

Spatial Sense and Geography

Grade Level or Special Area: Kindergarten

Written by: Kimberly George, Woodrow Wilson Academy, Westminster, CO

Length of Unit: Ten lessons (approximately 25 minutes each)

I. ABSTRACT

This unit will cover the content for spatial sense and American geography for kindergarteners. Students will learn how to read and draw simple maps. They will be introduced to key mapping concepts including the compass rose and simple geographical symbols. There are a variety of assessments culminating in a final quiz and treasure hunt with maps around the school.

II. OVERVIEW

A. Concept Objectives

1. Students will understand what maps, globes, and other geographic tools represent and how they are used. (GEO.K.1.1.A)
2. Students will understand that maps made to different scales can represent the same features. (GEO.K.1.1.B)
3. Students will recognize that their lives are a part of a bigger world.

B. Content from the *Core Knowledge Sequence*

1. Kindergarten: History and Geography
 - a. World History and Geography (page 11)
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
 - b) Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - c) Locate the Atlantic and Pacific Oceans.
 - d) Locate the North and South Poles.
 - b. American History and Geography (page 12)
 - i. Geography
 - a) Name and locate the town, city, or community, as well as the state where you live.
 - b) Locate North America, the continental United States, Alaska, and Hawaii.

C. Skill Objectives

1. Students will be able to find basic objects located on a map and identify them.
2. Students will learn about the compass rose.
3. Students will learn the cardinal directions: north, east, south, and west.
4. Students will be able to draw their own simple maps with a compass rose.
5. Students will be able to name and locate the town, city, or community where they live, or go to school.
6. Students will identify major topographic features such as rivers, lakes, mountains, valleys, etc. (GEO.K.1.2.A)
7. Students will be able to name the state where they live.
8. Students will identify some cities with large populations in this country. (GEO.K.4.1.C)
9. Students will be able to name their country.
10. Students will learn what a globe is and why we use them.
11. Students will locate North America (the continental United States, Alaska, and Hawaii). (GEO.K.1.2.E)

12. Students will locate the United States, Canada, and Mexico on a globe and map. (GEO.K.3.1)
13. Students will locate the Atlantic and Pacific Oceans. (GEO.K.1.2.C)
14. Students will locate the North and South Poles. (GEO.1.2.D)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D., Jr. and John Holdren. *What Your Kindergartener Needs to Know* (read pages: 115-120)
- B. For Students
 1. Students will need to know their basic colors to be able to color the maps accordingly.

IV. RESOURCES

- A. Keller, Laurie. *The Scrambled States of America* (Lesson Seven)

V. LESSONS

Lesson One: Your Classroom (25 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will understand that maps made to different scales can represent the same features.
 2. Lesson Content
 - a. World History and Geography
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
 3. Skill Objective(s)
 - a. Students will be able to find basic objects located on a map and identify them.
- B. *Materials*
 1. One copy of Appendix A, Classroom Map, or a map you've drawn of your classroom, for each student
 2. One world map on display in the classroom, or available for display
 3. One pencil for each student
 4. One blue, red, green and brown crayon for each student
- C. *Key Vocabulary*
 1. Map: a picture from above of where things are located
 2. Symbols: pictures that represent other objects
 3. Scale: a way to size something in proportion to a real object; to make a small amount represent something bigger; one inch on the map=one hundred miles in reality
- D. *Procedures/Activities*
 1. Before beginning this unit: Make sure that you have at least a simple world map on display in your classroom. You'll also need a local map, a map of your state, and a United States map. These maps can all be bought or made. You'll also need a globe. Also, Appendix A, Classroom Map, will most likely need to be adapted to your classroom. It is included just as an example of a classroom map. Note: The sections in the lessons that are italicized are the portions that you should say out loud to the students.

2. Gather the students together. Say, *Imagine that we are to go on a long, long journey to a special place we've never been before. We would pack our favorite things; make sure we have plenty of snacks to eat, and games to play along the way. Where would you like to go? (Write down the students' responses on the board as you go through these questions.) What do you hope we see? What should we pack? Ok, let's pretend to get ready. Let's load up! (Pantomime with kids getting ready.) All right! Let's go! (Sit for a moment.) How do we know how to get there? (Hopefully, someone will suggest a map. If not, "remember" this yourself.) That's right! A map could tell us where to go! How many of you have seen a map? Good. Now, what is a map? (Respond accordingly to their answers.)*
3. *Let's look at a map. Well, how does this work? It doesn't tell me where to turn to get to (wherever you picked). How can we tell what direction we are going? Wait; look at these symbols, or pictures. I bet if we learn to read a map, then we could go anywhere! Let's try it. I guess we'll have to travel on our adventure another day. This way we won't get lost. I've got an idea. We will make a map of our classroom first, so that we know where everything is in here. Then, over the next couple of days we'll make maps of our school, our rooms at home, our neighborhoods, and more!*
4. *Let's talk about maps. A map is a picture from above of where things are located. Pretend that you are able to peel off the roof and ceiling on our classroom. Now pretend you are up where the ceiling was, looking down. If you were to draw a picture off the room from up there you would be drawing a map of our classroom. Let's try it!*
5. Pass out Appendix A, Classroom Map, to each student. *Put your name on your paper with your pencil and then put your pencil down. Let's look at this map of our classroom. What do you see? Can you find the front door on the map? Help your neighbor if they need it. Point to it on the map, then point to the real door. Good. Color the door on the map brown. Now, find your desk on the map. Use the other pictures to find out where you sit. Color your desk on the map red. Okay, point to my real desk in the classroom. Now, find it on the map. Color it green. We've got one more thing to find. Point to our Meeting Place in our real classroom. Find it on your map. Color it blue.*
6. *I'm noticing something strange about our map. It's not the same size as our classroom. Come to think of it, the world map we looked at can't be the real size of the world either! Why? (Hopefully, they will be able to tell you that we don't make maps the real size because we could carry them around, plus they would run out of paper trying to make maps of countries, continents and the whole world! If they do not get this on their own be sure to help them.) We call the drawings that are made smaller scale drawings. For example, an inch on some maps may equal 100 miles in real life.*
7. Let's review what we have learned today. *We make smaller, or scale, pictures of places so that we know where things are and how to get to other places. We call them maps. They are pictures from above. They have symbols, or little pictures, to help us know what things are on them. They help us find things. Great job! Tomorrow we will learn what some of the map symbols we see a lot mean.*

E. *Assessment/Evaluation*

1. Appendix A, Classroom Map, is the assessment for this lesson. Check each student's map to make sure that they colored the various items correctly. Review with individual students as needed.

Lesson Two: The Compass Rose (25 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will understand that maps made to different scales can represent the same features.
2. Lesson Content
 - a. World History and Geography: Kindergarten
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
3. Skill Objective(s)
 - a. Students will learn about the compass rose.
 - b. Students will learn the cardinal directions: north, east, south, and west.

B. Materials

1. One copy of Appendix B, The Compass Rose, for each student
2. One pencil for each student
3. Crayons including blue, red, green and brown for each student
4. One copy of Appendix C, Direction Signs, for the classroom; you will also need to plan on how you want to hang them and have any necessary materials for hanging ready
5. One copy of Appendix D, My World, for each student made into a little booklet- be sure to draw the outline of your state and major geographically objects, like rivers and mountain, on page six before copying the booklets; it would also be helpful to mark where your city is located within your state

C. Key Vocabulary

1. Compass rose: it tells the main directions on a map

D. Procedures/Activities

1. Before starting this lesson look at your world map. If your map does not already have a compass rose on it, be sure to hang one up by it. You can use a copy of Appendix B, The Compass Rose. You will need a compass rose visible for this lesson.
2. Gather everyone around the world map. Review with the students about maps and symbols from yesterday's lesson. Ask the students, *What would happen if I gave you a map like this one, but I didn't tell you how to hold it? What if you had it upside down? How could you find what you were looking for? How would you know which direction to start at? People decided a long time ago that they would need to make maps all face basically the same direction. So they decided to always have the top of the map face to the north, unless the map said on it to face a different direction. What is north? We know our right from our left, but there are more directions than just right and left. In fact, maps don't use right or left. They use four main directions: north, south, east and west. Say those with me: north, south, east, and west. Good. Now, you need to learn where these directions are just like you know left and right. There is a special symbol on most maps. It's called a compass rose. Repeat that with me: compass rose. Good job. A compass tells you which way to go. The way it's drawn reminds some people of a flower, a rose. The top arrow of a compass rose points to the north. Point up with me with your right arm straight up and say north. Great. Now move your right arm straight out to your side. This is east. Say east. This time point your arm straight down to the floor and say south. Super. Finally, swing your arm so it's pointing to the left. This is west say west.*

- Let's do it again. Point up: north, to the right: east, down to the ground: south, and to the left: west. Once again. Point north, east, south, and west.*
3. *Sometimes people make up funny little ways to help them remember things in the right order. They take the first letter of each of the words in a list and make new words for them to help them remember. What letter does north start with? "N", is right. (Write N on the board.) What letter does east start with? "E", is right. (Write E on the board below the N.) What letter does south start with? You're right, "S". (Write S on the board below the E.) Finally, what letter does west begin with? Yes, "W". (Write W on the board below the S.) Now we have an N, E, S, and a W. My teacher taught us this silly sentence to help us get them in the right order: N-never, E-eat, S-Soggy, W-waffles. (Write the words on the board as you say them.) Never eat soggy waffles stands for north, east, south, west. Repeat it with me: never eat soggy waffles stands for north, east, south, west.*
 4. Pass out Appendix B, The Compass Rose, to each student. Read the directions aloud and have the students follow along and color the page as you instruct. Collect up the work after everyone has finished.
 5. *Now, let's put up signs in our room to show us the proper directions. North is not really at the ceiling, but is the direction of the North Pole, which we will learn about another day. See, here it is on our world map. Now, from our classroom the north is this direction. (Point to north.) I will hang up this sign. (Hang sign.) It says north. Now that we know which way north is in our room you can help me hang up the other signs. Remember: never eat soggy waffles, or for north, east, south, west. Point straight to the north sign. Never. Now point to the right. Eat. What direction sign should I hang here? East. (Hang sign.) Super! Look at the east sign. It has a picture of a sun smiling and wide-awake because the sun rises in the west. Now comes soggy, or what? Yes, south. (Hang sign.) What's left? Waffles, or west. (Hang sign.) Look at that! Do you see the sleepy sun on the west sign? That's to help us remember that the sun sets, or goes down, in the west. We have all the directions in our room. We will leave them up to help us as we study. Another way to find out what direction things are facing is to remember that the sun always rises in the east and sets in the west.*
 6. Have the students return to their seats and pass out the Appendix D, My World booklets. Have students complete page one. Read page one out loud, "This is me. My name is ____." Please write your name on the line. Remember to start it with a capital letter. Then, on this page you will draw a picture of yourself inside the picture frame. Collect up the booklets when the students are finished with the first page.

E. *Assessment/Evaluation*

1. Appendix B, The Compass Rose, is the assessment for this lesson. This will quickly let you see if they are able to match the colors to the directions. Be sure to work with individual students as needed to help them understand the concepts fully.

Lesson Three: Your School, Neighborhood and Your Bedroom (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will understand that maps made to different scales can represent the same features.
 - c. Students will recognize that their lives are a part of a bigger world.

2. Lesson Content
 - a. Words History and Geography
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
 3. Skill Objective(s)
 - a. Students will be able to draw their own simple maps with a compass rose.
- B. *Materials*
1. One copy of Appendix E, Letter to Parents, for each student
 2. One copy of Appendix F, Picture/Map, for each student
 3. One copy of Appendix G, Your Bedroom, for each student
 4. One copy of Appendix C, Direction Signs, for each student
 5. One large sheet of white butcher paper to make a school map on
 6. Markers to draw the school map
 7. Crayons and a pencil for each student
 8. Each student's copy of his or her "My World" booklet
 9. A list or roster with the students' addresses
- C. *Key Vocabulary*
1. Map Key or Legend: a box that shows what the symbols on a map mean
- D. *Procedures/Activities*
1. Before beginning this lesson make sure that you know which wall in your classroom faces north. Also, staple the copies of Appendix E, Letter to Parents, Appendix F, Picture/Map, Appendix G, Your Bedroom, and Appendix C, Direction Signs, together into a little packet. Fill in the due date for this assignment before copying the packets.
 2. Gather your students together where they can see the large sheet of butcher paper you have hung to draw a school map on. One of the important concepts of this unit is for the students to learn how we use symbols on maps. Therefore, keep this in mind as you draw your school map so that you may keep it simple and clear. You will need to decide how detailed you wish to make it and what you wish to include.
 3. *Class, today we are going to make a map of our school on this big paper. What types of things should we show? (Write down their answers on the board.) I think we need to make sure to include the directions on the map. Does anyone remember what we call the symbol, or picture, that shows us the directions? That's right. It's called a compass rose. That's the first item we should put on our map. (Draw it on the map in a corner, or on the side.) Remember, our map should be drawn so that north is on the top! Good maps have symbols, or pictures for things that there might be a lot of like trees and rivers and mountains. Our school map will need symbols for things like desks and classrooms and maybe even trees. Most maps will have what is called a key, or legend. It's a box that shows what the symbols mean.*
 4. *Let's go on a walk around the school to help us see where things are and what we should include. (After your walk, return and begin to draw your map asking the students about where places were located as it relates to your school. Make sure to include symbols for objects as you can along with a key or legend to explain your symbols.) Remember, we need to draw things to scale, or in the right size. A desk would be bigger than a chair, but smaller than a classroom.*
 5. Have students return to their seats and get out their pencils and crayons. Pass out their "My World" Booklets. Read page two out loud, "This is my home. My address is _____." Draw and color a picture of your home on this page. As you

are working on your pictures, I will come around and help you write your address. Let's look at page three also. It says, "This is my school in my neighborhood. It's called _____." What is the name of our school? That's right! I'll write it on the board so everyone can see it to copy it down onto their page. Be sure to pay attention to the capital letters. After you've written the school's name, then draw a picture of the school. Collect up the "My World" booklets when students are finished.

6. For homework the students will need to complete Appendix G, Your Bedroom. Their parents should read the letter and look at Appendix F, Picture/Map, together to understand the difference between a picture of their room and a map of their room. Students, with parental assistance, should cut out and hang the four directional signs from Appendix C, Direction Signs, in the proper locations in their bedrooms. This will hopefully help them to draw their bedroom maps with north at the top of the box.

E. *Assessment/Evaluation*

1. Appendix G, Your Bedroom, will be the assessment for this lesson and will be completed at home.

Lesson Four: Your Community and City (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will understand that maps made to different scales can represent the same features.
 - c. Students will recognize that their lives are a part of a bigger world.
2. Lesson Content
 - a. American History and Geography
 - i. Geography
 - a) Name and locate the town, city, or community, as well as the state where you live.
3. Skill Objective(s)
 - a. Students will be able to name and locate the town, city, or community where they live, or go to school.

B. *Materials*

1. One large map of the city the school is located in that you can color (this can be drawn, if necessary)
2. One copy of Appendix H, Where in the World am I?, it needs to be displayed so that the students can see it; you may wish to copy it onto an overhead, or make it into a poster
3. Markers, or whatever you choose to use to color in the "Where in the World am I?" poster, or overhead
4. One copy of Appendix H, Where in the World am I?, for each student
5. Each student's copy of his or her "My World" booklet
6. A pencil and crayons for each student

C. *Key Vocabulary*

1. Community: the area in which the students live, or where their school may be located

D. *Procedures/Activities*

1. Before the lesson begins hang up the map where students will be able to see it.

2. Gather the students together where they can see Appendix H, Where in the World am I? Point to the center circle: Me. *This circle says, “Me”. That is the center of what you know. But each “Me” is a part of something larger: “Home”. That’s the second circle. The first day we looked at a map of our classroom and you colored in your desk to represent yourself, or “Me”. Your homework this week has been to draw a map of your bedroom, or “Home”. We’ve also drawn a map of an important part of our “Neighborhood” when we made our map of our school. “Neighborhood” is this next, larger circle. Today we are going to learn about our “Community” and our “City” these next two larger circles. See how our “Home” and “Neighborhood” fit inside our “Community” and “City”? Plus, our “City” is part of something we’ll study tomorrow, our “State” and so it keeps getting larger as we learn about the entire “World”, our biggest circle.*
3. *We are in our school’s neighborhood. That’s the area right around our school. It’s the places we could walk to from here like the park across the street. Our school neighborhood is in a place, or community called _____ . It’s the places we drive around to right near us, but that might be too far to walk to. (Name some places that are located just outside of the school’s immediate neighborhood, like the Mc Donald’s or the grocery store, etc.) But, if we were to keep driving further we would be in a part of the bigger city of _____ . Think about if you have driven to the _____ (local landmark like an airport). That’s in our city.*
4. *Let’s look at a map of our community and our city. Let’s make sure we have it going the right direction and that north is at the top. This is a map of our city, _____ . We are in the community of _____ . (Point to your community. For example: Our school is in Westminster, which is a community of Denver.) Looking at our compass rose we can see that our community is located in the _____ (direction) part of our city. Let’s find our school. It’s located here. (Point to it on the map.) Let’s make a tiny purple dot on the school on the map to represent “Me”, or each one of us. Let’s surround that with a green circle to represent our “Neighborhood”. We’ll have to skip the circle on our map for “Home” because we all live in different homes. You’ll be able to color your “Home” circle on your own page in green later. Now, we’ll color our “Community” in a yellow circle. After that we’ll color our city, _____ , in orange. Can you see how we are learning more about the world around us? We’ll stop there, and color more next time.*
5. Have students return to their seats, and get out their crayons and pencils while you pass out their “My World” Booklets. Read page four aloud, *“This is my community. It is called_____.” Who can name the community we are in? Good! I’ll write it on the board. You’ll need to copy it onto the line. Draw a picture of our community, of special places you like to go nearby, in the picture frame. Anyplace you like is fine. It’s your picture. Be sure to use the capital letters in the right places. Collect up the “My World” booklets when they are finished.*
6. Pass out Appendix H, Where in the World am I? to each student. *Let’s color the rings on our papers kind of like we did on the map. I will color in the rings on the big poster as you color them on your paper. Listen as I go through the colors and look the big copy as I color it in.*
 - a. *Color the “Me” circle purple.*
 - b. *Color the “Home” circle blue.*
 - c. *Color the “Neighborhood” circle green.*
 - d. *Color the “Community” circle yellow.*

- e. *Color the “City” circle orange.*
Notice how the circles get bigger as we study bigger and bigger things! Collect up the page when students are finished.

E. *Assessment/Evaluation*

- 1. The assessment for this lesson will be the “My World” booklets. Check the students’ progress and be sure to meet with any students who seem to be struggling. Allow students more time to work on their booklets as needed. Have each child read to you his or her booklet as time permits over the next several days so that you can check for understanding.

Lesson Five: Your State (25 minutes)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will recognize that their lives are a part of a bigger world.
- 2. Lesson Content
 - a. World History and Geography
 - i. Geography: Spatial Sense
 - a) Maps and Globes: what they represent and how we use them
 - b) Rivers, lakes and mountains, what they are and how they are represented on maps and globes
 - b. American History and Geography
 - i. Geography
 - a) Name and locate the town, city, or community, as well as the state where you live.
 - 3. Skill Objective(s)
 - a. Students will identify major topographic features such as rivers, lakes, mountains, valleys, etc.
 - b. Students will be able to name the state where they live.

B. *Materials*

- 1. Each student’s copy of his or her “My World” booklet
- 2. A United States map for display where the students can see it
- 3. A map of your state showing the various geographical features such as rivers, lakes and mountains; a map you draw is fine
- 4. Each student’s copy of his or her Appendix H, Where in the World am I?
- 5. A pencil and crayons for each student

C. *Key Vocabulary*

None

D. *Procedures/Activities*

- 1. Before you begin, review the state map you drew in the students “My World” booklets. You’ll be making up your own directions at this time because each state is different. You need to know what you want them to color and what color each item should be.
- 2. Gather the students together. *Today we are going to learn about our state. There are fifty states in our country. Who knows what the name of our state is? Yes, it’s _____. Point to your state on the United States map. This is where we live. Let’s find our city. Can you see it? What part of the country are we in? (north, south, east west, in between) This is a map of just our state. Look closely. Can you see our city? Point it out. What part, or direction, of the state is our*

city in? Mark your city somehow on the map so that the students can easily see it. You could color it, put a sticker, or sticky note on it. Let's look at what else is in our state. Do you see these blue squiggly lines? Can you guess what they are? They are rivers. A blue squiggly line is a symbol for a river on a map. Do you see these black dots? They are symbols for cities. This city here is special. It has a star. It is the capital, or a very important city, of our state. Its name is _____. Point it out if your city is the capital. What do you think these bumps are? They are symbols for the mountains. Look at these blue shapes. What could they be symbols of? They are symbols for lakes. We have a lot of interesting things in our state. How many of you have been to the mountains? Has anyone been to a lake? Raise your hand if you've been to the capital, _____. Now you get to make your own state map!

3. Have students return to their seats, and get out their crayons and pencils while you pass out their "My World" Booklets. *Today, you are going to color the different symbols of the important land features of our state. Open your "My World" booklet to page six. It says, "This is my state. It is called _____." What's the name of our state? Great job! I'll write it on the board and you'll copy it on the line. Just so you know, we capitalize state names, too. Now, on your map I have drawn some of the important parts of our states. You'll color along as I tell you the directions. You'll need to listen closely and color what I tell you when. Any questions? Answer as needed. Let's begin.* Collect the booklets when you are finished with this activity.
4. Pass out each student's copy of his or her Appendix H, Where in the World am I? *Today we are going to color the next ring: "State". Let's color it red.* Collect the papers when the students are finished.

E. *Assessment/Evaluation*

1. You will be assessing the students' work on their state maps, page six, for this lesson. Make sure that they were able to color the objects correctly and that they understand what they are doing.

Lesson Six: Your Country - Part 1 (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will understand that maps made to different scales can represent the same features.
 - c. Students will recognize that their lives are a part of a bigger world.
2. Lesson Content
 - a. World History and Geography
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
 - b) Rivers, lakes and mountains: what they are and how they are represented on maps and globes.
 - c. American History and Geography
 - i. Geography
 - a) Locate North America, the continental United States, Alaska, and Hawaii.
3. Skill Objective(s)
 - a. Students will identify some cities with large populations in this country.
 - b. Students will be able to name their country.

B. *Materials*

1. A map of the United States
2. Each student's copy of his or her "My World" booklet
3. A pencil and crayons for each student
4. One copy of Appendix I, Map of the United States of America, for each student

C. *Key Vocabulary*

1. Islands: lands surrounded by water on all sides

D. *Procedures/Activities*

1. Gather the students around where they can all see the map of the United States. *Yesterday we learned about our state, _____. Our state is one of fifty states that make up our country. Our country is called the United States of America, or America, for short. Sometimes it's called the U.S.A. for United States of America. This is a map of our country. This is what it would look like if you were on the moon and could see down. The black lines are the shapes of the states. There are not really black lines on the ground. It's just so we can see where one state stops and another state starts. Here is our state, _____. Point to the various states as trace the outlines of the states with your finger as you talk about them. As you can see on the map, states come in all sorts of sizes and shapes. Some are big, like Texas. Some are very small, like Rhode Island. Others, like Alaska and Hawaii aren't even attached to the other states at all. The states all have different cities in them and special things about them. For example, Florida and California are known for their beaches, or sandy places by the oceans. Arizona is known for its hot, sandy areas called deserts that are filled with big and small plants called cactus. Colorado is known for its beautiful mountains. New York is a state with a city in it that is also called New York. It has many famous things including the Statue of Liberty. America is a wonderful country with something for everyone.*
2. Have students return to their seats, and get out their crayons and pencils while you pass out their "My World" Booklets. *Let's fill out our booklets for today. Turn to page seven. It says, "This is my country. It is called_____." What's the full name of our country? It's the United States of America. Let's write it all out. You'll need to write small to fit it all in. Notice how I write it on the board. Pay attention to the capital letters. Just take it one letter at a time leaving spaces between the words like I do. Now, let's draw a small circle to show where our state is located. If you forget, then look at the map I have already hung up and find our state. You can color the rest of the country any color you like. Collect the booklets when the students have completed them.*
3. *Now, let's look at another map of the United States of America. Pass out the copies of Appendix I, Map of the United States of America. Please write your name on your paper. This map looks a little different than the map in your booklet. Can anyone figure out what is different? Yes, there are some other pieces of land on it. The main map of the United States is only forty-eight of the states. They are the states that are touching each other. However, America has two more states that don't touch the rest. Way up north by another country called Canada is the state of Alaska. It is very far north and very cold there. It is the biggest state, bigger than even Texas. West of the United States are a group of islands, lands surrounded by water on all sides. These islands are a part of our country called Hawaii.*
4. *We'll color some of the important things and find out where some of the really big and important cities are. I will point out items on the big United States map up here. You will find that spot on your map and color it the color I say. Let's*

look at the Map Key first so we can see what is on the map. The black dots are cities. The black star is the capital of America, Washington D.C. The triangles are symbols for mountains. The squiggly line is for a river and the shape that's kind of like a circle is for a lake.

5. Now, I'm going to start telling you what to color. I will say everything slowly, but you'll need to listen carefully and keep up. Ready?
 - a. Draw a purple circle where your state is located.
 - b. Color Alaska blue.
 - c. Color Hawaii green.
 - d. Los Angeles is on the west side of the country. Find it. Color the dot for Los Angeles yellow.
 - e. Washington D.C. is on the east side of the country. Find it and point to it. Color the star for Washington D.C. red.
 - f. New York City is on the east side of the country. Find it. Color the dot for New York City orange.
 - g. Color the lakes blue.
 - h. Color the rivers blue.
 - i. Color the mountains green.

E. *Assessment/Evaluation*

1. The Appendix I, Map of the United States of America, is one of the assessments for this lesson. Page seven of the "My World" booklet is the other.

Lesson Seven: Your Country - Part 2 (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will recognize that their lives are a part of a bigger world.
2. Lesson Content
 - a. World History and Geography
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
 - b) Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
 - b. American History and Geography
 - i. Geography
 - a) Name and locate the town, city, or community, as well as the state where you live.
 - b) Locate North America, the continental United States, Alaska, and Hawaii.
3. Skill Objective(s)
 - a. Students will identify some cities with large populations in this country.
 - b. Students will identify major topographic features such as rivers, lakes, mountains, valleys, etc.
 - c. Students will locate North America (the continental United States, Alaska, and Hawaii).

B. *Materials*

1. *The Scrambled States of America*, by Laurie Keller
2. A pencil and crayons for each student
3. Each student's copy of his or her Appendix H, Where in the World am I?

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Begin by looking at a map of the United States with the students. Review where the major cities of Los Angeles, Washington D.C., New York City, as well as your home city are located. Yesterday you went over and color some of the physical landmarks, but did not name them. Today you will briefly point out the places a give their names. Work with the students on this having them come up to the map themselves and touch the various features. Have the students help you find the Rocky Mountains and the Appalachian Mountains. They could also point out the Mississippi River and the Great Salt Lake, as well as the Great Lakes. Also, have the students identify Alaska and Hawaii.
2. Gather the students together and read *The Scrambled States of America* to them. It is a funny story about how the states all decide to trade places and what happens as a result. It is a neat tool to show the uniqueness of our states and important information about the various states. There are a lot of small pictures within the various illustrations. You may need to read the main text straight through once, then go back and point out all the little details on a reread.
3. Pass out each student's copy of his or her Appendix H, *Where in the World am I? Today we are going to color the next ring: "Country". Color it brown, please. Now we know all sorts of things about our country.* Collect the papers when the students are done.

E. *Assessment/Evaluation*

1. The class review is the assessment for this lesson.

Lesson Eight: Your Continent (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will recognize that their lives are a part of a bigger world.
2. Lesson Content
 - a. American History and Geography
 - i. Geography
 - a) Locate North America, the continental United States, Alaska, and Hawaii
3. Skill Objective(s)
 - a. Students will locate North America (the continental United States, Alaska, and Hawaii).
 - b. Students will locate the United States, Canada, and Mexico on a globe and map.
 - c. Students will learn what a globe is and why we use them.

B. *Materials*

1. World map showing all the continents
2. A globe
3. Each student's copy of his or her "My World" booklet
4. Each student's copy of his or her Appendix H, *Where in the World am I?*
5. A pencil and crayons for each student

C. *Key Vocabulary*

1. Globe: a small model of the planet in the shape of a ball

D. *Procedures/Activities*

1. Before beginning this lesson be sure to have a world map to display where the students can see it.
2. *So far we've learned about our homes, neighborhoods, communities, cities, states, and our country. Our country, the United States, is a part of a bigger piece of land called a continent. There are seven continents in the world. We will study them all in another unit. Today we will just focus on the continent we live in. It's called North America. North America is made up of three different countries. One is the United States. Can anyone name the others? Yes, Mexico and Canada. Mexico is to the south and Canada is to the north of the United States. The three countries touch, but are separate countries. They have different leaders and different languages.*
3. Have students return to their seats, and get out their crayons and pencils while you pass out their "My World" Booklets. *Turn to page eight. Here is a picture of North America. Let's color the United States of America red. Should we color the entire continent red? No. Just the United States. Don't forget Alaska! Color Alaska red. Now, color Canada yellow. Finally, color Mexico green. Which country is in the north? (Canada) Which country is in the south? (Mexico) Which country is in the middle with one state above? (America) We don't have to worry about Hawaii because it is a group of islands and not attached to North America. Collect the "My World" notebooks when they are finished.*
4. Pass out each student's copy of his or her Appendix H, Where in the World am I? *Let's color the ring that says "Continent" today. Pick any color you like. It can be a color you have already used. What's left? "World" is right. Our next two lessons will teach us about other important parts of the world like the oceans and the north and south poles. Collect up the Appendix H, Where in the World am I? when they are finished for the day.*
5. Gather everyone together again. Hold up the globe. *This is a globe. It is like a map, but it is also round like a ball. This is what our world looks like. It is round like a ball. A globe is a model, or small copy of, our world. It's what our world would look like from space. If you look closely you will see the seven continents. Let's look at North America. Here's Canada, the United State of America, and Mexico. Can you find Alaska? A globe shows us what the world really looks like, even better than a regular map because it's in the same shape as our world. We use map more than globes because they are easier to make and to carry. Also, we can make maps in all sizes and show more detail than we can on a globe. Both are important. See if you can find our state. There it is? What's this called? That's right, a globe. Next lesson we will learn about all these blue parts of the globe.*

E. *Assessment/Evaluation*

1. Page eight in the "My World" booklet is the assessment for this lesson.

Lesson Nine: The Oceans (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
2. Lesson Content
 - a. World History and Geography
 - i. Geography: Spatial Sense

- a) Maps and globes: what they represent, how we use them
 - b) Locate the Atlantic and Pacific Oceans.
 - 3. Skill Objective(s)
 - a. Students will locate the Atlantic and Pacific Oceans.
- B. *Materials*
 - 1. One copy of Appendix J, World Map, for each student
 - 2. One globe
 - 3. A pencil and crayons for each student
- C. *Key Vocabulary*
 - 1. Ocean: a very large body of water
- D. *Procedures/Activities*
 - 1. Gather the students around to look at the globe. *We've studied our classroom, our homes, our neighborhood, our community, our city, our state, our country, and our continent. That's a lot. We've said that there are seven continents. What continent is our country, the United States of America in? That's right. North America. Here it is on the globe. Point to North America. Below us is another continent that is south of us. It is called South America. On our globe most of the continents are brown (or green, depending on your globe). The brown color shows you land. Look closely. What color is all around the brown of the land? Yes, blue. What is the blue part? Yes, it's water. We call the large places of water oceans. Repeat that with me: oceans. Today we are going to learn the names of the two main oceans that touch our continent.*
 - 2. *Let's review our directions quickly as we look at the globe. The top is north. Point to the right, that's east. Point down, that's south, and point to the left, that's west. Remember: it's north, east, south, and west. On the east side of our continent, North America, is the Atlantic Ocean. Say it with me: Atlantic Ocean. The Atlantic is on the east. Notice how both the words east and Atlantic start with vowels. "E" for east and "A" for Atlantic. That can help you remember which ocean is on what side. Now, point to the west side of North America. The Pacific Ocean is on the west side. Everybody please repeat after me, Pacific Ocean. Remember: Atlantic-east, Pacific-west.*
 - 3. Have the students return to their seats and get out their crayons as you pass out the copies of Appendix J, World Map. *Please put your name on your paper first. This is a map of our world. It shows you all of the continents and all of the oceans. Let's put an "N" on the top of the page for what direction? North. Now, to the right put an "E" for east. What letter goes on the very bottom? "S" for "South", and on the left side we'll put a "W" for west. Let's find North America. It might look exactly the same as our other maps because this map shows how the world is round, but let's us see all the continents at once. This is North America. Let's color North America red. It is connected to South America, but we'll only color North America red. Now let's color all the other continents and islands brown. You can look at the maps on the wall and the globe to help you. Once you are done with that, I want you to write an "A" just east of the red North America for the Atlantic Ocean. Check on students' progress throughout this time. Then put a "P" on the west side of the red North America for the Pacific Ocean. When you have finished that, color all the water blue. Collect these maps when the students have completed them helping the students as needed.*
- E. *Assessment/Evaluation*
 - 1. Appendix J, World Map, is the assessment for this lesson.

Lesson Ten: North and South Pole (25 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand what maps, globes, and other geographic tools represent and how they are used.
 - b. Students will recognize that their lives are a part of a bigger world.
2. Lesson Content
 - a. World History and Geography
 - i. Geography: Spatial Sense
 - a) Maps and globes: what they represent, how we use them
 - b) Locate the North and South Poles.
3. Skill Objective(s)
 - a. Students will locate the North and South Poles.

B. *Materials*

1. One globe
2. Each student's copy of his or her "My World" booklet
3. A pencil and crayons for each student

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. *Let's look at the globe. This is what our world looks like. Our world has a name. It is called Earth. It is a planet. There are other planets, too, but Earth is the only one with people on it. Please repeat after me, "This is planet Earth. It is my world."*
2. *Here at the top of the world is a special place. It is called the North Pole. It's very cold up here and is very icy. This is the farthest point that you can go north. If you started at the middle of the world and went north this is as far as you could go and still be going north. Once you reach the top, you begin to head back down the other side and are going south! At the very bottom part of our world is the South Pole. It's also very cold and icy down here. In fact, very few people live at either the North Pole or the South Pole. It's that cold. At the South Pole is another continent. It's called Antarctica. Penguins live there and play on the ice.*
3. *Today we will finish our "My World" booklets and the "Where in the World am I?" page. You have learned so much. Let's look at the "Where in the World am I?" page first. Pass it out as the students get their crayons and pencils ready and return to their seats. The last circle says, "World". You may color it any color you wish. It's fine if it's a color you've used before. What is the name for our world? That's right, Earth. Everybody say it, "Earth". We live on planet Earth. When the students are done coloring this paper collect them up for the last time. You may want to display them for others to see.*
4. *Now we are going to finish our booklets. Let's look at the last page. It says, "This is my world. It is called___." What is it called? Yes, Earth. I'll write it on the board for you. Notice that like the other names we have written the word earth starts with a capital letter. Now look the picture of the Earth. Let's mark where the North and South Poles are. See the two arrows on the picture? Those show where they are. Which one is at the top of our world? Yes, the North Pole. I'll write it down and you can copy it onto your picture. It's two words so be sure to leave a space in between them. Also, be sure to use the capital letters. Down at the bottom of the world we'll write South Pole. When you are done writing, you can color in the continents and island in green and the oceans in*

blue. Collect the booklets up when they are completed for your final assessments. *You have work so hard during this unit. Tomorrow we will have a special activity using maps and directions as we look for a hidden treasure!*

- E. *Assessment/Evaluation*
 - 1. Page nine is your assessment for this lesson.

VI. CULMINATING ACTIVITY

- A. This Culminating Activity will contain two parts. This first part is an oral assessment that you will need to give each student. This can be managed by having parent volunteers assist you as well as meeting with each student one-on-one while the other students are busy doing other independent work. Make one copy of Appendix K, Final Assessment, page 1 for each student. Make enough copies of Appendix K, Final Assessment, pages 2 and 3 as you have people helping you assess the students. Each adult only needs one copy of the maps. Read the questions aloud and record the student's answers on page 1.
- B. The Treasure Hunt will require some advanced planning. Decide on what you want your treasure to be. Hide it, or a note saying what the treasure is, somewhere in your school. Make sure it is a place that other students won't bother. Once you have figured out what you want to hide and where you want to hide it, make a map of how to find it. Use basic symbols, including the compass rose, and a map key so that the students will have something to follow. Be creative! Get, or make, a treasure chest. Make your map look old by crinkling it up and even burning the edges if you like. Be sure to use the directions as you go looking for the treasure. For example, "*It looks like, according to the map, we need to turn east out of the classroom door. Now we must walk until we get to the hallway going north.*" It would be great to end up taking the students all over and even outside. Try to not make it so obvious that they can instantly figure out where it is. Once you have found the treasure-enjoy!

VII. HANDOUTS/WORKSHEETS

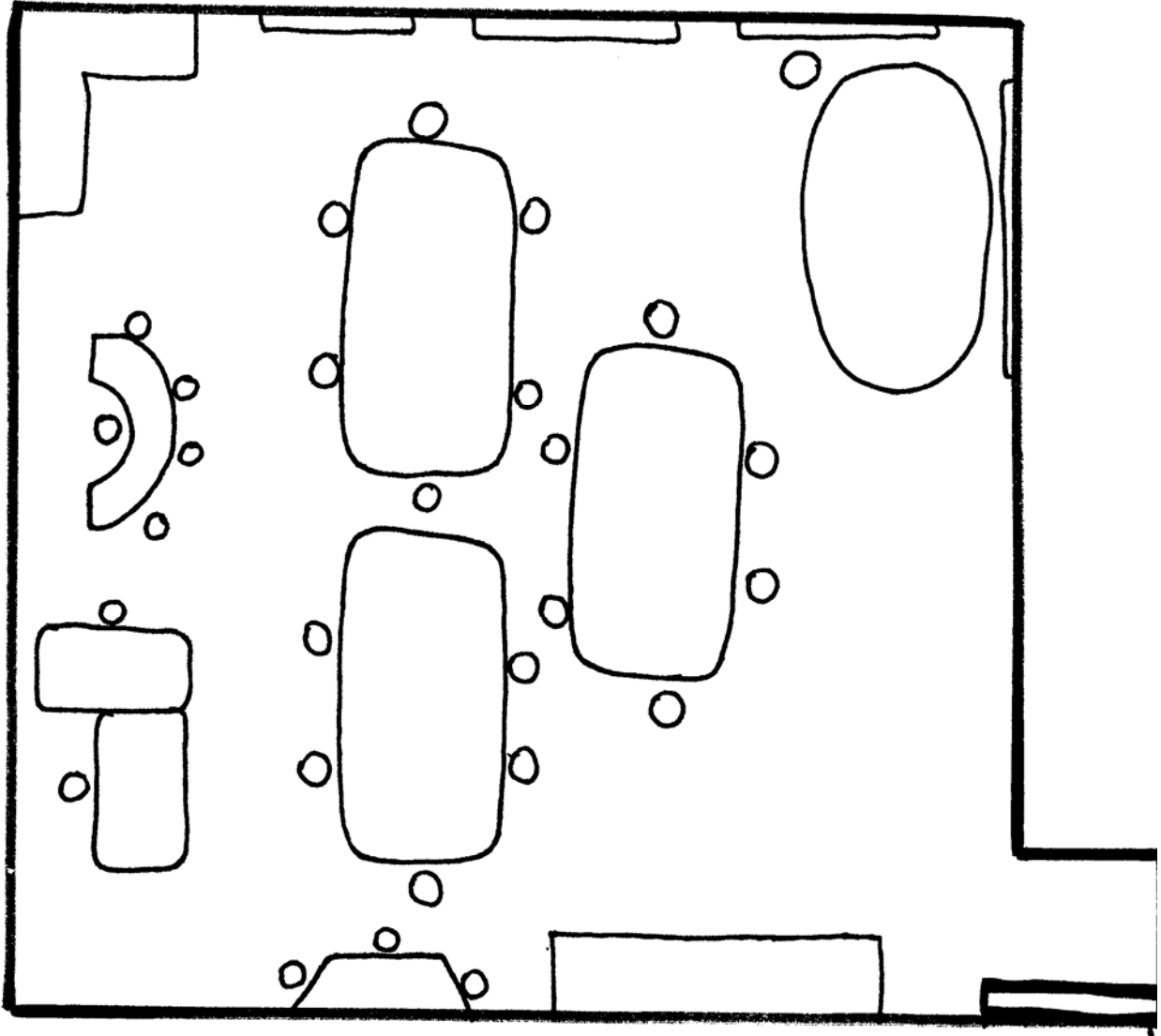
- A. Appendix A: Classroom Map
- B. Appendix B: The Compass Rose
- C. Appendix C: Direction Signs
- D. Appendix D: My World (pages 1-9)
- E. Appendix E: Letter to Parents
- F. Appendix F: Picture/Map
- G. Appendix G: Your Bedroom
- H. Appendix H: Where in the World am I?
- I. Appendix I: Map of the United States of America
- J. Appendix J: World Map
- K. Appendix K: Final Assessment (pages 1-3)

VIII. BIBLIOGRAPHY

- A. American Education Publishing. *The Complete Book of Maps and Geography*. Grand Rapids, MI: Mc Graw-Hill Children's Publishing; 2001. ISBN # 1-56189-503-2.
- B. Core Knowledge Foundation. *Core Knowledge Scope and Sequence*. Charlottesville, VA: 1999. ISBN #1-890517-20-8.
- C. Frazee, Bruce and William Guardia. *Helping Your Child With Maps and Globes*. Glenview, IL: Good Year Books, 1994. ISBN #0-673-36131-4.
- D. Hirsch, E.D., Jr. and John Holdren. *What Your Kindergartener Needs to Know*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc., 1996. ISBN 0-385-31841-3.

- E. Keller, Laurie. *The Scrambled States of America*. New York, NY: Henry Holt and Company, 1998. ISBN #0-8050-6831-7 (paperback) or ISBN #0-8050-5802-8 (hardcover).
- F. Moore, Jo Ellen. *Beginning Map Skills*. Monterey, CA: Evan-Moor, 1995. ISBN #1-55799-528-1.
- G. Moore, Jo Ellen and Gary Shipman. *Beginning Geography: Land Forms and Bodies of Water Volume 2*. Monterey, CA: Evan-Moor, 1993. ISBN # 1-55799-253-3.

Appendix A
Classroom Map

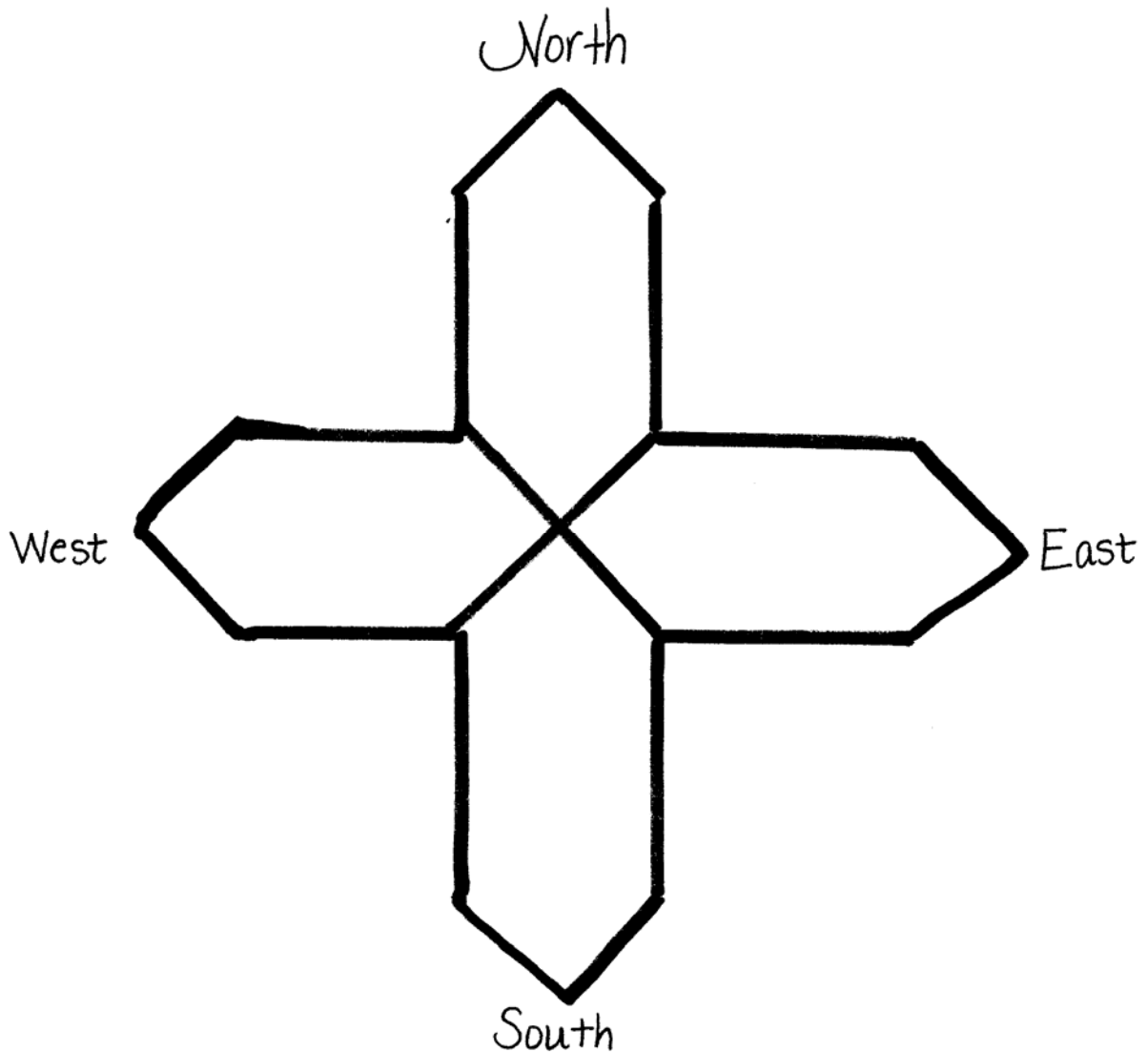


Appendix B
The Compass Rose

(adapted from *The Complete Book of Maps and Geography*, page 37.)

Name:

1. The arrow that points up is **north**. Color it **blue**.
2. The arrow that points to the right is **east**. Color it **green**.
3. The arrow that points down is **south**. Color it **red**.
4. The arrow that points to the left is **west**. Color it **brown**.



Appendix C
Direction Signs

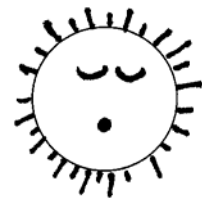
NORTH

EAST

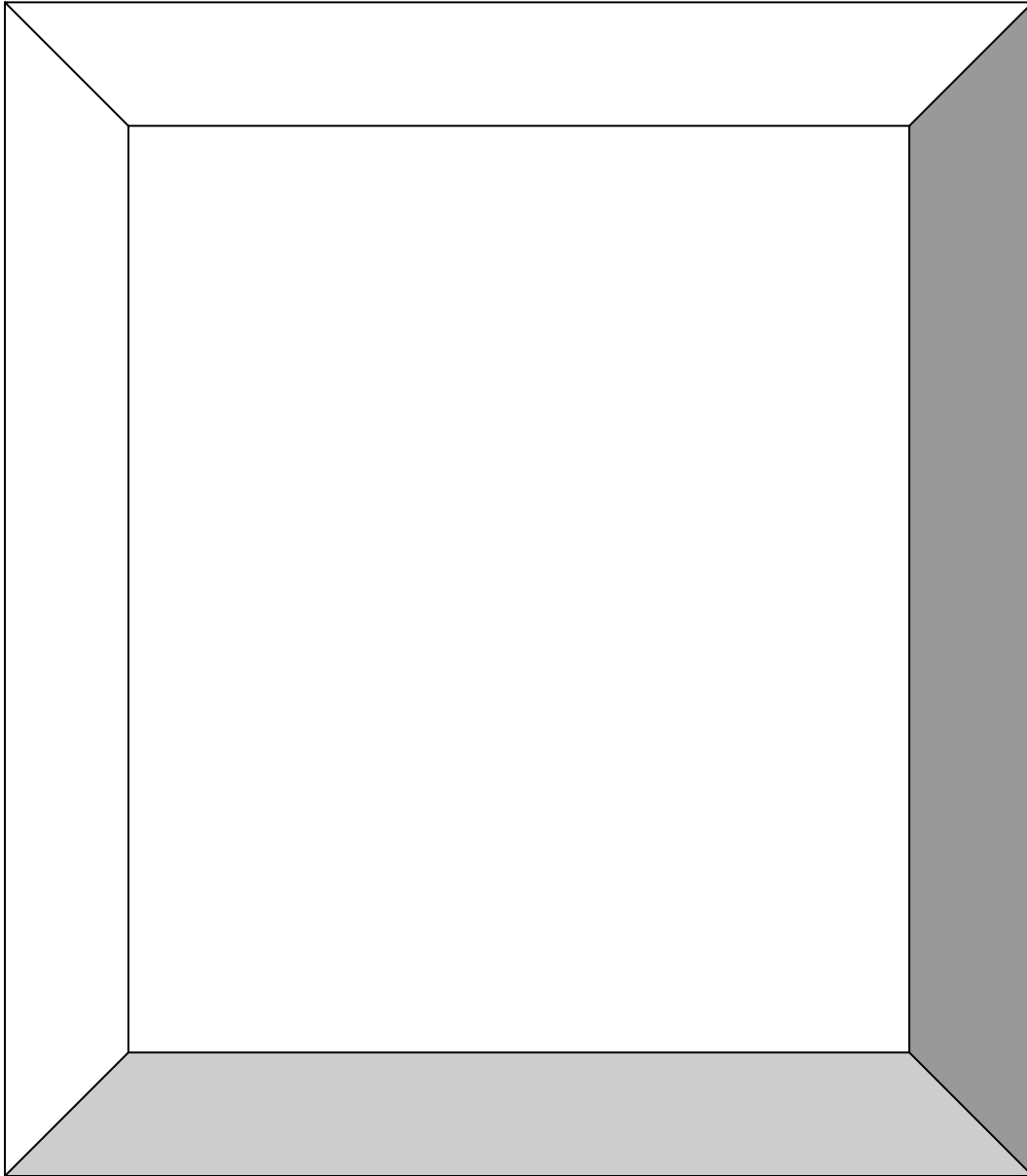


SOUTH

WEST

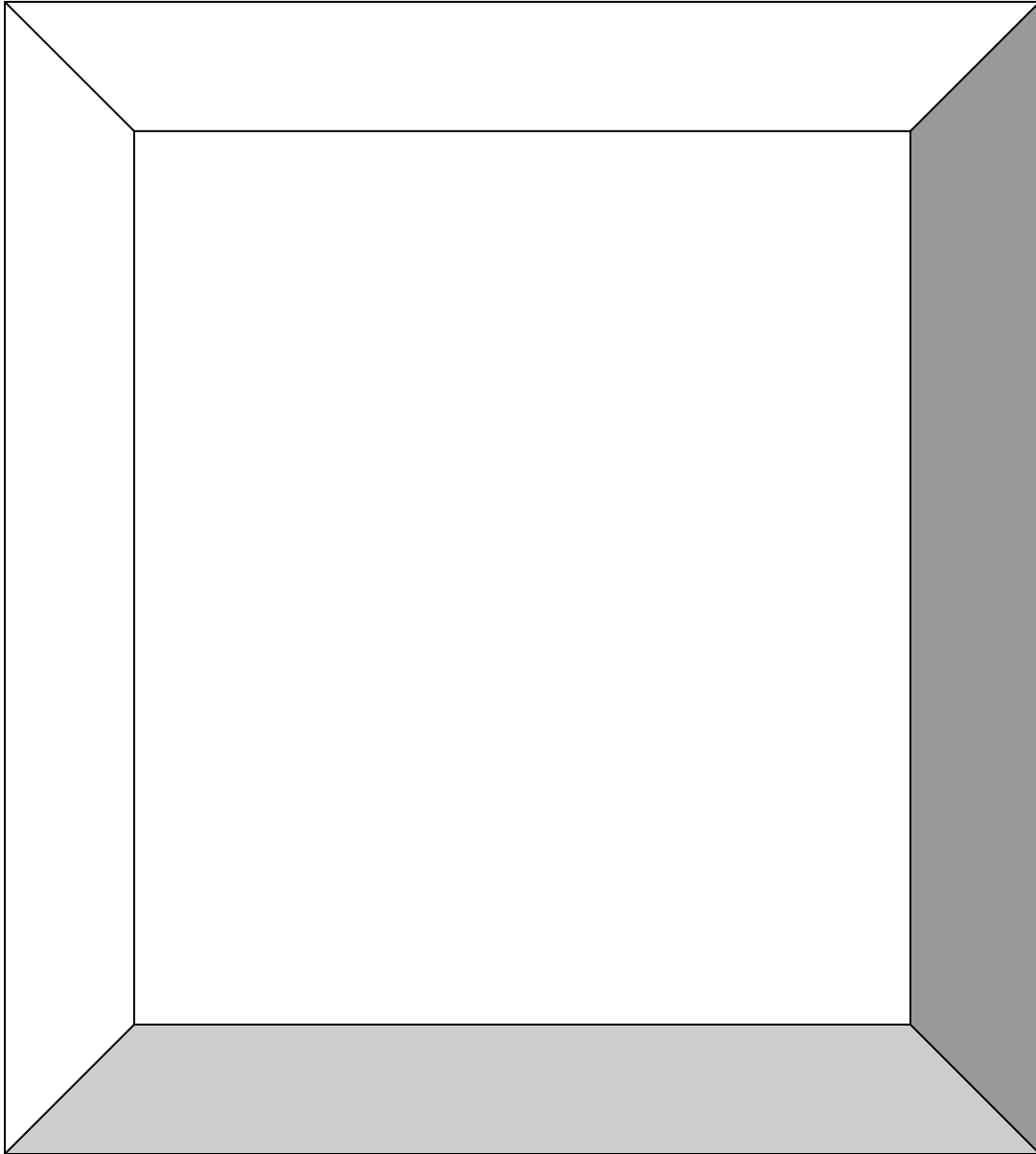


Appendix D, page 1
My World



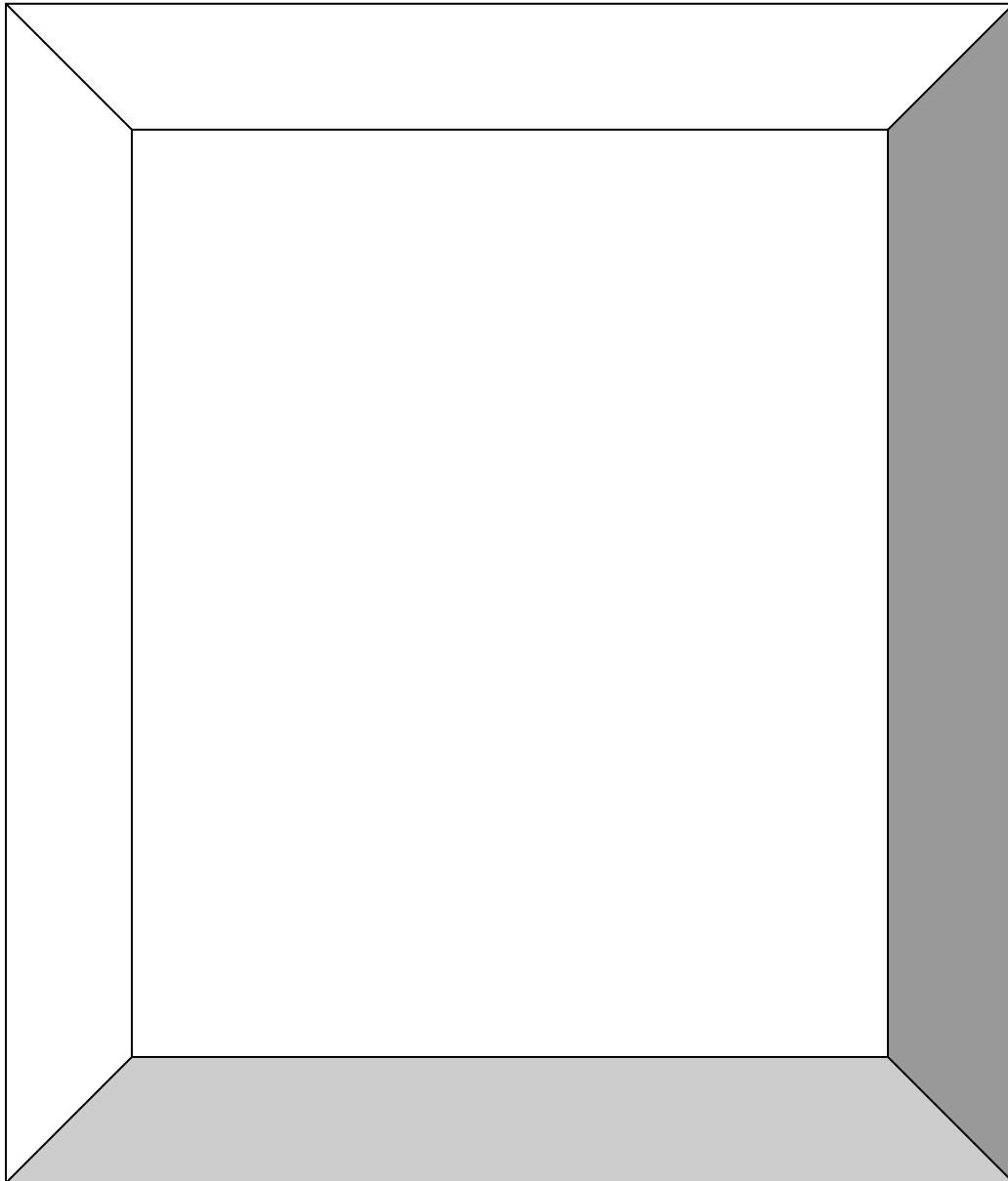
This is me.
My name is

Appendix D, page 2
My World



This is my home.
My address is

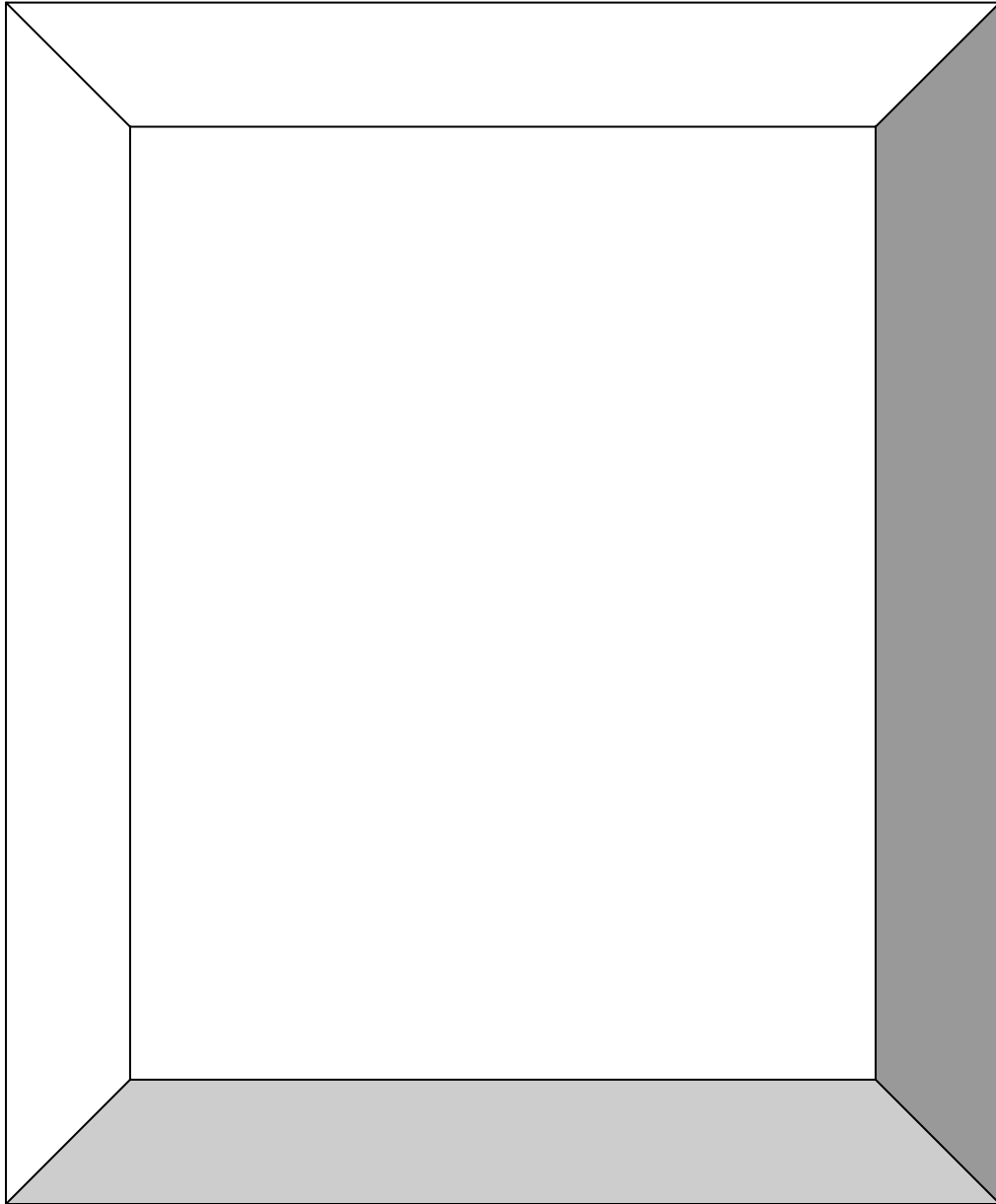
Appendix D, page 3
My World



This is my school in my neighborhood.
It is called

_____.

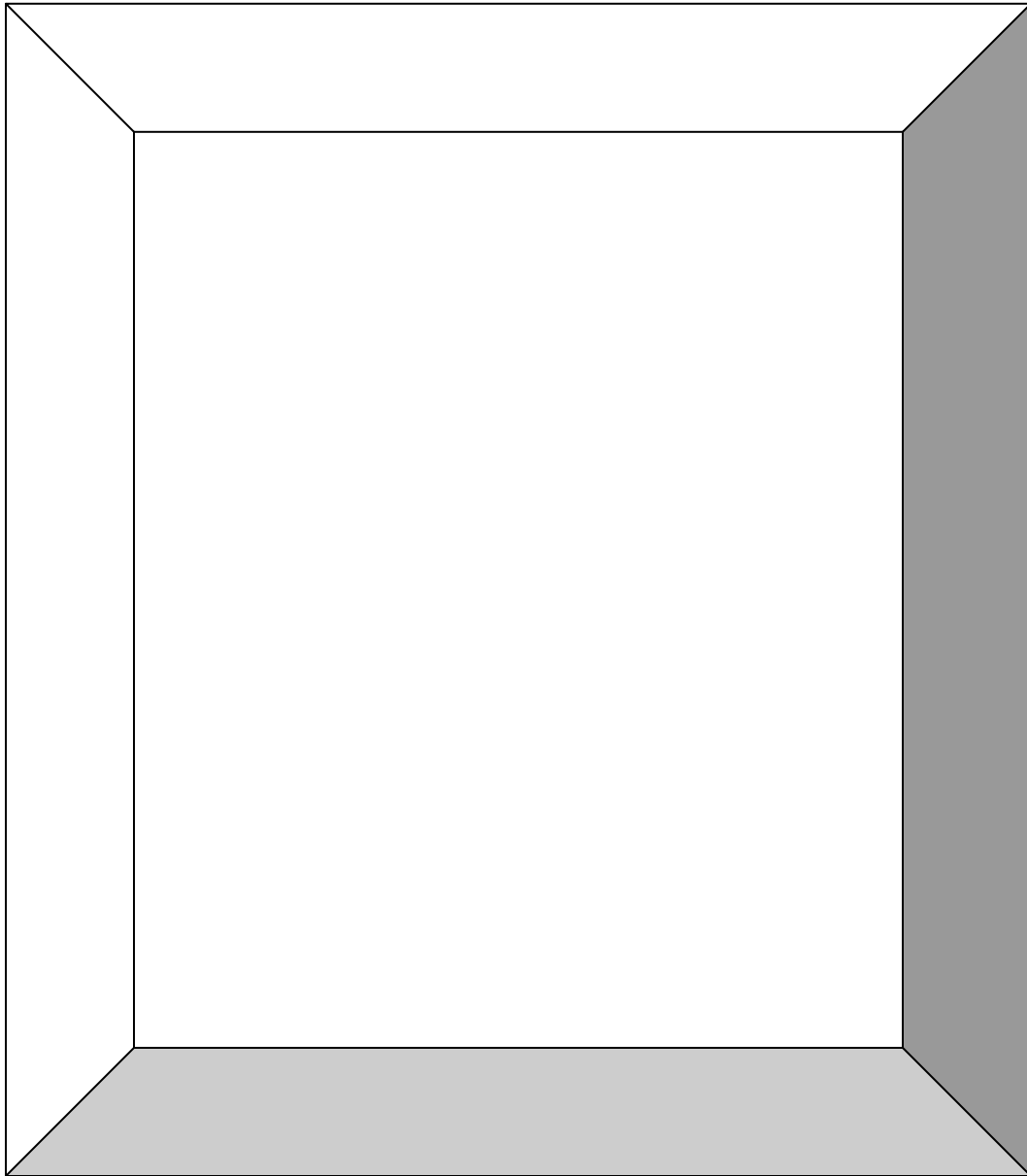
Appendix D, page 4
My World



This is my community.
It is called

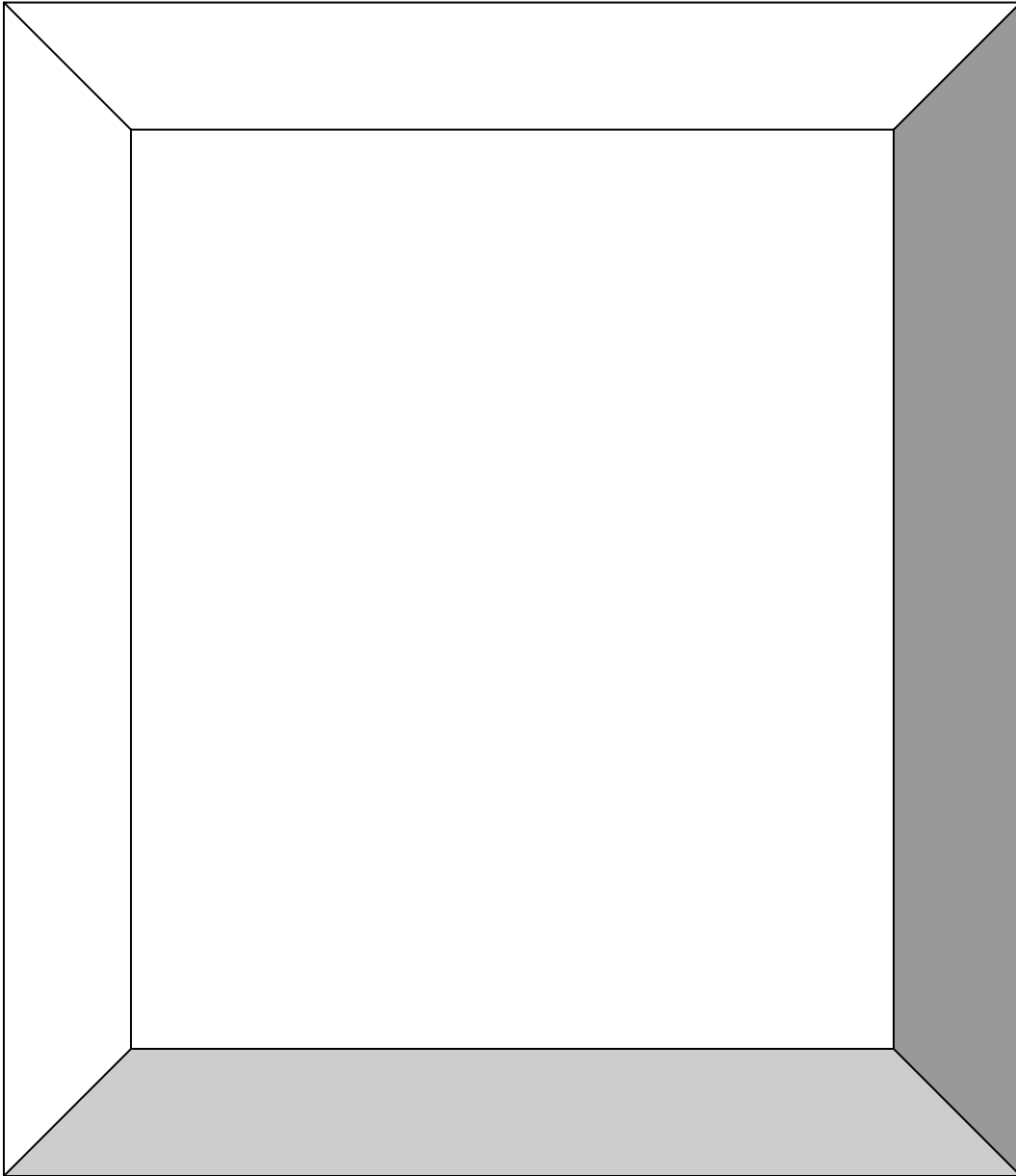
_____.

Appendix D, page 5
My World



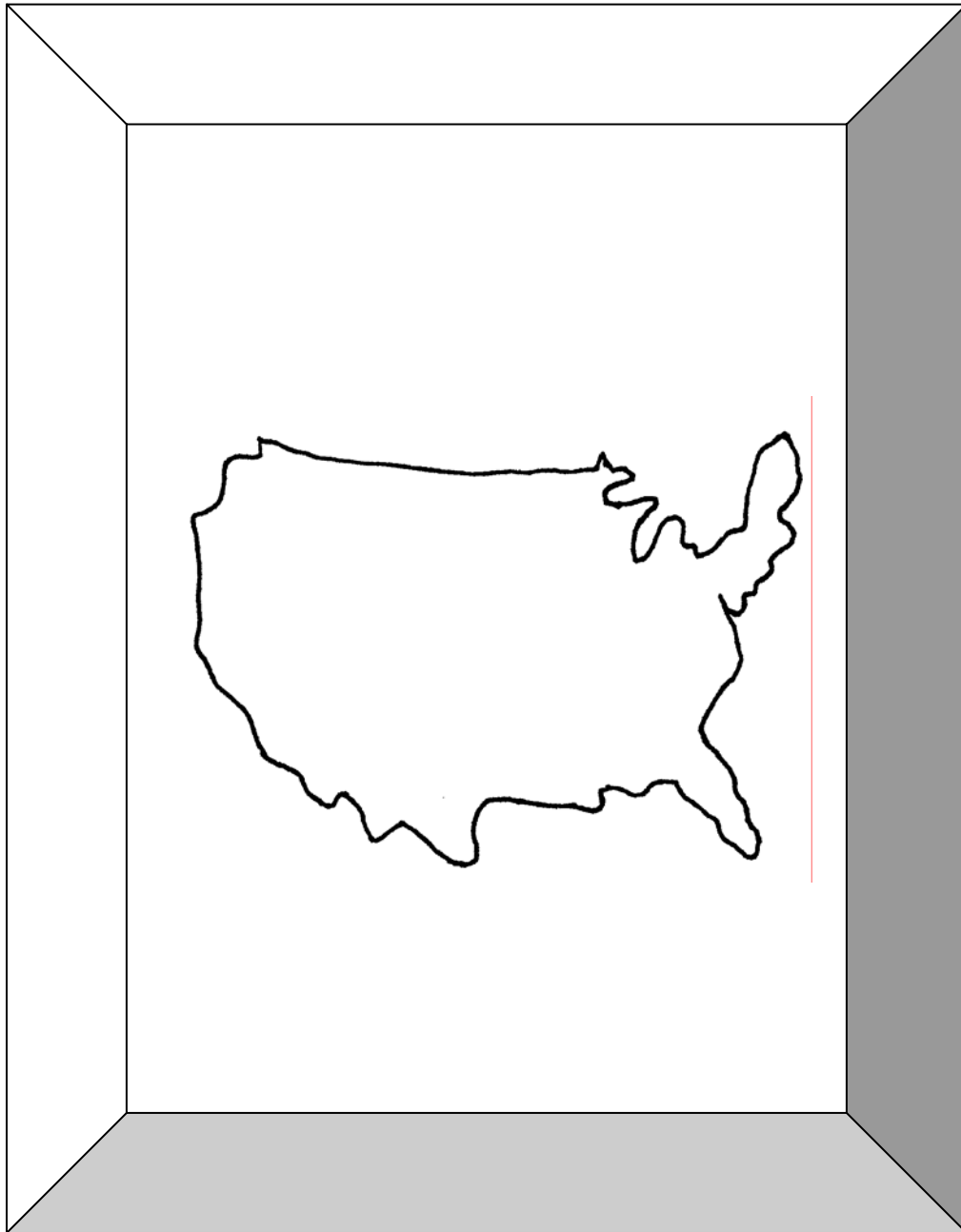
This is my city.
It is called

Appendix D, page 6
My World



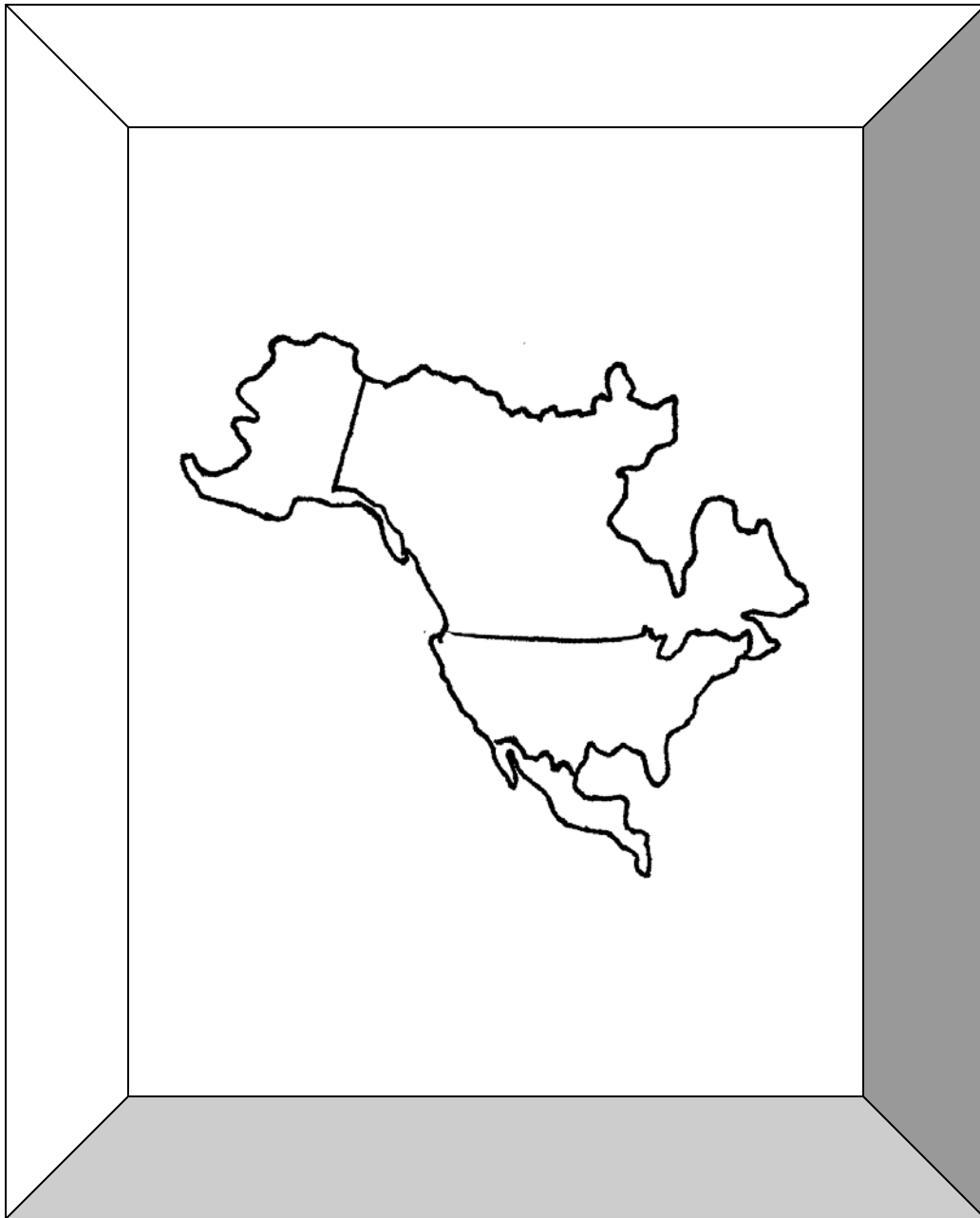
This is my state.
It is called _____.

Appendix D, page 7
My World



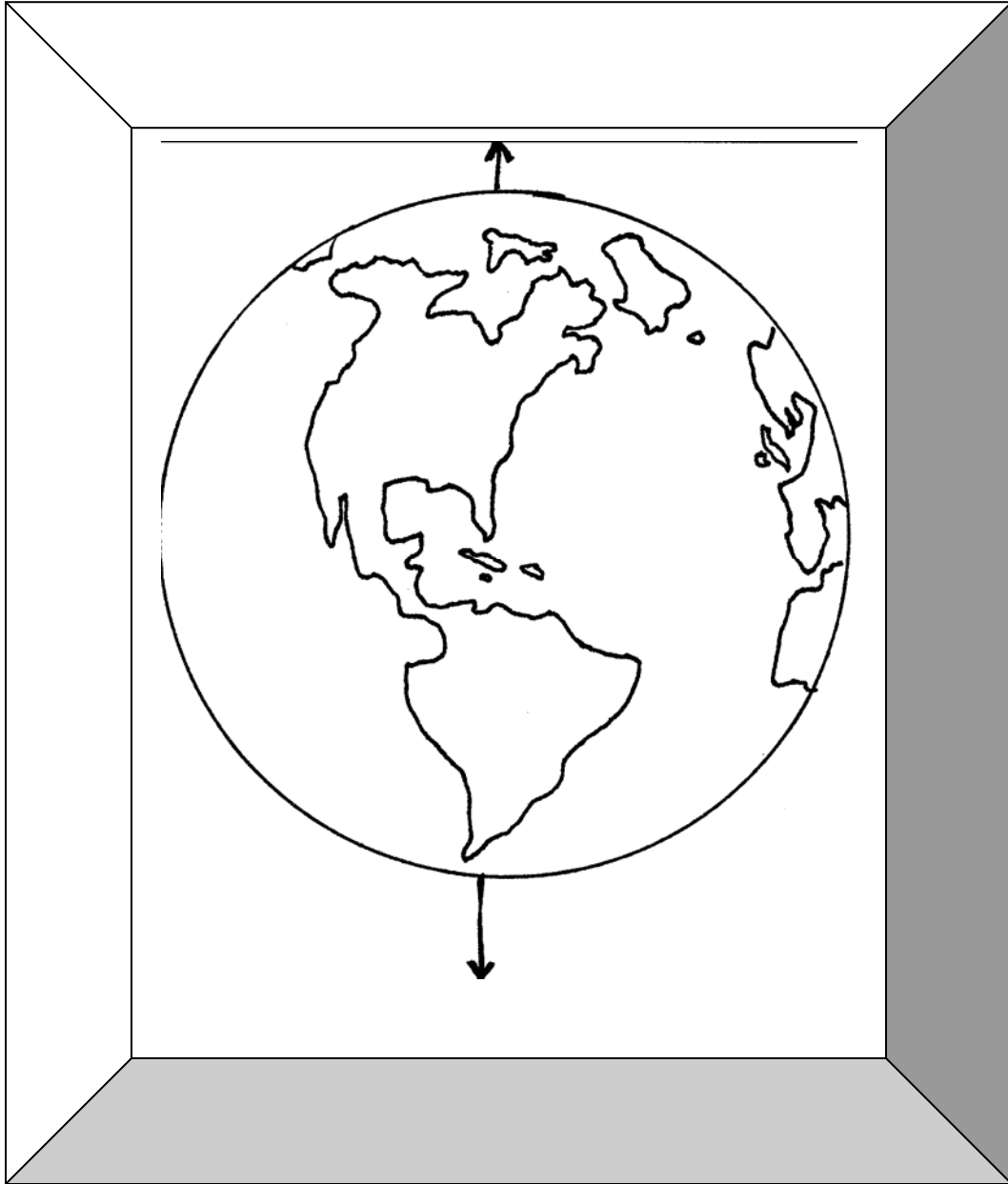
This is my country.
It is called

Appendix D, page 8
My World



This is my continent.
It is called

Appendix D, page 9
My World



This is my world.
It is called

Appendix E

Letter to Parents

Dear Parents,

We are busy learning how to read and use maps to find our way around here in Kindergarten. Your child has an assignment to draw a map of his or her bedroom. This map will be due on _____. Please look over the pages in this packet before you begin.

1. There is a page with four directional signs. You'll need to hang these up on your child's walls in the correct order. Don't worry, if you don't want to hang them up you can just lean them up against the walls. However, having your child see the proper locations of directions will help your child understand some of the concepts we are studying this year. It is important to have them placed as accurately as possible because we are trying to reinforce the idea that most maps have "NORTH" at the top of the page. Please point out the pictures of the suns to your child and remind him or her that the sun rises in the east in the morning and sets in the west in the evening.
2. Look at the page that says "Picture/Map". The top is a sample picture of a child's room. It is drawn as though you are in the room looking around yourself. We do not want to draw a picture of the room. The bottom diagram is that same sample room drawn as a map. The view in this diagram is looking down from the sky; the way maps are drawn. This is what we want you to have your child draw. (The good news is that this is easier and requires less detail!)
3. The final page is the page your child should draw his or her map on. Let him or her do the drawing while you can help he or she to see where things are located and their relative sizes. In other words, the rectangle for the bed should be bigger than the rectangle for the toy box. Be sure that your child remembers to fill in the compass rose!
4. Have fun with this project! Remember that you are your child's first teacher. The more we can do at home to reinforce what we are learning about in school, the better the students will learn and remember. Thank you for your support!

Sincerely,

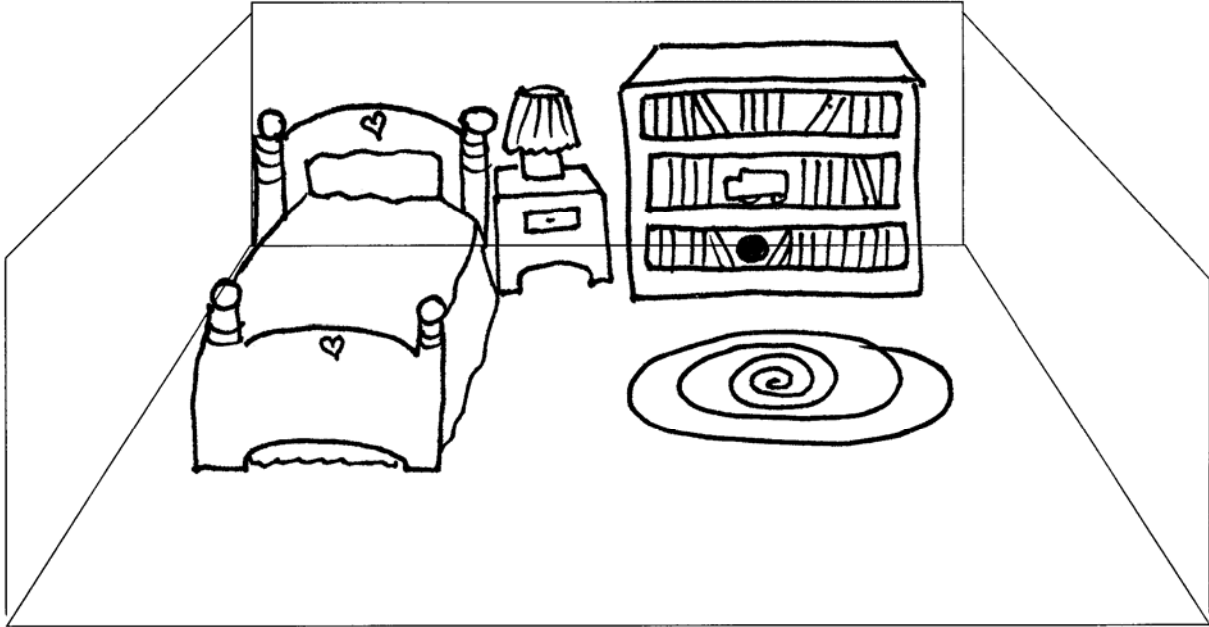
Kindergarten Teacher



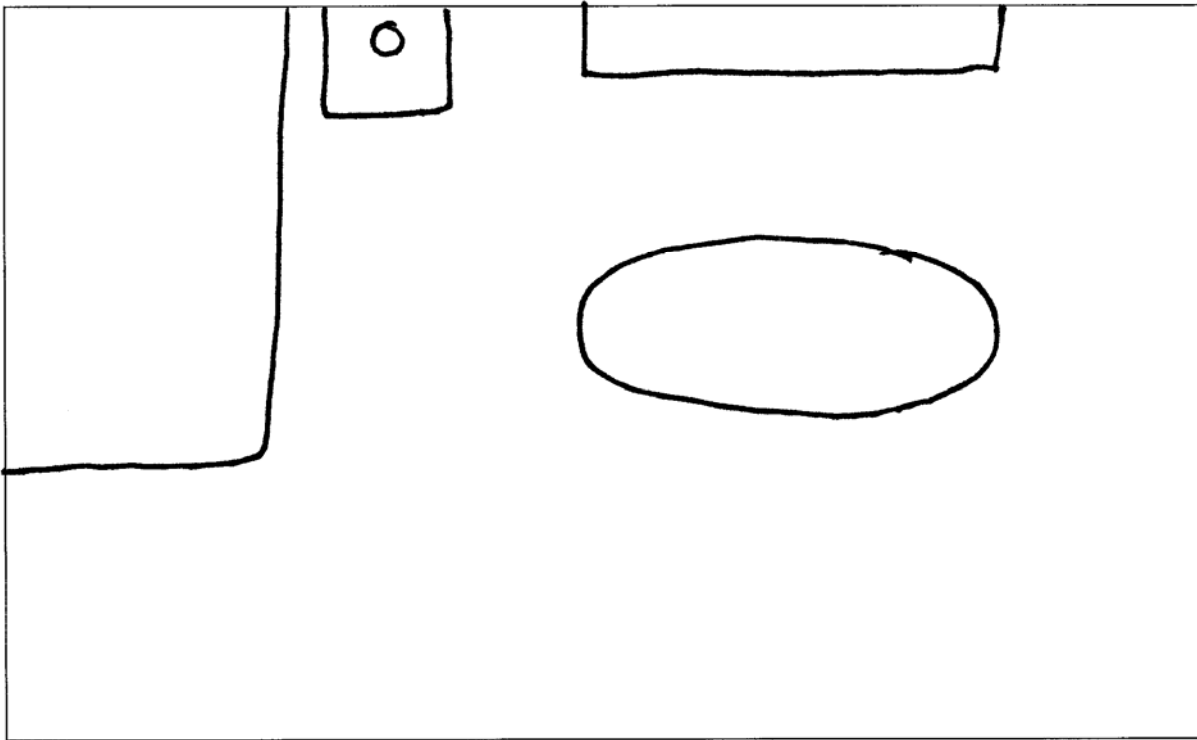
Appendix F
Picture/Map

(adapted from *Beginning Map Skills, page 7*)

This is a picture of my room.



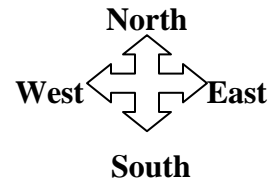
This is a map of my room



Appendix G

Your Bedroom

Name: _____

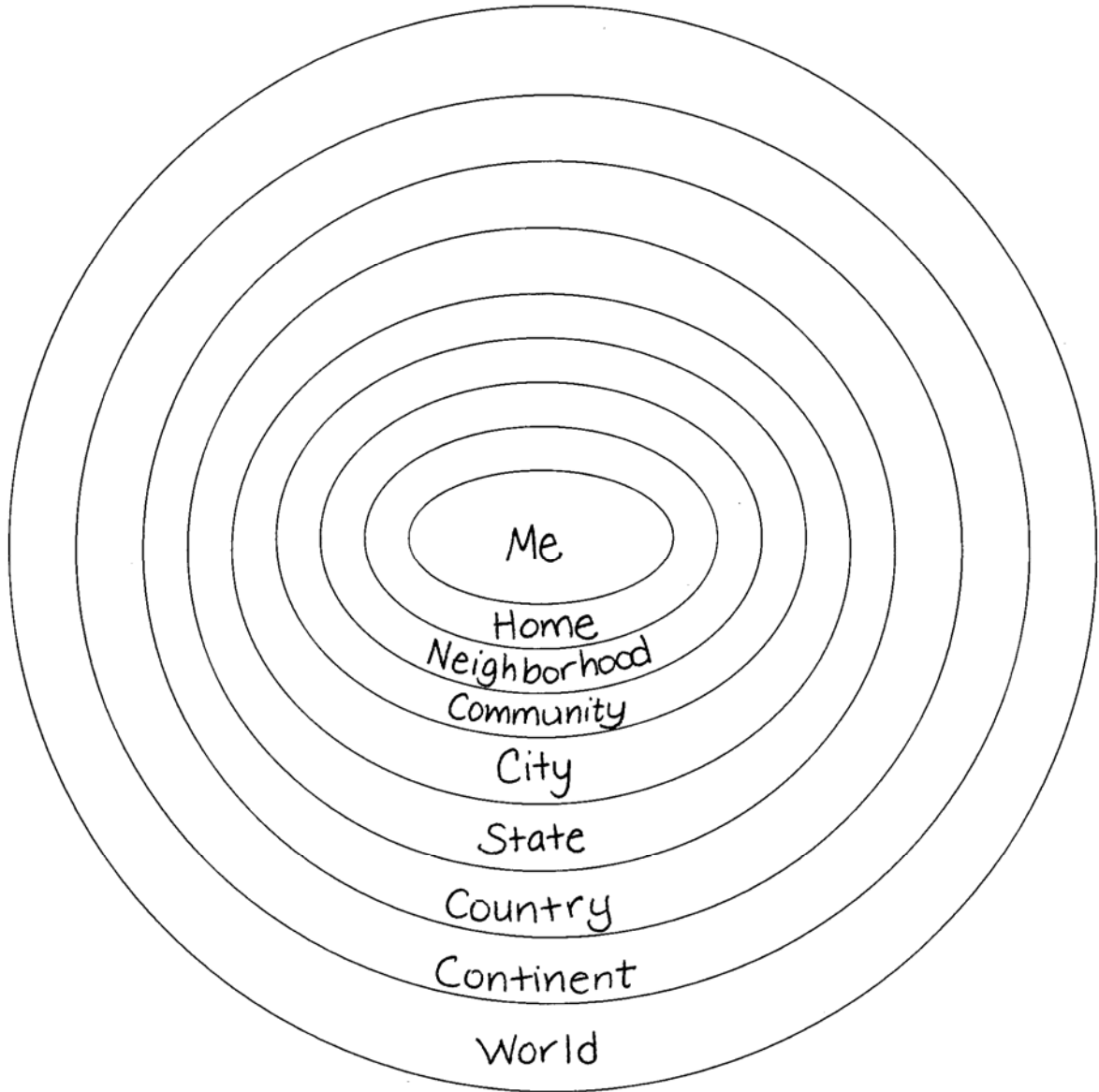


Directions: First, cut out and hang the four direction signs in the right order in your bedroom. Then, draw a map of your bedroom with a parent's help. Make simple pictures for the big objects in your room like beds and dressers. Do not draw every toy and book! Be sure to draw your map with "NORTH" at the top of the map. You may color your map if you want.

NORTH



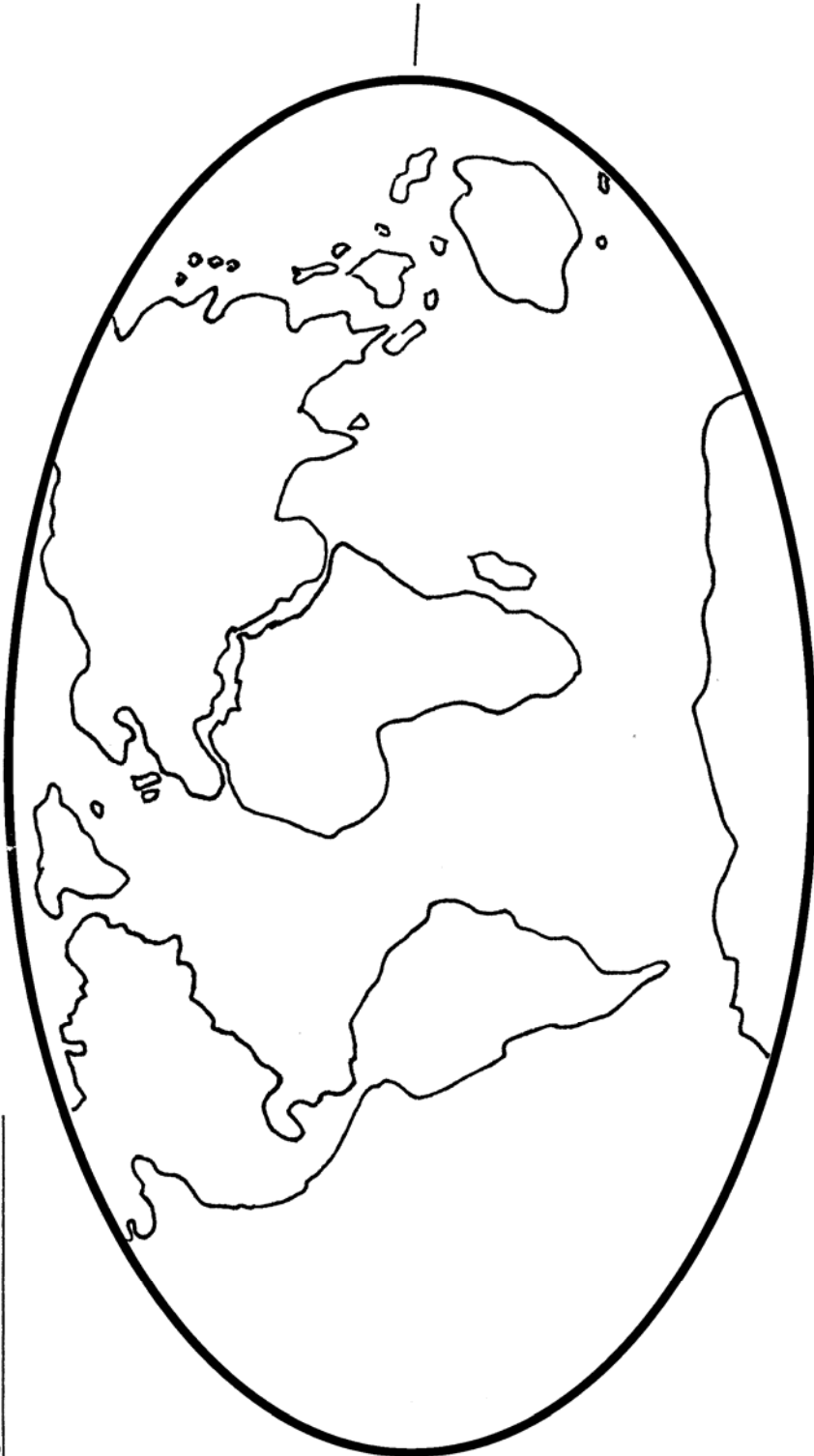
Appendix H
Where in the World am I?



Appendix I
Map of the United States of America



Appendix J
World Map



Name: _____

Appendix K, page 1
Final Assessment

Name:

I. Read the questions aloud and record the student's answers

1. *What community do you live in?*
2. *What city do you live in?*
3. *What state are we in?*
4. *What country is this?*
5. *What is the name of our continent?*

II. Now let the student see the map on page 2. Tell the student to look at the map and do the following:

6. *Point to the United States.*
Correct? yes/no
7. *Point to the Pacific Ocean.*
Correct? yes/no
8. *Point to the North Pole.*
Correct? yes/no
9. *Point to Mexico.*
Correct? yes/no
10. *Point to Alaska.*
Correct? yes/no
11. *Point to Hawaii.*
Correct? yes/no

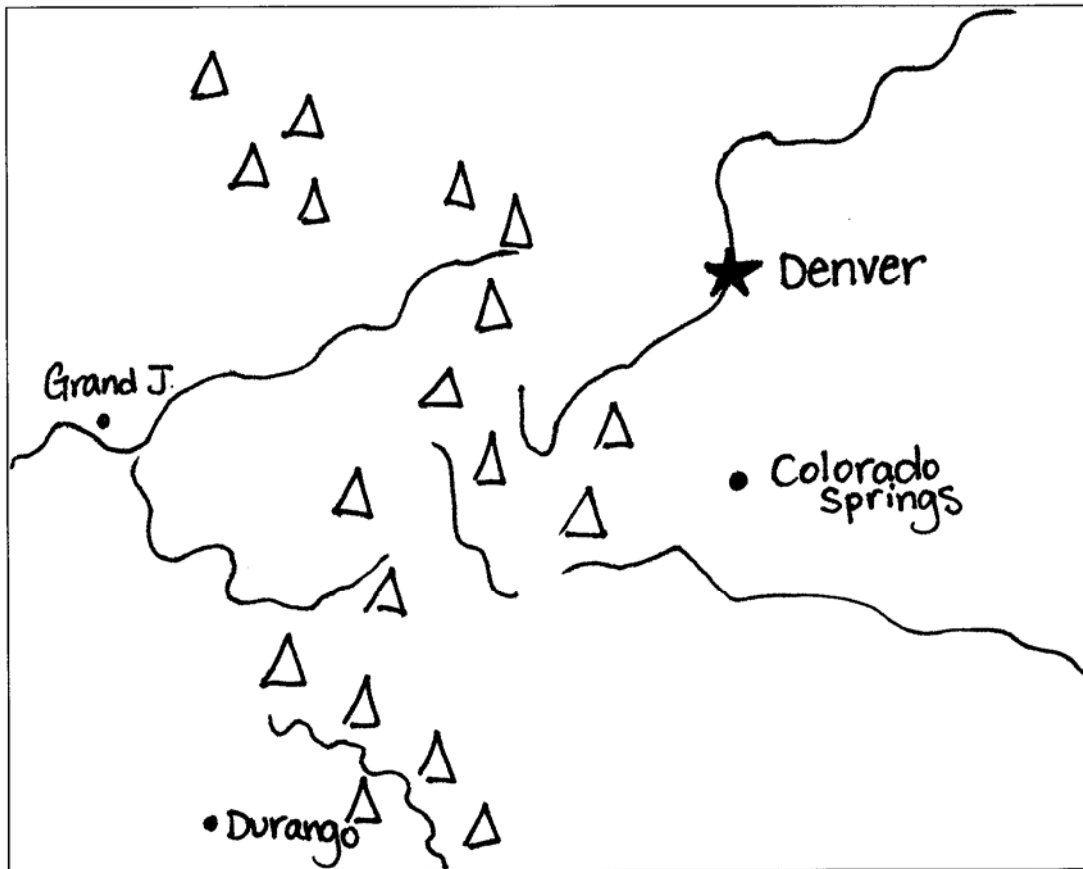
III. Now you will need to point to certain items on the page 3 map and ask the student to tell you what you are pointing to.

12. Point to the triangles. *What are these?*
(mountains)
13. Point to the squiggly line. *What is this?*
(river)
14. Point to the black dot. *What is this?*
(city)
15. Point to the compass rose. *What is this?*
(compass rose)

Appendix K, page 2
Final Assessment



Appendix K, page 3
Final Assessment



Map Key or Legend

Mountains	△
Lakes	☁
Rivers	~
Cities	•
Capitals	☆

North
West ← → East
South