



SOCIAL STUDIES LESSON PLANNER

Title: Where in the World are Canada, India, Tunisia, Ukraine, and Peru?

Grade: 3 (Johanne Meston, Shauna Favry, Darren Pickering)

BACKGROUND:

Does this lesson fit into an ongoing focus (if so, describe) or does it stand alone?

This will be a continuation for students of learning mapping skills.

STEP 1: What essential questions do we want to answer?

In the end what do we want our kids to know and be able to do?

The student will locate Canada, India, Ukraine, Tunisia, and Peru on a map and/or globe.

The student will apply geographical terms to describe the relation of the countries to each other.

STEP 2: What outcomes are we addressing in this lesson?

General Outcome (s)

3.1 Students will demonstrate an understanding and appreciation of how geographic factors affect the quality of life in India, Tunisia, Ukraine, and Peru.

Specific Outcomes

Skills/Processes Knowledge/Understanding Values/Attitudes

3.1.3 (a) Where, on a globe and/or map, are the communities in relation to Canada?

3.S.3 (a) Create and use a simple map to locate communities studied in the world

3.S.3 (b) Use cardinal and intermediate directions to locate places on maps and globes

3.S.3 (d) Apply the terms hemisphere, poles, equator

STEP 3: How will we answer the questions?

What will the learning activities be?

- Brainstorm – using chart paper have students share knowledge of the locations of Canada and the four countries being studied. Students will use geographic terms to describe location of countries.
- Review all relevant vocabulary.
- Group/pair activity – students will assemble a map of the world from puzzle pieces, focusing on the location of Canada and the other four countries.

STEP 4: How will we know we have learned?

Assessment strategies?

Student will show the four countries on world map.

Student will be able to verbalize the location of the five countries in relation to each other and the equator.

Students will journal about their experience as a group member and the success of their work.

STEP 5: What modifications might we need to make to this lesson to meet the needs of all learners?

Vary the number of pieces of the map puzzle.

Post the information from the brainstorming for reference.

Post a world map.

Provide a scribe for the journal responses if necessary.

STEP 6: What resources will we use?

Colleagues, reference books, audio-visual materials, related literature, music, art, internet, and guest speakers.

Atlas – world map, homemade puzzles, globe if current.

STEP 7: Reflection:

What worked well?

What will I do next time?

What do I need to keep working on with the students?