

Grade 1 Unit 8: Maps and Globes

Content Area: **Social Studies**
Course(s): **Social Studies Grade 1**
Time Period:
Length: **10 days**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Rationale & Transfer Goals

In first grade students are familiar with maps and what they are used for. We want to deepen their understanding of why we use them and how to use them. Students will identify the parts of an address and locate one on a map. They will compare and contrast a model with a map and identify places on a map using directions. Students will learn the importance of locating where we live on a map. Students will learn to distinguish the Atlantic ocean and Pacific Ocean. Students will create a map or model of their community and show cardinal directions. They will learn to locate the continents and identify them.

Enduring Understandings

- Children will discover how to use maps and globes to find and compare locations in their community, state, country, and around the world.

Essential Questions

- How can we use maps and globes?

Important Vocabulary

- address

- map
- location
- country
- border
- map legend
- symbol
- directions
- cardinal directions
- Earth
- continent
- globe

Content - What students will know

- My House, My Neighbors
- My Neighborhood
- Where Things Are
- Keys to the map
- Land and Weather
- North, South, East and West
- World Map
- A Model of Earth

Skills - What students will be able to do

- SWBAT Identify the parts of an address and locate an address on a map.
- SWBAT Compare and contrast a model with a map and identify places on a map using directions and an address.
- SWBAT Locate your state and the United States on a map. Locate the Pacific and Atlantic ocean on a map.
- SWBAT Describe absolute and relative locations and create and use a map legend.
- SWBAT Identify landforms and bodies of water on a map and compare and contrast landforms and bodies of water.
- SWBAT Use cardinal directions to find locations on a map and construct a simple map using cardinal directions.
- SWBAT Locate continents and oceans on a world map.
- SWBAT Locate continents and oceans on a globe and compare and contrast a picture of a globe and an actual globe.

Instructional Activities - How we teach content and skills

- Maps and Globes Activities
- Reading Skills: Compare and Contrast
- Maps and Globes Skills: Find directions on a map
- Maps and Globe Skills: Use a globe
- Unit 8 Magazine
- Little Thinkers Resource
- YouTube
- BrainPOP Jr
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion
- informal assessments
- [Assessments](#)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
At this point in the school year students have learned by communities and had plenty of opportunities to look at a map. They will broaden their understanding of how to use a map.	The American People -Explain that the people in the United States share connections with people in other countries and continents, such as through cultural heritage. Rules and Laws - Remind children that a country, such as the United	Students will create a diagram or map of their school or neighborhood.

	States, is an area of land with its own people and laws.	
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Key Resources

- Unit 8 Magazine
- YouTube Videos
- Little Thinkers Resource
- Scholastic News Articles
- BrainPOP Jr.

21st Century Life & Careers

WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

MA.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

HE.K-2.2.3.2.PS.2 Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

Intersections of History

Maps can show specific places, neighborhoods, communities, states, countries, continents or even planets. All of these places are home to individuals of different genders, races, cultures and orientations. Students will develop and build upon global awareness through current and past events.

Black: Students will explore a map of the underground railroad and continue to build upon the understanding of its importance to freeing slaves.

Hispanic: Students will read the story *All The Way to Havana* by Margarita Engle. Students will notice the landforms in the illustrations and see the beauty in South America.

Women: Students will read *I Am Sacagawea* by Brad Meltzer and learn how she led Lewis and Clark across the United States. Students can explore the trail she led them and see the contributions she has made.

LGBTQ: N/A