**Unit:** Latitude, Longitude, and Maps **Grade Level:** 3rd grade

**Subject Area:** Social Studies **Timeline:** 2-3 weeks

**Major Goals of Unit:**

1. Students will be to understand and define different terms on a map.

2. Students will be able to locate different areas on the world map and globe.

3. Students will be able to demonstrate comprehension of a range of reading and writing assignments based on longitude, latitude, and maps.

**Verbal/ Linguistic**

* Read the book *Latitude and Longitude* by Rebecca Alberg and then complete the following crossword puzzle ([CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/)).
* Read the fiction picture book, *How I Learned Geography* by Uri Shulevitz and write a letter to the author based on feelings of the story. Be sure to include 3 things you learned, something you didn’t understand, and something you didn’t like about the book (CCSS.ELA-Literacy.W.3.1a).
* Create your own story about the places on the map you would like to travel, be sure to include the coordinates of at least five different places and tell what hemisphere they are in. When everyone in your group has completed this, share your stories with the rest of the group.

 **Logical/Mathematical**

* Find a coordinate from each continent and write it on the lines provided (CCSS.ELA-Literacy.W.3.2a).
* Create a Venn Diagram comparing latitude and longitude
* Compare the coordinates of 3 places you have always wanted to go

**Visual/Spatial**

* Sketch the world map on the blank sheet provided and label the continents, color the continents green and label one city in each continent with its coordinates then have students present their sketches to the class, explaining in detail what is where and why ([CCSS.ELA-Literacy.SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/)).
* Sketch the globe on the foam sphere, label the prime meridian, equator, the hemispheres, and the continents.
* Draw the prime meridian, hemispheres, and equator on the oranges in black sharpie.

**Bodily/Kinesthetic**

* For longitude have students stand up and pretend to climb a ladder, for latitude have students shuffle sideways across the classroom. After have students record whether or not this was beneficial for them on the sheet provided and then have a class discussion (CCSS.ELA-Literacy.SL.3.1).
* Have students get up and interact with the Smartboard, labeling coordinates as well as new key terms they have learned
* Have students create a dialogue about the places around the world they want to travel, have them include the climate, as well as what continent they are located on. Have student’s present scripts to the class.

**Musical/Rhythmic**

* Watch the video <http://www.youtube.com/watch?v=MjDqhLUzCpE> and then answer the questions provided (CCSS.ELA-Literacy.RI.3.4).
* Watch the music video based on longitude and latitude as a class on the Smartboard <http://www.youtube.com/watch?v=-0c1idtn3e8>
* Have students create their own longitude and latitude jingle/rap based on the videos above.

**Interpersonal**

* Write and act out a dialogue based on two people from different continents ([CCSS.ELA-Literacy.W.3.3b](http://www.corestandards.org/ELA-Literacy/W/3/3/b/)).
* Work in groups to create a computer crossword about latitude, longitude, hemispheres, and continents using the following website: <http://worksheets.theteacherscorner.net/make-your-own/crossword/>
* Read other books of your choice on traveling and maps and compare them to one another. What are different stories that you can find based on the topic? Are most of them similar or different? (CCSS.ELA-Literacy.RI.3.9).

**Intrapersonal**

* Start a goal-setting journal and write about what you want to have accomplished by the end of this unit. After completing this, write about what you would like to have accomplished by the end of this school year (CCSS.ELA-Literacy.W.3.1a).
* Complete a silent reflection on the activities that we have done on this unit. Be sure to discuss whether or not you liked or disliked them.
* Write a poem based on what we have discussed that you think will help you remember the information best.

**Naturalist**

* Write about how the different climates around the world effect the different environments (CCSS.ELA-Literacy.W.3.3).
* We will take a “nature walk” around the school, using a pre-generated map and record your coordinates
* Observe your classroom environment and compare it to what you think other classroom environments around the world are like.

1. Whole-class learning

Read excerpts from your textbook

Read the nonfiction book Latitude and Longitude by: Rebecca Aberg

Select one group project or performance

Portfolio that contains 5 items

 experiences:

Write a 5 to 6 sentences comparing all of the key terms

Rubric to assess portfolio

Rubric to assess key criteria

Teacher-made test (numerical grade)

2. Whole-class

 assessments for

 learning experience:

3. Culminating event

Hold an exhibition in the gym where students show off the globes/maps they have created. Have parents and audience member quiz them on the different latitudes and longitudes of places on the maps they have traveled.

for unit: