

Mapping Our World



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Asia

Asia (EY-shuh) is the largest continent on Earth. More than half of the world's people live in Asia. Most of these people live in China and India.

One Big Country

Russia is the largest country in the world. It stretches across two continents: Europe (YOOR-uhp) and Asia!

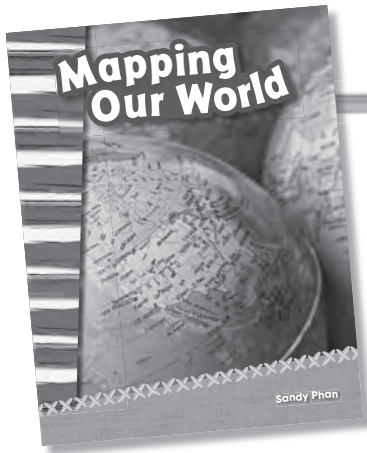


Asia is home to the Himalaya (him-uh-LEY-uh) Mountains. The mountains have over 100 peaks. Mount Everest is one of them. It is the tallest mountain in the world.

Asia is also home to the lowest point on Earth, the Dead Sea. It lies between Israel (IZ-ree-uhl) and Jordan. If you swim in the Dead Sea, you will float easily! This is because there is so much salt in the water.

Some people climb to the top of Mount Everest.





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Learning Objectives

Students will:

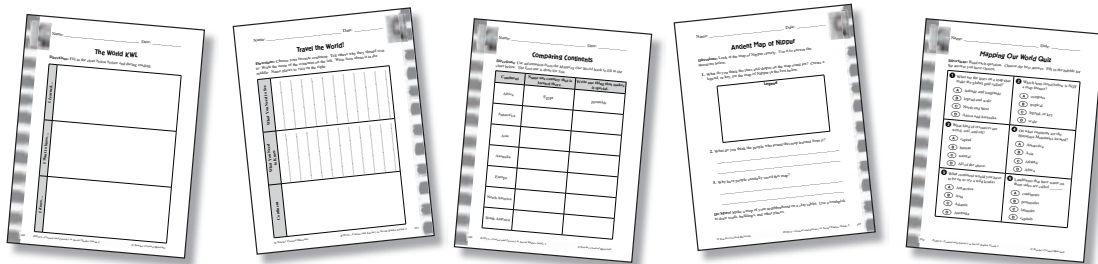
- ▶ compare and contrast Earth's seven continents.
- ▶ write informative travel brochures about a continent.
- ▶ use maps to better understand our world.

Standards

- ▶ **CCSS Reading:** Describe the connection between scientific ideas or concepts, in a text.
- ▶ **CCSS Writing:** Write informative/explanatory texts in which they introduce a topic, develop points, and provide a concluding statement.
- ▶ **Content:** Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *Mapping Our World* books
- ◆ copies of student reproducibles (pages 164–168)
- ◆ *Ancient Map* primary source (ancient.jpg)
- ◆ *Travel the World Brochure* activity sheet (brochure.pdf)
- ◆ globe, pocket chart
- ◆ index cards, chart paper, scissors
- ◆ coloring supplies
- ◆ sample travel brochures or travel websites
- ◆ air-dry clay (optional)
- ◆ toothpicks (optional)



Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 160)	Students will start a KWL chart.
Day 2	During Reading (page 161)	Students will complete the final column of the KWL chart and create travel brochures.
Day 3	After Reading (page 162)	Students will use a chart to compare and contrast the continents.
Day 4	Primary Source Activity (page 163)	Students will examine an ancient map and make their own maps on clay tablets.
Day 5	Activities from the Book (pages 28 and 32 in the books)	Students will invent a new continent and draw a map of it, and make a packing list for a trip to another continent.



Mapping Our World *(cont.)*

Vocabulary Word Bank

- ▶ continents
- ▶ equator
- ▶ latitude
- ▶ longitude
- ▶ natural resources
- ▶ peninsulas
- ▶ physical maps
- ▶ political maps
- ▶ prime meridian
- ▶ tropical

Before Reading

1. Introductory Activity—Invite students to sit on the floor near you. Display a globe. Tell them that a globe is a model of Earth, where we live. Explain that a model represents a real thing.

- ▶ Ask the following discussion questions about the globe: *What does the blue represent? What does the green represent? How many large landforms (continents) do you see? Do you know the names of any continents? Is there more land or water on Earth? Can you find the landform where we live?*
- ▶ Tell students that they are going to read a book to learn more about our world.

2. Vocabulary Activity—Ahead of time, write the vocabulary words on index cards. Display each word, explain its meaning, and use it in a sentence.

- ▶ Then distribute the index cards to students. Have each student with an index card say his or her word aloud. Ask students to group the words in categories. Accept almost any grouping as long as students can explain their thinking.
- ▶ Have students continue to group and regroup words as time allows.

3. Prereading Activity—Ahead of time, make a three-column KWL chart on chart paper. Title it *Mapping Our World*. Label the first column *I Know...*, the second column *I Want to know...*, and the third column *I Learned...*

- ▶ Distribute copies of *The World KWL* activity sheet (page 164) to students. Show them the front cover of the *Mapping Our World* book. Ask them to complete the first two columns of the chart individually. Circulate and assist students as they access prior knowledge and set a purpose for reading.
- ▶ Lead a group discussion about students' responses. Add their ideas to the class chart. Have students save the charts, or collect them for future use.
- ▶ Pull **English language learners** and **below-level learners** for a small-group KWL activity. If students were born in other countries, help them locate their birthplaces on the globe. Encourage them to share their unique knowledge and questions about the world by making a group KWL chart.



Name: _____ Date: _____

Comparing Continents

Directions: Use information from the *Mapping Our World* book to fill in the chart below. The first one is done for you.

Continent	Name one country that is located there.	Write one thing that makes it special.
Africa	Egypt	pyramids
Antarctica		
Asia		
Australia		
Europe		
North America		
South America		



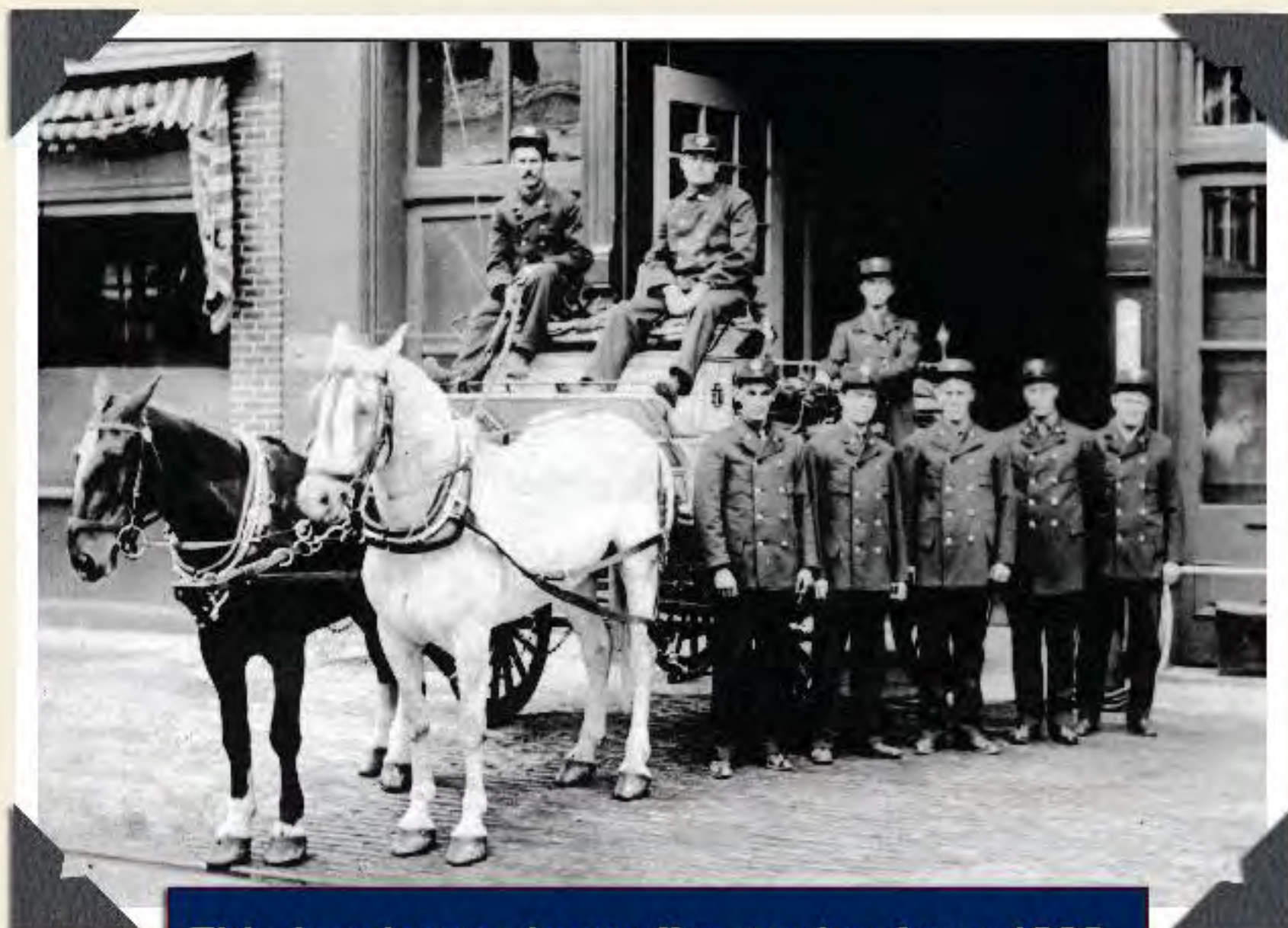
Name: _____ Date: _____

Mapping Our World Quiz

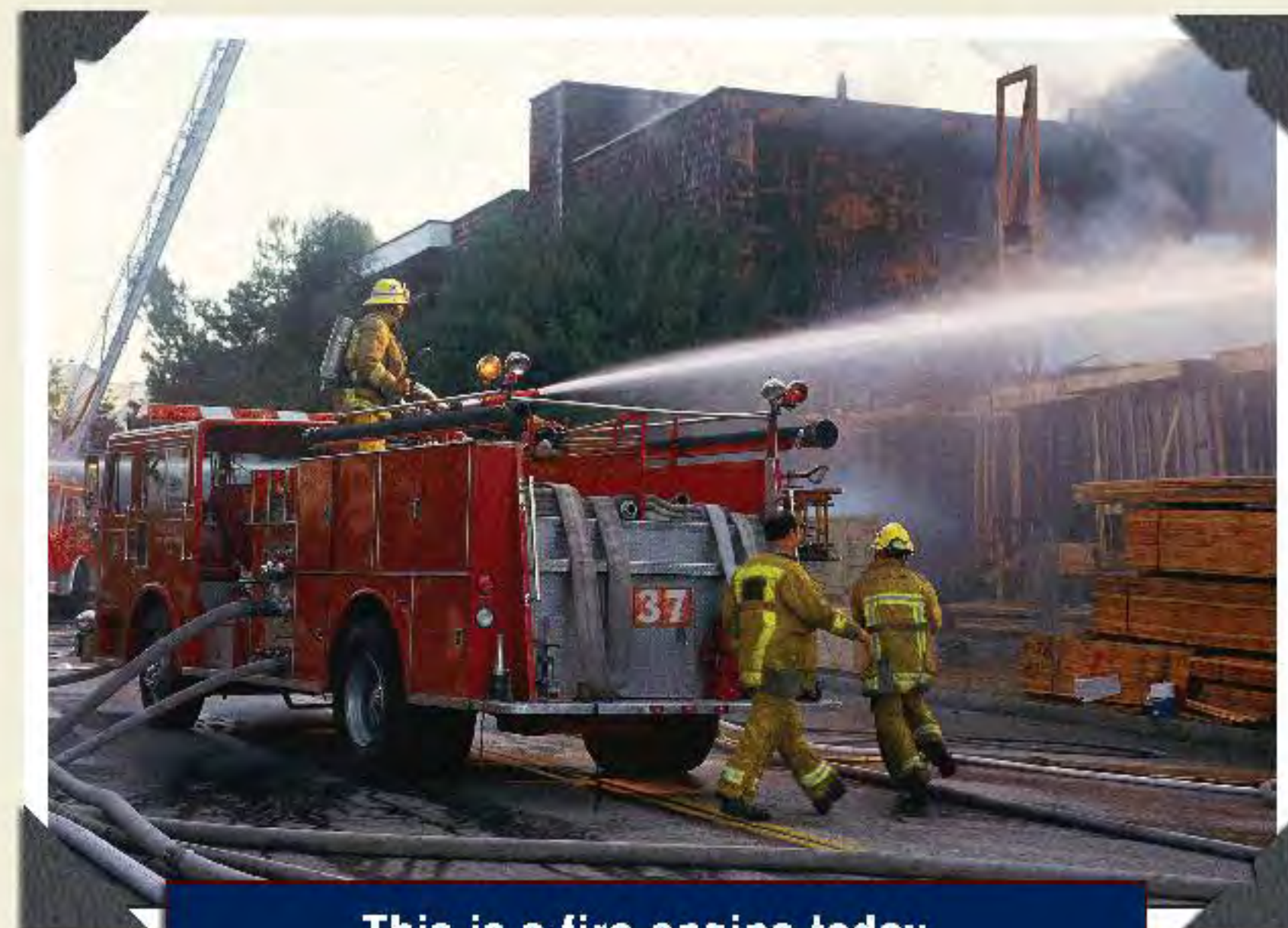
Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

<p>1 What are the lines on a map that make the global grid called?</p> <p><input type="radio"/> A latitude and longitude</p> <p><input type="radio"/> B legend and scale</p> <p><input type="radio"/> C North and West</p> <p><input type="radio"/> D Africa and Australia</p>	<p>2 Which item listed below is NOT a map feature?</p> <p><input type="radio"/> A compass</p> <p><input type="radio"/> B tropical</p> <p><input type="radio"/> C legend, or key</p> <p><input type="radio"/> D scale</p>
<p>3 What kind of resources are wood, soil, and oil?</p> <p><input type="radio"/> A capital</p> <p><input type="radio"/> B human</p> <p><input type="radio"/> C natural</p> <p><input type="radio"/> D All of the above.</p>	<p>4 On what continent are the Himalaya Mountains located?</p> <p><input type="radio"/> A Antarctica</p> <p><input type="radio"/> B Asia</p> <p><input type="radio"/> C Atlantic</p> <p><input type="radio"/> D Africa</p>
<p>5 What continent would you have to be on to see a wild koala?</p> <p><input type="radio"/> A Antarctica</p> <p><input type="radio"/> B Asia</p> <p><input type="radio"/> C Atlantic</p> <p><input type="radio"/> D Australia</p>	<p>6 Landforms that have water on three sides are called _____.</p> <p><input type="radio"/> A continents</p> <p><input type="radio"/> B peninsulas</p> <p><input type="radio"/> C latitudes</p> <p><input type="radio"/> D capitals</p>

Fire Departments



This is a horse-drawn fire engine from 1909.



This is a fire engine today.

Mackie's

FARM ANNUAL

1891



Mackie's
BUSH LIMA

SEEDS



A. Gabe Mackie & Co.
Richmond, Va.