

# Where in the World are You?

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| Grade Level (Req.): 6th grade  | Content Area (Req.): Geography  | Unit (Opt.): |
| Connections to Other Disciplines (Opt.):   |   |              |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>  |   |              |
| Time Frame (Req.): One 47 minute class period  | Goal (Req.): This lesson is designed as an activity in locating places around the world using latitude and longitude. |              |
|  | Objective (Req.): Students will be able to locate a destination given the latitude and longitude.                     |              |
| Materials Needed (Req.):   | New Vocabulary (Opt.):  |              |
| <ul style="list-style-type: none"> <li>• 1-2 destination cards per student and an atlas per student</li> <li>• Over head or LCD projector with PowerPoint</li> <li>• Smart Board</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>                       |              |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where in the world are you?   |   |              |
| Instructional Sequence/Procedure (Req.):   |   |              |
| <ol style="list-style-type: none"> <li>1. Start the lesson by reviewing how to locate latitude and longitude.</li> <li>2. Some students may be familiar with the game Where in the World is Carmen Santiago. This game is similar.</li> <li>3. Students must find the absolute location of the city, country listed on their card.</li> <li>4. Once the group has this done, the teacher starts the game by reading a card that says, "I have _____, who has 30N, 48E?"</li> <li>5. The student with that destination would answer, "I have Kuwaiti, Kuwaiti. Who has 42N, 91W?"</li> <li>6. This process will continue until the final answer is the one the teacher gave to start the game.</li> <li>7. Extending the Lesson: Have small groups of students create their own Where in the World game.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> <li>15.</li> <li>16.</li> <li>17.</li> </ol> |   |              |

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| 18.<br>19.<br>20.  |  |
| Formative Evaluation (Req.): Check for understanding   | Assessment (Req.): Assessment is prior and during the game.  |
| Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> <li>• Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>• Geography, grade 9-12: Understand how physical and human characteristics create and define regions.</li> <li>• Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</li> <li>• Geography, grade 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems.</li> <li>• Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.</li> <li>• Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.</li> <li>• Geography, grade 9-12: Understand how cultural factors influence the design of human communities.</li> <li>•</li> <li>•</li> <li>•</li> </ul> |  |
| Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>  |  |
| NGS Standards Used (Req.): <ul style="list-style-type: none"> <li>• How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information</li> <li>• The physical and human characteristics of places</li> <li>• How culture and experience influence people’s perceptions of places and regions</li> <li>• The characteristics and spatial distribution of ecosystems and biomes on Earth’s surface</li> <li>• The characteristics, distribution, and migration of human populations on Earth’s surface</li> <li>• The characteristics, distribution, and complexity of Earth’s cultural mosaics</li> <li>• How human actions modify the physical environment</li> <li>• How physical systems affect human systems</li> <li>• The changes that occur in the meaning, use, distribution, and importance of resources</li> <li>•</li> </ul>   |  |
| Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> <li>• Location</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>   | School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |

21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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