Geography: Land and People

English Language Arts and History/Social Science, Grade 2

The purpose of the unit is to teach students how to read and understand geographical maps and atlases of the world, to compare the physical geography of North America and Africa, and to read and understand how geography influenced the life of Wangari Maathai, a Kenyan woman who used her knowledge to restore fertility to the land and to teach others to help themselves.

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*

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| **Stage 1 – Desired Results** |
| **ESTABLISHED GOALS G****H/SS**2.1 On a map of the world, locate all continents.2.3 Locate the major oceans of the world: Arctic, Atlantic, Indian, Pacific, Southern Ocean.2.6 Explain the difference between a continent and a country, and give examples of each.**ELA**CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science). | ***Transfer*** |
| ***Students will be able to independently use their learning to…* T**T1. Understand the power of words and images to transform lives and provide insight into the experiences of others and an understanding of cultures and historical periods. T2. Communicate ideas effectively in writing to suit a particular audience and purpose. |
| ***Meaning*** |
| **UNDERSTANDINGS U*****Students will understand that…***U1. Maps are pictures that help us to see large places and things. U2. People’s lives are affected by the geography around them.U3. Some people make a difference in their environment. | **ESSENTIAL QUESTIONS Q**Q1. What can we learn from atlases and maps?Q2. How are continents the same and different?Q3.How does geography influence people’s lives? |
| ***Acquisition*** |
| ***Students will know…* K**K1. The names of the seven continents of the world (Africa, Antarctica, Asia, Australia/Oceania, Europe, North and South America).K2. The names of the five major oceans of the world (Arctic, Atlantic, Indian, Pacific and Southern).K3. The difference between a continent and country and examples of each.K4. The general physical characteristics of Africa and North America (mountains, major rivers, deserts, forests, and fertile areas).K5. The basic similarities and differences in the geography of the continents of North America and Africa.K6. The location of several countries (Kenya and Tanzania).K7. Important facts about how geography influenced Wangari Maathai’s actions and life.K8. Academic vocabulary associated with the unit. | ***Students will be skilled at…* S**S1. Locating the seven continents on a world map.S2. Locating the five oceans on a map of the world.S3. Comparing a continent and a country, and identifying on a world map two examples of each (for instance, North America and the USA, and Africa and Kenya).S4. Locating mountains, rivers, deserts, forests, and fertile areas on a map of North America and of Africa.S5. Listing basic similarities and differences in the geography of North America and Africa.S6. Pointing to selected countries in North America and Africa.S7. Summarizing important facts about Wangari Maathai’s work to reforest Kenya.S8. Defining selected words and terms associated with the unit. |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| Introductory and concluding sentences are creative and they are different from each other.Information has lots of details and examples throughout the paragraph.Facts and terms are correct and important.Sentences are interesting and correct. I use excellent words linking my sentences to each other. | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**Students listen one of three group books about Wangari Maathai and write significant facts, quotations, and definitions from their book and class notes. Students then create one-paragraph reports on how geography influences people’s lives by reading books about Wangari Maathai. Students place these paragraphs on the tops of small paper tree trunks and read them aloud to visitors, spreading Wangari Maathai’s message to visitors. |
| Read and assess student journalsMatching Exercise (Lesson 5) | **OTHER EVIDENCE: OE*** Participation in whole-class discussions
* Participation in expert group research
* Individuals’ notes on various graphic organizers
* Student answers to Essential Questions
 |
| **Stage 3 – Learning Plan** |
| ***Summary of Key Learning Events and Instruction*****Week 1: What Can We Learn from Atlases and Maps?****Lessons 1–3:**  **Continents and Oceans of the World**Students learn the seven continents and five oceans of the world, viewing them in atlases and on maps, defining these terms, and drawing and labeling landforms of the world.**Lessons 4–5: Two Continents: How They Are Similar and Different**The teacher and students read further in the National Geographic Beginner’s World Atlas about North America and about Africa, and students write more information about them in their Geographer’s Journal. Students record several more words in their list of terms and continue reading and complete a matching exercise focused on the vocabulary terms used so far in the unit.**Week 2: People and the Land****Lesson 6–7: Comparing the Geography of North America and Africa**Students write and revise a paragraph about the geography of North America and Africa and compare the continent of North America and Africa in these ways. **Lesson 8: Wangari Maathai’s Challenge**Students describe the difference between NASA photos of Kenya’s land in 1973 and in 2008. The teacher introduces Wangari Maathai, previews the picture book *Mama Miti* by Donna Napoli, and shows images of the mugumo and thigi trees. The teacher explains the title of the book. S/he reads and thinks aloud through the book, and students Turn and Talk about what they learned in the story. Students write in their journals several facts that they learned.**Week 3: CEPA: Spreading Wangari’s Message****Lesson 9–10:** The students are divided into three book groups. Students preview their book as the class did together in Lesson 10. They read their book, either as partners aloud, or as individuals, silently, as needed. Students add specific facts they learn from their book in their journals.**Lessons 11–12:** Students write and revise a paragraph about Wangari Maathai and review with a partner the hardest and easiest parts of writing. Students rewrite their paragraphs and put them on top of a paper tree truck. They invite another class of students to the room, read their paragraph aloud, and answer questions that other students pose.**Lesson 13:** Students individually write an answer to the Essential Question, “How does geography influence people’s lives?” and discuss it as a class. |
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*General Notes and Resources*

This unit has three distinct parts to it, each lasting a week. During the first week, students focus on world maps and the vocabulary pertinent to reading physical geography maps. Then students look more closely at two continents, North America and Africa. They begin to examine how geography influences people’s lives as they learn about Wangari Maathai, who was greatly influenced by the changing geography of Kenya, and who spent her adult life making a difference for her community and Africa.

Throughout the unit, students keep track of their learning in their Geographer’s Journal. Pages in the journal are formatted to aid students as they define words, fill in maps, take notes, and write responses to the material they read. The journals are found in the Appendices and are copied for each student at the start of the unit.

Geography: Land and People

Lessons 1–3

**Brief Overview of Lessons:** The teacher displays or projects maps of the planet and teaches students the seven continents and five oceans. Students view a physical geography map of the planet and identify five major landforms. In atlases and on maps, they view and analyze the physical geography of two specific continents, North America and Africa, noting similarities and differences between them. Students record the meanings of specific academic words associated with atlases and maps and summarize what they have learned in their journals. As you plan, consider the variability of learners in your class and make adaptations as necessary

**Prior Knowledge Required:** None

**Estimated Time (minutes):** 60 minutes for each lesson

**Instructional Model:** In Lessons 1–3, students read atlases, maps, and books about place. They work in a whole-group and paired organization. Students individually write definitions and notes in a personal journal.

**Resources for Lessons**

Student texts:

* *National Geographic Beginner’s World Atlas*
* Collection of student atlases, maps of the planet, and grade-appropriate books about maps and mapping:
	+ From the public and/or school library, informational texts such as *Mapping Penny’s World*, by Loreen Leedy; *As the Crow Flies*, by Gail Hartman; *Maps and Globes*, by Jack Knowlton
	+ Online maps: <http://www.maps.com/freestuff.aspx>
* Independent reading books
Students may finish assignments early. They can read in books that they choose or you could pull together short stories or picture storybooks set in another country in which the setting influences the story. (e.g., Jan Brett’s *Three Little Dassies*) as a library for students to read. This library can include the maps and atlases mentioned above.

**Materials**

Document camera, if possible

Geographer’s Journal (copied for each student; see the Appendices)

Half-class printed copies of Outline Map of the World (see the Appendices)

Crayons, colored pencils, or markers

**Internet resources**

* + <http://www.teachervision.fen.com/geography/printable/50230.html>
	+ <http://www.pbs.org/parents/arthur/lesson/world> [Select "Make a Balloon Globe"]
	+ <http://www.digital-week.info/education/mapping_our_world/mapping_our_world/05-GlobeUnwrapped/GlobeUnwrapped.htm>
	+ <http://www.sheppardsoftware.com/World_Continents.htm>
	+ <http://www.yourchildlearns.com/mappuzzle/continents-puzzle.html>

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**Content Area:** English Language Arts and History/Social Science, Grade 2

**Unit:** Geography:Land and People

**Time (minutes):** 60 for each lesson

**Lessons 1–3**: What Can We Learn from Atlases and Maps?

**By the end of these lessons, students will know and be able to:**

* Locate the seven continents and five major oceans of the world
* Form a response to the Essential Question, “What can we learn from atlases and maps?”
* Describe the similarities and differences in the physical geography of North America and Africa when viewing a map

**Essential Question addressed in these lessons**

Q1: What can we learn from atlases and maps?

**Standard(s)/Unit Goal(s) to be addressed in these lessons:**

**H/SS**

2.1 Locate the continents: North America, South America, Europe, Asia (with Middle East), Africa, and Australia/Oceania

2.3 Locate the major oceans of the world: Arctic, Atlantic, Indian, Pacific, Southern Ocean

2.6 Explain the difference between a continent and a country, and give examples of each

**ELA**

CCSS.ELA-Literacy.RI.2.1Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Instructional Tips/ Strategies/Notes for Teacher

* Have ready the collection of atlases, maps, and books about maps for student use in these lessons.
* Preview the website for “mapping our world,” deciding how many of the questions and views of the globe are appropriate to follow with the students.
* If time permits, students might enjoy doing and displaying either of the activities found online at:
* <http://www.teachervision.fen.com/geography/printable/50230.html>
	+ <http://www.pbs.org/parents/arthur/lesson/world> [Select "Make a Balloon Globe"]

Anticipated Student Preconceptions/Misconceptions

Students who have looked at world maps probably have the misconception that the oceans and continents at the poles are much larger than they are, relative to those at the equator. If you wish, you can show students an online image of a Peter’s Projection map of the world, which shows land areas more equally around the world.

**Lesson Sequence**

**Lesson 1 (60 minutes)**

**Opening the Lesson (10 minutes)**

* Distribute and ask students to open the *National Geographic Beginner’s World Atlas*.
	+ Students preview the book from cover to cover and ask themselves, “What is an atlas?”
	+ Students Turn and Talk to a partner, and then several answer the question for the class.

**During the Lesson (40 minutes)**

* Ask pairs of students to read pages 6–7 in the atlas. Have them develop questions about the material on these pages and record their questions on a chart or screen.
	+ Display pages 6–7 and ask students to think about Q1: What can you learn from atlases and maps?
	+ Model a question that you have when you look at pages 6–7 and think about the question, “What can you learn from atlases and maps?”
	+ Give students a chance to Turn and Talk to a partner to come up with some of their own questions.
	+ Share Out: Each pair can offer one question to the list.
* Using their questions as a guide, summarize the information about how a map flattens out the world.
* Access <http://www.digital-week.info/education/mapping_our_world/mapping_our_world/05-GlobeUnwrapped/GlobeUnwrapped.htm>. Show students various views of the globe; demonstrate how the globe gets flattened and how the North and South Pole areas get stretched out on maps.
* Go to pages 8–9 in the atlas. After several moments of reading and viewing, ask students what they notice about the physical world.
* Give a tour of the continents and oceans there. Add that “Southern Ocean,” just above Antarctica, is not named on this map and write it on the board or a chart.

**Closing the Lesson (10 minutes)**

* Ask student pairs to choose from the atlases, maps, and books collected for the unit and to read.
	+ Students ask themselves, “What more can I learn from an atlas or map?”
	+ Students Turn and Talk with a neighboring pair of students and share their atlas and learning.

**Lesson 2 (60 minutes)**

**Opening the Lesson (15 minutes)**

* If possible, ask students to access <http://www.sheppardsoftware.com/World_Continents.htm>. They can use the atlas to do the puzzles there, beginning with the tutorial and moving through the levels.
* Students then point to and name the continents and oceans in their atlas. Name “Southern Ocean,” just above Antarctica. Read aloud or have volunteers read aloud the text to the left of the map.

**During the Lesson 940 minutes)**

* Students explain in their own words what “continent” and “ocean” mean. Come up with a group definition by combining several definitions and adding your own clarifications.
* Students open their Geographer’s Journal to the Vocabulary for the Unit page and copy the word meanings.
* Open the *National Geographic Beginner’s World Atlas* and look at the pictures of landforms on pages 10 and 11. Read the explanations of these around the outer edges of the pages. Point out the symbol for each in the small squares next to the captions.
* If possible, project the map with a document camera (or project an online world outline map) and invite students to come to the screen and locate examples of the various forms on the map. Or, have them use their atlas and point while you circulate to check on comprehension.
* Explain that for the rest of this unit, “fertile areas” will be the name for areas such as grasslands and tundra as well as for plains (in North America) and highlands (in Africa).
* Explain that “fertile” means plentiful, and on a map it’s an area where crops and trees can grow.
* Ask students to add the word and meaning to their vocabulary list in their Geographer’s Journal.

 **Closing the Lesson (5 minutes)**

* Students quiz and check each other using a downloaded and printed copy of the Outline Map of the World listed in the Appendices.

**Lesson 3 (60 minutes)**

**Opening the Lesson (15 minutes)**

* As a review, students access <http://www.yourchildlearns.com/mappuzzle/continents-puzzle.html> and place the continents on the blank world map there.
* Students open their journals to the Lessons 1–3: “What Can We Learn from Atlases and Maps?” page in the Appendices and name the seven continents and five oceans. Explain that we will focus on five landforms during this unit: mountains, deserts, forests, rivers, and fertile areas.

**During the Lesson (30 minutes)**

* Ask students to open the *National Geographic Beginner’s World Atlas* to pages 8–9.
* Students color landform areas of the map, following the key from the atlas: brown for mountains, yellow for deserts, dark green for forests, blue for rivers, and light green for fertile areas.
* Ask them to create a map key or legend identifying the color coding.
* Lead the class in discussion of edited, brief definitions of the five landforms (e.g., mountains = very high land).
* Students add the five landforms and definitions on the Vocabulary for the Unit page in their journals.

 **Closing the Lesson (15 minutes)**

* Students answer the Essential Question, “What can we learn from atlases and maps?” on the corresponding page in their journals. Collect for assessment.
* As time permits, students continue to read in the collection of books and maps or play the online games again at the two online resources named in Lessons 2 and 3.

**Preview of the Next Lesson**

Students will compare two continents in terms of landforms and land use.

Formative Assessment

* Read with students needing extra support.
* Circulate around the room, listening to conversations between pairs or students.
* Assess student learning, gauging the need for talk for each next lesson.
* Read and assess student journals for the three lessons.

Geography: Land and People

Lessons 4 and 5

**Brief Overview of Lessons:** Students continue to make comparisons between North America and Africa, and write more information about them in their Geographer’s Journal. Students record several more words in their vocabulary list. They continue reading and complete a matching exercise focused on the vocabulary words used so far in the unit. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

* Understanding of “continent” and landforms of the world from Lessons 1–3

**Estimated Time:** 60 minutes for each lesson

**Instructional Model:** In a whole-group setting, students continue to learn from an atlas as they delve deeper into maps and geographical features of continents. They write in their journals and read aloud in pairs to assist with comprehension of the material.

**Resources for Lessons**

Student text:

* *National Geographic Beginner’s World Atlas*

**Materials**

Geographer’s Journal

Matching Exercise (see Lesson 5 resources)

Printed pictures from: [http://www.mapsofworld.com/world-continent-map.htm#](http://www.mapsofworld.com/world-continent-map.htm) (for students to cut out)

**Content Area/Course:** English Language Arts and History/Social Science, Grade 2

**Unit:** Geography: Land and People

**Time:** 60 minutes for each lesson

**Lessons 4–5:** Two Continents: How They Are Similar and Different

**By the end of these lessons, students will know and be able to:**

* Describe the physical geography of North America and of Africa
* The climate
* Major landforms
* Label on a map
* Specific mountains and ranges
* Rivers
* Landforms
* Waters surrounding North America and Africa
* Explain basic similarities and differences in the geography of the continents of North America and Africa

**Essential Questions addressed in these lessons**

**Q1** What can we learn from atlases and maps?

**Q2** How are continents the same and different?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

**HSS**

2.6 Explain the difference between a continent and a country, and give examples of each.

**ELA**

CCSS.ELA-Literacy.RI.2.4Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.W.2.7Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science.

**Lesson Sequence**

**Lesson 4 (60 minutes)**

**Opening the Lesson (20 minutes)**

* The teacher reads and thinks aloud from the student atlas on page 14: “What this atlas will teach you.”
	+ Students add facts that they learn from an atlas.
	+ Record their ideas on the board, a chart, or digitally.
* Explain “climate” (weather over many, many years) and differentiate it from “weather” (temperature, humidity, and rainfall over a day, week, or month). “What’s the weather outside?” is one familiar question that distinguishes the words.
* Students add “climate” and “weather” to the Vocabulary for the Unit pages in their Geographer’s Journal and write definitions of these terms.

**During the Lesson (20 minutes)**

* Ask students to read page 16 and look at the scene on pages 16-17. Ask if students have been to or have seen other pictures of Yosemite (yo-SEH-mih-tee) National Park. Ask students to point to Montana and California on the map on pages 23–24, and check their accuracy.
* Read with the students “North America The Land” on page 18 in the atlas and look at the map on page 19.

**Closing the Lesson (20 minutes)**

* Instruct students to write facts about the land on the Two Continents: Similar and Different: North America page in their journals.
* Ask students to Turn and Talk to a partner about one (or more) of the facts.
* Time permitting, students read further in atlases and books collected for the unit. Students can also do activities listed in Lessons 1–3 or fill in the blank world map from the Lesson 2 resources.

**Lesson 5 (60 minutes)**

**Opening the Lesson (10 minutes)**

* Review facts about North America:
	+ Students reread their notes from their journal
	+ Students share one fact with the class.

**During the Lesson (40 minutes)**

* Students read pages 38–39 in their atlas. Ask if anyone has heard of or been to Africa or has seen pictures or TV shows about it. Does anyone know what animals live there?
* Students turn to page 43 and locate Kenya on the map. Kenya lies near the Equator and has several distinct climate and geographical zones:
* Warm and humid climate along its eastern coastline, with wildlife-rich savannah grasslands inland toward the capital
* Further inland, a forest and hilly areas in the western region
* Mountains are cooler at the bas and very cold at the top
* Students read “Africa The Land” on pages 40–41 of the *National Beginner’s World Atlas* and write facts in their journals. They Turn and Talk about one or more of their facts.
* Assess student learning of the terms by distributing the Matching Exercise (see the Appendices). Individual students complete it.

**Closing the Lesson (10 minutes)**

* With time remaining, students can choose from the following activities:
	+ Reading in more of the books collected for the unit and sharing what they learn for the class about where a story takes place and locating it on a map.
	+ Creating a Venn diagram comparing North America and Africa and presenting it to the class.
	+ Cutting out the continent shapes (see lesson resources) and leading an “identify the continent” whole-class or small-group exercise.

**Preview Outcomes for the Next Lesson**

Tomorrow you will read aloud to a partner a paragraph you have written on how the geography of North America and Africa are similar or how they are different.

Formative Assessment

* Collect journals daily and assess student understanding.
* Collect Matching Exercise and assess student knowledge.

Geography: Land and People

Lessons 6 and 7

**Brief Overview of Lessons:** Students write a paragraph about how the geography of North America and Africa are similar OR about how they are different. Students read their paragraph aloud to a partner. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

* Knowledge from Lessons 4 and 5 on North America and Africa

**Estimated Time:** 50–60 minutes each day

**Instructional Model:** In Lessons 6 and 7, students look more closely at two continents, North America and Africa, and compare and contrast them geographically in a whole-group setting. Students write individually using a paragraph organizer and note similarities and differences in how people use the land in the two continents.

**Materials**

Geographer’s Journal

Paragraph organizer (see end of lesson or choose another one that is familiar to the students)

Overhead projector and transparencies or interactive whiteboard

Computer access for each student or paper and writing utensils

Access to <http://www.maps.com/map.aspx?pid=17084> and projection equipment

Writing rubric

Set of objects from the classroom for students to compare

**Content Area/Course:** English Language Arts and History/Social Science, Grade 2

**Unit:** Geography: Land and People

**Time:** 50–60 minutes each day

**Lessons 6**–**7:** Reporting on Two Continents: Similar and Different

**By the end of these lessons, students will know and be able to:**

* Compare two landforms in a paragraph

**Essential Questions addressed in these lessons**

**Q2.** How are continents the same and different?

**Q3.** How does geography influence people’s lives?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

**ELA**

CCSS.ELA-Literacy.RI.2.4Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.W.2.2Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Instructional Tips/ Strategies/Notes for Teacher

* In addition to the detail or body sentences, student writing should contain:
	+ An introductory statement that explains in some way how the geography of the two continents is similar (or different)
	+ A concluding or clincher statement that is a restatement of the main idea by using
		- Shorter/longer sentence
		- Synonyms
		- Rearrangement of the ideas
		- An exclamatory sentence
		- Other method of changing the last sentence
* Add more detail statements to the paragraph organizer if desired.
* Use familiar editing and revising strategies for students to rewrite their paragraphs.

**Lesson Sequence**

**Lesson 6 (60 minutes)**

**Opening the Lesson (10 minutes)**

* Ask students to read what they wrote in their Geographer’s Journal from Lessons 4 and 5 about the geography of North America and Africa. Request volunteers to read aloud one item they wrote.
* Invite students to decide which facts they think are most important in showing how the two continents are similar and which are most important in showing how they are different and to star them in their journals.

**During the Lesson (40 minutes)**

* Model writing a paragraph, using one or both of the paragraph organizers (see the end of Lesson 7) or another familiar one. On an overhead transparency or interactive whiteboard, write about two places in school (e.g., the cafeteria and the classroom) or other familiar pair of places.
* Students write a paragraph about how the continents are similar OR different.
	+ They write details about similarities and differences in the body of the paragraph.
	+ They include an introductory sentence and a concluding sentence (see Instructional Tips in the Lesson Overview).
* Explain that the paragraph needs logical organization, correct information, and good punctuation and capitalization.

**Closing the Lesson (10 minutes)**

* Ask students to read their paragraph aloud to a partner and take suggestions on improving it (if this is a familiar strategy). Or, collect the paragraphs at the end of the class and read and comment on them.

**Lesson 7 (50 minutes)**

**Opening the Lesson (20 minutes)**

* Project a world land use map from an online source such as: <http://www.maps.com/map.aspx?pid=17084>. Click on the world map or use other online source or a hard copy.
* Review the map key/legend and identify the meaning of the colors on the map.
* Ask students to look at the map and say if North America and Africa are more similar or more different in how people use the land, and why.
* Ask what major landforms they remember from each continent (or if needed, have them look back in their journals) and how these might be reasons for the differences.
* Use the +/- button and zoom in to the view of North America. Ask students to report what they see for the three major uses of land (commercial agriculture, livestock ranching, and dairying). Explain “commercial agriculture”—farming food crops for sale.
* Repeat, moving to Africa (subsistence agriculture, limited agricultural activity, and primarily forestland). Explain “subsistence agriculture” —farming food crops for one’s family or self.

**During the Lesson (20 minutes)**

* Ask students to open their Geographer’s Journal to Lesson 7 and write phrases about how people use the land in North America and Africa.
* Distribute the CEPA Writing Rubric (see the Appendices) and review it with students.
	+ Written from a writer’s point of view, the rubric is meant to help students to assess their paragraph and make changes if needed.
	+ Explain any words that are unfamiliar. Remind students about previous lessons they have done about sentence structure and grammar and punctuation.
* Distribute student paragraphs from Lesson 6:
	+ Follow familiar strategies for students to rewrite them for evaluation.
	+ Suggest that students can partner with other students and review paragraphs together, if appropriate.

**Closing the Lesson (10 minutes)**

* Students read their paragraphs aloud to a partner and submit it, along with their paragraph organizer from Lesson 6, to the teacher.

**Preview Outcomes for the Next Lesson**

Tomorrow we will find Kenya on a map of Africa. We will also listen to a story about a woman who loved her homeland so much that she spent her life trying to bring it back to fertility after it was deforested (all the trees were cut down).

Formative Assessment

* Read student journals and assess understanding.
* Circulate and guide students as they write.
* Collect student writing and assess in a familiar way.

Geography: Land and People

Lesson 8

**Brief Overview of Lessons:**  The teacher shows a political map of Africa and students find Kenya. Students describe the difference between NASA photos of Kenya’s land in 1973 and in 2008. The teacher introduces Wangari Maathai and previews the picture book *Mama Miti*, by Donna Napoli. The teacher shows images of the mugumo tree and the thigi tree and reads and thinks aloud through the book. Students write several facts they learned in their journals. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

Understandings from Lessons 1–7: organizing and writing a one-paragraph report

**Estimated Time:** 60 minutes

**Instructional Model:** In a whole-group setting, students listen to the teacher read and think aloud a book about Wangari Maathai. The teacher models how to preview a book and students ask questions, reflecting on the legend at the beginning of the book. Students individually take notes on facts in the book.

**Resources for Lesson**

Student text:

*National Geographic Beginner’s World Atlas*

Teacher text:

*Mama Miti: Mother of Trees*, by Donna Jo Napoli

**Materials**

*National Geographic Beginner’s World Atlas*

Access to the Internet, projector and screen

Online NASA images of Kenya in 1973 and 2008: <http://www.mnn.com/earth-matters/wilderness-resources/photos/7-striking-examples-of-deforestation-from-nasa-2>

A picture of Mount Kenya and its location at: <http://en.wikipedia.org/wiki/Mount_Kenya>

Copies of the introduction to the story (see the Appendices)

.

**Content Area/Course:** English Language Arts and History/Social Science, Grade 2

**Unit:** Geography: Land and People

**Time:** 60 minutes

**Lesson** 8: Wangari’s Challenge

**By the end of this lesson, students will know and be able to:**

* Locate Kenya on a map and explain that it is a country in Africa
* Summarize facts about Wangari Maathai and what she did
* Describe the change in the land of Africa from 1973–2008

**Essential Questions addressed in this lesson**

Q2. How are continents the same and different?

Q3. How does geography influence people’s lives?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

**H/SS**

2.6 Explain the difference between a continent and a country and give examples of each.

**ELA**

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.W.2.2Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Lesson Sequence**

**Lesson 8 (60 minutes)**

**Opening the Lesson (15 minutes)**

* Show students a political map of the world, either in the atlas, online, or on a wall map.
	+ Review the fact that all the continents, except Antarctica, are divided up into countries.
	+ Do students know any of the countries in North America? In Africa?
* Ask students to look at the country borders on the map and name the three major countries of North America. (Canada, United States, Mexico)
	+ Point out the smaller countries south of Mexico and islands east that are included in North America as well.
	+ If students come from, or have visited, any of these countries, point them out to the class.
* Ask students to open their atlases to a political map of Africa.
* Ask them to point to Tanzania, where Mt Kilimanjaro is, and just northeast, Kenya.
* Project NASA images of Kenya in 1973 and 2008 from <http://www.mnn.com/earth-matters/wilderness-resources/photos/7-striking-examples-of-deforestation-from-nasa-2>. Ask students to describe orally what they see and how the land changed.
* Introduce Wangari Maathai [pronunciation: one-garry (like starry), ma-tai (like eye)]. Born in Africa, she went to school in the United States. She returned to Africa, where she changed the landscape of her homeland and helped many, many people live better lives.

**During the Lesson (40 minutes)**

* Hold up the picture book, *Mama Miti*, by Donna Napoli.
	+ Ask students to describe the picture on the cover.
	+ As a model for their own research in the coming days, preview the title page and last two reference pages. Look up “Mama Miti” in the glossary and ask students to predict what the book is going to be about.
	+ Explain that you will use her first name most of the time.
	+ Read aloud the story, modeling questioning, summarizing, and commenting as you go.
		- As you read aloud the introduction in italics at the start of the book. Students follow along on the Lesson 8: Mama Miti page in their Geographer’s Journals.
* Ask students to decide why they think that part is included. (history from her homeland, stories from the old days)
* At the end of the section, explain that Mount Kenya is the second highest mountain in Africa (after Mt Kilimanjaro in Tanzania) and that it has several peaks.
	+ - If possible, show a picture of Mt Kenya and its location: <http://en.wikipedia.org/wiki/Mount_Kenya>
* Return attention to the book and think aloud as you read about the first two trees Mama Miti gives away and what they might be good for, given what the women said they needed. Check the glossary, if desired.
* As the story progresses, pause and ask students to:
* Summarize occasionally and to guess what the other trees she gives away are good for.
* Ask and answer questions about the content of the book, with a partner.
	+ Write the names of the other trees on the board, a chart, or interactive screen. Ask what students notice about the tree names. (all begin with *m*)
		- Mention the repetition of “*Thaya nyumba*—Peace, my people”—in the story. When does the phrase come up? What does the repetition do for the story?

**Closing the Lesson (5 minutes)**

* Reread, or have a student read, aloud the introduction in italics at the start of the story. Ask students again to explain in their journals why they think this part is included. (the trees bring peace to the land because people stop fighting for resources and food)
* Students write in their journals about how planting the trees helped the people of Kenya and Africa.
* Students Turn and Talk to a partner and then fill in all the headings on Wangari on the next page in their journal on their own chart.

**Preview Outcomes for the Next Lesson**

Tomorrow you will be doing CEPA research. In three groups, you will read other books about Wangari Maathai.

Formative Assessment

Read and assess student understanding of Wangari and her work in their journals and assess them during oral explanations in class.

Geography: Land and People

Lessons 9–13

**Brief Overview of Lessons:** Students play the role of a reporter and “go out in the field” by reading one of three books about Wangari Maathai and writing significant facts, quotations, and definitions from the book and class notes. Students then combine them to create one-paragraph reports. These paragraphs are placed on the tops of small tree trunks throughout the room, spreading Wangari Maathai’s message to visitors. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

* Taking notes during or after reading, drafting a paragraph with a paragraph organizer, and writing an informational paragraph

**Estimated Time:** 50–60 minutes for each lesson

**Instructional Model:** Grouped based on their reading level, students read a book on Wangari Maathai individually, in pairs, or with the teacher in a small group. They take notes on what happened in the text. Students individually write a paragraph about what they learned, revise it after conferencing with a peer or the teacher, and write it as a final draft. Students read their paragraphs to visiting peers.

**Resources for Lessons**

Small-group books for group research:

* *Wangari’s Trees of Peace: A True Story from Africa,* by Jeanette Winter (Lexile 730L)
* *Seeds of Change: Wangari’s Gift to the World*, by Jen Cullerton Johnson (Lexile 820L)
* *Planting the Trees of Kenya: The Story of Wangari Maathai*, by Claire Nivola (Lexile 1030L)

**Materials**

Computer access for each student, if possible

Geographer’s Journal

Scissors

Paste or tape

Brown paper for tree trunks, if possible

Green-colored paper for backgrounds of reports, if possible

**Content Area/Course:** English Language Arts and History/Social Science, Grade 2

**Unit:** Geography: Land and People

**Time:** 50–60 minutes for each lesson

**Lessons 9–13**: CEPA Research and Writing: Spreading the Message

**By the end of these lessons, students will know and be able to:**

* Locate Kenya on a map and explain that it is a country in Africa
* Describe the change in the land of Africa from 1973–2008
* Summarize facts about Wangari Maathai’s story

**Essential Question addressed in these lessons**

Q3: How does geography influence people’s lives?

**Standard(s)/Unit Goal(s) to be addressed in these lessons**

**ELA**

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects.

Instructional Tips/ Strategies/Notes for Teacher

* Arrange for access to the Internet and to project images during this unit
* Set up research groups before class begins. Consider the reading level of individual students, but also even out the groups somewhat. Students can help each other to read the books and take the notes.
* Pre-read all three books students will use for research
* Create simple tree trunks using the lower arm and spread-out fingers for a template for the final report, or have students each create a small tree trunk, in brown or black paper if possible, to emulate the small trees Wangari planted to spread her message.
* Student paragraphs create the leafy top of the tree trunks. The reports could be trimmed to oval as well.
* Arrange to have another class or two to visit your room for Lesson 12.

Anticipated Student Preconceptions/Misconceptions

Students may have the misconception that picture books are only fiction and for preschoolers.

**Lesson Sequence**

**Lesson 9 (60 minutes)**

**Opening the Lesson (10 minutes)**

* Distribute the handout CEPA Student Instructions and explain the CEPA project.
* To help students focus on their writing, explain that will take the role of a reporter and write a summary of Wangari Maathai’s life work. Their report will cover the problem in Kenya and her effort to plant trees to help to bring prosperity back to Kenya.
* Organize students into three groups and review the steps you took in Lesson 8 to preview a book:
	+ Look at the cover and note the details shown.
	+ Read the title page and any reference pages at the beginning or end.
* Ask students to open their journals to the page titled, Lessons 9 and 10: Notes from…
* Review the headings in the chart. Tell students that they will put one detail in each box and move across the chart to complete each row.

**During the Lesson (40 minutes)**

* Students read their book in pairs, as individuals, or in supported small groups as appropriate and write notes in their journal in the chart.

**Closing the Lesson (10 minutes)**

* Students will probably need the next day to complete their reading and note taking.
* When students finish, meet with them in book groups to review their notes and fill out ideas that are missing.

**Lesson 10 (60 minutes)**

**Opening the Lesson (5 minutes)**

* Ask students to review their notes and report a fact they read in their book in Lesson 9.

**During the Lesson (40 minutes)**

* Students continue reading and writing in their journals.
* Meet with students and review their notes, helping them to highlight important facts for their report.
* Continue to meet with book groups or pairs from book groups as they finish and discuss information they have put on their chart.

**Lesson Closing (15 minutes)**

* Students read another group’s book if they finish early or compare the facts other students found in their book.
* Ask student volunteers to report on important notes they wrote in their chart and discuss.

**Lesson 11 (60 minutes)**

**Opening the Lesson (20 minutes)**

* Remind students about the focus of the CEPA: to explain how geography influences people’s lives.
* Ask students: How was Wangari influenced by the geography of her homeland? And later ask, How did she influence the geography and other people’s lives there?
* Ask volunteers to play the role of a reporter and report one fact from their reading.
* Encourage students to focus on important facts for their report, and use small facts as further details about an important fact.
	+ Use an example from one of your meetings with students to model choosing and using facts.
* Remind students that they need to include an introductory and a concluding sentence that are different from each other.
	+ Model creating introductory and concluding sentences that are not exactly the same (see Instructional Tips in the Lesson Overview).
	+ Note that students can use the example sentences on the paragraph organizers (see Lesson 7) if needed.

**During the Lesson (30 minutes)**

* Ask students to write their one-paragraph report with at least three important facts as details about Wangari—how she was influenced by geography and how she helped others and the land she loved.

**Closing the Lesson (10 minutes)**

* Ask students to Turn and Talk to a partner about writing the paragraph. What were the challenges? The best part? What did they learn?
* Ask an appropriate number of students to report their responses to the class.
* Students read their paragraph to a peer and help each other to add specific details and examples as well as look for sentence structure, punctuation, and capitalization needed.
* Collect the paragraphs and assess student writing.

**Lesson 12 (60 minutes)**

**Opening the Lesson (10 minutes)**

* Students read the comments from you and conference as needed to clarify revisions and edits to the writing.

**During the Lesson (30 minutes)**

* Students use the CEPA Rubric again and proofread their paragraphs.
* Students rewrite their reports (on green-colored paper to indicate the tops of trees, if possible).
* Students draw a tree trunk from brown paper, if possible (see Instructional Tips in the Lessons Overview) for this set of lessons).
* Students trim the paper to the shape of a leafy top of a tree and paste it on the tree trunk.
* Students practice reading their report aloud to a partner or small group.
* Prepare for “planting the trees” by having students choose a spot in the room for their tree and standing near it. Students should be spread all around the room.

**Closing the Lesson (20 minutes)**

* Students arrive from another room.
	+ Explain to the visitors what the project was and write Wangari’s name on the board or a chart.
	+ Ask several students to explain the problems with the land in Kenya.
* Visitors go to one or more trees, depending on time, and listen to reports on what Wangari did to respond to the problems with the land in Kenya. Visitors ask questions of reporters as well.

**Lesson 13 (50 minutes)**

**Opening the Lesson (5 minutes)**

* Ask students what it was like to read their reports aloud to other students. Do they feel they were able to teach other students something?
* Summarize how well they spread Wangari’s message.

**During the Lesson (30 minutes)**

* Ask students to open their journals to the last page.
* Students write in their journals (see Lesson 13 in the journal) their answer to the Essential Question, “How does geography influence people’s lives?”
* Assist students getting started as needed.
	+ Geography is the study of the earth’s physical features (already defined in their journals). What features are important in Wangari’s story? What happened to the land in Kenya? How is the land changing in Kenya as a result of her work?
	+ Provide introductory words as needed:
		- In Kenya, the land…
		- Wangari returned home to Kenya and found…
* Encourage students to provide details about what Wangari accomplished that helped the land to recover from the people who cut down all the trees.

**Closing the Lesson (15 minutes)**

* Ask students to Turn and Talk to a partner and read what they wrote.
* Ask volunteers to read their answer aloud to the class.
* Collect the journals.

Formative Assessment

Circulate as students work throughout the lessons on the CEPA. Gather students needing extra help in small groups or individually, as needed, to maintain progress. For instance, read with students who find the book difficult or work with students with similar writing issues (adding specific detail, creating an introductory or concluding statement, writing interesting sentences, punctuating correctly, etc.).

Summative Assessment

* Assess student understanding of the Essential Question on the last page of the Geographer’s Journal.
* Use the CEPA Rubric (following the CEPA Student Instructions) to assess student reports and score their writing.

Curriculum Embedded Performance Assessment (CEPA)

Teacher Instructions

**Standards Addressed:**

**ELA**

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science).

**Performance Task:** Students will take the role of a reporter and write a summary of Wangari Maathai’s life work. Their report will cover the problem in Kenya and her effort to plant trees to help to bring prosperity back to Kenya.

**Goal:** Students will demonstrate understanding of the geographical problems of Kenya (loss of trees, erosion, lack of fertile land) and Wangari Maathai’s solution.

**Audience**: Students will write their article for their teacher and read them to peers visiting the classroom.

**Directions:**

Students will:

* Preview the book assigned.
* Read the book, either with a partner or alone, or in a small group.
* Write notes in their journal.
* Write a paragraph using a paragraph organizer as a guide.
* Revise and rewrite your paragraph after getting ideas from another student or your teacher.
* Create a trunk for your individual tree.
* Prepare your paragraph to put on the tree trunk.
* Practice and read your paragraph to one or more visitors.

Curriculum Embedded Performance Assessment (CEPA)

Student Instructions

**Performance Task**: This week you are a reporter and you have been hired to write a report about Wangari Maathai for the weekly newspaper, *Geography Today*.

**Goal:** The goal is for you to do research on Wangari Maathai this week by:

* Reading an informational book about her, given to you by your teacher.
* Filling in a chart in your journal with information about her.
* Writing a news article on a newspaper template either on the computer or on paper.

**Audience:** You will submit your report to your teacher and read it aloud for visiting students.

**Directions:**

* Preview the book your teacher gives you.
* Read the book, either with a partner or alone, or with the teacher.
* Write notes in your journal.
* Write a paragraph using a paragraph organizer as a guide.
* Revise and rewrite your paragraph after getting ideas from another student or your teacher.
* Create a trunk for your individual tree.
* Prepare your paragraph to put on the tree trunk.
* Practice and read your paragraph to one or more visitors.

CEPA Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 Exceeds expectations** | **3 Meets expectations** | **2 Developing** | **1 Emerging** |
| Topic development*Includes an introductory statement and a concluding statement* | My introductory and concluding sentences are creative and they are different from each other. | My introductory and concluding sentences are my own and they are different from each other. | My introductory and concluding sentences are my own and say the same thing. | My introductory and concluding sentences are copied from the paragraph organizer. |
| Information from text*Includes specific facts and examples or details from the text* | My information has lots of details and examples throughout the paragraph. | My information has detail and examples for most of the paragraph.  | My information has a few details and/or examples. | My information is simple with no details or examples. |
| Facts and terms*Information is correct* | My facts and terms are correct and important. | My facts and terms are all correct. | A few of my facts and/or terms are not right. | My facts and terms are not right. |
| Standard English conventions*Uses correct sentence structure, grammar and usage, and mechanics* | My sentences are interesting and correct. I use excellent words linking my sentences to each other. | My sentences are interesting, and I use some words that link my reasons to my opinion. I have almost no mistakes in grammar and punctuation. | I think I may have a few mistakes in grammar and punctuation. I use one or two words linking reasons to my opinion. | I think I may have mistakes in grammar and punctuation and I do not use words linking my reasons to my opinion. |

Unit Resources

**Lessons 1–3**

Student texts:

* Full class set of *National Geographic Beginner’s World Atlas*
* Collection of student atlases, maps of the planet, and grade-appropriate books about maps and mapping
	+ From the public and/or school library, such as *Mapping Penny’s World* , by Loreen Leedy; *As the Crow Flies*, by Gail Hartman; *Maps and Globes*, by Jack Knowlton
	+ Online maps: <http://www.maps.com/freestuff.aspx>
	+ Independent reading books—students may finish assignments early. They can then read in books that they choose, or you could pull together short stories or picture story books set in another country in which the setting influences the story. (e.g., Jan Brett’s *Three Little* *Dassies*) as a library for students to read. This library can include the maps and atlases mentioned above.

**Materials**

Document camera, or make transparencies and use overhead projector

Geographer’s Journal (copied for each student from the Appendices)

Half-class printed copies of Outline Map of the World (see the Appendices)

Crayons, colored pencils, or markers

**Internet resources**

Show students how the globe gets flattened, and what happens to the north and south poles at: <http://www.digital-week.info/education/mapping_our_world/mapping_our_world/05-GlobeUnwrapped/GlobeUnwrapped.htm>

<http://www.teachervision.fen.com/geography/printable/50230.html>

<http://www.pbs.org/parents/arthur/lesson/world> [Select "Make a Balloon Globe"]

<http://www.sheppardsoftware.com/World_Continents.htm>

<http://www.yourchildlearns.com/mappuzzle/continents-puzzle.html>

**Lessons 4–5**

Student text:

* *National Geographic Beginner’s World Atlas*

**Materials**

Geographer’s Journal

Matching Exercise (see Lesson 5 resources):

Printed pictures from: [http://www.mapsofworld.com/world-continent-map.htm#](http://www.mapsofworld.com/world-continent-map.htm) (for students to cut out)

**Lessons 6–7**

**Materials**

Geographer’s Journal

Paragraph organizer (see end of lesson) or use one familiar to the students

Overhead projector and transparencies or interactive whiteboard

Computer access for each student or paper and writing utensils

Access to <http://www.maps.com/map.aspx?pid=17084> and projection equipment

Writing rubric (see the Appendices)

Set of objects from the classroom for students to compare

**Lesson 8**

Student text:

* *National Geographic Beginner’s World Atlas*

Teacher text:

* *Mama Miti: Mother of Trees*, by Donna Jo Napoli

**Materials**

*National Geographic Beginner’s World Atlas*

Access to the Internet, projector and screen

Online NASA images of Kenya in 1973 and 2008: <http://www.mnn.com/earth-matters/wilderness-resources/photos/7-striking-examples-of-deforestation-from-nasa-2>

A picture of Mount Kenya and its location at: <http://en.wikipedia.org/wiki/Mount_Kenya>

Copies of the introduction to the story (see the Appendices)

**Lessons 9–13**

Small-group books for group research:

* *Wangari’s Trees of Peace: A True Story from Africa,* by Jeanette Winter (Lexile 730L)
* *Seeds of Change: Wangari’s Gift to the World*, by Jen Cullerton Johnson (Lexile 820L)
* *Planting the Trees of Kenya: The Story of Wangari Maathai*, by Claire Nivola (Lexile 1030L)

**Materials**

Computer access for each student if possible, or paper and writing utensils

Geographer’s Journal

Scissors

Paste or tape

Brown paper for small tree trunks, if possible

Green-colored paper for backing on reports, if possible

Appendices

1. Geographer’s Journal (Lessons 1–13)
2. Outline Map of the World (Lesson 2)
3. From the First Page of *Mama Miti: Mother of Trees* (Lesson 8)

Appendix 1: Geographer’s Journal

Written by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates: \_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_

Geographer’s Journal
Vocabulary for the Unit

1. Geography = the study of Earth’s physical features, like mountains and rivers
2. continent =
3. ocean =
4. =
5. =
6. =
7. =
8. =
9. =
10. =
11. =
12. =
13. =
14. =
15. =
16. =
17. =
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19. =
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23. =

Geographer’s Journal

Lessons 1–3: What Can We Learn from Atlases and Maps?

Answer this question on the lines below. Try to write about at least three things:

Geographer’s Journal
Lessons 4 and 5: Two Continents: Similar and Different

North America

|  |  |  |
| --- | --- | --- |
| Land Regions | Water | Climate |
| Mountains | Rivers | Far North |
| Fertile Areas (Plains) | Lakes | Central |

Geographer’s Journal

Lessons 4 and 5: Two Continents: Similar and Different

Africa

|  |  |  |
| --- | --- | --- |
| Land Regions | Water | Climate |
| Mountains | Rivers | Middle (Equator) |
| Deserts | Lakes | Rain Forest |
| Fertile Areas (Highlands) |  | Most of Continent |

Geographer’s Journal
Lesson 5: Matching Exercise

Draw a line from the geography term to its meaning.

|  |  |
| --- | --- |
| Geography Term | Meaning |
|  |  |
| Climate | Large stream of water |
| Country | Area of many trees |
| Forest | Highest land |
| Continent | Weather over a long, long time |
| River | Very dry land |
| Mountain | Area where grass and other plants grow |
| Ocean | Largest bodies of water |
| Weather | Largest land masses in world |
| Desert | Rainfall and temperature over short time |
| Fertile area | Part of a continent where people live |

On the back, draw and color a picture that shows three (or more) of the terms above. Label them.

Geographer’s Journal

Lesson 7: Worded Paragraph Organizer

Main idea: North America and Africa are similar to / different from (use one) each other.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One way the continents are different / similar is… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another way the continents are different / similar is…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another way the continents are different / similar is…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Geographer’s Journal

Lesson 7: Visual Paragraph Organizer

North America and Africa are similar to / different from (use one) each other.

Main idea:

One way they are

similar/different:

Another way they are

similar/different:

Another way they are

similar/different:

North America and Africa are similar to/different from (use one) each other.

Concluding statement:

Geographer’s Journal

Lesson 7: Land Use in North America and Africa

|  |  |
| --- | --- |
| North America | Africa |
|  |  |
|  |  |
|  |  |
|  |  |

Geographer’s Journal

Lesson 8: *Mama Miti: Mother of Trees*

In this book, how did Mama Miti planting trees help the land and people of Kenya?

Geographer’s Journal

Lesson 8: Wangari’s Challenge in *Mama Miti*

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| --- | --- | --- | --- |
| Why Wangari Planted the Trees | The Challenges She Faced | What She Did to Meet Her Goals | The Results |
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Geographer’s Journal

Lessons 9 and 10:
Notes from (book title) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Why Wangari Planted the Trees | The Challenges She Faced | What She Did to Meet Her Goals | The Results |
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Geographer’s Journal

Lesson 13: How Does Geography Influence People’s Lives?

Use one of the paragraph organizers and write a paragraph that answers the question above. Give details
from any information in your journal:

Appendix 2: Outline Map of the World



Appendix 3:
From the First Page of *Mama Miti: Mother of Trees*
(Napoli 2010)

On the highlands of Africa,

near the forests and plains and a huge salt lick,

Wangari was born. The face of

Mount Kenya smiled down on her.

People told stories of how in the old days

sometimes the sun shone too bright too long,

and droughts came. Creatures suffered.

Plants wilted. People fought.

So the men held ceremonies under the

mugumo — the spreading sacred fig tree —

and the skies blessed them with shimmering

rains to slake their thirst and water their farms.

Village elders placed staffs from the

thigi tree between angry men,

and enemies became friends.