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Continent Comparisons with Research Tools

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Continent Comparisons with Research Tools

Todd Wernimont – West Dubuque Elementary, Dubuque, Iowa

Grade Level (Req.): 5th grade	Content Area (Req.): Social Studies, Physical Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 1-2 days	Goal (Req.): Students will know and identify the seven continents.	
	Objective (Req.): Students will be able to correctly organize the continents in order by their size (area), population, highest and lowest elevation, and percent of Earth’s mass.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Reference materials: student atlas, Internet sites, encyclopedias • Pencil • Loose leaf paper – to be submitted as assessment • Index cards – contain information about area of continent • Envelope • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are the characteristics of each continent? Prior to beginning the lesson, review with the students the continents. As the continents are named, write them on the board. Review the spellings and possible methods to remember the different continents. Discuss different methods that the continents could be ordered (i.e., alphabetical, elevation, size, population, etc). As you list the different methods, discuss that these will be used in today’s lesson.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Upon completion of the anticipatory set, tell the students that they will order from least to greatest the continents based on area. 2. Have each student write down on their loose leaf paper each continent. 3. They must predict the area of each continent in square mile and then once all are finished, they must order their predictions from least to greatest. 4. Once finished, select seven students to come to the board. 5. Hand each student an envelope (contains an index card with information on the area about the specific continent on the outside of the envelope). 6. Without opening the envelopes, the seven students should place themselves in order from least to greatest. 7. Write their predicted order on the board. 8. Next, have the students open their envelopes and share information about their continent with the class. 9. Rearrange as needed in the correct order. 10. Discuss the outcomes with the class and compare their individuals predictions. Share surprises 		

and results.

11. Divide the class into 4 groups – try to ensure that each group contains at or near 7 people, accommodate as needed.
12. Inform each group that they will be organizing the continents based on one of the measures – population, highest elevation, lowest elevation, and percent of Earth’s mass.
13. Assign each group one of the topics and each group member will assume the role of one of the continents.
14. Using reference materials – encyclopedias, Internet websites (www.worldatlas.com), student atlas – students will gather information about his/her continent based on their topic.
15. Students should write down their information on loose leaf paper. Groups may share their findings with their group members, but should not share with the other groups.
16. Once all information has been found, groups will come to the front of the room in no particular order.
17. Similar to the area activity, the remaining students will need to organize the group members in order from least to greatest.
18. After an order has been chosen, group members will reveal the information about their continent and reorganize into the correct order.
19. Discuss results, surprises, and share ideas about the information.
20. Continue with each group topic until all groups have shared.

Formative Evaluation (Req.): Students will be evaluated on their group work, participation, ability to use reference materials and gather information about their continent, and share their information with their classmates.

Assessment (Req.): Students will have a specific continent that they have gathered some information about during the research phase. During the presentation of each topic, students must write down some additional information about their specific continent. Students will submit on a loose leaf sheet of paper information about their continent based on the topics discussed in today’s lesson.

Iowa Core Curriculum Standards Used (Req.):

- Grade 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- How to analyze the spatial organization of people, places, and environments on Earth’s surface
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<ul style="list-style-type: none"> • • • • • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Region • • • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • Social Studies 05 People, Places, and Environments SS3 (5) 3.03: Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. • •
<p>21st Century Universal Constructs (Opt.): Collaboration</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • 	