

Our Place in the World

Grade Level: Kindergarten (Geography)

Written by: Sherri Carleo, Kathie Arwood, Gloria Salas, and Lupe Beltran, Cesar Chavez Academy, Pueblo, CO

Length of Unit: Five lessons (over approximately 6 weeks)

I. ABSTRACT

This Kindergarten History/Geography unit includes five lessons that can be implemented into similar units throughout the year. It is designed to provide the student with experiences that will increase knowledge concerning maps and environments. Teachers will expand the student's knowledge of maps of our city, state, neighborhood and school. In addition, this unit will include historical knowledge regarding our school's namesake, Cesar Chavez, and his geographical origin.

II. OVERVIEW

A. Concept Objective

1. Apply knowledge of people, places and environments to human experience.

B. Content from the *Core Knowledge Sequence*

1. Maps and globes: what they represent, how we use them. (page 11)

2. Name and locate the town, city, community, as well as the state you live. (page 12)

3. Recognize and become familiar with the significance of our state flag. (not from the *Core Knowledge Sequence*)

4. Some famous people were farm slaves/migrant workers. (not from the *Core Knowledge Sequence*)

5. Recognize and become familiar with the significance of the UFW (United Farm Workers) (not from the *Core Knowledge Sequence*)

C. Skill Objectives

1. The students will identify a map as a drawing of a place.

2. The students will identify a map as much smaller than the place it represents.

3. The students will apply the directional concepts-right, left, forward.

4. The students will follow directions on a map.

5. The students will draw a map.

6. The students will compare and contrast a map of our town with a map of our state.

7. The students will identify and name their city.

8. The students will identify and name their state.

9. The students will be able to say one fact about their city.

10. The students will be able to identify state symbols.

11. The students will be able to locate places on map: state, city, neighborhood.

12. The students will make a map of their neighborhood, which includes their home and address.

13. The students will draw and color a picture representing statements about their community.

14. The students will observe where our school, Cesar Chavez Academy is located and its relation to the community.

15. The students will have a sense of community and how buildings are named after famous people.

16. The students will know why the school was named after Cesar Chavez.

17. The students will listen and speak to gain knowledge of the term, "full name."

18. The students will listen and speak to gain knowledge of the term, “family name.”
19. The students will understand the significance of the name Cesar Estrada Chavez as it applies to our school name.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E. D. *What Your Kindergartner Needs to Know*
 2. Teachers will need to have a list of each student’s first, middle(?), and last name.
- B. For Students
 1. None

IV. RESOURCES

- A. Berenstain, Jan and Stan. *The Berenstain Bears Count Their Blessings* (Lesson Three)
- B. Berger, Gilda and Melvin. *Where Did Your Family Come From?*(Lesson Five)
- C. Bridwell, Norman. *Clifford and the Grouchy Neighbors* (Lesson Three)
- D. Davis, Lucile. *Cesar Chavez* (Lesson Four)
- E. Goldsmith, Diane. *Migrant Worker – A Boy from the Rio Grande Valley* (Lesson Five)
- D. Hartman, Gail. *As the Crow Flies – A First Book of Maps* (Lesson One)
- E. Hartman, Gail. *As the Roadrunner Runs – A First Book of Maps* (Lesson One)
- F. Kimmel, Eric. *The Runaway Tortilla* (Lesson One)
- G. Komaiko, Leah. *My Perfect Neighborhood* (Lesson Three)
- H. McAuliffe, Emily. *Colorado Facts and Symbols* (Lesson Two)
- I. Thorne, Kate. *Adventures in Arizona* (Lesson Five)

V. LESSONS

Lesson One: A Mapping We Will Go!

- A. *Daily Objectives*
 1. Concept Objective
 - a. Apply knowledge of people, places and environments to human experience.
 2. Lesson Content
 - a. Maps and globes: what they represent, how we use them.
 3. Skill Objective(s)
 - a. The students will identify a map as a drawing of a place.
 - b. The students will identify a map as much smaller than the place it represents.
 - c. The students will apply the directional concepts – right, left, and forward.
 - d. The students will follow directions on a map.
 - e. The students will draw a map.
 - f. The students will compare and contrast a map of our town with a map of our state.
- B. *Materials*
 1. Book: *The Runaway Tortilla* by Eric Kimmel
 2. Book: *As the Roadrunner Runs* by Gail Hartman
 3. Book: *As the Crow Flies* by Gail Hartman
 4. A large piece of white poster paper
 5. Crayons
 6. Markers
 7. Construction paper/all colors
 8. Post-It Notes
 9. Models – cars, trucks, miniature furniture, dolls, etc.

10. A puppet in the shape of a tortilla with eyes, nose, and mouth; see Key Vocabulary for a definition of a tortilla
 11. Treat for the Map Game – “Run, Run, as Fast as You Can”
 12. Appendices A - C (one of each needed for teacher)
 13. Map of your city (map can be found on <http://maps.yahoo.com>)
 14. Map of your state (map can be found on <http://maps.yahoo.com>)
- C. *Key Vocabulary*
1. Map – a drawing of a place
 2. Right – located on or directed toward the right
 3. Left – located on or directed toward the left
 4. Straight ahead – moving forward
 5. Direction – the line or course along which someone or something goes
 6. Follow – to move or go along
 7. Note – a short letter or message
 8. Tortilla – a round, flat bread made from cornmeal and water and cooked on a grill
 9. Key – a list of the symbols used on a map with their meanings
 10. Symbol – a shape or drawing that represents something
- D. *Procedures/Activities*
1. Tell the children that today we are going to learn about a map. Define “map” as a drawing of a place. Write the word “MAP” on the board.
 2. Using the large piece of white poster board, draw an outline of the classroom. Ask the children what they need to put in the picture to make it look like their classroom. Add items as they are finished and then tell the children the drawing is a “map” of their classroom.
 3. Display a variety of models, such as cars, trucks, miniature furniture, animals, dolls, etc. Have the children examine them and talk about the similarities and differences between the models and the objects they represent. Help the children understand that a model has the same shape, but is much smaller than the object it represents.
 4. Again, show the “map” of their classroom. Explain that maps too have the same shape, but are much smaller than the objects they represent.
 5. At this point, give the children a piece of white construction paper and markers, crayons, and shapes from colored construction paper to use as symbols. Here we will begin to talk about symbols and keys. The children will then attempt to draw their map of the classroom, using symbols and a key.
 6. Read aloud: “*As the Roadrunner Runs – A First Book of Maps.*” Explain after reading that a map also helps us find our way – a map helps us with directions. Use a few of the illustrations in the story to help demonstrate this concept.
 7. In order for us to “follow” a map, we need to know how to find places on the map. We are going to learn some words that will help us do that: left, right, and straight ahead. See Appendix C– teach short action play that will help. (Note: At first you may need to place a piece of yarn or a sticker, etc. on the right hand or wrist). Do this on a daily basis until the children are comfortable with the terms.
 8. Read aloud: “*As the Crow Flies – A First Book of Maps.*” Now, after each “journey” have the children re-trace the animal’s trip, using the new terms: right, left, and straight ahead.
 9. See Appendix A, “The Hokey Pokey.” Do this fun circle activity every day to reinforce the right, left, and straight ahead concept.
 10. See Appendix B, Map Game – “Run, Run, as Fast as You Can.”

11. Show the children a map of Pueblo or your town.
 12. Show the children a map of Colorado or your state. Compare, contrast, and discuss the differences as an introduction to Lesson Two.
- E. *Assessment/Evaluation*
1. Children will draw their own map.
 2. Observe the children following a map.
 3. Observe children's ability to demonstrate "right," "left," and "straight ahead."

Lesson Two: Our City and State

A. *Daily Objectives*

1. Concept Objective
 - a. Apply knowledge of people, places and environments to human experience.
2. Lesson Content
 - a. Name and locate the town, city, or community, as well as the state where you live.
 - b. Recognize and become familiar with the significance of our state flag. (Not from the *Core Knowledge Sequence*)
3. Skill Objective(s)
 - a. The students will identify and name their city.
 - b. The students will identify and name their state.
 - c. The students will be able to say one fact about their city.
 - d. The students will be able to identify state symbols.

B. *Materials*

1. Pictures of Pueblo (or your city)
2. Colorado State symbols (or symbols of your state) (symbols can be found on <http://WorldBook.com>; type in the name of your state)
3. Map of the United States
4. Construction paper
5. Crayons and markers
6. Scissors
7. Glue
8. State symbols
9. State flag
10. Book of Colorado facts and symbols (*Colorado Facts and Symbols* by Emily McAuliffe)

C. *Key Vocabulary*

1. City – large town
2. State – part of a nation
3. Country – the United States of America
4. Symbols – an object that reminds people of something larger
5. Flag – a cloth with symbolic colors or design

D. *Procedures/Activities*

1. Show map of the city of Pueblo (or your city).
2. Introduce the name of our city. Discuss the origins of Pueblo (or your city). Discuss important places to visit in Pueblo (or your city). Ask the children what they know about Pueblo (or your city).
3. Have every child say "Pueblo" (or the name of your city).
4. Show pictures of the state of Colorado (or your state).
5. Show symbols of the state of Colorado (or your state).
6. Have every student say "Colorado" (or your state).

7. Have students color map of city.
 8. Have student color the map of our state.
 9. Show students the state of Colorado (or your state) on the map of the United States. Students can make their own map of their city and state using construction paper and markers.
 10. Give students handouts with symbols.
- E. *Assessment/Evaluation*
1. Students will be able to distinguish between city and state that pertains to Colorado.
 2. Students will be able to name at least two state symbols that pertain to their state.
 3. Students will be able to name their city and state.
 4. Student observation during the coloring of their state map.

Lesson Three: Our Community

- A. *Daily Objectives*
1. Concept Objective
 - a. Apply knowledge of people, places and environments to human experience.
 2. Lesson Content
 - a. Name and locate the town, city, community, as well as the state you live.
 3. Skill Objective(s)
 - a. The students will be able to locate places on a map: state, city, neighborhood.
 - b. The students will make a map of their neighborhood, which includes their home and address.
 - c. The students will draw and color a picture representing statements about their community.
 - d. The students will observe where our school, Cesar Chavez Academy, is located and its relation to the community.
- B. *Materials*
1. Map of the city of Pueblo (or your city) (maps can be found on <http://maps.yahoo.com>)
 2. Appendix D (one set for the teacher and a set for each student)
 3. Pencils, crayons
 4. Book: *The Bernstein Bears Count Their Blessings*
- C. *Key Vocabulary*
1. Pueblo – a city in southern Colorado
 2. Colorado – a state in the southwestern part of the United States
 3. City – a place where many people live close to one another
 4. State – a nation and its government
 5. Best things – articles that are better than average
 6. Safe – secure or free from danger
 7. Landmark – a familiar or easily seen object or building that marks or identifies a place
- D. *Procedures/Activities*
1. Introduce the lesson by reading book: *The Bernstein Bears Count Their Blessings*. Discuss the bears' home and neighborhood. Have the students discuss their neighborhood.
 2. Show a map of our community, Pueblo, (or your community) and ask students to look for various items of the teacher's choice.

3. The student will draw and color a picture representing statements about their community. (Appendix D)
 4. The student will observe where our school, Cesar Chavez, is located and its relation to a community map (teacher made).
- E. *Assessment/Evaluation*
1. Teacher observation relative to the students' interaction and contribution to class discussion.
 2. Individually, each student will be asked to point to various landmarks on a map of the community or city.

Lesson Four: School Name - Cesar Chavez

- A. *Daily Objectives*
1. Concept Objective
 - a. Apply knowledge of people, places and environments to human experience.
 2. Lesson Content
 - a. Name and locate the town, city, or community as well as the state where you live.
 3. Skill Objective(s)
 - a. The students will have a sense of community and how buildings are named after famous people.
 - b. The students will know why the school was named after Cesar Chavez.
- B. *Materials*
1. The book: *Cesar Chavez* by Lucile Davis
 2. Pictures of Cesar Chavez from book: *Cesar Chavez* by Lucile Davis
 3. Pictures of school with the name Cesar Chavez
 4. Farm Union Flag (Picture in book: *Cesar Chavez* by Lucile Davis)
 5. Construction paper – 12” x 18” – any color
 6. Magazines and newspapers
- C. *Key Vocabulary*
1. Peaceful protest – a form of protesting without using physical force to obtain certain goals, such as recognition or government assistance
 2. Migrant worker – a laborer who travels from one farm to another, planting or harvesting different crops
 3. United Farm Workers (UFW) – the name given to Chavez's union when it was granted a charter by the AFL-CIO in 1972
- D. *Procedures/Activities*
1. Read the book *Cesar Chavez*. Discuss the life of Cesar Chavez and the things he did for migrant workers.
 2. Show pictures of Cesar Chavez.
 3. Show pictures of Cesar Chavez School and discuss why the students think the school was named after him.
 4. Show pictures of the community where the school is located and have discussion.
 5. Students can cut out pictures from magazines, such as communities, schools, farm workers, any people to make a community.
 6. Glue pictures onto construction paper (large 12” x 18”) to make a collage for the classroom.
- E. *Assessment/Evaluation*
1. Evaluates responses from comprehension questions about the book read.
 2. Awareness of community school name.
 3. Observation during collage activity.

Lesson Five: Apellido

A. Daily Objectives

1. Concept Objective
 - a. Apply knowledge of people, places and environments to human experience.
2. Lesson Content
 - a. Some famous people were farm slaves/migrant workers. (Not from the *Core Knowledge Sequence*)
 - b. Recognize and become familiar with the significance of the UFW (United Farm Workers) flag. (Not from the *Core Knowledge Sequence*)
3. Skill Objective(s)
 - a. The students will listen and speak to gain knowledge of the term, “full name.”
 - b. The students listen and speak to gain knowledge of the term, “family name.”
 - c. The students will understand the significance of the name Cesar Estrada Chavez as it applies to our school name.

B. Materials

1. UFW (United Farm Workers) flag
2. Pictures of farm slaves in their environment
3. Book: *Migrant Worker: A Boy from the Rio Grande Valley*

C. Key Vocabulary

1. UFW (United Farm Workers) – the name given to Chavez’s union when it was granted a charter by the AFL-CIO in 1972
2. Boycott – to refuse to buy things from a company
3. Pesticide – a chemical used to protect crops
4. Strike/huelga – when a group of workers stop working until conditions are changed
5. Union – a group of workers who work together to seek fair treatment and better pay
6. Pride – dignity, honor, self-esteem
7. Fame – greatness, distinction, importance
8. Wetbacks – slang term for undocumented persons that work in the United States
9. Apellido – Spanish for last name

D. Procedures/Activities

1. At the beginning of the school year, the teachers will send a letter to parents requesting supplies. Included in the letter will be a request to parents that they discuss why/how their child received their full name (first, middle (?), last). This information will be included with this unit and lesson plan.
2. Every student will have the opportunity to tell the class their full name and interesting facts on why/how they were given their names.
3. Students listen to biographies of young migrant workers and realize how they feel about their present conditions and their hopes for the future (pages 18-19, *A Boy from the Rio Grande Valley*.)

E. Assessment/Evaluation

1. The student will be able to tell the teacher and /or their classmates their full name and something about it.
2. The student will be able to give two facts about Cesar Chavez.

VI. CULMINATING ACTIVITY

- A. For parent night, the students will display the collage and explain and discuss it with parents. The collage will be placed on the wall of each kindergarten room.
- B. Teachers will assist students with drawing a map of the area. The students will then practice following a map when they take a field trip to the farm lands east of Pueblo.
- C. During the field trip, students will talk to land owners and to migrant workers.
- D. For parent night, the students will set up a Cesar Chavez store including only farm grown products.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Hokey Pokey
- B. Appendix B – Map Game
- C. Appendix C – Action Play
- D. Appendix D – Community map and statements (six pages)

XIII. BIBLIOGRAPHY

- A. Anaya, R. *Elegy on the Death of Cesar Chavez*. Texas: Cinco Puntos Press, 2000.
- B. Berenstain, S. & J. *The Berenstain Bears Count Their Blessings*. New York: Random House, Inc, 1972. 0-679-87707-X.
- C. Berger, M. & G. *Where Did Your Family Come From?* Tennessee: Ideals Children’s Books, 1993. 0-8249-8647-4.
- D. Blashfield, J. *Colorado*. Grolier Publishing, 1999. 0-516-206842.
- E. Bredeson, C. *Presidential Medal of Freedom Winners*. New Jersey: Enslow Publishers, Inc., 1996.
- F. Bridwell, N. *Clifford and the Grouchy Neighbors*. New York: Scholastic Inc, 1985. Q590-44261-9.
- G. Chambers, C. *All About Maps*. New York: Grolier Publishing, 1985. 0-531-14471-2.
- H. Chandler, G. & Graham, K. *Making a Better World: Kids Who Make a Difference*. New York: Twenty-First Century Books, 1996. 0-8050-4625-9.
- I. Davis, L. *Cesar Chavez: A Photo Illustrated Biography*. Minnesota: Bridgestone Books, 1998. 1-56065-569-0.
- J. Deedrick, T. & MacDonald, D. *Community Helper – Teacher*. New York: Capstone Press, 1998.
- K. Gullum, A. & Almeida D. *American Moments – Classroom Drama*. Maryland: Curriculum Associates, Inc., 1996.
- L. Hartman, G. *As the Crow Flies – A First Book of Maps*. New York: Bradbury Press, 1991. 0-02-743005-7.
- M. ----- *As the Roadrunner Runs – A First Book of Maps*. New York: Bradbury Press, 1994. 0-02-743092-A.
- N. Kimbell, E. *The Runaway Tortilla*. New York: Winslow Press, 2000. 1-890817-18-X.
- O. Knowlton, J. *Maps and Globes*. Canada: Fitzhenry & Whiteside Limited, 1985. 0-690-04457-7.
- P. Komaiko, L. *My Perfect Neighborhood*. New York: Harper and Row Publishers, 1990. 06-06-023288-9.
- Q. Mason, A. & Woodcock, J. *First Picture Atlas*. New York: Kingsfisher Publications, 1994. 0-7534-5260-X.
- R. Mavis, B. *Contemporary American Success Stories: Famous People of Hispanic Heritage. Vol. I*. Mitchell Lane Publishers, 1996.
- S. McAuliffe, E. *Colorado Facts and Symbols*. New York: Capstone Press, 1998. 1-56065-764-2.

- T. Nagel, R. & Rose S. *Hispanic American Biography, Vol. I*. International Thomson Publishing Company, 1995.
- U. Pringle, L. *Taking Care of the Earth – Kids in Action*. New York: Caroling House Publishing, 1996.
- V. Pryor, B. *The House on Maple Street*. New York: Morrow, 1992. 035-43846-8.
- W. *Read-to-Go U.S. Outline Maps*. New York: Scholastic Professional Books, 2000. 0-439-11762-3.
- X. Royston, A. *Maps and Symbols*. Texas: Steck-Vaughn Publishers, 1999. 0-8172-5113-8.
- Y. Shirley, G. *C is for Colorado*. ABC Press, 1989. 0-937959-85-5
- Z. Strazzabosco, J. *Learning About Justice from the Life of Cesar Chavez*. New York: The Rosen Publishing Group, Inc., 1996. 0-8239-2417-3
- AA. Thorne, K. *Adventures in Arizona*. Arizona: Thorne Enterprises Inc, 1991. 09628329-3-6.

Appendix A-Our Place in the World

Hokey Pokey

Have the children form a circle. This is a fun circle activity to reinforce directional concepts – right, left, and straight ahead or forward.

Put your right hand in
Put your right hand out
Put your right hand in
And shake it all about

Let's do the hokey pokey
And turn yourself around
That's what it's all about!

Put your right elbow in
Put your right elbow out
Put your right elbow in
And shake it all about

Let's do the hokey pokey.....

Put your right shoulder in
Put your right shoulder out
Put your right shoulder in
And shake it all about

Let's do the hokey pokey....

Continue with right foot and
repeat with left hand, elbow, shoulder,
and foot.

Also, do a round with “walk your whole
body forward – walk your whole body back.....

Appendix B-Our Place in the World Map Game

This game should begin before students go to recess, lunch or some other time when the room is empty.

Introduce the children to the stuffed or puppet tortilla. Tell the children that Tortilla will help read a story. Read aloud: *The Runaway Tortilla*.

Next – inquire: What is a tortilla? What do you use to make a tortilla and how do you make one? Why do you think Tortilla ran away? “I hope our Tortilla doesn’t run away.”

While children are out of the classroom, remove the Tortilla and place a note from him in his place. The note should read: Dear boys and girls, I have run away. See if you can find me in the library. Run, run, as fast as you can, you can’t catch me I’m the Tortilla man.

Children line up and follow teacher (don’t run) to the library. Children look for Tortilla in the library. The teacher guides them to a note left on the wall of the library by Tortilla. The note reads: Hi boys and girls. You were fast but I was faster. Try to find me in the office. Run, run, as fast as you can, you can’t catch me, I’m the Tortilla man.

Children leave the library and follow the teacher to the office. The children look for Tortilla and instead find another note. The note reads: Dear boys and girls, I was here but not I’ve run to the gym. See if you can find me there. Run, run, as fast as you can, you can’t catch me, I’m the Tortilla man.

Children leave the office and follow the teacher to the gym. Children look and look for the Tortilla in the gym, but again find a note. The note reads: Dear boys and girls, I was running so fast I got hungry. Try to find me in the cafeteria. Love, the Tortilla.

Children follow teacher to the cafeteria. The children look and look until they find his note. The note reads: I ate really fast so I could get my turn on the computer. Run, run as fast as you can, and try to catch me in the computer center.

Children follow teacher to the computer center. The note they find reads: Hi boys and girls. I finished my game on the computer, now I am running as fast as I can back to your classroom. Run, run as fast as you can, you can’t catch me, I’m the Tortilla man.

Children return to the classroom and discover that he is still missing. “Do you think Tortilla may be lost in our school? How can we get him back?”

Help the children suggest a map!

Adapted from a Core Knowledge Lesson Plan

Appendix B, page 2-Our Place in the World Map Game

Before making a map, have the children help you remember all the places you went in the school. Make a list of these places. The teacher will then help the children make a map using their directional words and the names of the places they went. Tell the children that we will need lots of maps to put around so Tortilla will be able to find his way back to the room. Give each child a piece of paper, pencil, and crayons or markers and have them draw a map of their school. The children will then line up and follow the teacher around the school placing their maps on the walls for Tortilla.

The next time the children are out of the room, place Tortilla back in his place with a note and a treat for the children. The note reads: Dear boys and girls, I hope you had fun looking for me and I hope you learned about a lot of places in your school. Thank you for helping me find my way back to your room with your great maps. I have brought you a special treat. Love, Tortilla.

While the children are eating their treats, discuss other ways maps could be helpful to us.

Note: Teachers should arrange the hunt for Tortilla (or you can use The Gingerbread Man) that best fits their school layout. It is best not to have the children jump around from one end of the building to the other. The search should be from one room to the next closest, etc.

Adapted from a Core Knowledge Lesson Plan

Action Play

Put your right hand out and shake it all around.

Put your left hand out and with both touch the ground.

Put your left hand up and try to reach the sky.

Put your right hand out and pretend to wave goodbye.

Make your fingers walk forward, right along the ground.

Let them do a little dance, going round and round.

Put both hands together with a clap, clap, clap,

Put both hands together and place them in your lap.

Appendix D – Our Place in the World

Children will draw and color a picture representing each statement. Staple the completed community booklet together.

My Community is called Pueblo.

Appendix D (page 2) – Our Place in the World

This is where I live in the community.

Appendix D (page 3) – Our Place in the World

This is a person who keeps my community safe.

Appendix D (page 4) – Our Place in the World

This is a neighbor of mine.

Appendix D (page 5) – Our Place in the World

This is a place I go in my community.

Appendix D (page 6) – Our Place in the World

This is the very best thing about Pueblo.