Lynchburg College

Unit Plan: Third Grade Geography and Explorers

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EDUC 211

G. Martin

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#### Social Studies: Geography, Map Skills, and European Explorers

Grade 3

2<sup>nd</sup> Nine Weeks: Unit Length 2 weeks

Purpose:

This unit introduces students to basic map skills, world geography, and early exploration of the North American continent. Content to be covered includes geography terms such as latitude, longitude, and cardinal directions; parts of a map and basic navigation of grid maps; and brief biographies of explorers Jacque Cartier, Juan Ponce de Leon, Christopher Newport, and Christopher Columbus.

Standards of Learning Objectives

- Standard 3.3
  - The student will study the exploration of the Americas by
    - describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport;
    - identifying reasons for exploring, the information gained, and the results from the travels.
- Standard 3.5
  - The student will develop map skills by
    - positioning and labeling the seven continents and four oceans to create a world map;
    - using the equator and prime meridian to identify the four hemispheres;
    - locating the countries of Spain, England, and France;
    - Locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
    - locating specific places on a simple letter-number grid system.
- Standard 3.6
  - The student will read and construct maps, tables, graphs, and/or charts.

#### Unit Objectives

- The students will be able to:
  - Label the parts of a simple grid map.
    - Compass rose, map title, map scale, and map legend.
  - Identify the seven continents (Africa, Antarctica, Asia, Australia, Europe, North America, and South America) and the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern.)
  - Label and identify the parts of a world globe
    - Hemispheres: Northern, Southern, Eastern, and Western.
    - Imaginary lines: longitude, latitude, prime median, and equator.
  - Recognize the countries of Spain, France, the United States, and England.
  - Recognize the locations of Quebec, Canada, San Salvador in the Bahamas, St. Augustine, Florida, and Jamestown, Virginia.

- Explain the reasons for exploration, information gained, and outcomes of exploration and identify the countries of origins of four European explores.
  - Jacque Cartier, Juan Ponce de Leon, Christopher Newport, and Christopher Columbus
- Assess their own understanding of the information learned during the unit in an individual and group setting.

### Content Outline:

- Basic Map Skills
  - Reasons for maps
    - To give directions when traveling
    - To locate different areas or regions
    - Provide a variety information on real or imaginary places
  - Compass Rose
    - Cardinal Directions: North, south, east, and west
    - Intermediate Directions: Northwest, Northeast, Southeast, and Southwest
  - Map Legend
    - The objects of a map are represented using symbol.
      - A symbol is a picture on the map that represents something in the real world.
    - Legends usually show a small picture of each of the symbols used on the map, along with a written description of the meaning of each of these symbols.
  - o Map Title
  - Map Scale
    - By measuring the distance between two objects on a map and then referring to the graphic scale, it is easy to calculate the actual distance between those same items.
- Grid Map
  - Grid maps help you locate places on maps.
  - A grid uses lines to make rows and columns on a map.
  - The rows go from side to side.
    - Usually have numbers to their left.
  - $\circ$   $\;$  The columns go from top to bottom.
    - Usually have letters at the top
  - Every place on the map is in a single row and column.
- Globe and World Map Skills
  - Latitude and Longitude
  - Prime Meridian and Equator
- World Geography
  - Seven Continents
    - Asia, Africa, Antarctica, Australia, North America, Europe, and South America
  - Five Oceans
    - Arctic, Atlantic, Southern, Indian, Pacific
  - Counties of Interest:
    - United States: part of North America
    - England: Christopher Newport

- Spain: Ponce de Leon, Columbus
- France: Jacques Cartier
- Explorers
  - European exploration of the Americas
    - Reason of exploration
    - Outcome and impact of exploration
    - Information gained from exploration
    - Countries of origin
  - Christopher Columbus:
    - To find a western sea route to Asia
    - First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)
    - Spain
  - o Juan Ponce de Leon
    - To discover riches and land to conquer
    - First European to land in Florida (near St. Augustine); gave Spain a claim to Florida
    - Spain
  - o Jacques Cartier
    - To colonize the New World
    - Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North America claim
    - France
  - o Christopher Newport
    - To discover riches; to find a western sea route to Asia; to colonize Virginia
    - Arrived at present day Jamestown; made four additional voyages, bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River
    - England
  - o Impact of European exploration on American Indians
    - Deadly diseases were introduced.
    - Exploration later led to settlement.
    - The settlements led to relocation of the American Indians from their homeland.

#### Activities:

- Center work:
  - Map skills reference cards
  - Royal floor plan center
  - Grid map game
  - Captain's Log
  - Discovering the Americas Songs
  - Brittown Map
  - Compass Rose Activity
  - Primary Source Investigation: Columbus's Log
- Classroom mapping activity

• Explorer poster project

#### Instructional Aids and Resources

• Explorer Books

#### Assessment/Evaluation

- Map Skills Test
- o Geography Test
- o Explorer Test
- Explorer Poster Project
- Center Activites

### References

- https://sites.google.com/a/solteacher.com/olteacher-com/home/third-grade-virginiasol-resources/3rdgrade-virginia-social-studies-sol-resources/sol-3-6-maps
- o Brainpop.com
- $\circ \quad http://www.doe.virginia.gov/testing/sol/standards\_docs/history\_socialscience/index.shtml \\$
- o Nationalgeographics.com/kids
- o www.solpass.org
- o Car Rally
  - http://tukilah.my.id/kids-worksheets/map-skills-worksheets-for-kids/
- Reading a Map
  - https://www.superteacherworksheets.com/map-skills.html
- o Spookytown
  - http://pagingsupermom.com/2012/10/worksheet-wednesday-spookytownmap/spookytownworksheet-2/
- Social studies book from the library

| Subject/Unit:                 | Geography and            | Social Studies  | Map Skills and  | l Geography  | Week 1  |
|-------------------------------|--------------------------|---|---|--|---|
| October                       | Monday                   | Tuesday   | Wednesday   | Thursday   | Friday  |
| <b>Objectives:</b><br>(SWBAT) | See Lesson Plan<br>Day 1 | Label the parts of<br>a simple grid<br>map: Compass<br>rose, map title,<br>map scale, and<br>map legend.                                    | Identify the seven<br>continents (Africa,<br>Antarctica, Asia,<br>Australia, Europe,<br>North America, and<br>South America) and<br>the five oceans<br>(Arctic, Atlantic,<br>Indian, Pacific, and<br>Southern.) | Label and identify<br>the parts of a world<br>globe: Northern,<br>Southern, Eastern,<br>and Western<br>Hemispheres;<br>lines of longitude<br>and latitude and<br>prime median and<br>equator | Assess their own<br>understanding of<br>the information<br>learned during the<br>unit in an<br>individual and<br>group setting.   |
| Introduction:                 |                          | Morning Work:<br>Neighborhood Map<br>Review of Map<br>skills.<br>How do we tell<br>people where things<br>are on a map?<br>Class discussion | Grid Map Review<br>Activity   | Quick draw: draw<br>a grid map on<br>your blank world<br>map.  | Brainpop rewatch  |
| Development:                  |                          | Number grid<br>activity<br>Our Classroom<br>Grid Map Activity<br>Activiy  | Seven Continents<br>and Five Oceans<br>Brainpop.com.<br>Social Studies-<br>Geography-<br>Oceans<br>Social Studies-<br>Geography-<br>Continents of the<br>World  | World Map Skills<br>Longitudinal and<br>latitudinal lines<br>Brainpop.com<br>Social Studies-<br>Geography –<br>Latitue and<br>longitude<br>Social Studies-<br>Geography –Map<br>Skills.      | <ul> <li>Map Skills Center</li> <li>Brittown Map<br/>Skills</li> <li>Map Skills<br/>Reference Cards</li> <li>Royal Floor Plan</li> <li>Guided Reading<br/>Group</li> <li>Compass Rose<br/>Activity</li> <li>Brainpop<br/>computer center</li> </ul> |
| Culminating:                  |                          | What else could<br>you make a map<br>of?  | Answering<br>questions  | World Map Skills<br>Vocabulary Notes<br>Me on the Map<br>Homework  | Grand Discussion<br>about information<br>learned during<br>Exit Cards   |

| Subject/Unit:                 | Geography and   | Social Studies  | European Exp                                     | lorers   | Week 2   |
|-------------------------------|---|---|--|--|--|
|                               | Monday  | Tuesday   | Wednesday  | Thursday   | Friday   |
| <b>Objectives:</b><br>(SWBAT) | Assess their own<br>understanding of<br>the information<br>learned during the<br>unit in an<br>individual and<br>group setting. | Assess their own<br>understanding of<br>the information<br>learned during the<br>unit in an<br>individual and<br>group setting. | See Lesson Plan 8<br>Explorer Poster<br>Projects | Assess their own<br>understanding of<br>the information<br>learned during the<br>unit in an<br>individual and<br>group setting.  | Explain the<br>outcomes of<br>exploration four<br>European<br>explores.                          |
| Introduction:                 | Me on the Map<br>Sharing  | How do you think<br>sailors new where<br>they were going<br>out at sea?   |  | Quick Write:<br>What do you<br>remember about<br>someone else's<br>explorer?   | Explorer Songs   |
| Development:                  | Map Skills Test<br>Review   | Navigation<br>Map Skills<br>Assessment  |  | Explorer Centers<br>• Captains Log<br>• Explorer Songs<br>• Guided Reading<br>Groups<br>• National<br>Geographic<br>Copy Cats<br>computer game<br>• SOLpass:<br>explorers<br>computer center | Brainpop.com-<br>Social Studies-<br>Culture-<br>American Indians.                                |
| Culminating:                  | Map Skills Game   | Use the compass<br>to create a<br>compass rose for<br>the classroom grid<br>map   |  | Come Together:<br>what did you learn<br>during centers?  | How would it<br>have been<br>different if<br>Europeans were<br>nicer to the native<br>Americans? |

Geography and Explorers Unit: Map Skills

Day 1 Lesson 1

Grade 3

Lesson Time: approx. 60 minutes

Lesson Date: Mid October

- Standards of Learning:
  - $\circ$  3.6: The student will read and construct maps, tables, graphs, and/or charts
- Content Outline:
  - o Basic Map Skills
    - Reasons for maps
      - To give directions when traveling
      - To locate different areas or regions
      - Provide a variety information on real or imaginary places
    - Compass Rose
      - Cardinal Directions: North, south, east, and west
      - Intermediate Directions: Northwest, Northeast, Southeast, and Southwest
    - Map Legend
      - The objects of a map are represented using symbol.
        - A symbol is a picture on the map that represents something in the real world.
      - Legends usually show a small picture of each of the symbols used on the map, along with a written description of the meaning of each of these symbols.
    - Map Title
    - Map Scale
      - By measuring the distance between two objects on a map and then referring to the graphic scale, it is easy to calculate the actual distance between those same items.
- Rationale:
  - Maps are an important part of life. With the increasing prominence of GPS, maps are a part of everyday navigation. Maps are used to give directions, to locate and to provide a variety of information about different areas or regions, and relate one location to another.
- Objectives:
  - The student will be able to:
    - Label the parts of a simple map.
      - Compass rose, map title, map scale, and map legend.
    - Explian the significance of maps
    - Locate items on a simple map

- Give directions using a simple map.
- Lesson Opening:
  - Activate prior knowledge:
    - Class discussion: Students do not need to raise their hands. Students should not interrupt a speaking classmate.
      - What is a map?
      - When do you use a map?
      - What can a map tell you?
- Connections:
  - How is a map like a table or a chart?
    - Is it similar or different?
- Process
  - Instructional strategy: Direct
    - Open Smart Notebook: Map Skills Directions
    - Slide 1: Introduce the Compass Rose:
      - A circular diagram printed on a chart or map to show the direction of north and other main points of the compass.
    - Slide 2: Cardinal Directions
      - The basic directions on the map called North, South, East, and West
    - Slide 3-5:
      - Draw students' names to answer questions
      - Allow students to come to the Smartboard to fill in the blanks.
    - Slide 6: Intermediate Directions
      - The directions between the cardinal directions called Northeast, Northwest, Southeast, and Southwest
    - Slides 7-9
      - Draw students' names to answer questions
      - Allow students to come to the Smartboard to fill in the blanks.
    - Slide 10
      - Point out Map Key (also called a Map Legend)
        - Tells you what the symbols stand for on the map. It is found on the corner of the map usually.
      - Draw students' names to answer questions
      - Allow students to come to the Smartboard to fill in the blanks.
    - Slide 11
      - Use shade to cover directions
      - Model how to give the directions from Ron's House to Kim's House
        - Uncover directions as you go
    - Slide 10

(5 minutes)

(10 minutes)

(20 minutes)

- Allow students time to write down their answer.
- Volunteers can give their answers.
- o Activity 2: Worksheets
  - Student need to get their glue sticks and scissors from baskets.
  - Pass out Rally Car Worksheet
  - Students will do the worksheets together as a class.
  - Pass out Reading a Map Worksheet
  - Students will do this worksheet individually.
  - Collect worksheets when finished
- Products:
  - Worksheets:
    - Car Rally
    - Reading a Map
  - o Homework
    - Spooky Town
- Assessment
  - o Worksheets
- Closure
  - Pass out Map Skills Vocabulary Sheet
  - o Students will glue "hamburger style" into their Social Studies notebook
- Homework
  - o Spooky Town
- Differentiation:
  - o Jkfdlsjfkls
- Materials and Equipment
  - Smartboard
  - Smart Notebook: Map Skills Directions
  - o Worksheets
    - Rally Car
    - Reading a Map
  - o Homework
    - SpookyTown
  - o Map Skills Vocabulary Sheet
  - o Scissors
  - Glue sticks
  - Crayons (each student has their own)

Geography and Explorers Unit: Map Skills

Day 8 Lesson 8

Grade 3

Lesson Time: approx. 60 minutes

Lesson Date: Mid-October

- Standards of Learning:
  - Standard 3.3
    - The student will study the exploration of the Americas by
      - describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport;
      - identifying reasons for exploring, the information gained, and the results from the travels.
  - Standard 3.5
    - The student will develop map skills by
      - locating the countries of Spain, England, and France;
      - Locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
- Content Outline:
  - Explorers
    - European exploration of the Americas
      - Reason of exploration
      - Outcome and impact of exploration
      - Information gained from exploration
      - Countries of origin
    - Christopher Columbus:
      - To find a western sea route to Asia
      - First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)
      - Spain
    - Juan Ponce de Leon
      - To discover riches and land to conquer
      - First European to land in Florida (near St. Augustine); gave Spain a claim to Florida
      - Spain
    - Jacques Cartier
      - To colonize the New World
      - Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North America claim
      - France

- Christopher Newport
  - To discover riches; to find a western sea route to Asia; to colonize Virginia
  - Arrived at present day Jamestown; made four additional voyages, bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River
  - England
- Rationale:
  - Maps are an important part of life. With the increasing prominence of GPS, maps are a part of everyday navigation. Maps are used to give directions, to locate and to provide a variety of information about different areas or regions, and relate one location to another.
- Objectives:
  - The student will be able to:
    - Recognize the countries of Spain, France, the United States, and England.
    - Recognize the locations of Quebec, Canada, San Salvador in the Bahamas, St. Augustine, Florida, and Jamestown, Virginia.
    - Explain the reasons for exploration, information gained, and outcomes of exploration and identify the countries of origins of four European explores.
      - Jacque Cartier, Juan Ponce de Leon, Christopher Newport, and Christopher Columbus
- Lesson Opening:
  - Class discussion
    - Students do not need to raise their hands. Students should not interrupt their speaking classmates.
      - What does it mean to explore?
      - What is an explorer?
- Connections:
  - Why would an explorer need to use maps and navigation tools like a compass?
- Process
  - Instructional strategy: Cooperative
    - Part 1
      - Divide students into mixed 4 groups (not by reading level)
      - Each group gets 5 copies of one of the explorer books
      - Instructions (write on the board or project onto the board)
        - Read your book quietly to yourself.
        - Think about these questions
          - What country sponsored the explorer's trip?
          - What did the country's flag look like?
          - What route did he take?
          - Where did he land?
          - Did his ships have names?
          - Why did he want to explor?

(40 minutes)

(5 minutes)

(5 minutes)

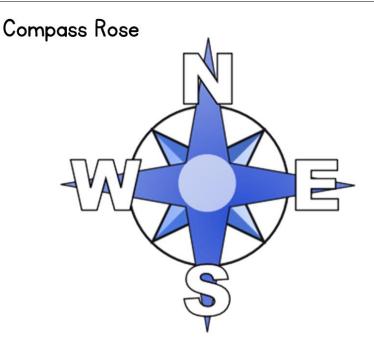
- Part 2
  - Pass out poster paper, explorer portraits, blank maps, scissors, and glue sticks.
  - Students should get their own crayons and markers out.
  - Instructions (write on the board or project onto the board)
    - Cut out the portrait and glue it into the center of the poster paper
      - Write his name underneath
    - Draw a mind map with your explorer's portrait at the center
    - Each bubble should answer one of the questions above in complete sentences.
      - You should have at least 6 bubbles.
    - Trace the explorer's route on the blank map and glue into a bubble
    - o Draw the map of the explorer's sponsor country in one of the bubbles
    - Add any other information that your group found interesting in more bubbles.
- Products:
  - o Explorer Posters
- Assessment
  - Explorer poster
- Closure
  - Present posters to the class
- Homework
  - No homework
- Differentiation:
  - o Jkfdlsjfkls
- Materials and Equipment
  - Explorer Books
    - 6 Ponce de Leon
    - 6 Columbus
    - 6 Newport
    - 6 Cartier
  - Blank Maps (25)
  - o 4 explorer portraits
  - Scissors
  - Glue sticks
  - Crayons and markers (each student has their own)

(10 minutes)

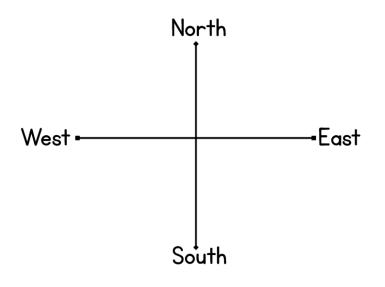
Materials for Geography, Maps, and Explorers Unit

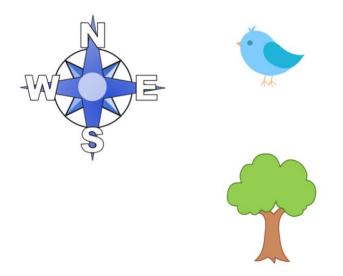
#### Materials for Geography, Maps, and Explorers Unit Table of Contents

- Day 1
  - Map Skills Introduction Smartboard
  - Map Skills Vocabulary Handout
  - Map Skills Homework
- Day 2
  - Grid Map Introduction Smartboard
  - Our Classroom Grid Map
  - Grid Map Homework
- Day 3
  - World Geography Smartboard
  - Blank world map
- Day 4
  - World Map Skills Smartboard
  - World Map Skills Vocabulary Handout
- Day 5
  - Map Skills Centers
    - Brittown Map Skills
    - Map Skills Reference Cards
    - Royal Floor Plan
    - Compass Rose Activity
- Day 6
  - Map Skills Review Activity
- Day 7
  - Map Skills Assessment
  - Navigation Tools Powerpoint Slides
- Day 8
  - Explorer Books
    - Christopher Columbus
    - Christopher Newport
    - Jacques Cartier
    - Juan Ponce de Leon
- Day 9
  - Explorer Centers
    - Primary Source Investigation: Columbus's Log
    - Captains Log
    - Explorer Songs
- Day 12
  - Explorers Assessment



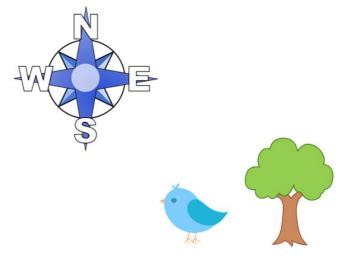
Cardinal Directions





The tree is \_\_\_\_\_ of the bird.

The bird is \_\_\_\_\_ of the tree.

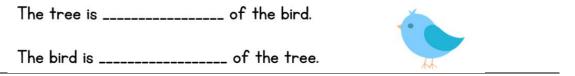


The tree is \_\_\_\_\_ of the bird.

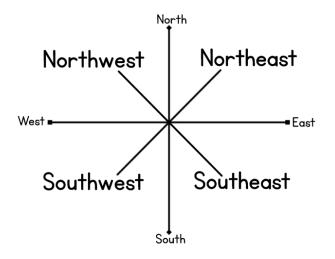
The bird is \_\_\_\_\_ of the tree.

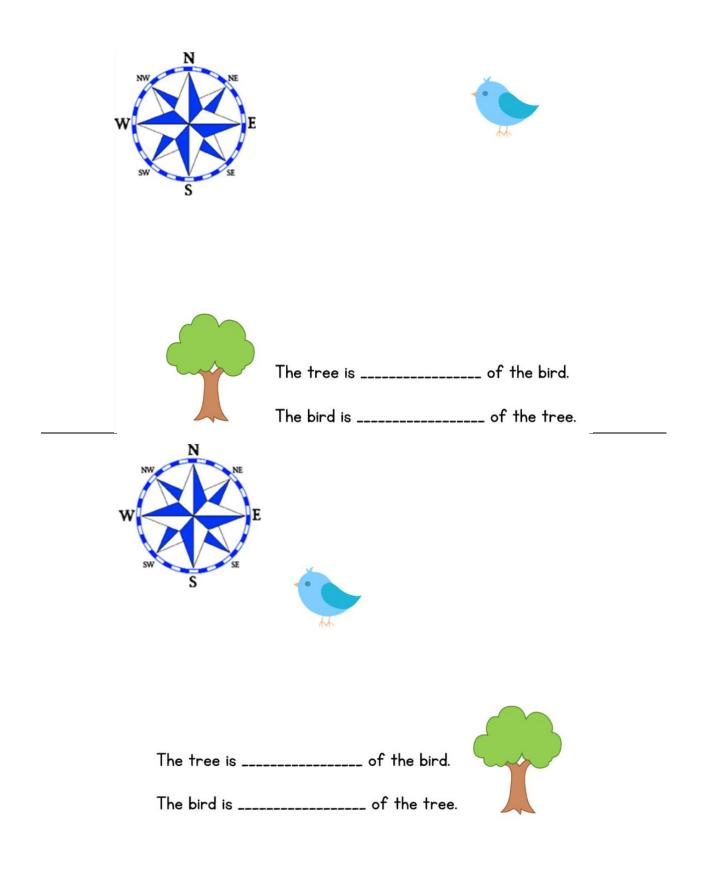






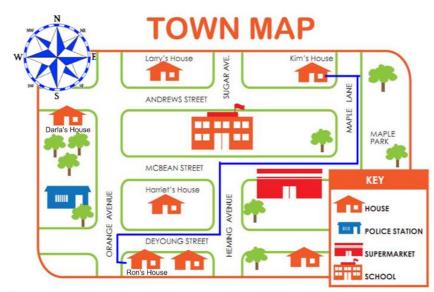
# Intermediate Directions





| The tree is of the bird.   |
|--|
| The bird is of the tree.   |
|  |
| N<br>S<br>S<br>Darla's House<br>Darla's House<br>Darla's House<br>Darla's House<br>Derounus Street<br>Derounus Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Street<br>Stree |
| Darla's house is of the Supermarket.   |
| Ron's house is of the School.  |
| Maple Park is of the Police Station.   |
| Darla would go on Orange Ave to get to<br>Ron's house.   |

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Ron went:

- I. North on orange avenue.
- 2. He turned East on to Deyoung Street.
- 3. He turned North on Heming Avenue.
- 4. He turned East on McBean Street.
- 5. Finally, he headed North on Maple Lane to get to Kim's house.



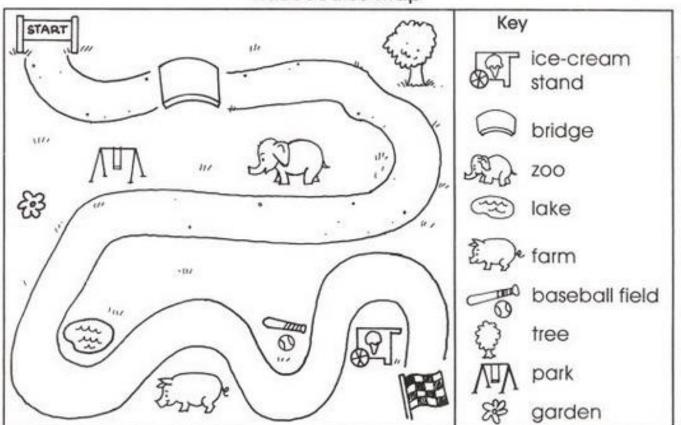
After school Ron wanted to go to Larry's House to play video games. First he had to go home to ask his mom for permission. She told Ron he could go as long as he went straight there: no stopping! Trace Ron's steps from school to his house then to Larry's house using the correct directions and street names.

| Map JKIIIS                 | Nap Skills Vocabulary: Fold "hamburger style" and glue into your Social Studies notebook.                               | 'o your Social Studies notebook.   |
|----------------------------|---|--|
| Term                       | Definition  | Example  |
| Compass Rose:              | A circular diagram printed on a chart or map to<br>show the direction of north and other main<br>points of the compass. |  |
| Map Legend                 | Tells you what the symbols stand for on the map.<br>It is found on the corner of the map usually.                       | Map Legend<br>House A<br>Library A<br>Police Station A<br>Post Office A  |
| Cardinal<br>Directions     | The basic directions on the map called North,<br>South, East, and West  | N N  |
| Intermediate<br>Directions | The directions between the cardinal directions<br>called Northeast, Northwest, Southeast, and<br>Southwest              | N NN NE NE   |
| Map Scale                  | A ratio that compares distance on a map to<br>distance on the Earth's surface   | A National capital     U.S. State     State capital     State capital     State capital     State capital     State capital     Solution     Albers Equal-Area Projection     Albers Equal-Area Projection     Albers     Solution |
| Grid System                | a way used to locate a place on the map   |  |

4 . ú = Map Skills Vocabulary: 5-14 🙄 Car Rally

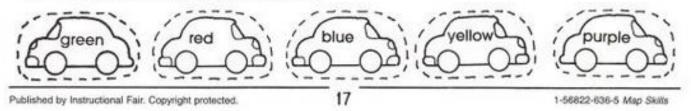
Name \_\_\_\_

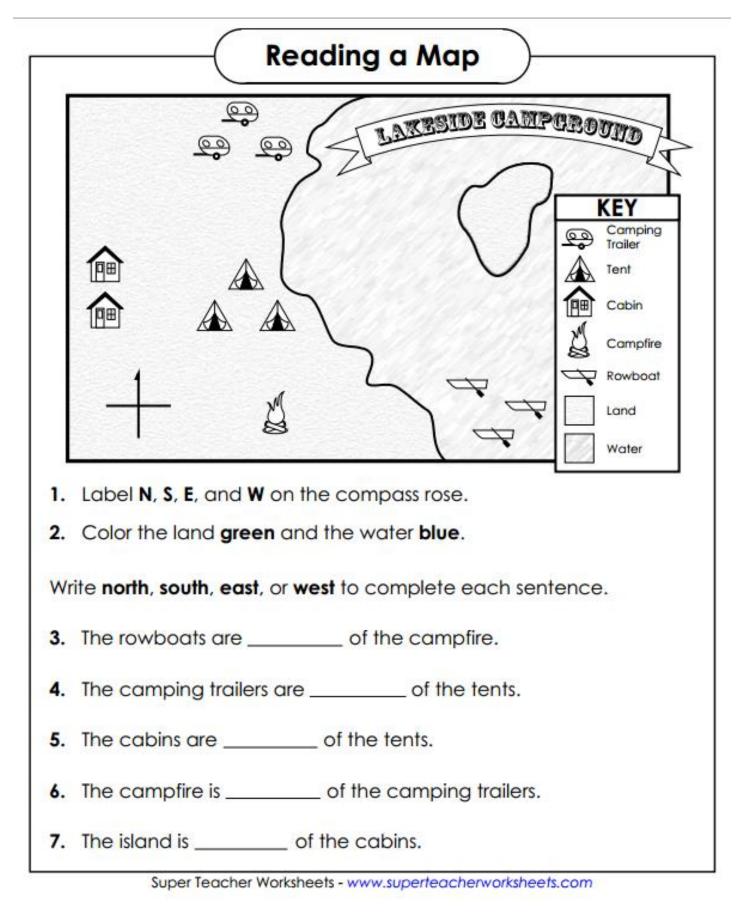
The cars are driving the course. Let's find out where each car is along the course. Color the cars at the bottom of the page the correct color. Cut them out. Read the sentences. Use the map key to help you paste each car where it belongs along the course.



Racecourse Map

- 1. The green car is at the zoo.
- 2. The red car is at the baseball field.
- 3. The blue car is at the bridge.
- 4. The yellow car is at the farm.
- 5. The purple car is at the lake.





Name:

# Spookytown

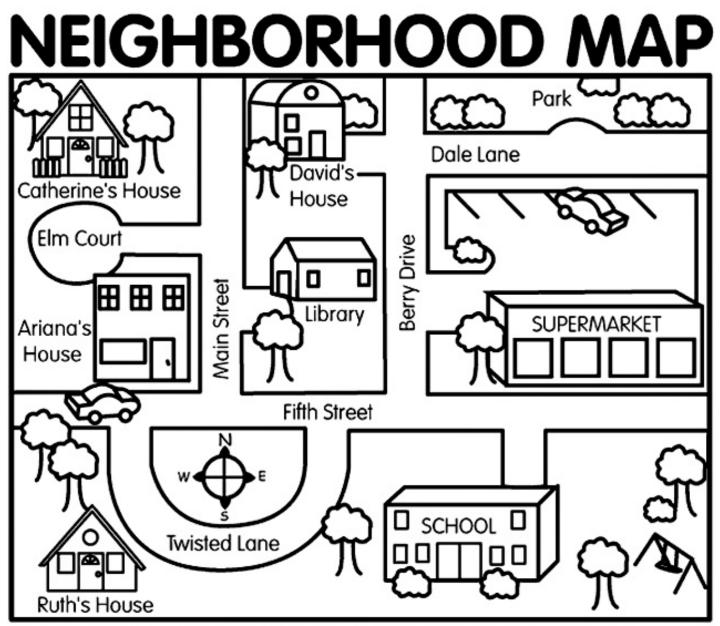
INSTRUCTIONS: Study the map. Using the compass rose and map key, answer the questions below.



- 1. The Ghost Gang is \_\_\_\_\_ of Witch's Brew.
- 2. The Haunted House is \_\_\_\_\_ of Bat Cove.
- 3. The Pumpkin Patch is west of \_\_\_\_\_\_
- 4. Bat Cave is directly \_\_\_\_\_ of Pumpkin Patch.
- 5. Witch's Brew is \_\_\_\_\_ of Haunted House and

\_\_\_\_\_ of Ghost Gang.





Decorate the map with Crayola® Markers or Colored Pencils. As you follow the directions to discover where Catherine is going, draw a line on each street she walks on. Use the compass rose to help you.

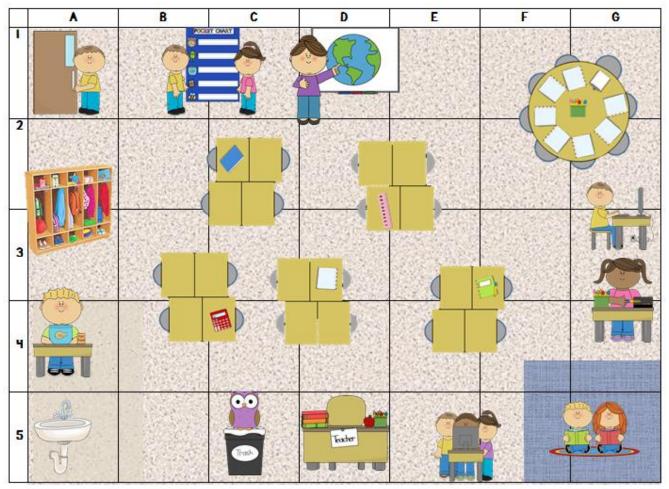
Directions:

Catherine leaves her house and walks east on Elm Court. She makes a right and heads south on Main Street. When she reaches Fifth Street she turns east. At Berry Drive Catherine walks north. She walks past the supermarket parking lot and makes a left onto Dale Lane. Where is Catherine?

Write down directions from the supermarket to Ruth's house. Who lives across the street from the library?

Our Classroom Grid Map Example:

Actually size of "Our Classroom Grid map would have a map scale of 3 inches: 2 meters. Squares would be 3 inches by 3 inches.

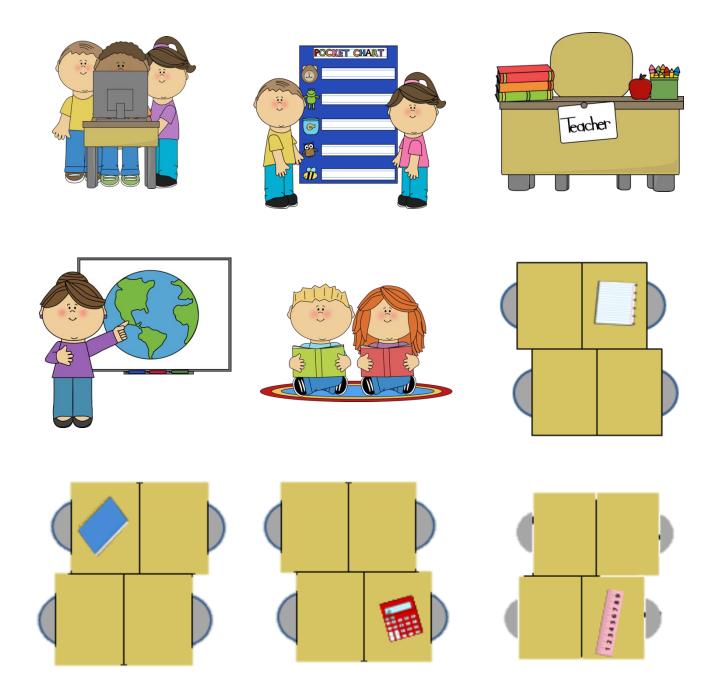


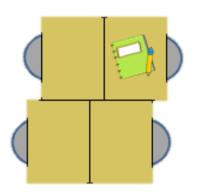
Other Materials needed for lesson

- Yarn knotted in 1 meter increments for measuring the classroom
  - $\circ$  A tape measure can also be used if it is as long as the classroom is wide or long.
- Blank grid that is 28 inches by 15 inches (seven 3 inch squares by five 3 inch squares)

Alternative: Activity can be done using the Smartboard or a projector. Disadvantage is that the finished poster cannot be displayed in the classroom.

Some icons used in Classroom Grid Map were borrowed from http://www.mycutegraphics.com Desk icons were created in Word.











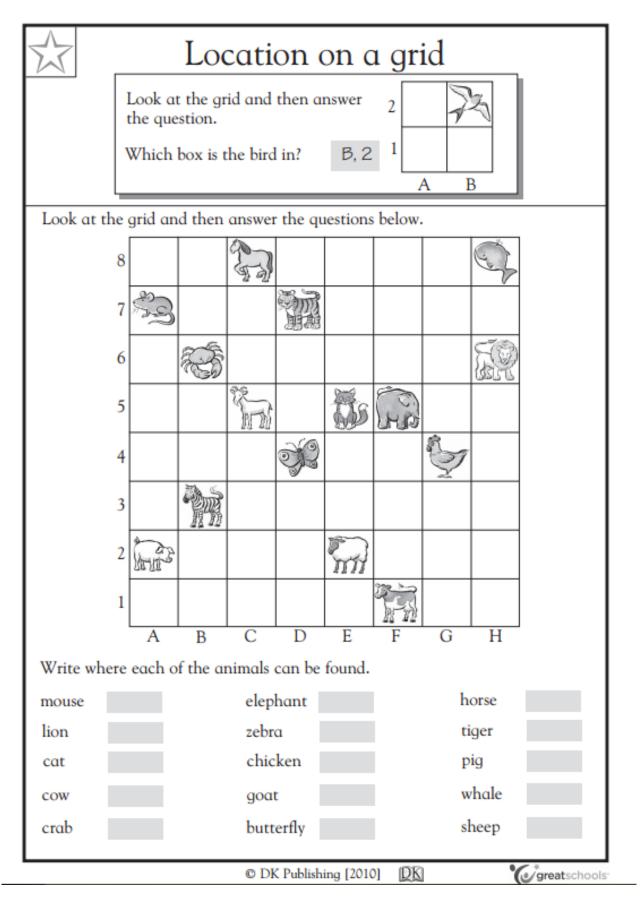


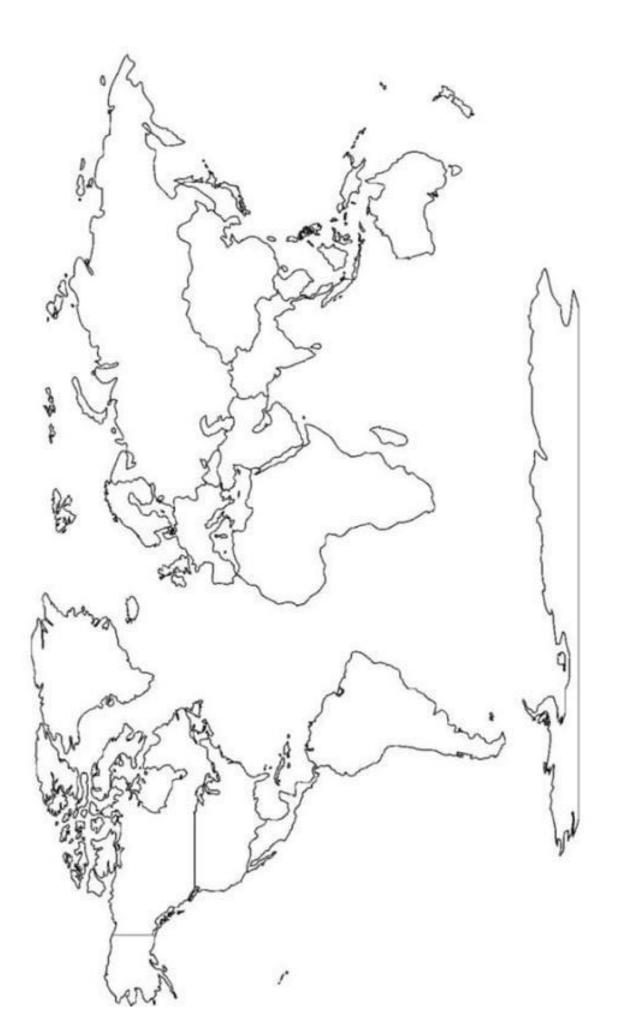




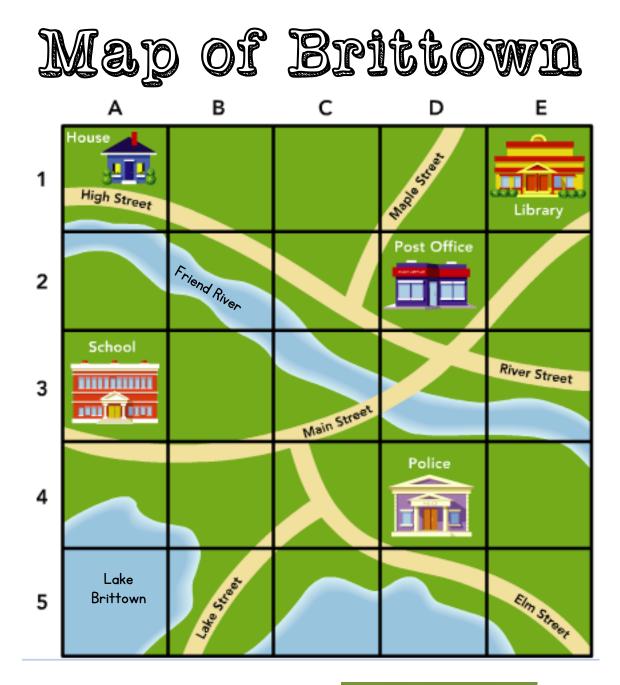


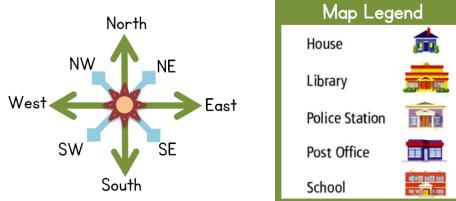






|                | Places that have common   |  |
|----------------|---|--|
|                | The grid lines that go from north to south.   |  |
|                | An imaginary line around the middle of<br>the Earth that divides it into the<br>northern and Southern Hemispheres |  |
| Prime Meridian | An imaginary longitudinal line that divides<br>the Earth into the Eastern and Western<br>Hemispheres              |  |
| Hemisphere     | ere. It is created by the<br>an or the equator.   | Mestern<br>Hernisphere<br>from the factors International Interna   |
|                | The grid lines that go from east to west.   | Senter<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner<br>Leaner |





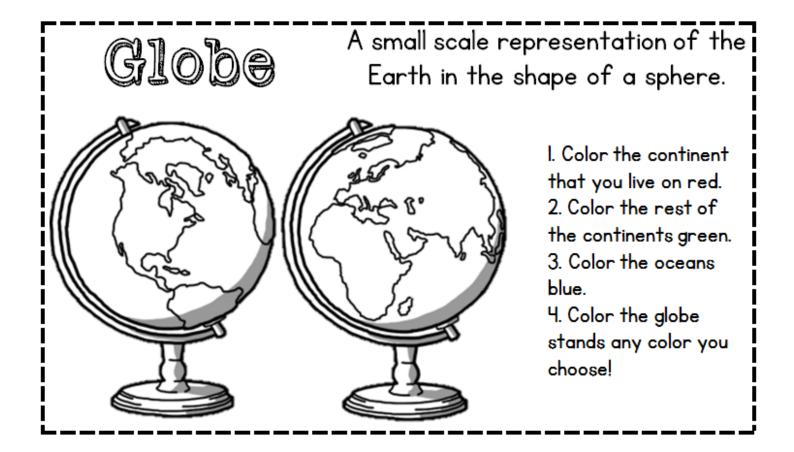


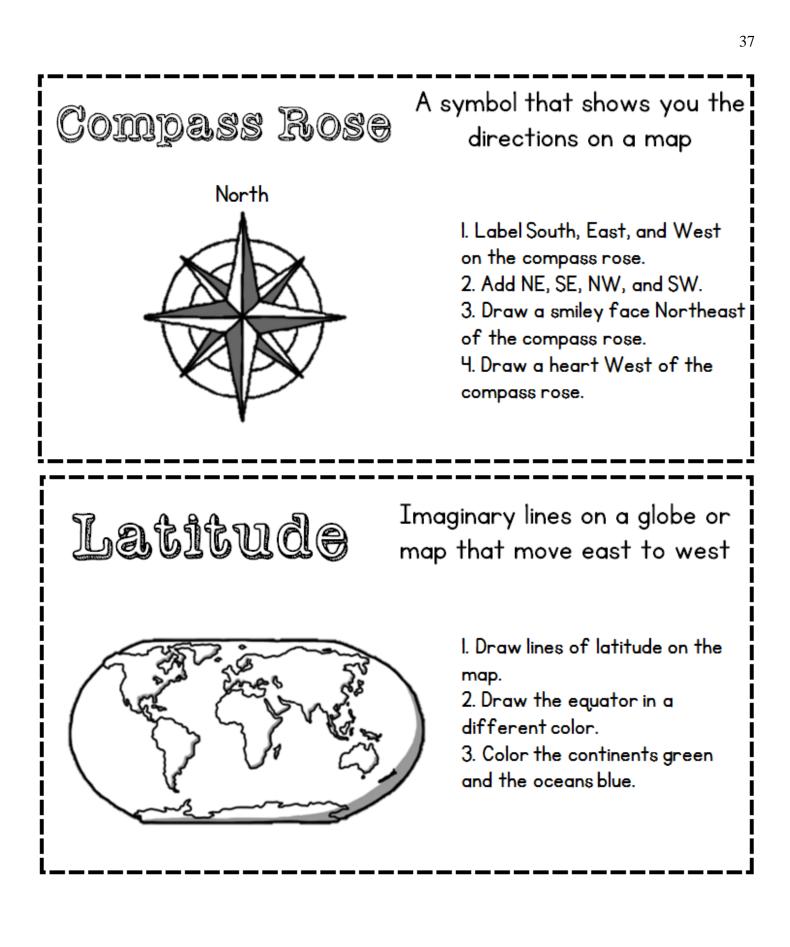
Read the each question carefully and answer it on a separate sheet of loose-leaf paper. Write your name at the top of your loose-leaf paper and number I-I2.

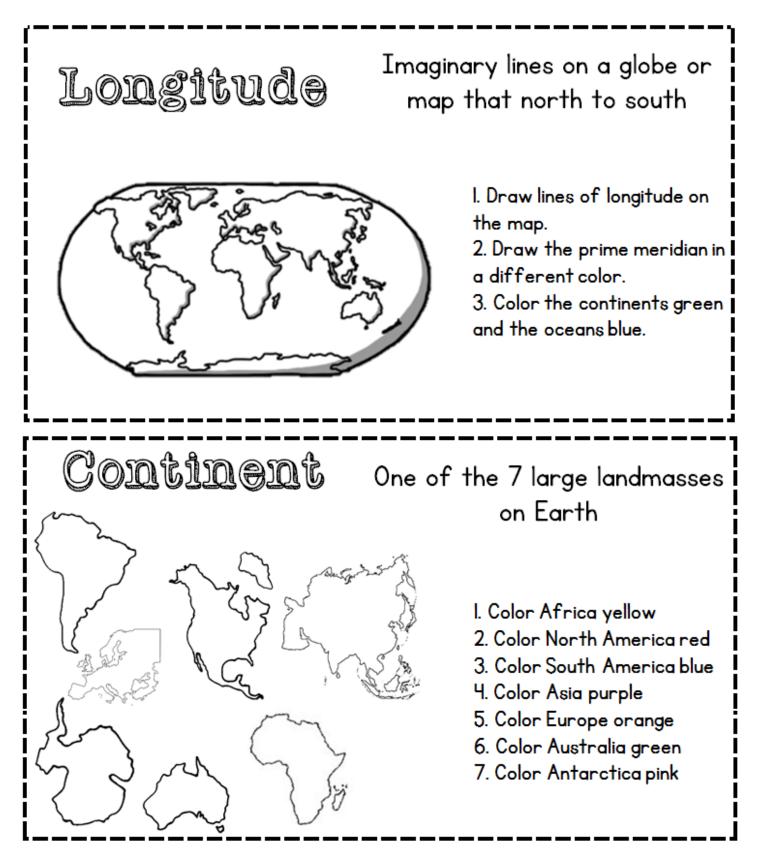
- I. What is the title of the map?
- 2. What symbols are on the Map Legend?
- 3. What buildings are located in Column D?
- 4. What buildings are located in Row I?
- 5. The Library is what intermediate direction from the Police Station?
- 6. Elm Street begins at\_\_\_\_\_ and ends at
- 7. Which direction on Main Street would you travel to get from School to the Library?
- 8. Lake Brittown is located in which four squares?
- 9. The house is located in which corner of Brittown?
- 10. How many squares is Friend River located in?
- II. Where is the School located?
- 12. The Post office is \_\_\_\_\_ of the School.

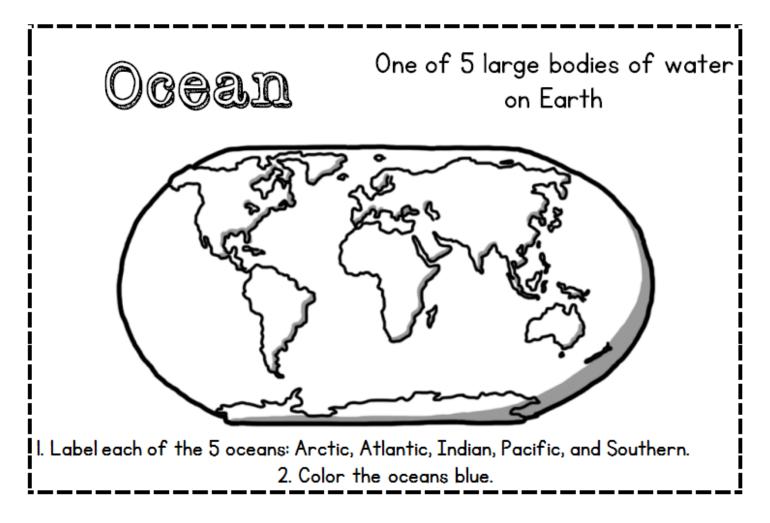
# Map Skills Center

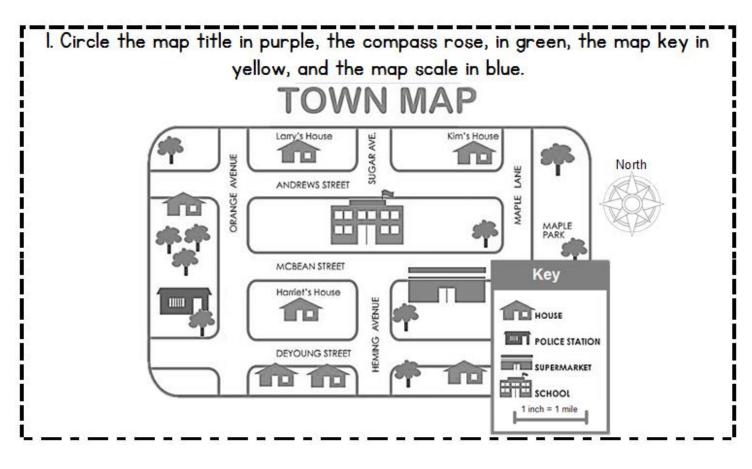
Directions: Cut along the dotted lines then write your name on the back of each card. Follow the directions written on each card carefully. After you have finished, glue 2 to a page on the NEXT blank page in your Social Studies notebook.









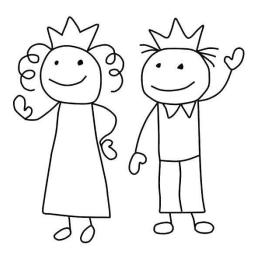


Name:

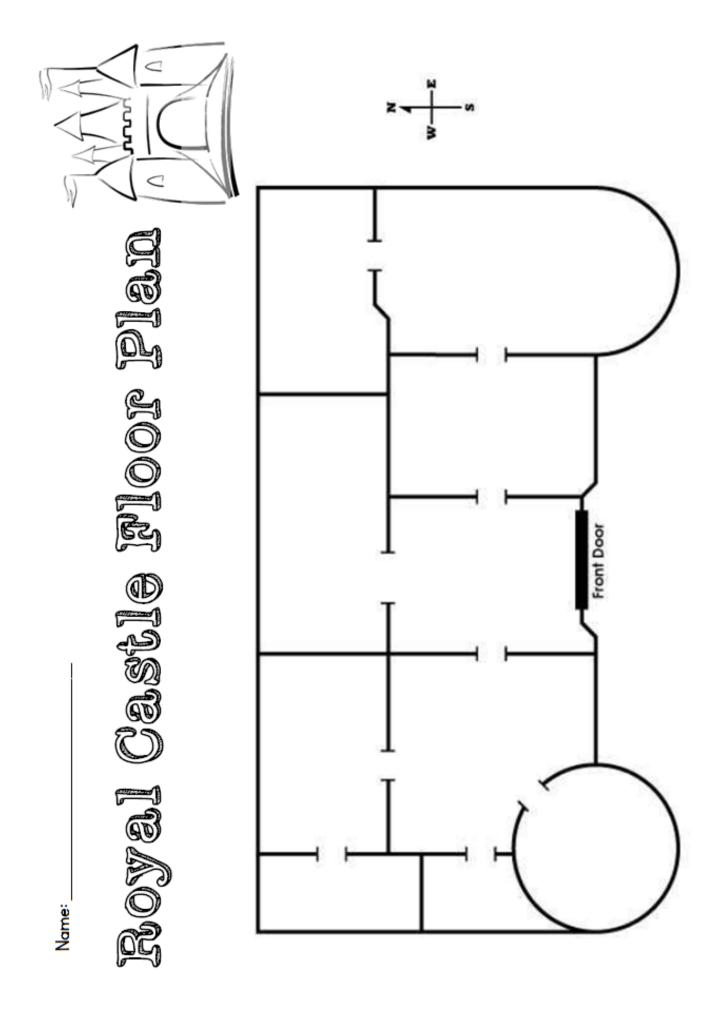
#### The Royal Castle

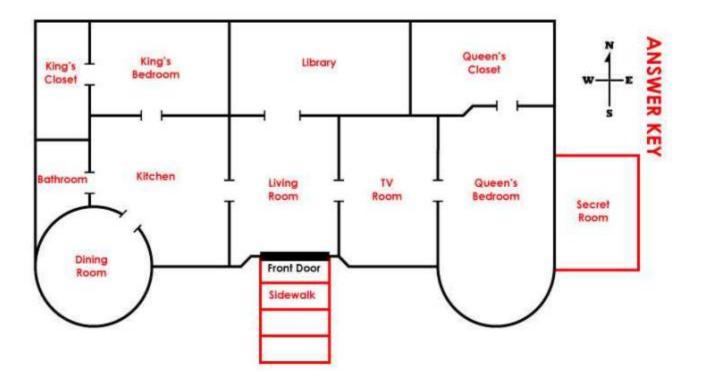
Read the directions and follow each step carefully.

- I. Write your name at the top of the Royal Castle Floor Plan.
- When you enter the castle through the front door, you are in the living room. Label this room LIVING ROOM and draw a sofa in it.
- 3. As you walk to the east from the living room, you enter the royal TV room. Label this room TV ROOM and draw a television in it.

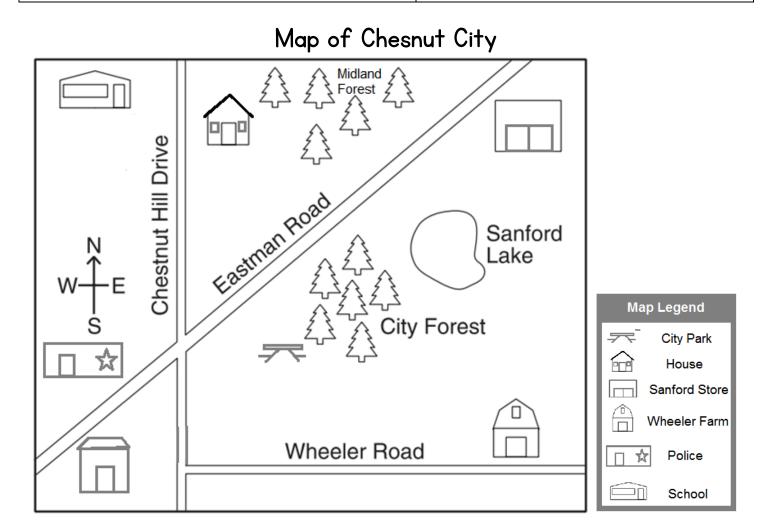


- 4. The largest room in the castle is the Queen's bedroom. Label this room QUEEN'S BEDROOM and draw a bed in it.
- 5. Directly north of the Queen's bedroom is the queen's closet. Label this room QUEEN'S CLOSET and draw a dress in it.
- 6. Directly west of the Queen's closet is the library. Label this room LIBRARY and draw a book in it.
- 7. The smallest room in the castle is the bathroom. Label this room BATHROOM and draw a bathtub in it.
- 8. Directly east of the bathroom is the kitchen. Label this room KITCHEN and draw a stove and refrigerator.
- 9. The dining room is shaped like a circle. Label this room DINING ROOM and draw a table in it.
- 10. If you walk north from the kitchen, you enter the King's bedroom. Label this room KING'S BEDROOM and draw a bed in it.
- II. If you're in the King's bedroom and look to the west, you'll see the King's closet. Label this room KING'S CLOSET and draw a shirt in it.
- 12. Outside the castle, just south of the front door, is a sidewalk. Draw the sidewalk leading up to the front door.



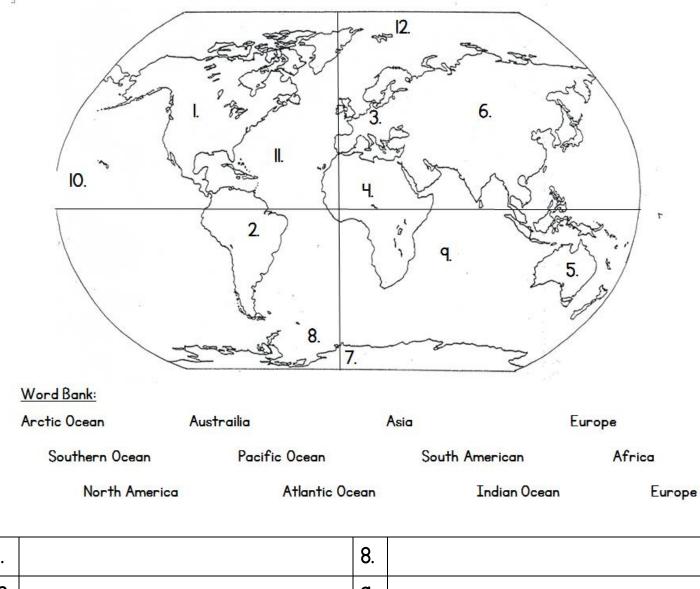


| Directions student would be given:   | What the student would be doing |
|--|---------------------------------|
| Compass Rose Activity  | I                               |
| Materials:   |                                 |
| Two popsicle sticks  |                                 |
| scissors   |                                 |
| glue   |                                 |
| clothespin   | n                               |
| marker   | 2.                              |
| construction paper   | $\wedge \land \land \land$      |
| pencil   | South North East West           |
| Directions   |                                 |
| I. Glue two Popsicle sticks together to  | 3.                              |
| form an X and clip with a clothes pin.   | Ш<br>Ц                          |
| 2. While the glue is drying cut 4<br>triangles out of construction paper.<br>Label them North, South, East, and<br>West. |                                 |
| 3. When your popsicle sticks are dry,  | L L                             |
| label them longitude and latitude  | Ч.                              |
| according to the direction the popsicle  | $\wedge$                        |
| sticks are in.   | (Worth)                         |
| Remember: "lat is flat"  |                                 |
|  |                                 |
| 4. Glue your triangles onto the  | N ON G                          |
| appropriate end of the popsicle sticks.  | Vthue2                          |
| 5. Write your name on the back of the  | $\vee$                          |
| compass rose.  |                                 |



I. What is the title of this map? \_\_\_\_\_

- 2. What does ᠵ symbolize on the map? \_\_\_\_\_
- 3. Wheeler Farm is located on \_\_\_\_\_ Road.
- 4. The school is NSEW (circle one) of City Park.
- 5. To travel from the police station to Sanford Store you would take which street?
- 6. The road which travels in a north/south direction is \_\_\_\_\_\_
- 7. Sanford Lake is NSEW (circle one) of City Park.
- 8. Draw a heart in the northwest corner of the map.



9. Draw a smiley face in the southeast corner of the map.

| Ι. | 8       | 3. |                                      |
|----|---------|----|--------------------------------------|
| 2. | c       | 9. |                                      |
| 3. | 10      | 0. |                                      |
| Ч. | I       | Ι. |                                      |
| 5. | 12      | 2. |                                      |
| 6. | K       | 3. | Label the Equator on the map.        |
| 7. | li<br>I | Ч. | Label the Prime Meridian on the map. |

£

# AVIGATION TOOLS

### COMPASS



A compass tells sailors if they are going north, south, east, or west.

Why would sailors need a compass?

#### ASTROLABE



Sailors used an astrolabe to find their latitude based on the height of the sun or the North Star.

How would weather affect the use of the astrolabe?

#### CHRONOMETER

A chronometer kept very accurate time and was used by sailors to find their longitude.

Why would sailors need to keep track of time?

This map was created in 1574. Navigation tools helped people make more accurate maps. Why would sailors need more accurate maps?

RAR

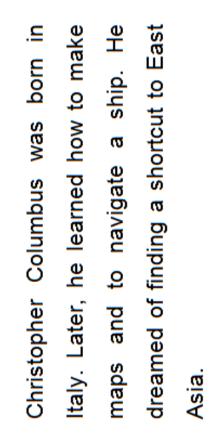
#### **READY-SET-WRITE!**

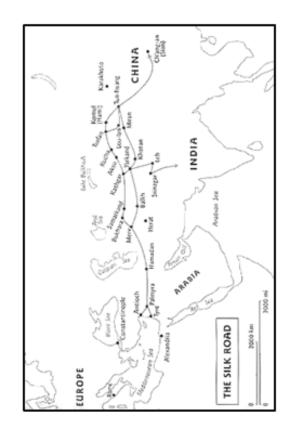
Explain the problems sailors might have if they did not have navigational tools.



## Christopher Columbus Mrs. Britt's Third Grade

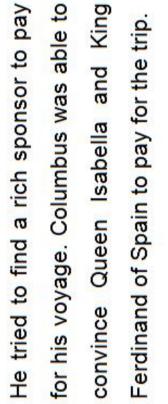


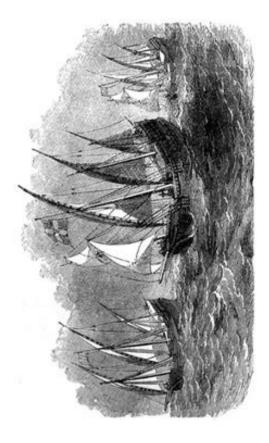




East Asia, or the Indies, was the source of many fine riches such as spices and silks. He believed that he could sail straight across the Atlantic Ocean to East Asia instead of using the Silk Road.







Columbus left Spain in 1492 with three ships: the Santa Maria, the Pinta, and the Nina. The voyage was very long and difficult. A few months into their journey land was spotted.



It was a small island in the Bahamas that Columbus named San Salvador. When he met the natives of the island, he called them Indians. He thought that he had landed off the coast of East Asia!

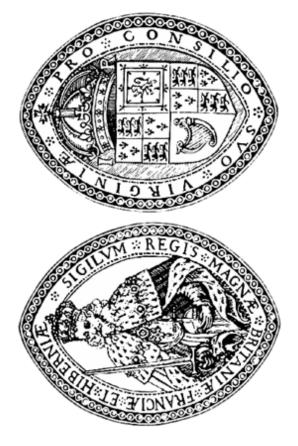
South of the second sec

Columbus returned to Spain to claim his riches. Upon his return, he was treated like a hero. King Ferdinand was so pleased with Columbus's discovery that he funded three more voyages.



Columbus explored more of the Caribbean and even saw mainland America. Columbus died thinking that he had discovered a shortcut to Asia. He never knew what a discovery he had made! 





Company to transport colonists and the first permanent English colony in the Christopher Newport was a captain from supplies to a new English colony in the New World. This colony would become England. He was hired by the Virginia Americas.



England with three small ships: the In 1606, Newport sailed from Susan Constant, Godspeed, and Discovery. He sailed up the James River and became one of the first

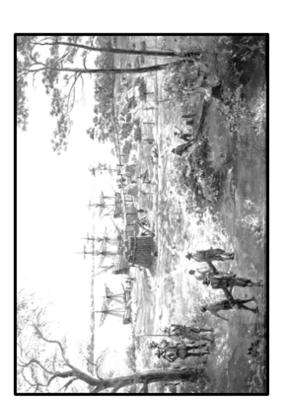
men to reach the river's Fall Line.

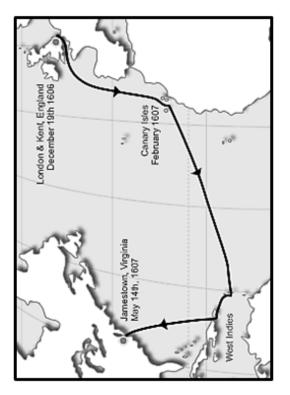


Captain Newport was looking for a place to start the colony. He needed it to be defendable against Natives and close enough to the river to allow for incoming supply ships. The colony of Jamestown was founded in 1607 by Newport and the colonists.



One of the colonists was John Smith. Newport left 104 settlers under the protection of Captain Smith to return to England for more supplies and colonists. During the winter many of the settlers died from starvation, disease, and attacks from Native Americans.



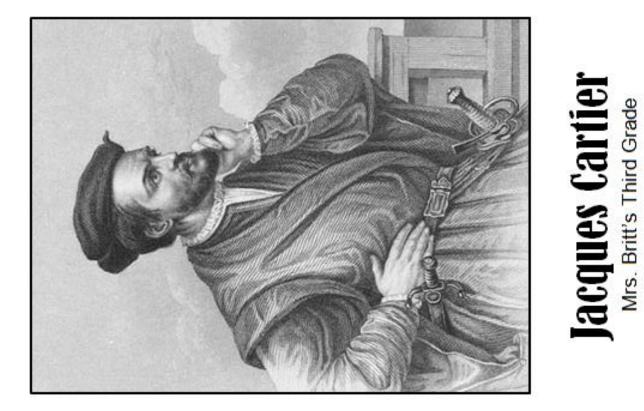


In addition to creating an English colony, Newport was also sent to search for the Northwest Passage. This was a route that cut through the Americas to the Pacific Ocean. He was also sent to look for gold.

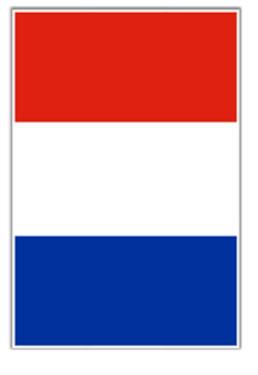
Newport made five voyages between the New World and the Old World. On his fourth trip, he was ship-wrecked in the Bermuda Islands for almost a year!



A statue of Christopher Newport stands at Christopher Newport University in Newport News, Virginia. Newport News is located at the opening of the James River.



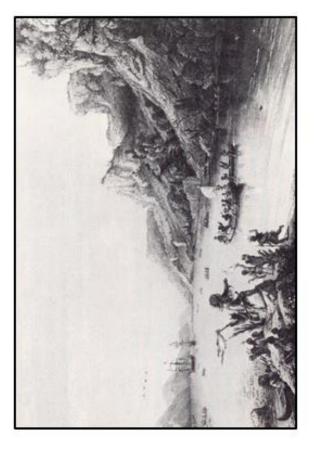




Jacques Cartier was an explorer from France. King Francis wanted Cartier to find the fabled North West Passage, a route to the Pacific Ocean through North America.



Cartier also wanted to colonize the New World for France. After exploring along the coast line of Newfoundland, Jacques built a cross in the ground. The cross said "Long live the king of France".



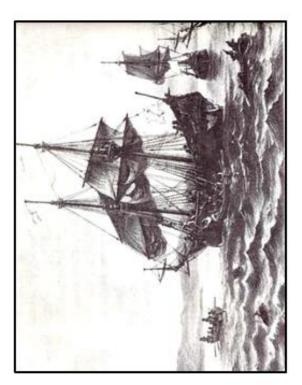
Then he began to sail down the St. Lawrence River in search of the Northwest Passage. When rapids prevented him from traveling further, he claimed the area of Quebec as a French Colony.



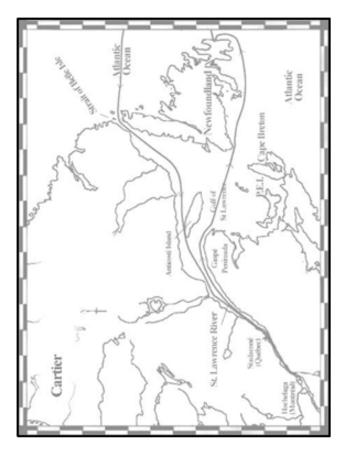
Jacques returned to France with the promise of returning to the new land so he could bring more supplies. He thought he had reached Asia on his trip, but it was really the land that he would name Canada.



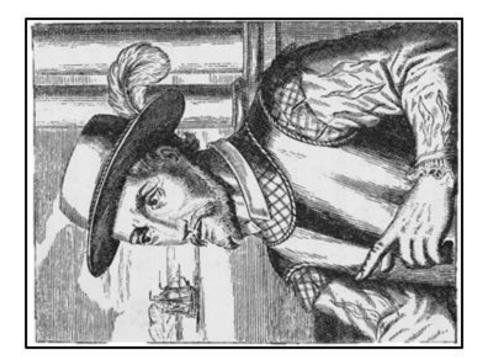
When he realized he hadn't found Asia, he was still sure he was on the right track. When Jacques returned to France he told the people about the new land he had found. He said it was full of gold and rubies.



After his final voyage, Cartier returned with a ship full of treasure. He thought he had found diamonds and gold but it turned out to be quartz crystals and metals.



He hadn't found the passageway to Asia or any great treasures, but he had discovered Canada. His adventures paved the way for further French discoveries in the Americas.



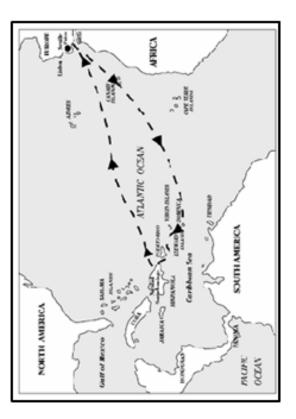
## Juan Ponce de León Mrs. Britt's Third Grade





Juan Ponce de León was an explorer from Spain. He was searching for riches in the New World and for land to conquer for Spain. He was also looking for the legendary Fountain of Youth.

Legend told that the Fountain of Youth restored the youth of anyone who drank from or bathed in its waters.



Ponce de Leon traveled with Christopher Columbus on Columbus's second expedition to the Americas in 1493. Ponce de Leon heard that there was gold in Puerto Rico and claimed the land for Spain after conquering the island.



He left Puerto Rico in 1513 with three ships: the Santa Maria, the Santiago, and the San Cristobal. They reached the east coast of Florida. Ponce de Leon was the first European to land in Florida and gave Spain the claim to it.



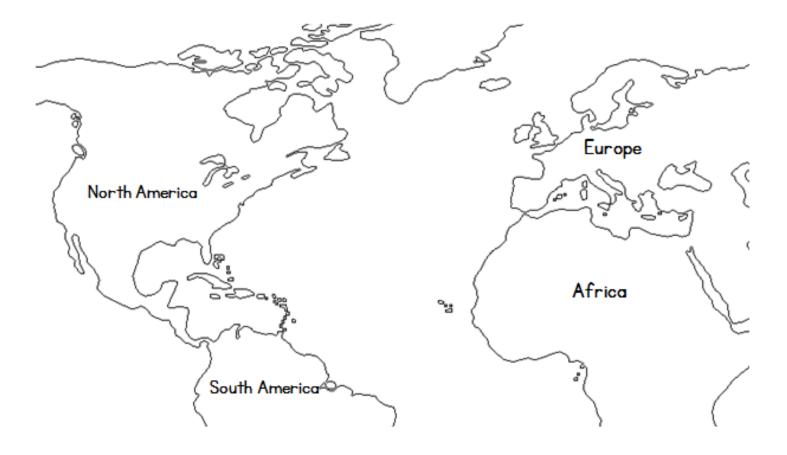
Ponce de Leon never found the Fountain of Youth but he never gave up. Throughout his travels, he battled with many different groups of Native Americans.



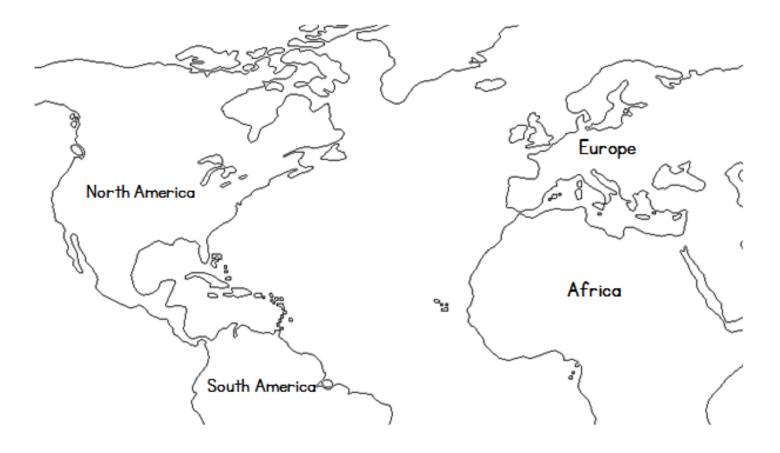
There is a bronze statue of Ponce de León in the Old San Juan, Puerto Rico











In 1492, most Europeans thought the world was only as big as the continents of Europe, Asia, and Africa. No one knew what existed beyond the Atlantic Ocean. However, some people wanted to find out.

Start with a Journal The Log of Christopher Christopher Columbus selections by Steve Lowe illustrated by Robert Sabuda

The Italian explorer Christopher Columbus believed that if he traveled west, he could reach Asia. Facing the unknown, he and his crew set sail in hopes of finding a new trade route and riches. What they found was an entirely different land. During the journey, Columbus kept a logbook that noted daily events and the distance traveled.

Sunday September 9, 1492

This day we completely lost sight of land, and many men sighed and wept for fear they would not see it again for a long time. I comforted them with great promises of land and riches. To sustain their hope and dispel their fears of a long voyage, I decided to reckon fewer leagues than we actually made. I did this that they might not think themselves so great a distance from Spain as they really were.

reckon count

leagues a measure of distance

### Thursday October 11, 1492

About 10 o'clock at night, while standing on the <u>sterncastle</u>, I thought I saw a light to the west. It looked like a little wax candle bobbing up and down...I am the first to admit that I was so eager to find land that I did not trust my own senses, so I called for Pedro Gutierrez, the representative of the King's household, and asked him to watch for the light. After a few moments, he too saw it.

## Friday October 12, 1492

The moon, in its third quarter, rose in the east shortly before midnight....I hauled in all sails but the mainsail and lay-to till daylight. The land is about 6 miles to the west.

# Friday October 12, 1492

At dawn ... I went ashore in the ship's boat. I unfurled the royal banner. After a prayer of thanksgiving I ordered the captains of the *Pinta* and the *Niña* ... to bear faith and witness that I was taking possession of this island for the King and Queen.... To this island I gave the name San Salvador....

No sooner had we concluded the formalities of taking possession of the island than people began to come to the beach....They are very well-built people....Their eyes are large and very pretty....Many of the natives paint their faces....Others paint their whole bodies....They are friendly.

sterncastle a building or structure on a ship, raised abo the deck at the rear of the ship

lay-to rested

### Tuesday November 27, 1492

As I went along the river it was marvelous to see the forests and greenery, the very clear water, the birds, and the fine situation, and I almost did not want to leave the place. I told the men with me that, in order to make a report to the Sovereigns of the things they saw, a thousand tongues would not be sufficient to tell it, nor my hand to write it, for it looks like an enchanted land.

Sovereigns the king

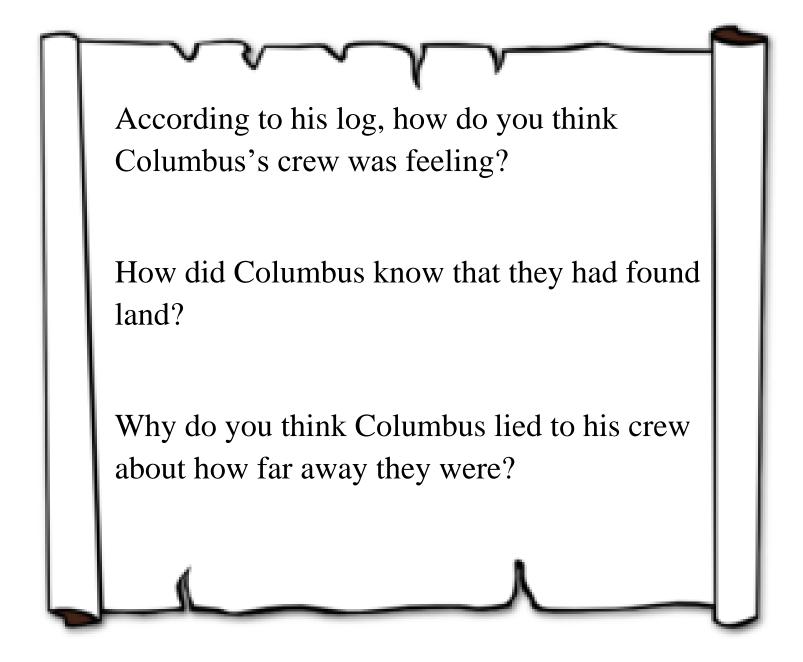
#### **Response** Corner

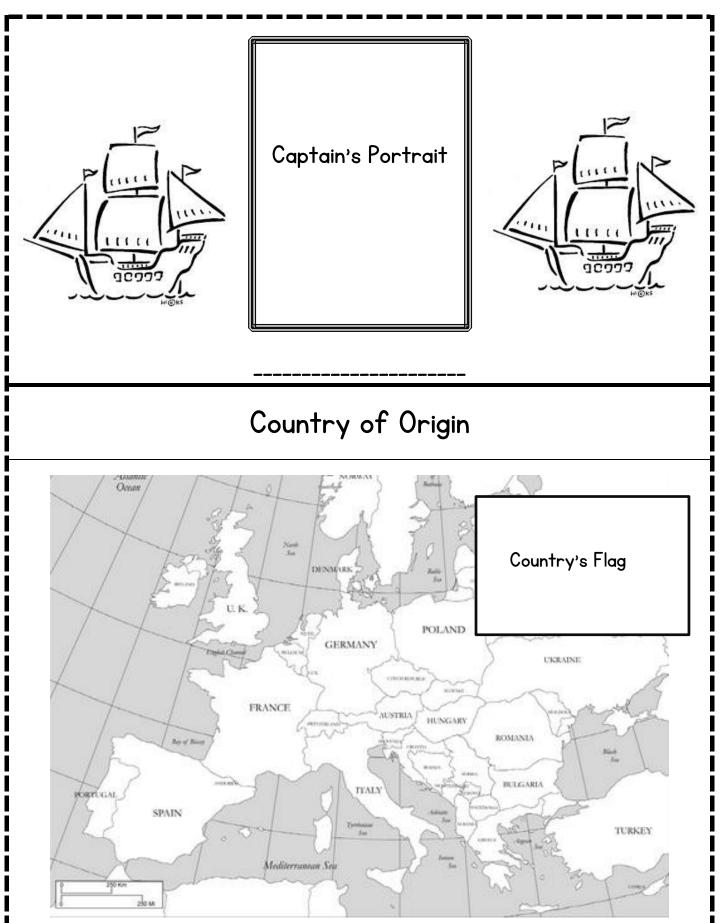
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Main Idea and Details What details in Columbus's logbook show that the goal of his journey was to claim land for Spain?

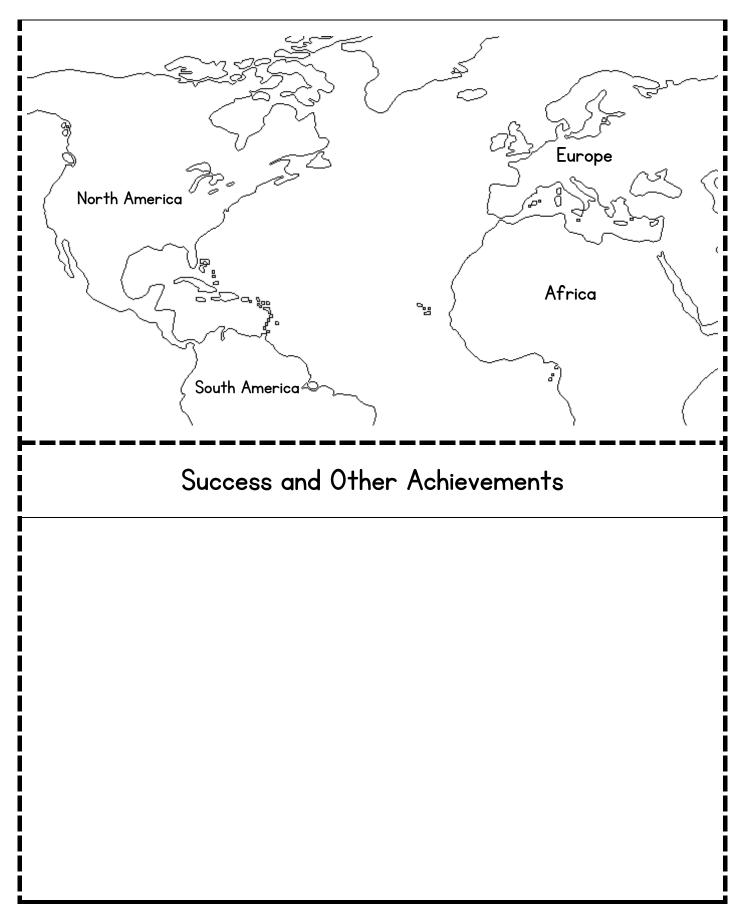
Make It Relevant Would you have told the crew how far away from home they really ware? Why or why not?

Unit 2 107





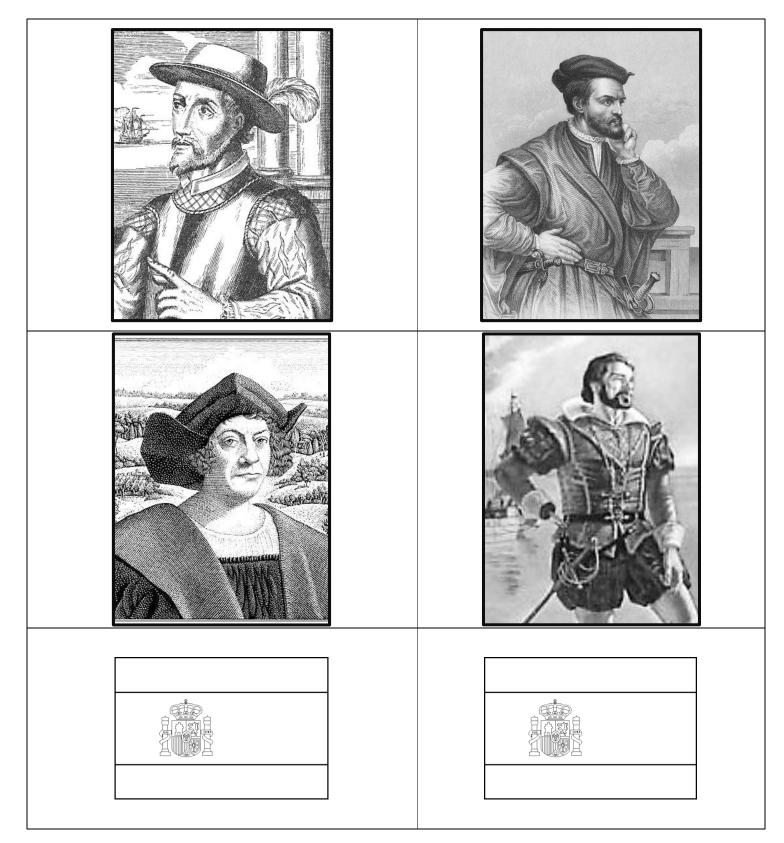
Reasons for Exploration Initial Voyage Ships' names:

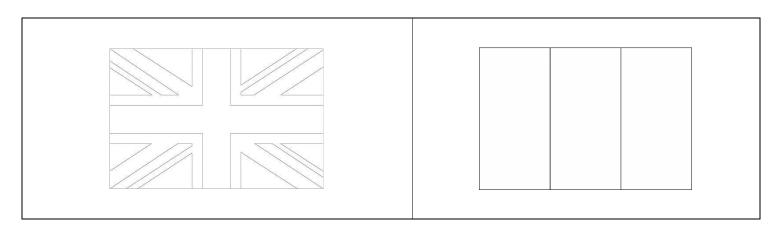


#### Comments:

#### Captain's Log Directions

- I. Cut out each explorer's portrait and glue it onto the log. Write the explorers name under his portrait.
- 2. Using the explorer posters, fill in the information on the captain's log.
- 3.Color the explorer's county of origin purple.
- 4.Color the flags in the correct colors and glue it where it says "Country's Flag."
- 5. The "Comments" section is where you can write any other information about the explorer that you think is neat!
- 6.Remember to use COMPLETE sentences!







### Discovering the Americas in Song

| Juan Ponce de Leon<br>Row, Row, Row your Boat<br>Ponce, Ponce, Ponce de Leon<br>Landed in Florida<br>Wanted to find riches and land<br>in the name of Spain-a<br>Repeat. | Christopher Newport<br>Twinkle, Twinkle Little Star<br>Newport, Newport<br>Found Jamestown<br>Made four voyages<br>to where he had found<br>Went to the Fall Line<br>of the James River<br>Sailed from England<br>in hopes of getting richer.<br>Newport, Newport<br>Wanted to find<br>a way to Asia<br>to save some time. |  |
|--|--|--|
| Jacques Cartier<br>Are you sleeping, Brother John?   | Christopher Columbus<br>Oh my Darling, Clementine!   |  |
| Cartier, Cartier<br>Came from France<br>Came from France<br>Explored St. Lawrence River<br>Explored St. Lawrence River<br>To make colonies<br>in Canada                  | Oh Columbus, Oh Columbus<br>landed in San Salvador<br>He thought he'd found a western<br>Sea route to Asia's door.<br>Oh Columbus, Oh Columbus<br>sailed from the country Spain<br>Discovering the New World<br>Was a blessing, not a pain!  |  |

Name: \_\_\_\_\_

#### Draw a line between the explorer and his country of origin.

| I. | Christopher Columbus | A. | France  |               |
|----|----------------------|----|---------|---------------|
| 2. | Christopher Newport  | В. | Spain   |               |
| 3. | Jacques Cartier      | C. | Spain   |               |
| Ч. | Juan Ponce de Leon   | D  | England | 0 0 0 0 0 0 0 |

Name the explorer that did the following (use each name listed above two times):

- I. He was looking for the Fountain of Youth.
- 2. He stated an English colony in Virginia.
- 3. He thought he had landed in Asia, but he really discovered the "New World."
- 4. He explored the St. Lawrence River Valley and claimed part of North America for France.
- 5. He was the first European to discover a sea route to America.
- 6. He was the first European to land in Florida.
- 7. He was shipwrecked during one of his 5 voyages to the New World.
- 8. He wanted to make new settlements for France in the New World.

Match the explorer with the place he explored by writing the letter next to his name.

| Columbus      | a. | Quebec        |
|---------------|----|---------------|
| Ponce de Leon | b. | San Salvador  |
| Cartier       | C. | Jamestown     |
| Newport       | d. | St. Augustine |

P