

Intro to Longitude and Latitude

Created by: Connie Burns

Exira CSD

Grade Level (Req.): 3rd grade	Content Area (Req.): Social Studies	Unit (Opt.): Five Themes of Geography
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 2 class periods, 45 min. each	Goal (Req.): Students will learn the basics of using latitude and Longitude to find locations on a map.	
	Objective (Req.): Students will locate cities on maps using latitude and longitude. Students will learn how to use GPS to locate places nearby. Students will use GPS to locate flags or other items on a playgroug/ school grounds.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Maps • GPS • message in a bottle game • ELMO • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • longitude • latitude • Prime Meridian • equator • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do longitude and Latitude lines help to locate places on the earth? Show the video rap “longitude and latitude” www.youtube.com/watch?v=-0c1idtn3e8 Introduce the basic make up of longitude and latitude lines on a map. (This is with the entire class)		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. FIRST CLASS PERIOD: Pass out maps, use the ELMO to show the longitude and latitude lines on them maps. Discuss the fact that they run N to S or E to W but used to locate places either E or W of the Prime Meridian or N or S of the Equator. Explain the meaning of minutes and seconds used in very specific coordinates 2. Demonstrate how to locate cities using Longitude and Latitude lines 3. Assign clock partners and work on a worksheet with Longitude and Latitude coordinates. On the worksheet, describe cities and have students identify cites described. 4. Have each group identify a “mystery city” or other landmark and have them write the coordinates on the board, give the groups time to locate these mystery items and then record the answer on the board 5. EXIT SLIP: Students will record their anwers on the exit slip 6. SECOND CLASS PERIOD: Begin by playing “Message in a Bottle” see: teacher.scholastic.com/lessonplans/reproducible/profbooks/MessageinBottle.pdf 		

8. Send the students out on the playground to find colored flags then record the longitude latitude coordinates on their worksheet
9. If time, have them hide an object somewhere on the play ground and give the coordinates to another group to find that item
10. EXIT SLIP: Have students complete the exit slip
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Formative Evaluation (Req.): Evaluation of their comprehension will be the answers to the exit slips each day

Assessment (Req.): A formal assessment of their understanding of the use of longitude and latitude will be contained in the Unit Test over the 5 themes of geography.

Iowa Core Curriculum Standards Used (Req.):

- Geography 1., Grades 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
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Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Location••••	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	