

Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Social Studies

Grade Level: 3

Number of Students: 24

Length: 40 minutes

Pre-Instructional:

Social Studies Section

Strand II: Geographic Perspective

Content Standard 1: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)

Benchmark- Later Elementary

2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.

Content Standard 4: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns, and Processes)

Benchmark- Later Elementary

1. Draw sketch maps of the community, region, and nation.
4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.
5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.

Strand V. Inquiry

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in assessing and managing information. (Information Processing)

Benchmark- Later Elementary

Organize social science information to make maps, graphs and tables.

Grade Level Content Expectations

Geography

G1 The World in Spatial Terms

3-G1.0.1- Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.

3-G1.0.02- Use thematic maps to identify the physical and human characteristics of Michigan.

Objectives

1. Students will have an understanding of latitude and longitude after the lesson.
2. Students will be able to complete a worksheet about latitude and longitude on their own after the lesson is complete.

Materials/ Special Arrangements/ Individual Modifications

- Shafer, Jean and Deur, Lynne. Two Peninsulas Called Michigan. River Road Publications, 1995 (p. 3 worksheet)
- Kennedy, Jan. Map Skills. Social Studies Grade 3. Frank Schaffer Publications, 1998, p. 35, 36 worksheets (used for overhead).
- Whiteboard/Dry erase markers
- Overhead projector/Overhead markers
- Globe (to enhance understanding if necessary)
- 2 White pieces of paper
- Ruler

Introduction

The teacher will get two pieces of white paper and place a dot on one of them. The teacher will then pick the names of two students out of the cup to be volunteers. One student will get the sheet of paper with the dot and the other will get the blank sheet. The student with the blank sheet will sit in a chair in the front of the room facing away from the rest of the class, they are not allowed to talk or ask the other student questions. The student with the dotted sheet has two minutes to explain to the other student where the dot is on the paper. The object is for both dots to be in the same place. At the end of the two minutes the teacher will compare the two pages. More than likely the students will not get the dot in the same place. The teacher will then explain what they should have done: Use a ruler and measure how many centimeters down from the page and how many centimeters from the left of the page. The teacher will explain that by using a two line method will allow you to find any destination. These lines that are used on a map or globe are called lines of latitude and longitude.

Developmental Activities

- a. The teacher will introduce the concept of latitude and longitude by explaining that the lines of latitude run east to west and lines of longitude run north and south.
- b. The teacher will draw a circle of the board with the equator in the middle and will then explain the lines of latitude and how the lines are parallel (equal and never cross) and how the degree pattern works.
- d. The teacher will then draw another circle and draw the prime meridian at 0 degrees connecting the North and South Poles. The teacher will then explain how the lines of longitude works (which way is west, east)
- e. The teacher will then go over the overheads from the worksheet pages with the class to enhance the concept.
- f. After the teacher feels that the students have an understanding of the concept the teacher will then pass out the worksheet for the students to work on alone at their desk/
- g. Once the children are finished they may keep it at their desk and read silently until the others are done. The teacher will go over the worksheet with the class.

Concluding Lesson

The teacher will explain that these directional lines are very important to find locations of places and without them pilots would not be able to tell the difference between Chicago or Orlando, FL. These directional units are also used by GPS units in cars, the U.S. military ect.

Follow- Up Activity or Assignment

1. If the students do not finish their worksheet they may bring it home for homework and turn it into the social studies folder the following day.

Post-Instructional

Evaluation of Student Learning

Students will be evaluated on their participation and attitude during the lesson as well as their Michigan's location and Climate worksheet activity.