E. *Assessment/Evaluation*
1. While the students are working on other activities, like Appendix F, Map of Australia, today, have them come up one by one. Spin the globe. When it stops have the student find Australia and show it to you. Just have a simple class roster to check off whether or not they can find it. If they cannot find it the first time, talk to them about where we have traveled so far. Start in North America. Remind them that we went south to South America and kept going south all the way to Antarctica, now we've traveled north to Australia. See if they can find it that way. For students still having difficulty, plan to spend some time with a small group if needed to review. Appendix F, Map of Australia, is also an assessment piece show if they can identify some animals of Australia.

**Lesson Seven: Africa (one lesson, approximately 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that there are people living all around the world.
    - b. Students will understand that people on the other continents have similarities and differences in languages and cultures.
    - c. Students will discover important landmarks and features of the seven continents.
  2. Lesson Content
    - a. An Overview of the Seven Continents
      - i. Identify and locate the seven continents on a map and globe:
        - a) Africa
  3. Skill Objective(s)
    - a. Students will be able to find Africa on a map, or globe.
- B. *Materials*
1. Large map of Africa
  2. Large world map
  3. A globe
  4. A giant piece of white butcher paper to make a class map of Africa
  5. Crayons and markers for everyone

6. Pictures of Africa including Egypt and Victoria Falls
  7. "How Many Spots Does a Leopard Have?" by Julius Lester from *What Your Kindergartener Needs to Know*
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*  
Before you begin, draw the outline of Africa on the butcher paper. Make it as large as you can.  
First gather the students around the map of Africa. Have them sing, "There are Seven" with you as they all point from where they are to the world map at each of the seven continents. *Today we are traveling north and west from Australia to Africa. Point to Australia, go north, then west and point to Africa on the map. Great job. Most of you have heard of Africa. What do you think you know about it? Listen to responses. When we think about Africa we often think about the wild animals. What animals do you think live in Africa? Write them on the board. Put stars by the ones that are correct as you go. Imagine that we are on a safari, or trip in Africa. What do you think we'd see? Write down their responses.*  
Read to the students "How Many Spots Does a Leopard Have?" by Julius Lester from *What Your Kindergartener Needs to Know*. It's found on pages 88-91.  
*Another part of Africa that is famous is the north part: Egypt. Egypt is the place where the giant pyramids, or triangle shaped buildings are. In ancient Egypt, a very long time ago, people used to write in pictures called hieroglyphics.*  
*Also in Africa is a beautiful place called Victoria Falls. They are some of the largest waterfalls in the world. They are so big and so loud that it sounds like constant thunder.*  
*Today we are going to make a class map of Africa. I've already drawn the outline of the continent on the big paper. You'll be cutting it out and drawing on it. We'll draw the animals like giraffes, tigers, leopards, and elephants. What else should we include on our map?* Have everyone get his or her supplies and begin the map. Be sure that they include Egypt, Victoria Falls, and anything else you have discussed. Let them cut out the shape together. This is to help reinforce the learning of the continents' shapes to help them recognize them on a map.
- E. *Assessment/Evaluation*
1. While the students are working on the map have them one by one find Africa on the globe. Use a simple recording system like you did for Australia to track their responses. Review as needed.

**Lesson Eight: Asia (one lesson, approximately 35 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that there are people living all around the world.
    - b. Students will understand that people on the other continents have similarities and differences in languages and cultures.
    - c. Students will discover important landmarks and features of the seven continents.
  2. Lesson Content
    - a. An Overview of the Seven Continents
      - i. Identify and locate the seven continents on a map and globe:
        - a) Asia
  3. Skill Objective(s)

- a. Students will be able to locate Asia on a map or globe.
  - b. Students will be able to name at least one country in Asia.
- B. *Materials*
- 1. Pictures of China, the Great Wall, pandas, etc.
  - 2. A pair of chopsticks
  - 3. A pencil and a red crayon for each student (They may wish to have other colors as well in case they want to draw or color on their picture of Asia.)
  - 4. One copy of Appendix G, Map of the Eastern Hemisphere, for each student
  - 5. One globe
  - 6. One world map
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
- 1. *Let's sing our song, "There are Seven". This time we will pretend that we are a map. Let's get in groups of \_\_\_ (depends on your class size). I will place you around the room like you are the continents. Starting with North America. Pay attention to where I put you and what other continents are near you. Place the students around in their groups and tell them what continent they are. Sing the song. When you get to each continent's name, have them wave at you. Sing the song several times. If you have time you can rearrange the groups so that they get to be different continents.*
  - 2. *Today we will travel from Africa north just a bit to reach Asia. Everyone say Asia with me, "Asia". Good job. Asia is the largest continent in the world, but it has the smallest name. A-S-I-A. Asia is huge! It is made up of about fifty different countries. Asia also has the most people. Each country may have its own language and culture. We will learn a little about one of the largest countries: China.*
  - 3. *China is a wonderful place with many different things to see, smell and taste. China is famous for its Great Wall. About 4,000 years ago an emperor, who is kind of like a president, made the people build a big wall to try and keep bad people out. The wall is so big that you can have six horses ride across it at once. It has a lot of stairs because it goes over so many mountains. It also has watchtowers, places the army used to stay in and look out to see if anyone was coming by so they could warn the others.*
  - 4. *China is also famous for its panda bears, the big black and white bears. They are beautiful and live in southern China. China has lots of big cities with millions of people, but most people still live out on small farms. We will read a story in a few minutes about a farm girl in China. Chinese food is also famous and eaten around the world. The Chinese eat rice with most of their meals. They also usually use chopsticks when they eat instead of a fork and knife. Chopsticks are just two long sticks that they use to pick up their food. Show the chopsticks. Use them to pick up things if you can. They can eat very quickly with the chopsticks, probably as fast as you can eat with your fork. China has many famous inventions including paper, kites, firecrackers, and tea.*
  - 5. *Read Daisy Comes Home by Jan Brett. Point out the details in the illustrations. This book is set in modern day China. Lead the students in a discussion about how their lives are the same and how they are different than Mei Mei (pronounced "May May"), the girl in the story. Discuss the marketplaces in the story. How are they alike and different from our grocery stores? Let them know that most people in China today get their food from the open-air markets on the streets.*

6. Have the students return to their seats to get out their crayons and pencils. Pass out Appendix G, Map of the Eastern Hemisphere. Direct the students to put their names on their papers. *Today we are going to find Asia on our map. This map shows several continents. You will need to figure out on your own which one is Asia. I will write the word Asia on the board. You will write it on your map where Asia is. Then color Asia red. If you would like, you can draw Chinese things on the east side of Asia where China is located. You might want to draw a panda, or the Great Wall of China. Pass these in when you are finished. When you turn them in I will also ask you to point out Asia on the globe, so be ready.*
- E. *Assessment/Evaluation*
1. Appendix G, Map of the Eastern Hemisphere, is the assessment for this lesson as is finding Asia on the globe.

**Lesson Nine: Europe (one lesson, approximately 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that there are people living all around the world.
    - b. Students will understand that people on the other continents have similarities and differences in languages and cultures.
    - c. Students will discover important landmarks and features of the seven continents.
  2. Lesson Content
    - a. An Overview of the Seven Continents
      - i. Identify and locate the seven continents on a map and globe:
        - a) Europe
  3. Skill Objective(s)
    - a. Students will be able to identify Europe on a map, or globe.
- B. *Materials*
1. A large map of Europe
  2. Pictures of France: the Eiffel Tower
  3. Pictures of England: Buckingham Palace, the Palace Guard, Big Ben
  4. All of the pictures you've used for the past lessons
  5. *Letters from Felix*, by Annette Langen and Constanza Droop
- C. *Key Vocabulary*
1. Palace: a castle where royalty, like kings and queens, live
- D. *Procedures/Activities*
1. Gather students together. *Today is our last day of studying the continents. Let's figure out which continent is left. Let's sing, "There are Seven" together. Think about which continents we have studied already and we'll figure out what one is left. Sing. Anybody want to guess which one we still need to learn about? That's right: Europe. Europe is the second-smallest continent, but it has a lot of people on it. Europe is attached to Asia. There are over 45 countries in Europe and more than 50 languages spoken. Many people that live in America today have relatives that lived in Europe first. Let's look at a map of Europe. I will name off some of the countries in Europe as I point to them.*
  2. *This is England.* Show the pictures as you come to them. *It's an island that's considered a part of Europe. The American colonies got started from people from England. They have kings and queens in England. They live in Buckingham Palace. It's a big castle. These guys with the big hats are the Palace Guards. They are there to protect the royal family. England also has a*

*very famous clock. It's named Big Ben. They speak English in England, but they do say things differently than Americans.*

3. *This is France. It's on the main land of Europe. The French are famous for their food and bread and for beautiful art. They have a big landmark called the Eiffel Tower. Say that with me: "The Eiffel Tower". Good. It's a very famous place in France. They speak French in France. Many people like to visit Europe for fun.*
4. *There are other countries like Italy, Greece, Spain, and more. Some countries are big like Russia, which is in both Europe and Asia. Some countries are very small like the little country of Luxembourg. You can drive across the whole country faster than you can drive across just our state! There are also beautiful countries in the north part of Europe like Norway and Sweden.*
5. *Let's read a story about a little bunny names Felix who goes on a great adventure. He travels to all the places we've been studying! Read Letters from Felix, by Annette Langen and Constanza Droop. It is a long story, so you may want to just read part at this time and save the rest for later. It is worth reading though, as it does review almost the entire unit. There is also an extension activity you may wish to consider. Inside the book is an address that the class can write to Felix at if you would like.*
6. *Let's do a final picture review. I will hold up a picture of something we've studied this unit. Think about the picture and be ready to tell me which continent it goes with. Review for several minutes. Say the name of the symbol or landmark as you hold them up. You can also then try holding up the picture, telling the students where it's from, and have them tell you what the object is.*

E. *Assessment/Evaluation*

1. The class review at the end is the assessment for this lesson. It will let you know if you need to spend more time reviewing before the Culminating Activity.

## **VI. CULMINATING ACTIVITY**

- A. There are two parts to this Culminating Activity. The first is a quiz, Appendix H, Final Quiz, that the students will take. As it is an oral quiz, it is suggested that you get some volunteers to help you. The second part of the Culminating Activity is an International Fair. Most likely the parents who are helping with the fair can help with the quizzing. Before you begin, make sure you have enough copies of the quizzes for each student. You will also want to send a letter home to parents in advance outlining your plans for the International Fair. You will need to decide how elaborate you wish to make this. The kids and parents could come to school in costumes from other continents. It is recommended that you have each family bring in a type of food representing another country/continent. You may, depending on your class, suggest that they bring in food related to their family's heritage. Otherwise, you may wish to post a list and have parents sign up for specific dishes. It is also nice to have on display a large world map that allows the parent to put little notes on it showing where their family's ancestors came from. It would be great to pay a variety of international music during your feast. If parents are available who can teach ethnic dances, or crafts that would be wonderful as well. End the time together doing something like playing with a piñata.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: American Landmarks and Symbols
- B. Appendix B: Map of North America
- C. Appendix C: Map of South America
- D. Appendix D: Antarctica Animal Mobiles

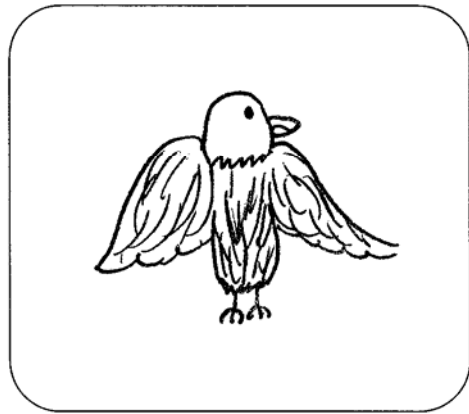
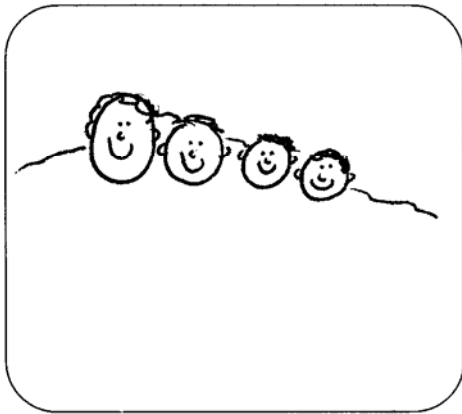
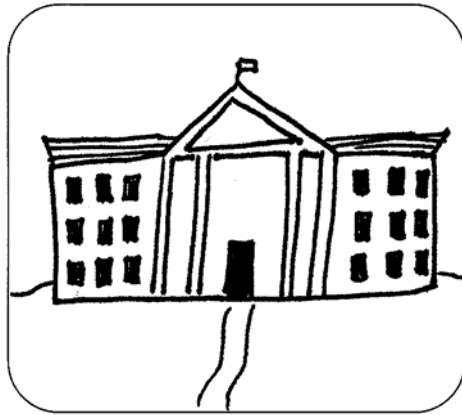
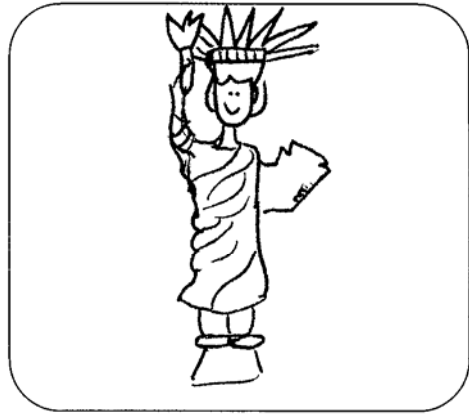
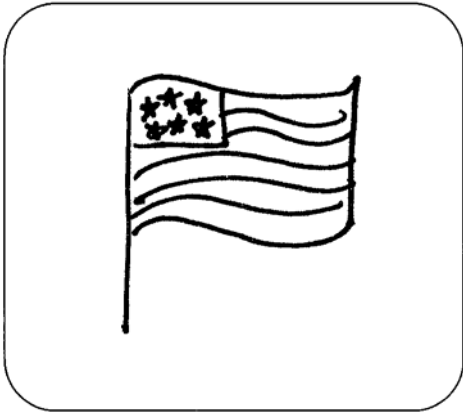
- E. Appendix E: Antarctica Assessment
- F. Appendix F: Map of Australia
- G. Appendix G: Map of the Eastern Hemisphere
- H. Appendix H: Final Quiz

### VIII. BIBLIOGRAPHY

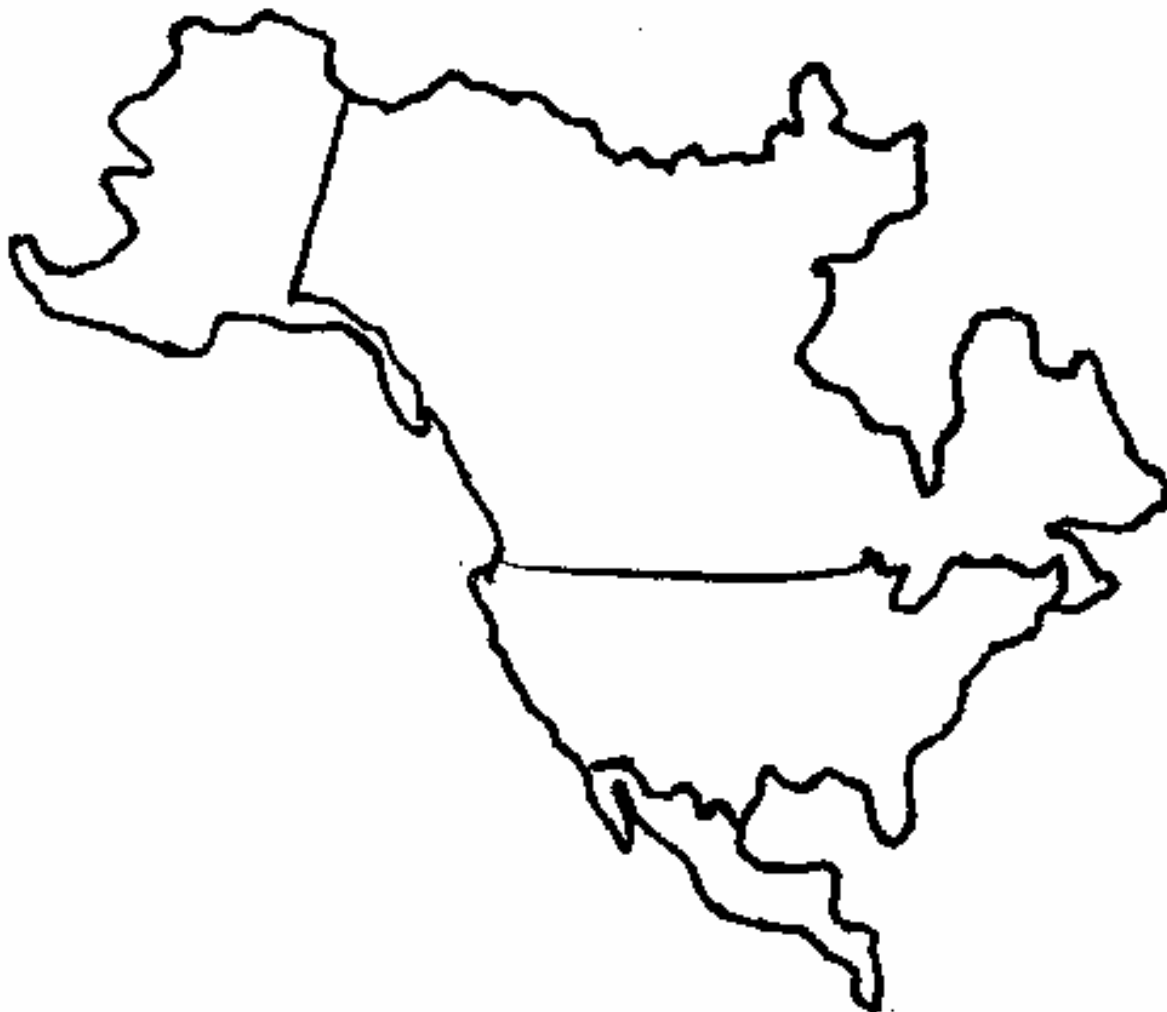
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**Appendix A**  
**American Landmarks and Symbols**

**Name:**



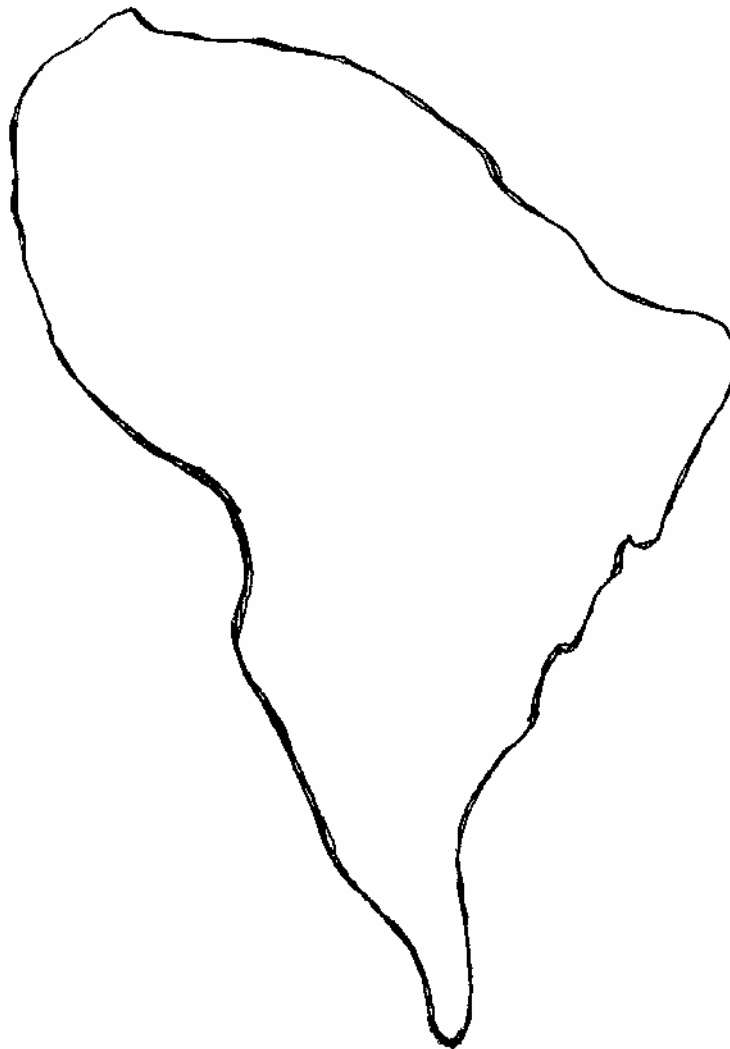
Appendix B  
**Map of North America**



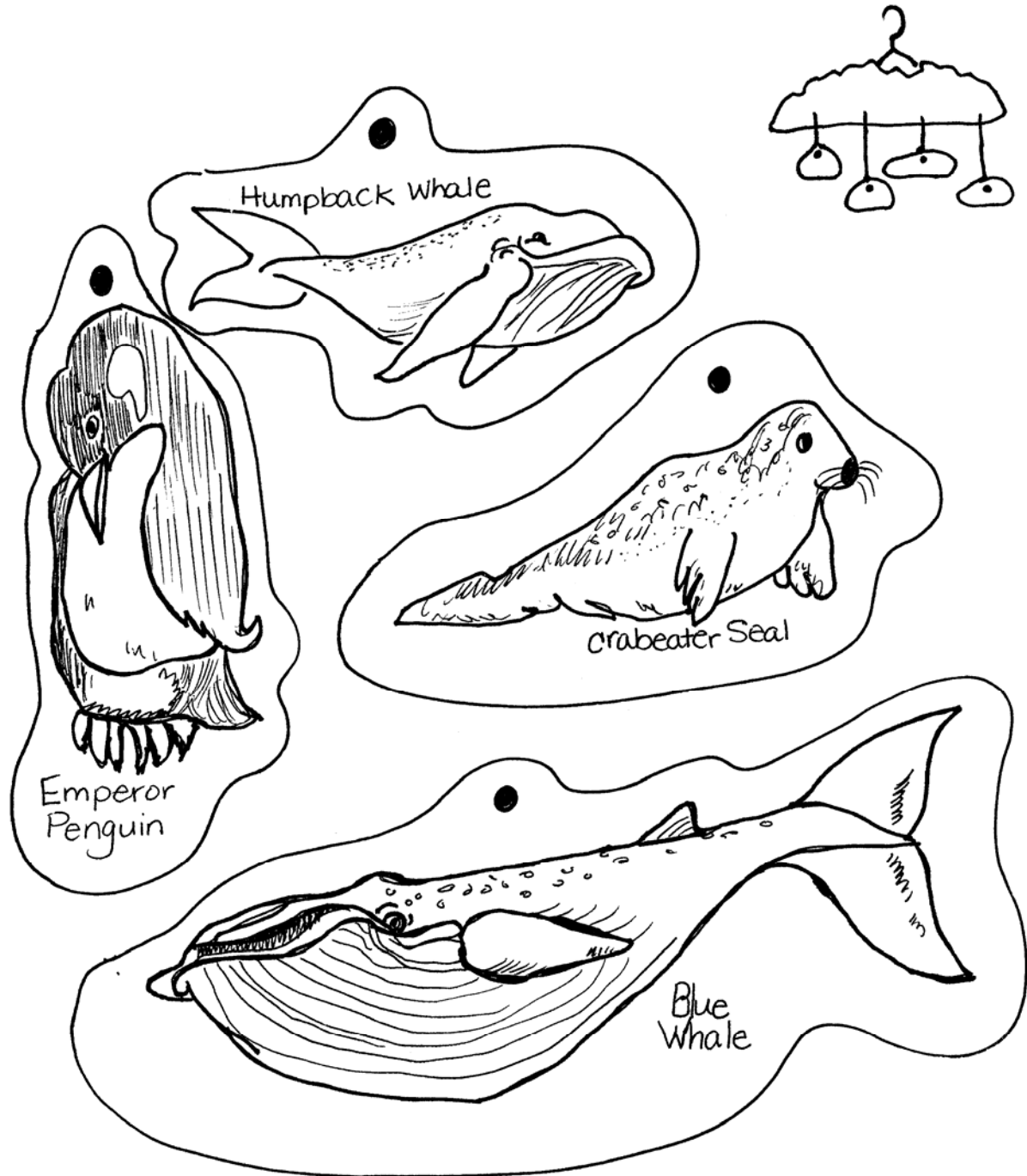
Appendix C  
**Map of South America**

**Name:**

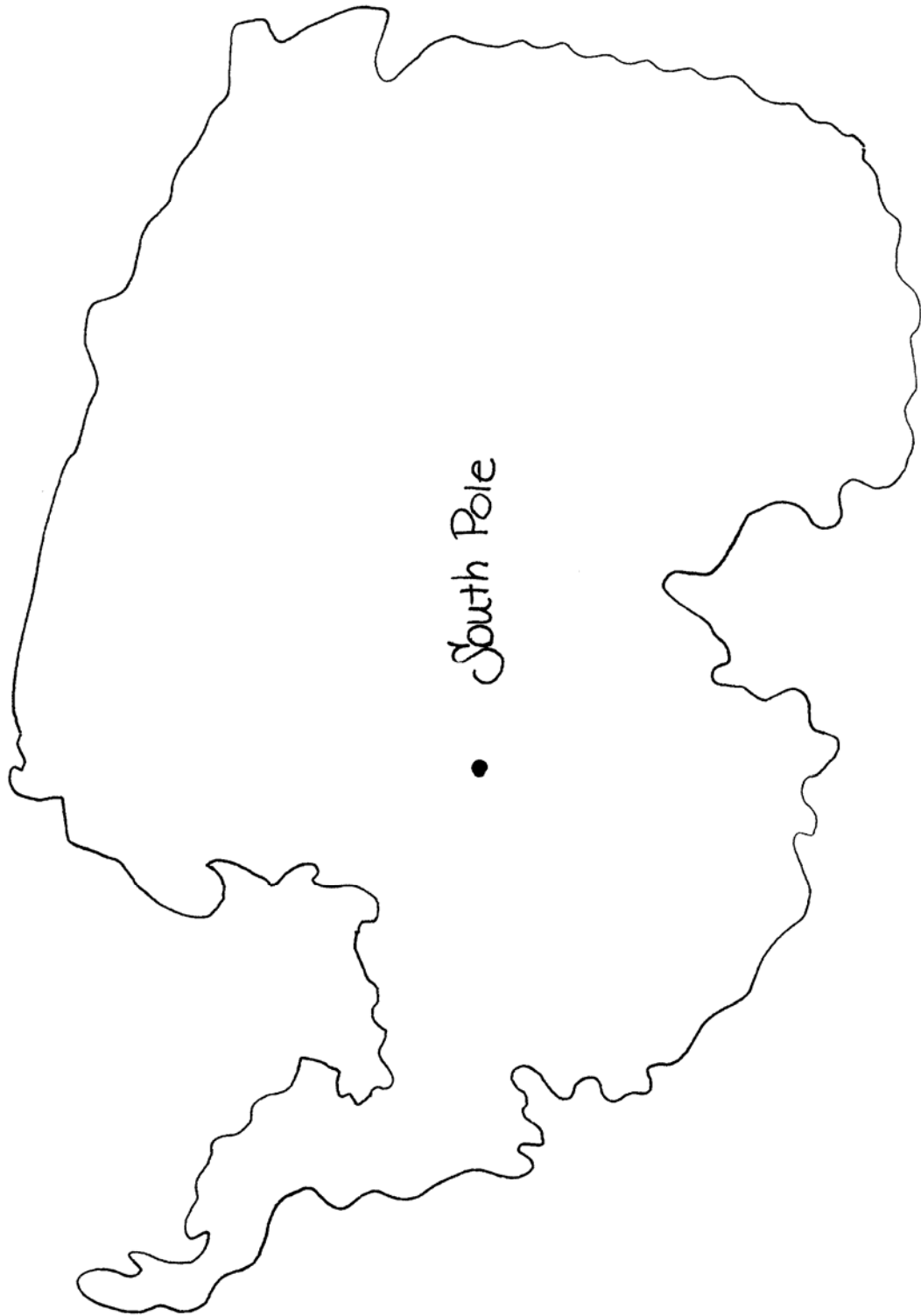
- 1. Trace the outline of South America in red.**
- 2. Color the Andes Mountains brown.**
- 3. Color the rainforests green.**
- 4. Color the Amazon River blue.**
- 5. Point to South America on the globe for your teacher. (Teacher: yes/no)**



Appendix D  
**Antarctica Animals Mobile**  
(adapted from *Pineapples, Penguins, and Pagodas*, page 51)



Appendix E, page 1  
**Antarctica Assessment**

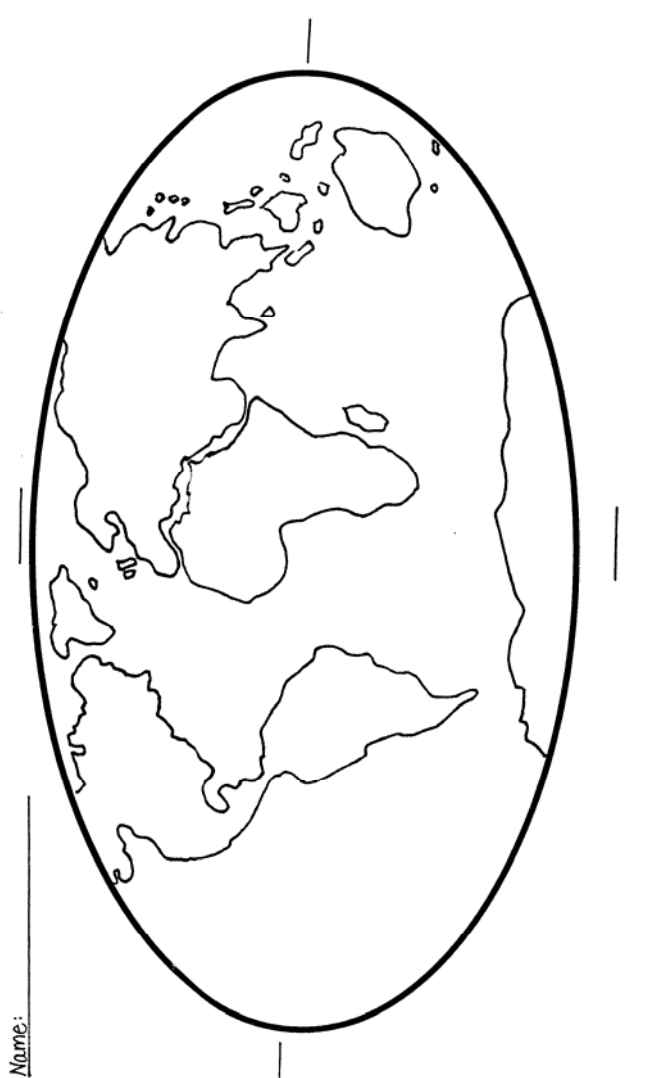


Appendix E, page 2  
**Antarctica Assessment**

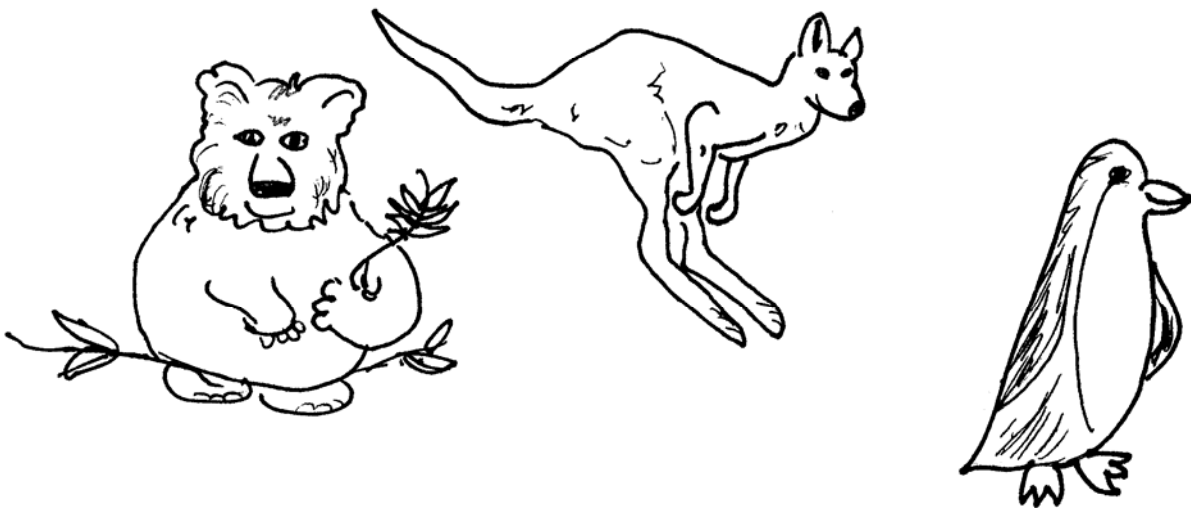
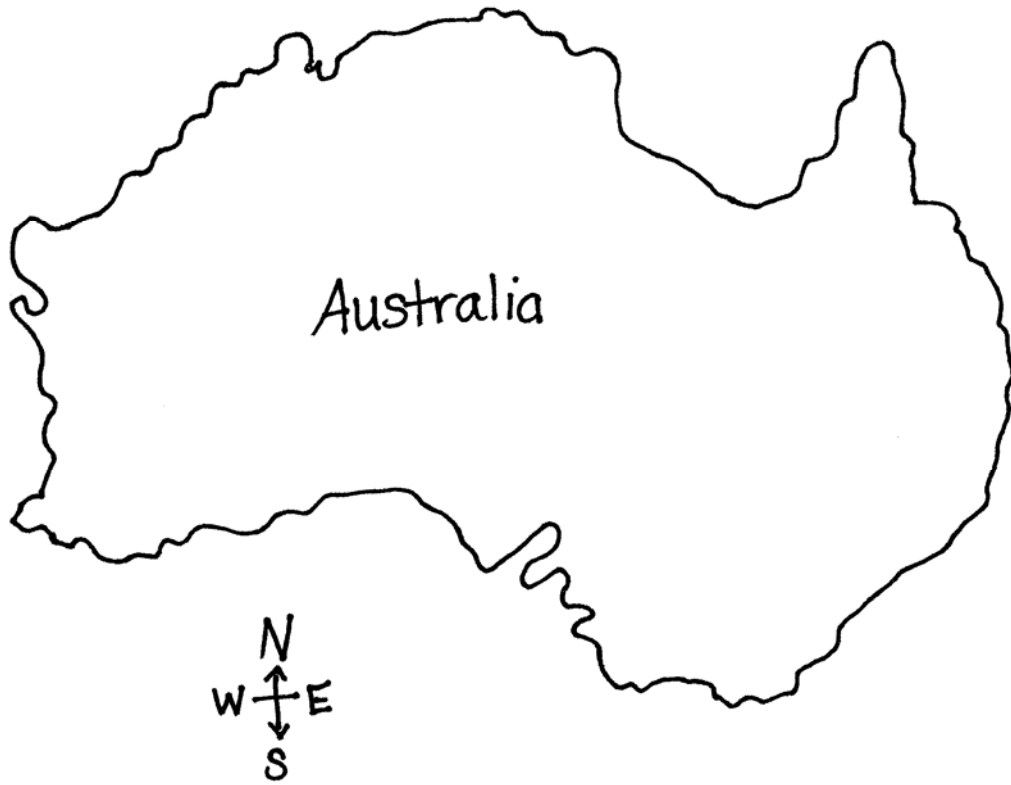
**Name:**

**Directions:** Ask the student these questions aloud and record his or her answers. Use the Antarctica Map on page 1.

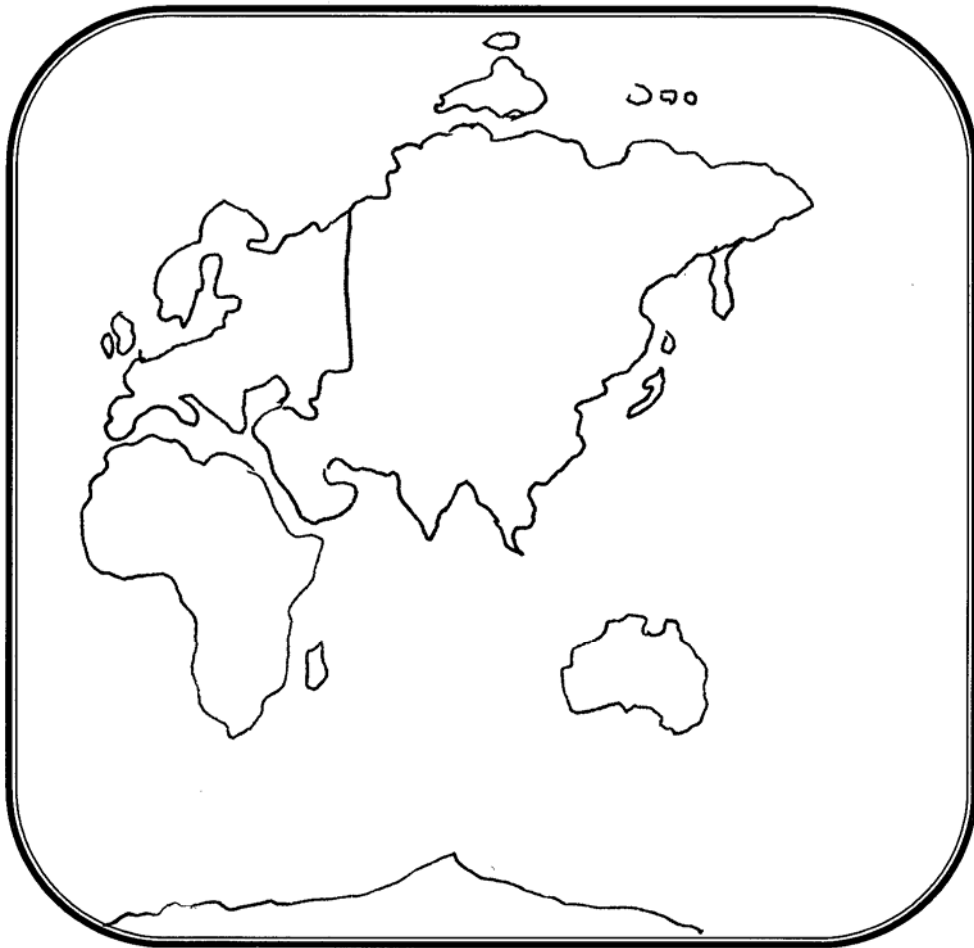
1. What continent did we study today?  
(Antarctica)
2. Point to where it is located.  
(the bottom of the map)
3. What is name for the special place that is at the very bottom of the world?  
(the South Pole)
4. Name two animals that live in Antarctica.  
(humpback whale, blue whale, crabeater seal, Emperor penguin, albatross, krill)
5. What is the temperature like in Antarctica? Is it hot or cold?  
(cold, icy, freezing)



Appendix F  
Map of Australia



Appendix G  
**Map of the Eastern Hemisphere**



**Appendix H, page 1**  
**Final Quiz**

**Student Name:**

Directions to be read aloud: *Look at this map. Point to the continent as I say its name.*  
Circle if the student gets it correct or incorrect.

1. *North America*            correct/incorrect
2. *South America*           correct/incorrect
3. *Asia*                         correct/incorrect
4. *Europe*                      correct/incorrect
5. *Africa*                       correct/incorrect
6. *Antarctica*                 correct/incorrect
7. *Australia*                  correct/incorrect

Directions to be read aloud: *When I say a name of a landmark, or symbol, I want you to point to its picture, please.*

Circle if the student gets it correct or incorrect.

8. *America Flag*                correct/incorrect
9. *Mount Rushmore*            correct/incorrect
10. *The Great Wall of China*    correct/incorrect
11. *The Eiffel Tower*            correct/incorrect
12. *The White House*            correct/incorrect
13. *The Statue of Liberty*      correct/incorrect

Appendix H, page 2  
**Final Quiz**

**World Map:**



**Landmarks and Symbols:**

