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Introduction through Latitude and Longitude

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Introduction through Latitude and Longitude

Created by: Tamara Tyrrell

Mt. Pleasant High School, Mt. Pleasant Community School District

Grade Level (Req.): 9th-12th grade	Content Area (Req.): English as a Second Language	Unit (Opt.):
Connections to Other Disciplines (Opt.): • Geography • •		
Time Frame (Req.): Two 50 minute class periods	Goal (Req.): To help students understand longitude and latitude by introducing themselves and their native country using the English language correctly while building a community of learners. Objective (Req.): Students will be able to listen and speak English to describe about themselves and their native country. Students will be able to understand what latitude and longitude are while using geographical tools to locate information.	

Materials Needed (Req.): • Atlases • Large map • Computers • Internet • White board • Thumb drive • Garmins	New Vocabulary (Opt.): • • • • •

Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Who are you, where are you from, and why are we here?

Instructional Sequence/Procedure (Req.):
1. Before class, place clue cards around the school campus getting each of their latitudes and longitudes.
2. Start the lesson by viewing Google Earth looking at our school until everyone is seated.
3. Model what I want students to do: 1) Begin lesson by reading "Me On the Map" by Joan Sweeney. 2) Using the atlas, look up the latitude and longitude of native city. 3) Find coordinates for hometown: Owatonna, MN is 44.09 N, 93.22 W. 4) Find a picture representing your native country or state and tell why this represents your area: I would choose a lake and tell the students Minnesota is known as the Land of 10,000 Lakes. 5) Show Owatonna, MN on Google Earth and zero in on 905 18th Street SE. 6) Put a flag up on the map on Owatonna, MN.
4. Tell students what I want them to do to introduce themselves. 1) Using the atlas: find latitude and longitude of hometown: record information. 2) Find a picture that represents their country or state and download on thumb drive. 3) Write down why this picture represents their area.
5. Students will then introduce themselves using the information from step 4. We will use Google Earth during their presentation. After presentation, students will put their flag up showing their birthplace.
6. Students have learned about each other and now we will work together on a Scavenger Hunt. Pair students of different first languages if possible: giving each pair a Garmin and showing them

how to use it. Give each group 3 sets of coordinates, telling them they MUST take turns finding the clues. Each group is to find their clues and bring them back to class so everyone can put the clues together for the message. Send students out, monitoring them and answering questions. Once all clues have been gathered, bring class together for them to make the sentence: "We have come from different places but are here together to leran and build a new community."

7. Reread "Me On the Map" by Joan Sweeney.
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Formative Evaluation (Req.): Check for understanding after step 3	Assessment (Req.): Presentation and scavenger hunt

Iowa Core Curriculum Standards Used (Req.):
- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
- Understand how to use spoken English for communication and discussion of ideas.
- Understand how to establish basic interpersonal communication with or without grammatical accuracy.
- Understand simple and complex sentences with key vocabulary support.
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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, geospatial technologies, and spatial thinking to understand and communicate information
- How culture and experience influence people's perceptions of places and regions
- The characteristics, distribution, and complexity of Earth's cultural mosaics
- How to apply geography to interpret the past
- How to apply geography to interpret the present and plan for the future

Five Themes of Geography Used (Req.): - Location	School District Standards and Benchmarks (Opt.):
21st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.):	
Other Essential Information (Opt.):	
Other Resources (Opt.):	