| **Grade 3 Unit 1 Map Skills and Earth’s Features** | |
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| **Unit Overview** | |
| To begin the study of geography, a basic understanding of the locations of continents and oceans is needed. Students will gain this understanding through the use of alphanumeric grids, as well as physical and political maps.  This study is expanded by studying Earth at many scales, from local to regional, national, and ultimately global. Students will apply this knowledge to understand that spatial hierarchies exist in both physical and human systems.  Students will use inquiry to explore how geographic literacy skills are used and how they help us understand the importance of where we are in the world.  Teachers may choose to teach this indicator in conjunction with science standards [3.E.4A.2 and 3.E.4B.1](https://ed.sc.gov/instruction/standards-learning/science/standards/).  *The unit sequence follows a progression to scaffold student thinking. Guiding questions are provided to help students answer the Overarching Inquiry Question. The suggested inquiry activities may take multiple class sessions, or could span an entire year. Do not feel that each lesson sequence should be completed in one class period.* | |
| **Overarching Inquiry Question** | |
| **How can maps help us learn about a particular place in the world?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Applied Geography**: Students will study how geographic literacy skills are used to solve problems we face today. | |
| **Skills Emphasis at a Glance** | |
| **A.** Use of an alphanumeric grid prepares students for the more difficult latitude and longitude coordinate system.  *Coordinates are used to identify the absolute location of specific physical and human features, items, places, or points of interest determined by student inquiries.* | |
| **B.**In regards to scale, students need to recognize that an event may have a strong local impact, but weak national impact. Inversely, events that do not directly impact a locale may still be felt because of connections to other regions.  *At the local scale, a hurricane would cause people to evacuate, while at the regional scale, a hurricane would create an influx of evacuees. At a national scale, a federal government may designate an area as a disaster area, while at a global scale, a specific hurricane may not be a major focus elsewhere in the world.* | |
| **C.** Students will use maps to inquire about human spatial hierarchies and physical spatial hierarchies.  *Students may use a map to explore human spatial hierarchies when inquiring how the United States is a country comprised of states that are in turn comprised of counties or when following physical spatial hierarchies with inquiries about streams feeding into rivers that in turn feed into the ocean.* | |
| **Standard(s)** | |
| **3.1.1.AG:** Utilize an alphanumeric grid to locate the continents and oceans.  *Purpose: This indicator prompts students to inquire about the location of major physical features around the world by utilizing a basic grid (i.e., letters on one axis, numbers on the other) as preparation for learning latitude and longitude.* | |
| **3.1.2.AG:** Locate the world’s four hemispheres (i.e., northern, southern, eastern, and western) by using the major components of latitude and longitude (i.e., the Equator, the Prime Meridian, lines of latitude (i.e., parallels), lines of longitude (i.e., meridians), and the International Date Line).  *Purpose: This indicator prompts students to inquire about how the world is divided for mapping purposes when using latitude and longitude.* | |
| **3.1.3.PR:** Identify the spatial hierarchy of political and physical geographic features.  *Purpose: This indicator prompts students to inquire about spatial hierarchies (i.e. scale) to understand the connections between Earth’s systems. Political features include cities, states, and countries. Physical features include forests, mountains, oceans, and rivers.* | |
| **I Can Statement(s)** | |
| * I can identify and use the features of a map. * I can use an alphanumeric grid to locate the continents and oceans. * I can use latitude and longitude to divide the world into hemispheres. * I can use spatial hierarchies to draw conclusions from a physical map. * I can use spatial hierarchies to draw conclusions from a political map. * I can use mapping skills to learn about a specific place in the world. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| Explain the goal of the unit study to students.  For the first unit, students select their area to study and focus on locating their country/region on a map. They will, and identify the location using hemispheres, etc. Encourage students to connect back to the overarching inquiry question about why location is important. | Teacher will set the purpose for learning. Students will use one country or region to study this year and apply the learned geography skills to a project that is formatted in the teacher or students’ choice. As you begin to plan this unit, select a model country to use that students may not select for their own project. Use this country in your examples throughout the unit as you discuss the I Can Statements and skills.  For example, the teacher could model applying these skills with The United States. The teacher could choose to have students present their findings in different ways (small groups, partners, with students from other countries/regions on their continent, whole group, virtually) for the end of the unit. |
| Guide a conversation with your students that discusses the purposes of maps, why they are made, and why map reading is a skill that is helpful to us. | It is important for students to understand that maps have a purpose and to think about what skills we need to use maps. Encourage students to guide the conversation, instead of providing direct answers.  Teacher may consider asking students questions to guide students such as:   * Have you ever been lost? * Has someone you lived with used a map? * What information can we learn from studying maps? * Why does our classroom have a fire safety map? * What skills would you need to read a map? * Do all maps look the same? * What information helps you to understand a map? |
| **I can identify and use the features of a map.** | |
| Students will explore the [State of South Carolina: Base Map](https://www.loc.gov/resource/g3910.ct009819/?r=0.11,-0.02,0.86,0.445,0) from the Library of Congress and use the legend to make and record observations of the patterns and features of the map. Students must understand that the legend allows for the viewer to understand features of the map.  Students will draw conclusions about the map.  Students will share their findings with others. | Teachers should ensure students have a solid understanding of the purpose of map features, including the legend, cardinal directions, and size comparisons of locations (i.e. city, state, country).  Teacher could gather additional maps of South Carolina that show different resources grown in our state; students should practice utilizing map features to gather information from the map and communicate their findings. Teacher could extend this by having students examine other maps of their county, state, country, or the world and make comparisons to the features shown on other maps with the South Carolina example provided.  Teacher should consider:   * What opportunities are you providing your students that allow them to explore other maps of our state or nation to look for similar features? * Can you use a historic map of an area and provide a more recent example so students can explore the changes? * What platform are you providing for students to share their findings with their classmates? |
| **I can use an alphanumeric grid to locate the continents and oceans.** | |
| Students will study this PBS [video](https://scetv.pbslearningmedia.org/resource/vtl07.math.geometry.pla.coordingrd/using-a-coordinate-grid/) on alphanumeric grids and create a list of the steps used to read and identify locations.  Students will visit this map ([Worldometer: 7 Continents](https://www.worldometers.info/geography/7-continents/)) to learn the names of the continents.  Students will practice by using these [Alphanumeric grid activities](https://drive.google.com/open?id=1abQiu3seO0Ru1FGY-MZulM3u79PY97Nt) from the South Carolina Geographic Alliance and end by identifying the grids for each continent. | Alphanumeric grids provide a foundation for the understanding of longitude and latitude. Teacher could provide grids for students to practice reading and identifying locations using the game of Battleship.  Human Battleship may be set up on a large grid created on the floor. Have an index card for each number and letter represented on the floor grid in separate bags (1 for numbers 1 for letters). Students stay in a grid of their choice as the teacher pulls out a card from each bag. A student in the grid is “sunk.”  National Geographic has a resource where students create and can share a map for a specific location on an alphanumeric grid template.  ([National Geographic](https://www.nationalgeographic.org/activity/using-grid-zoo-map/))  Teacher should consider:   * What steps are you taking to ensure your students know the names and location of the continents and oceans? |
| **I can use latitude and longitude to divide the world into hemispheres.** | |
| Students will read this [Britannica Kids](https://kids.britannica.com/kids/article/hemisphere/346139) (short article) about hemispheres and write a six word summary of each section that shows their understanding of a hemisphere and the use of the equator and prime meridian.  Students will locate the location of the Prime Meridian and Equator using a World Map. Students will explore the vocabulary of “hemispheres” and how they are created from the placement of the Prime Meridian and Equator. (Encourage students to make the observation about how hemispheres are visible on a map.)  Using their locations of the continents as determined by the earlier alphanumeric grid action, students will identify the hemispheres each continent is located in. | Teacher could provide information about each hemisphere as a jigsaw activity; allow students to make connections and draw conclusions about similarities. Also, encourage students to use prior knowledge about the Prime Meridian and Equator to make connections to lines of latitude and longitude. Students could read a map of the world complete with lines of latitude and longitude; facilitate student discovery in locating a specific region’s absolute location.  If teachers need additional information about six-word summaries, visit [Spotlight On Strategies: Change It Up! Six Word Stories](https://blog.discoveryeducation.com/blog/2018/11/13/spotlight-on-strategies-change-it-up-six-word-stories/).  The following [Geoinquiry](https://www.esri.com/content/dam/esrisites/en-us/media/pdf/2-runninghotandcold-worldgeog-geoinquiry.pdf) from Esri allows students to expand on this concept and look at temperatures around the world and how they connect to latitude and longitude locations.  If teachers need additional information about the jigsaw strategy, visit [Spotlight on Strategies: SOS Jigsaw](https://blog.discoveryeducation.com/blog/2013/09/23/sos-jigsaw/). |
| **I can use spatial hierarchies to draw conclusions from a physical map.**  **I can use spatial hierarchies to draw conclusions from a political map.** | |
| Teacher may select to model a comparison of a physical and political map by using the South Carolina map used earlier and this one from [SCIWAY](https://www.sciway.net/maps/cnty/) or by using other maps of the teacher’s choice.  Students will compare and contrast an example of a [political](https://school.eb.com/levels/elementary/assembly/view/69349) and a physical map (student led); Encourage students to share and discuss their findings.  ***Special Note:*** *You will need to use your login for SC Discus to use the map suggested above.*  Students will inquire and make observations about spatial hierarchies (i.e. scale) to understand the connections between (physical) systems such as forests, mountains, oceans, and rivers.  Students explore the landform features of their local region using physical maps. (Example: If students live in the coastal region, they can look specifically at beaches, marshes, etc., that are around them. For students in the upstate, they can focus on mountains and rivers.) Encourage students to begin with the area around them, so they can make meaningful connections, and then move to other regions of South Carolina.  Students will inquire and make observations about spatial hierarchies to understand the connections between (political) systems such as cities, states, and countries. | Teachers should allow opportunities for students to draw conclusions about human systems through political maps (i.e. languages, population, culture distributions) to support mapping literacy skills. For the use of the political and physical maps, you will need to use your login for SC Discus.  Teacher should connect student observations to the purpose of maps; guiding students to realize that each map has a purpose.  Teachers could allow students to explore the connections between their neighborhood and the country sharing connections made between them and looking at diversity between them.  Suggested resource: [Geoinquiry](https://www.esri.com/content/dam/esrisites/en-us/media/pdf/9-populationandphonelines-worldgeog-geoinquiry.pdf) from Esri to look at phone land lines around the world; make connections to population  Teachers should consider*:*   * How are you helping students differentiate between maps that show political boundaries and maps that show physical locations? * How are you helping students understand when it is appropriate to use each type of map? |
| **I can use mapping skills to learn about a specific place in the world.** | |
| Students will select a country/region to study throughout the year, through the lens of the unit focus. For the first unit, students select their area to study and focus on locating their country/region on a map, and identify the location using hemispheres, etc. Encourage students to connect back to the overarching inquiry question about why location is important. | Possible formats for project include but are not limited to: Google Sites, Google Slides, Prezi, poster board, pamphlet/booklet  Tasks for Unit 1 for the yearlong study:   * Locate the region/country on a map * Identify location using hemispheres, etc. |
| **Resources** | |
| For suggested content, see the [Grade 3 World Geography Alignment Guide](https://ed.sc.gov/instruction/standards-learning/social-studies/resources/).  **Mapping Resources:**  [The World Almanac for Kids](https://wake-infobase-com.scsl.idm.oclc.org/maps,-globes,-and-landforms/) (Maps, Landforms, Bodies of Water) (You will need to apply for a free library card to the South Carolina State Library.)  [Britannica School Elementary](https://kids.britannica.com/kids/article/map-and-globe/353425) (Map and Globe)  [Gale Kids InfoBits](https://go-gale-com.scsl.idm.oclc.org/ps/browseSubCategory?subCategory=Geography+and+Map+Terms&userGroupName=scschools&inPS=true&prodId=ITKE&category=Geography) Geography and Map Terms (You will need to apply for a free library card to the South Carolina State Library.)  [StudySC](https://www.studysc.org/elementary/physical-features) Physical features  [StudySC](https://www.studysc.org/elementary/maps) Maps  [Maps of World](https://www.mapsofworld.com/world-language-map.htm) (Languages)  [Types of Maps](https://www.nationalgeographic.org/encyclopedia/map/) (National Geographic) | |

**References**