

Geography Lesson: Where On Earth Do I Live?

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Promoting Geographic Knowledge Through Literature Workshop
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Geography Themes: Location & Place

Grade Level: 2-3

Essential Elements: The World in Spatial Terms and Places & Regions

Geography Standards:

#3 How to analyze the spatial organization of people, places, and environments on Earth's surface.

#4 The physical and human characteristics of places.

Overview: The purpose of this lesson is to help children understand where they live in the world, and become aware of what a town, state, country, continent and earth are. They will begin to look closely at the characteristics that make up their room, home, yard, town, state, country, continent, and planet.

Materials Needed:

Where Do I Live? By Neil Chesnow

Me on the Map By Joan Sweeney

Maps of your town/city, state, country, continent & earth

Copies of child's "Where on Earth Do I Live" book,

Blue construction paper cover's (cut in a large circle, 2 per child.)

Green construction paper

Art material (coloring tools, construction paper, glue, scissors, magazine pictures, etc.

Procedure:

Introduction:

First get a sense of what your children already know about their whereabouts by asking questions like, "Where do you live?", "What state do you live in?", "What Country?", "What continent?", & "What planet?" List these on the board as you go. Now ask, "What is the biggest, or smallest place amongst these?"

Follow up this discussion by reading Where Do I live? By Neil Chesnow.

Discuss their previous brainstorming and compare it with the story they've just heard. Have they changed their perception of what they believe is the biggest or smallest place or were they correct?

Then tell the children they are going to make their own storybook about where they live compared to the world. Show them a sample of what they'll be making.

Creating their book

First have them create a mental map of their own room. Discuss details they will add to their bedroom map. Look at the story for added ideas.*

*Share the book Me on the Map, by Joan Sweeney. It is a similar story with simpler text and great pictures of maps that will help the children with their drawing ability.

Now have the children finish the sentence on page one. After they are done with that they are to design a map of their room. This page can be done as homework.

Day Two

Reread pages 6-13 in the story, Where Do I Live? Focus on their home, street, yard, & neighborhood. Using the book for ideas of characteristics of these places.

Have the children close their eyes and create a mental picture of their home then draw their home, yard and street. Next they will finish their sentences. This can be done as homework.

Day Three

Reread Where Do I Live?, looking this time at the town/city pages. Ahead of time go to mapquest.com and hunt for a map of your town/city to print off for the children to each have or have them draw one themselves.

Have the children explore their map and find things that may be familiar to them. They can color or highlight them.

Have them find their home and color it a special color. Then have them find their school and color it another color. Let them try to find the shortest route from home to school. Then glue onto their third page and finish the sentence starters.

Day Four

Focus on their state. Looking at maps and discuss as a class what things they think make their state special. Talk about the characteristics of the land, people, food, etc.

Copy a blank state map for the children to use and glue onto this page.

They are to fill the map by drawing the characteristics pertaining to their state. They can draw or use magazine pictures to make a collage. Finish the sentence starter.

Day Five

Focus on your country using a wall map. Give the children a copy of your country to be glued into their book. Discuss with the class trips they've taken and things they've noticed about the land paying close attention to landforms they may have seen.

Next the children will color, & design their map of their country and finish the sentence starters.

Day Six

Focus on the Continent. Use wall maps and a copy of a blank version for the children to use in their book. Discuss what countries are on your continent and features of it like, weather, landforms.

Next the children will add characteristics to their own map and glue onto their page and finish the sentence starters.

Day Seven

Focus on the Earth and discuss, brainstorm what it is and characteristics like landforms and oceans.

Next have your children color and add characteristics to their map and glue onto their page. Then finish the sentence starters.

Cover Creation: Take both blue circles and give the kids green construction paper. They can tear or cut the green to create land and glue onto the blue to

create on the earth. On the front cover write their title, Where on Earth do I live? by _____. Staple together.

Any of the pages in the book can be designed with any kind of art material. Your imagination is your guide. Have fun!

Evaluation: Class discussion

Individually made books

Sharing their final product with the class

Resources:

The Armadillo From Amarillo, by Lynne Cherry, (Harcourt Brace & Company, Voyager Books, 1994, ISBN 0-15-201955-3)

Where Do I Live? by Neil Chesnow, (Scholastic Inc., 1995, ISBN 0-8120-9241-4)

Mapping Penny's World, by Loreen Leedy, (Scholastic Inc., 2000, ISBN 0-439-28596-8)

Me On The Map, by Joan Sweeney, (Dragonfly Books, Crown Publishers Inc., New York, 1997, ISBN 0-517-88557-3)

This is where I live. It's my room. It is special because _____

My room is in _____. I live with _____

_____.

Our address is _____. Around my _____ you will see _____

My home is in the town of _____. One special thing I like about my town is _____

Our town is one of many in the state of _____ . It is famous for

One thing I see a lot in our state is

_____ is one of 50 states that make up our country. It is the

_____ When I have traveled I have seen

I would like to

see _____

Corn: Simply Amazing

Maria Scott and Amy Lombardi

Introduction:

This unit will examine the importance of corn crops, to our society. During the lesson the students will research important facts about plant life concentrating on the corn crop. The research will include productivity, market prices, regions, and human interaction.

Objective:

After researching corn, the students will answer questions to advance through the maze.

Geographic Themes:

Human Interaction and Region

Grade Level:

6-8

State Goal 17

Understand the world of geography and effects of geography on society.

State Standard 16

The changes that occur in the meaning, uses, distribution, and importance of resources.

Materials needed:

PowerPoint of Corn: [Simply A...maize...ing](#)

HyerStudio Stack of Corn: [Simply A...maize..ing](#)

Research Materials

Procedure:

1. View [PowerPoint of Corn: Simply A...maize...ing](#)
2. Students will do a K.W.L. Chart. The students will list everything they know about corn.
3. Students will chart everything they want to learn about corn.
4. Students will locate and label the Corn Belt.
5. Students will research corn.

6. Students will complete the K.W.L. Chart by listing everything they learned.

Conclusion:

1. Evaluation: Students will complete the [Hyper Studio Stack Corn: Simply A...maize...ing](#).

This Hyper Studio may be best viewed in Internet Explorer.

You may download the Hyper Studio plug in by going to this web site: <http://www.hyperstudio.com/quickstart/>

Extensions:

1. Construct a diorama.
2. Graph the production of corn in the Corn Belt.
3. Make a picture collage.
4. Conduct experiments on the best growing conditions for corn.
5. Invent a new product for the uses of corn.

Go to [Corn Presentation](#) (to see full screen slide presentation click on the small screen in the lower right corner)