

# VariQuest™

Visual Learning Tools

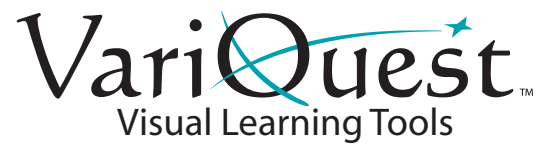


## Learning Module Activity Guide Geography & Culture 3



World

**3-6**  
SOCIAL  
STUDIES



Learning Module Activity Guide  
**Geography & Culture 3**



**World**

Learning Activities developed by  
Keys to Learning, LLC



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## THE FOUNDATION OF VARIQUEST LEARNING MODULES

**V**ariQuest supports educators by providing countless opportunities to introduce a variety of visuals and hands-on manipulatives into their classrooms. The use of visuals in the classroom helps students understand and retain information, specifically abstract concepts. Visuals can also help bridge the gap for students who struggle with vocabulary and/or language barriers. Hands-on manipulatives create learning experiences in which students interact with knowledge kinesthetically. Research shows that exposing students to a variety of learning experiences, including visual and kinesthetic, will increase student retention and help students learn to construct meaningful knowledge from information. The VariQuest Visual Learning Tools enhance classroom teachers' ability to provide learning experiences that meet the learning styles of all students.

The aim of the following Learning Activities is to coordinate the VariQuest Visual Learning Tools with lessons and activities that incorporate visual and hands-on learning strategies to reinforce basic skills and provide fun and motivational activities that will supplement your school's curriculum. For best practices and additional information on how to customize VariQuest posters, banners, flashcards, awards, cutouts and manipulatives, review the VariQuest Implementation Guide prior to use.

For the following learning activities, use construction paper for all cutouts unless otherwise specified. Pre-laminating construction paper using a cold laminator adds durability to cut out letters, shapes, numbers and collections.



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## GEOGRAPHY & CULTURE 3 OVERVIEW

Students in the intermediate grades are gaining a more expansive view of world geography. This module focuses on the unique characteristics of the seven continents and a few of the many countries on those continents. Students learn and use map skills, from longitude and latitude to map legends and what they tell us about a place. Students study each continent, learn about each continent's absolute and relative location, make maps of continents and conduct research to learn more details about the continents. Students will also learn about some countries, specifically those that border the United States to the north and south. The learning activity formats for the continents: Africa, Europe, and Asia (Activities # 5-7) can also be used with other continents. The learning activities in this VariQuest learning module are designed to meet educational standards in innovative and creative ways. Before turning to the learning activities, familiarize yourself with general information that will guarantee ease of use and flexibility.

## ASSESSMENT

Following the learning activities, you will find a rubric that can be used to guide you in making observational assessments of students' abilities related to the objectives outlined in the learning activities. It is recommended that you make a copy for each student to guide your ongoing informal assessments, making anecdotal notes on the back when appropriate.

## VARIQUEST CONTENT

You will find a complete list of all of the content included in this module between the Rubric and Work Order template. The content ID #s (ex. VIS001) for content referenced in the learning activities are listed in the materials section for each activity and are color-coded to help distinguish between templates for the Poster Maker (red) and Awards Maker (purple) and cutouts and collections for the Cutout Maker (gold).

## WORK ORDERS

You will also find a work order template on the last page of the Activity Guide. This template can be photocopied and used for placing orders for customized VariQuest posters, banners, stickers, awards, cutouts and collections. It is designed to be submitted to the primary user of the VariQuest Visual Learning Tools by those who may not have direct access to them.



World Map  
**VIS051**



Europe 1 Map  
**VIS124**



Asia 1 Map  
**VIS119**



Africa 1 Map  
**VIS115**



Antarctica 1 Map  
**VIS117**



South America 1 Map  
**VIS048**



Australia 1 Map  
**VIS045**



North America 1 Map  
**VIS126**



Continents  
Bulletin Board  
**SOC001**

## ACTIVITY ONE

# Getting to Know the Continents

### Objectives

- Students will locate, describe and explain places, regions and features on the earth.

### Materials

#### POSTER MAKER:

World Map: **VIS051** (Basic)

Europe 1 Map: **VIS124**

Asia 1 Map: **VIS119**

Africa 1 Map: **VIS115**

Antarctica 1 Map: **VIS117**

South America 1 Map: **VIS048**

Australia 1 Map: **VIS045**

North America 1 Map: **VIS126**

#### CUTOUT MAKER:

Continents Bulletin Board: **SOC001**

#### OTHER:

Globe

Computer(s) with Internet access to World Atlas websites

Reference books such as World Book, Encyclopedia Britannica, Student's Almanac (copyright 2008 and newer)

Atlases

Paper

Pencils

Large envelope

Index cards

### Preparation

- Print and display the World Map poster.
- Make 8 ½" x 11" copies of the map posters: Europe 1, Asia 1, Africa 1, Antarctica 1, South America 1, Australia 1, and North America 1, several of each continent.
- Cut the Continents Collection out of cardstock, custom-sized to 32". Place the piece(s) for each continent in a separate envelope.
- Dedicate a blank bulletin board at least 32" wide for the Whole Class activity. Prepare the bulletin board by hanging blue paper for a background.

**Whole Class**

Review students' knowledge of the continents by pointing to them on the World Map and having students call out their names. Ask for volunteers to pick a continent from one of the envelopes and place it in the proper place on the bulletin board display. Have each student write the name of the continent on it as they place it on the bulletin board. Students can use the World Map as a reference if necessary.

**Cooperative Groups**

Divide students into seven groups. Students will compare the earth's continents in terms of area, population, population densities, and highest mountains by doing research online and in reference books.

First, have groups make predictions about the following questions:

1. The largest continent (most land area) in square miles and square kilometers to the smallest continent.
2. The continent with the largest population to the continent with the smallest population.
3. The continent with the greatest population density (most people per square mile or kilometer) to the continent with the smallest population density.
4. The continent with the highest place(s), followed by the continents with the next highest places, and so on.

	AREA	POPULATION	POPULATION DENSITY	HIGHEST MOUNTAINS
○	Am.	Am.	Am.	Am.
	Afr.	Afr.	Europe	South America
	North America	Europe	Africa	North America
	South America	North America	North America	Africa
	Australia	South America	South America	Europe
	Europe	Australia	Australia	Australia
	Australia	Australia	Australia	Australia
○				
○				

Assign each group a continent and have them research the above information for their continent. Give the group a copy of their continent's map and have them record the answers on the back.

Gather groups and have a class discussion about their research findings vs. their predictions. Ask the group with the largest continent to stand and hold up their map. Next have the group with second largest continent stand up and hold up their map, and so on. Do the same with population, population density and highest mountains.

**MODIFICATION**

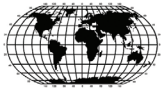
Give students a large piece of art paper and the continents cutouts from the Continents Collection: SOC001. Have them use a map to arrange the continents on the art paper, then glue or tape them down and label each continent and major body of water.

**EXTENSION**

Have students create a bar graph to display the information gathered about each continent.



Longitude/Latitude Map



Longitude Latitude Map  
VIS046

Asia



Asia Sticker  
STK197

Australia



Australia Sticker  
STK198

Antarctica



Antarctica Sticker  
STK195



Continents Collection  
SOC001

Europe



Europe Sticker  
STK204

Africa



Africa Sticker  
STK194

South America



South America Sticker  
STK221

North America



North America Sticker  
STK314

## ACTIVITY TWO

# Locating the Continents Game

### Objectives

- Students will use latitude and longitude to locate places on a map.
- Students will use map and globe skills to determine the absolute locations of places.

### Materials

POSTER MAKER:

Longitude Latitude Map: **VIS046**

AWARDS MAKER:

Europe Sticker: **STK204**

Asia Sticker: **STK197**

Africa Sticker: **STK194**

Australia Sticker: **STK198**

South America Sticker: **STK221**

Antarctica Sticker: **STK195**

North America Sticker: **STK314**

CUTOUT MAKER:

Continents Collection: **SOC001**

(Bulletin Board from Activity One)

OTHER:

Globes, one for each pair

Yarn –two different colors

Stapler

Colored Markers

3" x 5" index cards

### Preparation

- Print and display Longitude Latitude Map poster near the Continents Bulletin Board. Make 8 ½" x 11" copies, one for each student.
- Print the following Continent stickers: Europe, Asia, Africa, Australia, South America, Antarctica and North America, and attach to cardstock. Make one set of seven for each pair of students.
- Make sets of 3" x 5" cards with coordinates only written on them for each of the seven continents (40° N 100° W = North America; 80° S 40° E = Antarctica; 50° N 20° E = Europe; 20° S 20° E = Africa; 40° S 60° W = South America; 30° S 130° E = Australia; 40° N 120° E = Asia). Make one set of seven for each pair of students.



- Use Continents Collection Bulletin Board from Activity One or cut out the Continents Collection and display.

### Whole Class

Hold up a globe. Explain that the Earth is like a circle, made up of  $360^\circ$ . Review the Longitude Latitude Map poster and point out how the lines of latitude and longitude are shown in degrees. The degrees can help you locate a place you're looking for.

Students will need to understand the following geography terms: Equator, Latitude, Prime Meridian and Longitude. Review these terms using the Continents Bulletin Board as a reference.

Place red yarn representing the Equator across your bulletin board display of the continents. Mark it  $0^\circ$  at each end. Place black yarn representing the Prime Meridian on your bulletin board display of the continents, right through Greenwich, England. Mark it  $0^\circ$  at top and bottom.

### Partners

Give each pair two sets of index cards, one set has the seven continents and the other has the coordinates. Give each student an  $8\frac{1}{2}'' \times 11''$  copy of Longitude Latitude Map and give each pair a globe.

#### How to Play:

1. Turn the sets of cards face down. Students take turns pulling cards from each set. The student that pulls the coordinates card uses the map or globe to find the continent with those coordinates, then records the name of the continent below the coordinates.
2. The student that pulls the continent card uses the same resources to locate different coordinates for any place on that continent, then records the new coordinates below the name of the continent. Note: some of the coordinates contain numbers that are not on the Longitude Latitude Map. If possible, have students use the globe to locate these or help them infer which lines to use, ex.  $100^\circ$  W is between  $80^\circ$  W and  $120^\circ$  W.
3. Students continue working until they have located all seven continents by coordinates and have found another set of coordinates for all seven continents. Have students check each others' work. The pair with the fastest time wins.

### MODIFICATION

Have students match up the coordinate cards with the appropriate continent cards only.

### EXTENSION

Have students use a detailed map or globe to locate their hometown using lines of latitude, longitude, minutes and seconds (if necessary) and add the label to the North America cutout on the bulletin board.



World Map

World Map  
**VIS051**



Africa

**SOC002**



Antarctica

**SOC003**



Asia

**SOC004**



Australia

**SOC005**



Europe

**SOC006**



North America

**SOC007**



South America

**SOC008**

## ACTIVITY THREE

# Making Maps

### Objectives

- Students will locate, describe and explain places, regions and features on the earth.
- Students will use map and globe skills to interpret information available through a legend, scale and symbolic representation.

### Materials:

#### POSTER MAKER:

World Map: **VIS051** (Basic)

#### CUTOUT MAKER:

Africa: **SOC002**

Antarctica: **SOC003**

Asia: **SOC004**

Australia: **SOC005**

Europe: **SOC006**

North America: **SOC007**

South America: **SOC008**

#### OTHER:

Computer with Internet access

Atlases, one for each group

Globes, one for each group

Classroom Maps

12"x 18" white cardstock

Paper

Glue or tape

Crayons or colored pencils

Additional art materials

### Preparation

- Cut out the following continent shapes: Africa, Antarctica, Asia, Australia, Europe, North America and South America, on 12" x 18" pieces of white cardstock, custom-sized to largest possible on page.
- Print and display World Map poster.

### Whole Class

Review students' knowledge of the continents using the World Map, including what they have already learned about relative size, population, population density, and highest mountains.

Explain that in addition to area, population, and mountains, every continent has other important features that help determine where people live. Ask



students the following questions to get them thinking about the impacts of these features: “Where is the water?” “Where are the forests?” “Where is the farmland?” “Where are the cities?” “How can you tell all this from looking at a map?”

### Cooperative Groups

Divide students into seven groups. Ask groups to look at a detailed map of the world using an atlas, globe, website, and/or classroom map. Ask them to look carefully at the shape, position, and location of the continents on those maps. Point out how each of the maps has a legend, which contains several important features that give information about the continent:

- A *compass rose* that shows the way the map is facing, (e.g., north, south, east and west)
- A *scale bar* that shows relative size, (e.g., 350 miles = 2” on the map)
- Map *symbols* that show the features of the land (e.g., mountains, cities, borders, lakes, rivers, points of interest)
- Map *colors* that show how the land is used, (e.g., forest and woodland, grazing, arid or marginal - desert, arable land - farming)

Have each group study the existing maps and discuss and decide how they would indicate similar important information about a continent.

Assign each group one of the continents. Give each group the cutout of their continent, paper to create the legend, and any art materials they will need to add items from the legend to their continent cutout.

Make sure students include: mountains and their height, oceans, rivers, lakes, cities, borders, land use (forest, desert, farming, etc.).

Give students several class periods to plan and complete their work. At the end of the project, each group should have a continent cutout with borders, mountains, lakes, rivers and cities labeled and colored in to show how the land is used in different areas. They will also have a legend containing a scale to show the size of the continent, symbols to indicate what are mountains, cities, etc., and a color key to show land features.

Ask groups to exchange continents to make sure that their classmates understand their symbols, and have made their scale correctly. Hang the continents around the classroom to be referenced in Activity Four.

### MODIFICATION

Have a small group of students focus on one aspect of the map, such as the scale, the bodies of water, or land use.

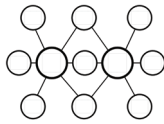
### EXTENSION

Have students compare the geographical features mountains, oceans, lakes, rivers, cities and borders to the information gathered about each of the continent's population and the population density and draw conclusions about the relationship between the two.

Longitude/Latitude Map



Longitude Latitude  
Map  
**VIS046**



Compare Contrast  
Map  
**ORG062**

## ACTIVITY FOUR

# Comparing the Continents

## Objectives

- Students will understand relationships between geographic factors and society.

## Materials

### POSTER MAKER:

Longitude Latitude Map: **VIS046**

Compare Contrast Map: **ORG062**  
(Basic)

Atlases

Globes

Reference books

Computer with Internet access

### OTHER:

Student-created maps from  
Activity Three

## Preparation

- Make 8 ½" x 11" copies of Longitude Latitude Map, one for each student.
- Print six (6) copies of Compare Contrast Map, one for each group. Make 8 ½" x 11" copies, one for each student.
- Have student-created maps from Activity Three on display.

## Whole Class

Write the following questions on the chalkboard. Use the maps that students created in Activity Three as a reference to answer the questions.

1. What is something that all continents have in common? (Students' answers will vary, but one good answer is that they all have mountains.)

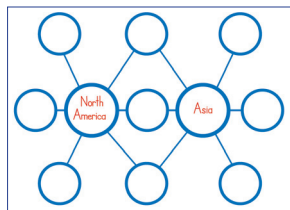


2. Which continent is the “odd one out”? Why? (The most likely answer is Antarctica because it is the coldest, it is located in the southernmost reaches of the planet, it is not divided into states, countries, or regions, or it is the least populated.)
3. Which continents do you think have the largest areas with really hot weather? Which continents, in addition to Antarctica, have the largest areas with really cold weather? Why? (Students may need to study the Longitude Latitude Map to investigate this question.)

### Cooperative Groups

Divide students into six groups and assign each group a continent, other than North America. Pose another question to students: What are some of the similarities and differences between North America and the other six continents?

Distribute copies of Compare Contrast Map to each student and one poster for each group. Review how to use the Compare Contrast Map. The two topics (North America and their continent) go in the larger circles. The center circles that are connected to both of the larger circles are for similarities. The circles on the left and right sides that are only connected to one of the larger circles are for differences.



Have students fill in their individual copies first, independently, using what they have learned so far about the continents and the student created maps. Then have students gather with their group members and share their notes. Have students combine their information onto the group poster and present to the rest of the class. Remind them to give specific examples.

### Individual

Students write paragraphs comparing and contrasting two continents.

### MODIFICATION

Students write one paragraph about North America only.

### EXTENSION

Have students research temperature maps and use them to answer the following questions:

- If you wanted to live in a place where the weather is always mild, which continents could you choose from? (North America, South America, Africa, Australia)
- If you really liked cold winters and didn't like hot summers, on which continents could you find a suitable place to live? (North America, South America, Europe, Asia)
- What's the climate like where you live, according to your temperature map? Do you agree with what the map says about your home area? Why or why not?



Africa 1 Map  
**VIS115**



Square Book Cover  
**BKS161**



Square Book Page  
**BKS162**



Africa  
**SOC002**



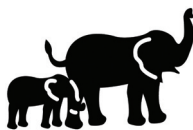
Basket  
**SOC012**



Camel  
**SOC013**



Drums  
**SOC014**



Elephants  
**SOC015**



Headdress  
**SOC018**



Kanga  
**SOC021**



Nairobi, Kenya  
**SOC022**



Ostrich  
**SOC023**

## ACTIVITY FIVE

# African Adventure

### Objectives

- Students will use map and globe skills to interpret information available through a legend, scale and symbolic representation.
- Students will understand relationships between geographic factors and society.

### Materials

#### POSTER MAKER:

Africa 1 Map: **VIS115**

#### CUTOUT MAKER:

Square Book Cover: **BKS161** (Basic)

Square Book Page: **BKS162** (Basic)

Africa: **SOC002**

Basket: **SOC012**

Camel: **SOC013**

Drums: **SOC014**

Elephants: **SOC015**

Headdress: **SOC018**

Kanga: **SOC021**

Nairobi, Kenya: **SOC022**

Ostrich: **SOC023**

Tribal Mask: **SOC030**

Warrior Shield: **SOC033**

Zebra: **SOC035**

#### OTHER:

Poster materials

Computer with Internet access

Reference books on Africa

Globes

### Preparation

- Print and display Africa 1 Map.
- Cut two Square Book Covers for each student out of cardstock. Cut out multiple Square Book Pages for each student.
- Cut out Africa, one for each student, custom-sized to fit on the book cover.
- Cut the following 11 African-related shapes out of pre-laminated construction paper: Basket; Camel; Drums; Elephants; Headdress; Kanga; Nairobi, Kenya; Ostrich; Tribal Mask; Warrior Shield; Zebra.



### Whole Class

Point out the Africa 1 Map. Ask students what they can learn from this map. Point out that they can learn a little about the geography, but they cannot learn information about the music, clothes or animals and people that live there. Tell students that they are about to embark on an African Adventure in which they will be learning more about the culture of Africa.

### Cooperative Groups

Divide students into six groups. Give each group one or more of the African-related cutouts. Each one represents a different aspect of African life.

*Camel, Elephants, Ostrich, Zebra* – Students will research which animals live in which countries in Africa.

*Basket, Tribal Mask* – Students will research the different crafts that are practiced by different tribes in Africa.

*Drums* – Students will research the traditional instruments from different tribes in Africa.

*Headdress, Kanga* – Students will research the traditional African clothing and compare it to what citizens of the different countries in Africa are wearing today.

*Nairobi, Kenya* – Students will research the city of Nairobi and the country of Kenya. What are the most important geographic features (mountains, rivers, lakes, waterfalls)?

*Warrior Shield* – Students will research the styles of shields different African tribes used and will identify which tribe this one comes from.

Each group will research their topic, then use the cutouts and other art materials to create a poster for a presentation.

### Individual

Distribute Square Book Covers and Pages and Africa cutouts to students. Have them tape or glue the cutout to the cover.



During the group reports, have students take notes in their Africa books about the information being presented. Have additional pages available for students. Once presentations are complete, have students staple their books together and display.



Tribal Mask  
SOC030



Warrior Shield  
SOC033



Zebra  
SOC035

### MODIFICATION

Print an 8 ½" x 11" copy of Africa 2 Map: VIS116 (Basic) in reverse. Have students use a map of Africa to label each country.

### EXTENSION

Have students create an icon (a picture or symbol that is universally recognized to be representative of something) for one of the cutouts that represent African life and add it to the Africa 1 Map in the appropriate geographical location.





Europe 1 Map  
**VIS124**



6 Event  
Sequence Chart  
**ORG003**

## ACTIVITY SIX

# European Countries

### Objectives

- Students will identify and interpret the human and physical characteristics of places and explain how these features form the character of that place.

### Materials

POSTER MAKER:

Europe 1 Map: **VIS124**

6 Event Sequence Chart: **ORG003** (Basic)

OTHER:

Yarn

Pushpins

Computer with Internet access

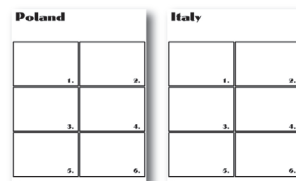
Paper

Pencils

Poster and art materials

### Preparation

- Print and display Europe 1 Map poster somewhere with room around it for group posters to be hung.
- Change the title text of the 6 Event Sequence Chart to show the name of each of the countries selected for groups to research. Remove the “Topic” text box. Print one for each small group.



### Whole Class

Point to the Europe 1 Map. Say, “Europe, like the rest of the world, is made up of people from many different cultures, who do things in many different ways. There are many different religions, occupations, types of food, clothes, music, and ways of accomplishing tasks.”

Ask students to name a country in Europe and say something about the culture they are familiar with. Say, “There are many different cultural characteristics of people in the European countries and we are going to examine a few.”

### Cooperative Groups

Divide students into groups and tell them you want them to learn more about one European country. On the chalkboard write the six specific questions you want them to answer.

1. What is one major current issue in this country?
2. What is the major religion practiced in this country?
3. What is the official language of this country?
4. What type of government does this country have?
5. What are some of the foods eaten in this country?
6. How do most people earn a living in this country?

Assign each group a country and provide time in class to research. The following is a suggested list of European countries: Italy, Poland, Greece, Sweden, Ireland, Lithuania, Denmark, Austria, Serbia. When groups have completed their research, distribute the 6 Event Sequence Chart posters and have them write the answers, in complete sentences, on the poster.

Have them hang their group poster near the Europe 1 Map and connect their poster to their country, using yarn and pushpins. Ask them to report to the whole class on the answers to the six questions. Then ask students to vote for which country they would most like to live in. Discuss their reasons for choosing the country they chose.

### MODIFICATION

Print an 8 ½” x 11” copy of Europe 2 Map: VIS125 (Basic) in reverse. Have students use a map of Europe to label each country.

### EXTENSION

Challenge students to learn about the climate and physical characteristics of their country (e.g., What other countries are around it? Does it border the ocean or a sea? Does it have mountains, rivers, and/or lakes? Is it cold a lot of the time? Is it warm? Is the land fertile?) You specifically want them to look for connections between the climate and physical characteristics and the answers to these six questions from the group research activity.



Asia 1 Map  
**VIS119**



Bali Temple  
**SOC229**



Elephant 2  
**SOC232**



Rickshaw  
**SOC234**



Sari  
**SOC235**



Dragon  
**SOC272**



Fan  
**SOC273**



Fortune  
Cookie  
**SOC275**



Geisha  
**SOC276**



Kamigamo  
Shrine  
**SOC280**



Mount Fuji  
**SOC284**



Samurai  
Warrior  
**SOC291**



Bolshoi  
Theater  
**SOC348**



Czar  
**SOC349**



Nesting Dolls  
**SOC350**



Jeweled Egg  
**SOC353**



Kremlin  
**SOC354**



St. Basil's  
Cathedral  
**SOC359**

## ACTIVITY SEVEN

# Twenty Questions about Asia

### Objectives

- Students will recognize and explain the significance of the cultural landmarks of a place.

### Materials

#### POSTER MAKER:

Asia 1 Map: **VIS119**

#### CUTOUT MAKER:

Bali Temple: **SOC229**

Elephant 2: **SOC232**

Rickshaw: **SOC234**

Sari: **SOC235**

Dragon: **SOC272**

Fan: **SOC273**

Fortune Cookie: **SOC275**

Geisha: **SOC276**

Kamigamo Shrine: **SOC280**

Mount Fuji: **SOC284**

Samurai Warrior: **SOC291**

Bolshoi Theater: **SOC348**

Czar: **SOC349**

Nesting Dolls: **SOC350**

Jeweled Egg: **SOC353**

Kremlin: **SOC354**

St. Basil's Cathedral: **SOC359**

Winter Palace: **SOC360**

Pagoda: **SOC391**

Taj Mahal: **SOC397**

Great Wall: **SOC516**

#### OTHER:

Reference Books about the countries of Asia

Computer with Internet access

Crayons

Markers

Pencils

Construction paper or cardstock

Other art materials

### Preparation

- Print and display Asia 1 Map poster.
- Cut the following 22 Asia-related cutouts out of construction paper or cardstock: Dragon, Fan, Fortune Cookie, Geisha, Kamigamo Shrine, Mount Fuji, Samurai Warrior, Bali Temple, Elephant 2, Rickshaw, Sari, Taj Mahal, Bolshoi Theater, Czar, Nesting Dolls, Jeweled Egg, Kremlin, St. Basil's Cathedral, Winter Palace, Pagoda, Great Wall.



- Cut enough duplicate shapes as necessary to make sure there are enough for each student to have one cutout. Write the name on each shape, lightly, in pencil.



### Whole Class

Gather students around the Asia 1 Map poster and hand out one Asia-related cutout to each student. Tell students that they are each going to research one place, landmark, craft, person, or symbol from a country in Asia. Explain to the students that their job is to find out about the history of their cutout, how old it is, which country it comes from, and the significance of it to the culture it comes from.

Allow time for students to research in class, or assign it as homework.

Students may color and decorate their cutouts in any way they wish. After decorating, they must erase the name of the cutout.

When their research is finished, each student makes a quick report to the class, showing their cutout and telling what they learned about it. Based on their research, the students will play 20 questions.

#### How to Play:

1. When the class presentations have been completed, all the cutouts are put in a pile.
2. Each student gets a mystery cutout taped to their back by another student or by the teacher – NOT the cutout that they did their research on. The goal is for them to guess what their cutout is by asking questions of the class.
3. One by one, students come to the front of the class and turn to show the class the cutout they are wearing. They are allowed to ask 20 YES or NO questions to guess their cutout. Sample questions include: Is it a person? Is it a thing? Is it a landmark? Is it from today? Is it from the 20th century, the 19th century, etc. Is it a building? Is it an animal? Is it from China? India? Japan? Russia?
4. Each student keeps the research they did; they will have the final answers to each of the student's 20 questions, but other students should have learned enough from the presentations to be able to correctly answer yes or no to some of the student's questions also.



Winter  
Palace  
**SOC360**



Pagoda  
**SOC391**



Taj Mahal  
**SOC397**



Great Wall  
**SOC516**

### MODIFICATION

Print an 8 ½" x 11" copy of Asia 2 Map: VIS120 (Basic) in reverse. Have students use a map of Asia to label each country.

### EXTENSION

Make 8 ½" x 11" copies of Venn Diagram: ORG032 (Basic). Have students research the geographic features, climate and culture of two Asian countries (ex. China and Japan), then fill in the Venn Diagram to compare the two.



Longitude  
Latitude Map  
**VIS046**



North  
America 1  
Map  
**VIS126**



Mexico  
1 Map  
**VIS236**



Mexico  
2 Map  
**VIS237**



Alamo  
Mexico  
**SOC302**



Aztec  
Pyramid  
**SOC303**



Basketmaker  
**SOC304**



Bullfighting  
**SOC306**



Burrito 1  
**SOC307**



Burro  
**SOC308**



Cactus 2  
**SOC310**



Guitar  
Mexico  
**SOC325**



Jalapeño  
Peppers  
**SOC327**



Maracas 1  
**SOC329**



Mayan  
Statue 1  
**SOC330**



Piñata  
**SOC333**



Poncho  
**SOC336**



Sombrero 1  
**SOC340**

## ACTIVITY EIGHT

# Mapping Mexico

### Objectives

- Students will identify and interpret the human and physical characteristics of places and explain how these features form the character of that place.

### Materials

POSTER MAKER:

Longitude Latitude Map: **VIS046**

North America 1 Map: **VIS126**

Mexico 1 Map: **VIS236**

Mexico 2 Map: **VIS237** (Basic)

CUTOUT MAKER:

Alamo Mexico: **SOC302**

Aztec Pyramid: **SOC303**

Basketmaker: **SOC304**

Bullfighting: **SOC306**

Burrito 1: **SOC307**

Burro: **SOC308**

Cactus 2: **SOC310**

Guitar Mexico: **SOC325**

Jalapeño Peppers: **SOC327**

Maracas 1: **SOC329**

Mayan Statue 1: **SOC330**

Piñata: **SOC333**

Poncho: **SOC336**

Sombrero 1: **SOC340**

Spider Monkey: **SOC341**

Taco: **SOC342**

Worry Doll 1: **SOC345**

Chichen Itza Pyramid: **SOC514**

OTHER:

Globe for each pair of students

Computer with Internet access

### Preparation

- Print and display posters of the Longitude Latitude Map and North America 1 Map.
- Print and display Mexico 1 Map poster somewhere with room around it for cutouts to be hung.
- Make 8 ½" x 11" copies of Mexico 2 Map in reverse, one for each pair.



- Cut out the following 18 shapes related to Mexican history, culture and tradition: Worry Doll 1, Sombrero 1, Taco, Mayan Statue 1, Maracas 1, Burro, Jalapeño Peppers, Guitar Mexico, Spider Monkey, Aztec Pyramid, Alamo Mexico, Burrito 1, Piñata, Poncho, Cactus 2, Basketmaker, Bullfighting, Chichen Itza Pyramid. Display these items on or near the Mexico 1 Map poster. Accurately position real places like Mayan Statues (near Cancun), Aztec Temple (Mexico City), Alamo Mexico (currently San Antonio, Texas on the Mexico border), and Chichen Itza Pyramid (on the Yucatan Peninsula, 75 miles east of Merida).

### Whole Class

Help students find Mexico on the map of North America. If there are Mexican students in your class, invite them to share what they know about Mexican culture.

Give students some background information about Mexico.

- Mexico is the third largest country in Latin America and the 11th largest country in the world.
- To the north of Mexico is a 2,000 mile border with the United States; the Gulf of Mexico and the Caribbean Sea are on the east, the Pacific Ocean is on the south and west.
- The climate varies greatly because there is a great distance from north to south.
- Mexico's land is made up of mountains, deserts, and tropical zones.
- Mexico's culture and traditions are an integral part of everyday life in Mexico.

Review the Mexico 1 Map and cutouts display.

### Partners

Divide students into pairs and give each pair a blank copy of Mexico 2 Map. Have students work together to research the climate, celebrations, holidays, food and traditions of the Mexican people.

After conducting the research, challenge students to create a travel map for a vacation in Mexico. Include what kind of weather to expect, what kind of clothing to bring, and where to find certain celebrations and food. Have students draw and label longitude and latitude lines at 10° intervals.

Have pairs present their travel map and explain where they would like to visit and why.



Spider Monkey  
SOC341



Taco  
SOC342



Worry Doll 1  
SOC345



Chichen Itza Pyramid  
SOC514

### MODIFICATION

Have students research Mexico City, Oaxaca, and Guadalajara, find the longitude and latitude for each city, locate and label it on their blank copy of Mexico 2 Map.

### EXTENSION

Have students describe the differences in climate among Mexico City, Oaxaca, and Guadalajara, based on their longitude, latitude, and proximity to the Pacific Ocean, the Gulf of Mexico, and the Equator.

Longitude/Latitude Map



Longitude Latitude Map  
VIS046



Canada 1 Map  
VIS122



Canada Map 2  
SOC500

## ACTIVITY NINE

# Canada: Our Neighbor to the North

### Objectives

- Students will use map skills to determine the absolute location of a place(s).

### Materials

POSTER MAKER:

Longitude Latitude Map: **VIS046**

Canada 1 Map: **VIS122**

CUTOUT MAKER:

Canada Map 2: **SOC500**

OTHER:

Atlas

Computer with Internet access

Pencil

Markers

Crayons

Rulers

Glue

### Preparation

- Print and display Canada 1 Map poster.
- Make 8 ½" x 11" copies of Longitude Latitude Map, one for each pair of students.
- Cut out Canada Map 2, custom-sized to largest possible on page, one for each student.



### Whole Class

Show students the map of Canada and ask if any students have ever visited Canada or lived in Canada. Invite those students to share their experiences and what they've learned about Canada.

Give students some background information about Canada:

- The land area of Canada is 3,511,023 square miles.
- Canada is the world's second largest country by area.
- Canada is our neighbor directly to the north and we share a border of 5,525 miles, the longest border in the world. That includes its border with Alaska, which is 1,538 miles. In total, the border is officially known as the International Boundary.
- It is Canada's only land border; the rest of Canada is bordered by water: the Atlantic Ocean, the Pacific Ocean, and the Arctic Ocean as well as the Great Lakes.
- Canada has two official languages: English and French.
- Canada is divided into provinces and territories.

### Partners

Set students up with an atlas and/or computer access. Distribute Canada 2 Map cutouts and challenge pairs of students to correctly write in the names of all the provinces and territories, their capitals, major cities, and the correct longitude and latitude lines for the country, by 10-degree marks. Time students to see which pairs finish first.

When each pair has finished labeling their Canada map cutout, have students glue or tape the pieces to a separate piece of construction paper and display them around the classroom.

### MODIFICATION

Have students fill in the names of the major cities and capitals of each province and territory only.

### EXTENSION

Make 8 ½" x 11" copies of Canada 1 Map and distribute to students. Have them fill in the names of the United States that border Canada. First they should try to do it by memory, then check the atlas to see if they are correct.





World Map

World Map  
**VIS051**



Colossus of Rhodes  
**SOC519**



Hanging Gardens  
**SOC520**



Lighthouse  
of Alexandria  
**SOC521**



Mausoleum  
of Maussollos  
**SOC522**



Giza Pyramid  
**SOC523**



Statue of Zeus  
**SOC524**



Temple of Artemis  
**SOC525**

## ACTIVITY TEN

# Seven Wonders of the Ancient World

### Objectives

- Identify natural and man-made landmarks and explain their historical and cultural significance.

### Materials

#### POSTER MAKER:

World Map: **VIS051** (Basic)

#### CUTOUT MAKER:

Colossus of Rhodes: **SOC519**

Hanging Gardens: **SOC520**

Lighthouse of Alexandria: **SOC521**

Mausoleum of Maussollos: **SOC522**

Giza Pyramid: **SOC523**

Statue of Zeus: **SOC524**

Temple of Artemis: **SOC525**

#### OTHER:

Computer with Internet access

Assorted travel brochures (to anywhere), one for each pair of students

Art paper folded into three sections like a brochure

Art materials

### Preparation

- Print and display the World Map poster.
- Cut out the following seven landmarks: Colossus of Rhodes, Hanging Gardens, Lighthouse of Alexandria, Mausoleum of Maussollos, Giza Pyramid, Statue of Zeus, Temple of Artemis.



### Whole Class

Introduce the Seven Wonders of the Ancient World to students by showing them each cutout. Tell students that these are sculptural and architectural monuments in the Middle-Eastern and Mediterranean regions. Review these regions on the World Map.

Explain to students that these were originally identified by Egyptian, Persian and Babylonian travelers and were called “theamata,” which means “things to be seen” or “must-sees.” Also note that some of the seven no longer exist due to natural disasters and/or human destruction.

### Individual

Have students select one of the Seven Wonders of the Ancient World. It will be up to them to research the monument, then create a fictional travel brochure. The purpose of this brochure will be to share information about, and generate interest to visit the site.

Have students focus their research around the following questions or come up with their own:

1. Where is the modern location of the “Wonder”?
2. When was the “Wonder” built?
3. How was it constructed?
4. What was its original purpose?
5. When and how was the “Wonder” destroyed?

Challenge students to write their travel brochure as if the “Wonder” still exists today (if it has been destroyed). Encourage students to get creative by adding pricing, hours, gift shop information, etc... Also have students be sure to add color, drawings and artwork to their brochure. Display brochures, grouped by “Wonder,” around the classroom, then have students take a gallery walk and view the brochures created for other “Wonders.”

### MODIFICATION

Give students an 8 ½” x 11” copy of World Map. Have them research the geographic location of each of the seven Wonders of the Ancient World, then locate them on the map.

### EXTENSION

Have students research popular “Wonders” of the modern world, come up with a new list of the top seven and locate them on the map.



Categories		Criteria			Value
	Minimal	Basic	Proficient	Advanced	
<b>Identifies, locates and describes the seven continents</b>	Student can identify the seven continents on a world map.	Student can identify the seven continents on a world map. Student can describe some features of some of the continents.	Student can identify the seven continents and major bodies of water on a world map. Student can give a brief description of the features of each continent.	Student identifies the seven continents, major countries on each continent, and major bodies of water on a world map. Student provides details about the features of each continent and country.	
<b>Uses longitude and latitude coordinates to describe the location of places</b>	Student can identify longitude and latitude lines on a map.	Student can locate a place when given the longitude and latitude coordinates.	Student can locate a place when given the longitude and latitude coordinates and produce coordinates for a given place.	Student can locate a place when given the longitude and latitude coordinates, produce coordinates for a given place and describe how the absolute location affects that place.	
<b>Locates, describes and judges the significance of the relative location of a place</b>	Student struggles with locating specific places on a map and describing their relationship with other places.	Student can locate specific places on the map and give a brief description of the location relative to other places.	Student can locate specific places on a map and give a detailed description of the location relative to other places.	Student can locate specific places on a map, give a detailed description of the location relative to other places and explain how the relative location affects the place.	
<b>Identifies geographical features of a region</b>	Student identifies few geographical features of a region.	Student identifies the geographic features of a region.	Student identifies and describes the geographic features of a region.	Student identifies the geographic features of a region and explains how these features affect the region.	
<b>Understands relationships between geographic factors and society</b>	Student does not understand how geographic factors affect society.	Student understands how some geographic factors affect society.	Student understands how geographic factors affect society and can give specific examples.	Student understands how geographic factors affect society, giving examples and comparing the effects of different factors on the development of the society over time.	
<b>Describes the human characteristics of a region</b>	Student describes few details of the human characteristics of a region.	Student can describe details about the human characteristics of a region.	Student can describe specific details about the population and culture of a region.	Student describes details about the population and culture of a region and draws comparisons between the human characteristics of different regions.	
<b>Total:</b>					

(Please note that all have permission to reproduce this rubric page.)

## GEOGRAPHY & CULTURE 3 CONTENT LIST

Poster Maker ID	Name	Activities
VIS045	Australia 1 Map	1, Additional
VIS046	Longitude Latitude Map	2, 4, 8, 9
VIS048	South America 1 Map	1, Additional
VIS115	Africa 1 Map	1, 5, Additional
VIS117	Antarctica 1 Map	1, Additional
VIS119	Asia 1 Map	1, 7, Additional
VIS122	Canada 1 Map	9
VIS124	Europe 1 Map	1, 6, Additional
VIS126	North America 1 Map	1, 8, Additional
VIS128	Puerto Rico 1 Map	
VIS226	China 1 Map	
VIS228	England 1 Map	
VIS230	France 1 Map	
VIS232	Germany 1 Map	
VIS234	Japan 1 Map	
VIS236	Mexico 1 Map	8
VIS238	Spain 1 Map	
Awards Maker ID	Name	Activities
STK194	Africa Sticker	2
STK195	Antarctica Sticker	2
STK197	Asia Sticker	2
STK198	Australia Sticker	2
STK199	Canada Sticker	Additional
STK204	Europe Sticker	2
STK211	Puerto Rico Sticker	Additional
STK221	South America Sticker	2
STK225	World Map Sticker	
STK314	North America Sticker	2
STK316	China Sticker	Additional
STK317	England Sticker	Additional
STK318	France Sticker	Additional
STK319	Germany Sticker	Additional
STK320	Japan Sticker	Additional
STK321	Spain Sticker	Additional
Cutout Maker ID	Name	Activities
SOC001*	Continents Collection	1, 2
SOC002	Africa	3, 5
SOC003	Antarctica	3
SOC004	Asia	3



## GEOGRAPHY &amp; CULTURE 3 CONTENT LIST (cont.)

Cutout Maker ID (cont.)	Name	Activities
SOC005	Australia	3
SOC006	Europe	3
SOC007	North America	3
SOC008	South America	3
SOC012	Basket	5
SOC013	Camel	5
SOC014	Drums	5
SOC015	Elephants	5
SOC018	Headdress	5
SOC021	Kanga	5
SOC022	Nairobi, Kenya	5
SOC023	Ostrich	5
SOC030	Tribal Mask	5
SOC033	Warrior Shield	5
SOC035	Zebra	5
SOC045	Kangaroo	
SOC046	Koala Bear	
SOC055	Wombat	
SOC057	Cactus	
SOC059	Conservatory	
SOC066	Oil Rig	
SOC147	London Bridge	
SOC150	Stonehenge	
SOC155	Westminster Abbey	
SOC156	Arc de Triomphe	
SOC173	Louvre	
SOC190	Brandenburg Gate	
SOC229	Bali Temple	7
SOC232	Elephant 2	7
SOC234	Rickshaw	7
SOC235	Sari	7
SOC272	Dragon	7
SOC273	Fan	7
SOC275	Fortune Cookie	7
SOC276	Geisha	7
SOC280	Kamigamo Shrine	7
SOC284	Mount Fuji	7
SOC291	Samurai Warrior	7
SOC302	Alamo Mexico	8

## GEOGRAPHY & CULTURE 3 CONTENT LIST *(cont.)*

Cutout Maker ID <i>(cont.)</i>	Name	Activities
SOC303	Aztec Pyramid	8
SOC304	Basket Maker	8
SOC306	Bullfighting	8
SOC307	Burrito 1	8
SOC308	Burro	8
SOC310	Cactus 2	8
SOC325	Guitar Mexico	8
SOC327	Jalapeño Peppers	8
SOC329	Maracas 1	8
SOC330	Mayan Statue 1	8
SOC333	Piñata	8
SOC336	Poncho	8
SOC337	Potter	
SOC338	Pyramids	
SOC340	Sombrero 1	8
SOC341	Spider Monkey	8
SOC342	Taco	8
SOC345	Worry Doll 1	8
SOC348	Bolshoi Theater	7
SOC349	Czar	7
SOC350	Nesting Dolls	7
SOC353	Jeweled Egg	7
SOC354	Kremlin	7
SOC359	St. Basil's Cathedral	7
SOC360	Winter Palace	7
SOC380	Big Ben	
SOC381	Coliseum	
SOC383	Eiffel Tower	
SOC387	Leaning Tower of Pisa	
SOC391	Pagoda	7
SOC397	Taj Mahal	7
SOC398	Sydney Opera House	
SOC500	Canada Map 2	9
SOC502	Puerto Rico Map 2	
SOC504	Coqui Frog	
SOC512	Notre Dame	
SOC513	Venus de Milo	
SOC514	Chichen Itza Pyramid	8
SOC515	Christ Redeemer	




GEOGRAPHY & CULTURE 3 CONTENT LIST (*cont.*)

Cutout Maker ID ( <i>cont.</i> )	Name	Activities
SOC516	Great Wall	7
SOC517	Machu Picchu	
SOC518	Petra	
SOC519	Colossus of Rhodes	10
SOC520	Hanging Gardens	10
SOC521	Lighthouse of Alexandria	10
SOC522	Mausoleum of Maussollos	10
SOC523	Giza Pyramid	10
SOC524	Statue of Zeus	10
SOC525	Temple of Artemis	10

\*Indicates Cutout Maker collection







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