

180 DAYSTM

Lessons and Activities Geography for Third Grade

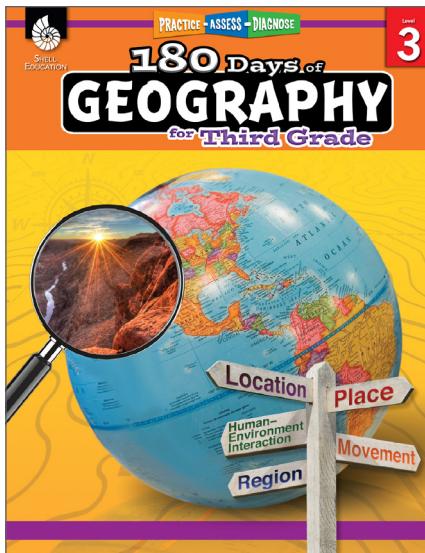
Table of Contents

Cover (1 page)

Table of Contents (1 page)

How to Use This Book (2 pages)

Lesson Pages (5 pages)



HOW TO USE THIS BOOK

Weekly Structure
The first two weeks of the book focus on map skills. By introducing these skills early in the year, students will have a strong foundation on which to build throughout the year. Each of the remaining 34 weeks will follow a regular weekly structure.

Each week, students will study a grade-level geography topic and a location in North America. Locations may be a town, a state, a region, or the whole continent.

Days 1 and 2 of each week focus on map skills. Days 3 and 4 focus on what they have learned. Days 5 and 6 of each week focus on map skills. Days 7 and 8 focus on what they have learned.

WEEK 13 DAY 4

Map Skills

Directions: This chart shows how the populations of five U.S. cities have changed. Study the chart, and answer the questions.

City	Population in 2000	Population in 2010	Change in Population
New York City, New York	8,008,278	8,175,133	166,855 more people
Los Angeles, California	3,694,820	3,792,621	97,801 more people
Chicago, Illinois	2,896,016	2,695,598	200,418 fewer people
Houston, Texas	1,953,631	2,099,451	145,820 more people
Philadelphia, Pennsylvania	1,517,550	1,526,006	8,456 more people

1. Which city's population changed the most?

2. If Los Angeles continues to follow the same trend, how will its population change?

3. Do you think New York City's population will increase or decrease by 2020? Why?

28624—180 Days of Geography

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

3

180 Days of **GEOGRAPHY** for **Third Grade**



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INTRODUCTION

With today's geographic technology, the world seems smaller than ever. Satellites can accurately measure the distance between any two points on the planet and give detailed instructions about how to get there in real time. This may lead some people to wonder why we still study geography.

While technology is helpful, it isn't always accurate. We may need to find detours around construction, use a trail map, outsmart our technology, and even be the creators of the next navigational technology.

But geography is also the study of cultures and how people interact with the physical world. People change the environment, and the environment affects how people live. People divide the land for a variety of reasons. Yet no matter how it is divided or why, people are at the heart of these decisions. To be responsible and civically engaged, students must learn to think in geographical terms.

The Need for Practice

To be successful in geography, students must understand how the physical world affects humanity. They must not only master map skills but also learn how to look at the world through a geographical lens. Through repeated practice, students will learn how a variety of factors affect the world in which they live.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' geographical understandings. This allows teachers to adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. The data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

Weekly Structure

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Each week, students will study a grade-level geography topic and a location in North America. Locations may be a town, a state, a region, or the whole continent.

Days 1 and 2 of each week focus on map skills. Days 3 and 4 allow students to apply information and data to what they have learned. Day 5 helps students connect what they have learned to themselves.



Day 1—Reading Maps: Students will study a grade-appropriate map and answer questions about it.



Day 2—Creating Maps: Students will create maps or add to an existing map.



Day 3—Read About It: Students will read a text related to the topic or location for the week and answer text-dependent or photo-dependent questions about it.



Day 4—Think About It: Students will analyze a chart, diagram, or other graphic related to the topic or location for the week and answer questions about it.



Day 5—Geography and Me: Students will do an activity to connect what they learned to themselves.

Five Themes of Geography

Good geography teaching encompasses all five themes of geography: location, place, human-environment interaction, movement, and region. Location refers to the absolute and relative locations of a specific point or place. The place theme refers to the physical and human characteristics of a place. Human-environment interaction describes how humans affect their surroundings and how the environment affects the people who live there. Movement describes how and why people, goods, and ideas move between different places. The region theme examines how places are grouped into different regions. Regions can be divided based on a variety of factors, including physical characteristics, cultures, weather, and political factors.

HOW TO USE THIS BOOK (cont.)

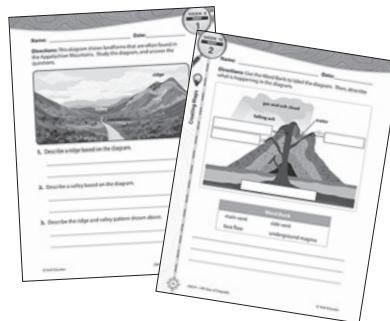
Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework.

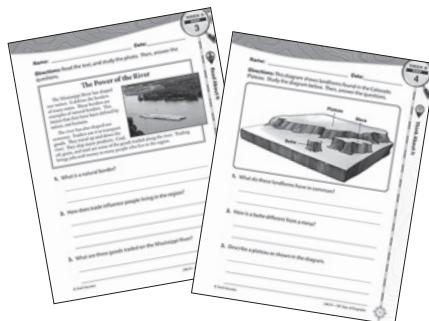
As outlined on page 4, each week examines one location and one geography topic.



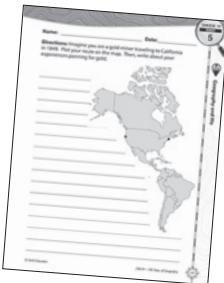
The first two days focus on map skills. On Day 1, students will study a map and answer questions about it. On Day 2, they will add to or create a map.



Days 3 and 4 allow students to apply information and data from texts, charts, graphs, and other sources to the location being studied.

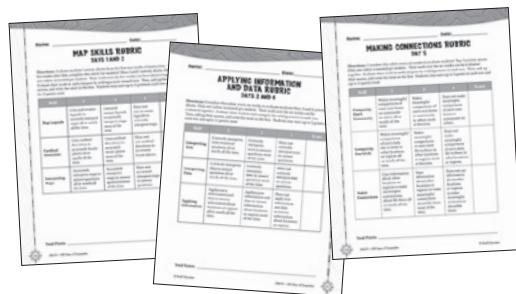


On Day 5, students will apply what they learned to themselves.



Using the Resources

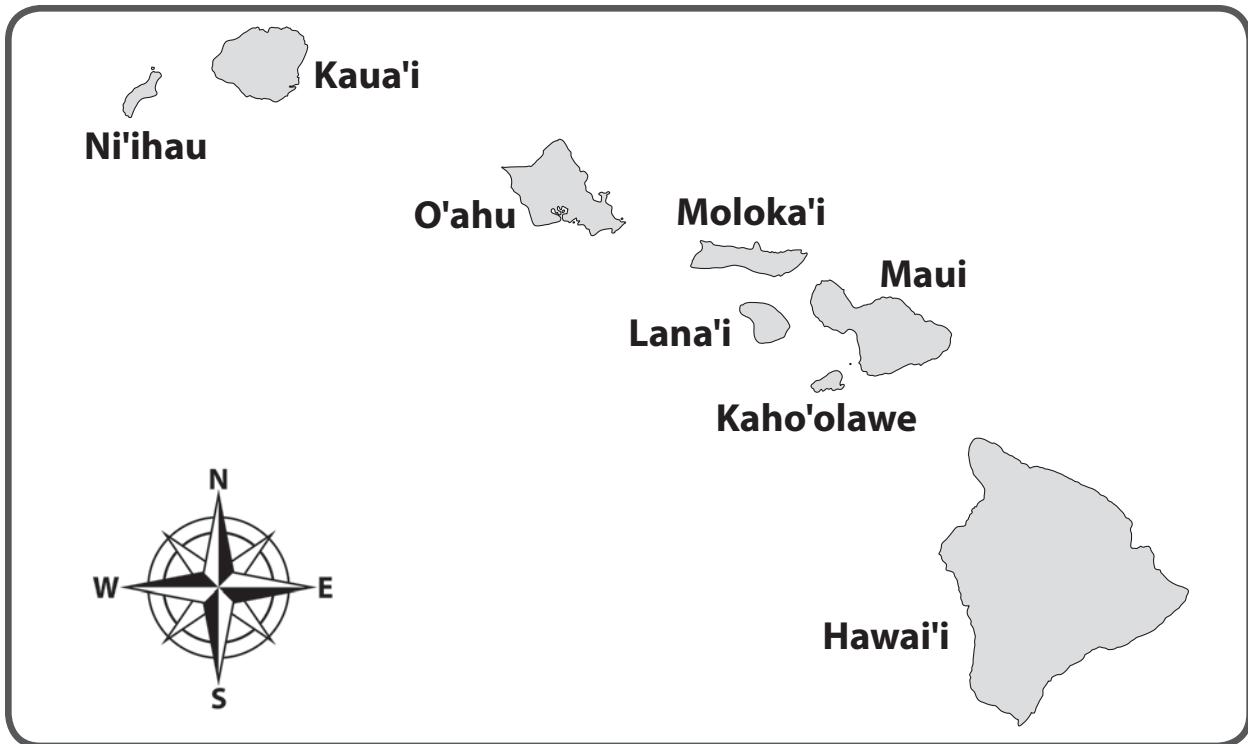
Rubrics for the types of days (map skills, applying information and data, and making connections) can be found on pages 210–212 and in the Digital Resources. Use the rubrics to assess students' work. Be sure to share these rubrics with students often so that they know what is expected of them.



Name: _____ Date: _____

Directions: A compass rose tells you directions on a map. Use the compass rose to answer the questions about the Hawai'ian Islands.

The Hawai'ian Islands



1. Name the closest island north of Lana'i.

2. Name the closest island northwest of Moloka'i.

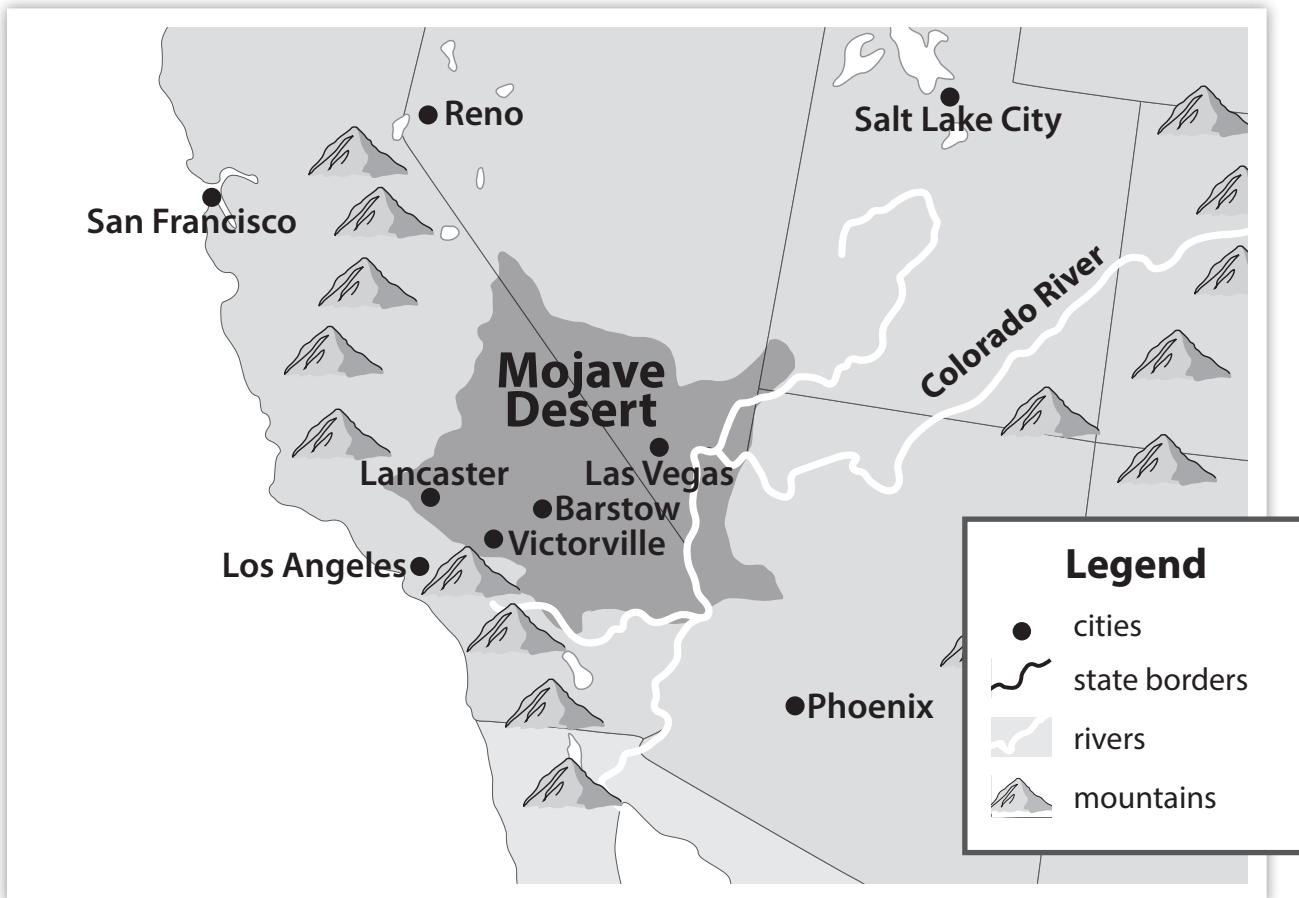
3. Name the island that is southeast of Maui.

4. Name the closest island northwest of O'ahu.

Name: _____ Date: _____

Directions: Label the states that contain the Mojave Desert. Then, use the legend to answer the questions.

Mojave Desert



1. What river is labeled on the map?

2. Are there mountains in California? How do you know?

3. What city is labeled in Arizona?

Name: _____ Date: _____

Directions: Read the text, and study the photo. Then, answer the questions.

The Mittens of Monument Valley

Every year, people travel to the Colorado Plateau. They want to see its famous landforms. The Grand Canyon is part of this region. Monument Valley can also be found there.

There are many unique landforms in Monument Valley. The area is known for its buttes. This is a slender landform with a flat top. There are also mesas in the area. These landforms also have flat tops but are wider than buttes.

Many buttes were once mesas. Over time, mesas are worn down. Wind and water eat away at the rock. This process is called *erosion*. When a mesa becomes a butte, it looks like a slender rock column. Monument Valley is home to two famous buttes. They are called “the Mittens.”



1. How do mesas become buttes?

2. What is erosion?

3. Why do you think these landforms are called “mittens”?

Name: _____ Date: _____

Directions: This chart shows how the populations of five U.S. cities have changed. Study the chart, and answer the questions.

City	Population in 2000	Population in 2010	Change in Population
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-

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-

3. Do you think New York City's population will increase or decrease by 2020? Why?
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Name: _____ Date: _____

Directions: Write five jobs that are created by natural resources. Then, answer the questions. An example has been done for you.

Job	Natural Resource
<i>wheat farmer</i>	<i>soil</i>

1. Which of these natural resources are available in your area?

2. Why are natural resources important?
