

Create a 3-Dimensional Geographical Map

Subject: History - Social Science

Grade: Third

Content Objective:

Create a 3D map displaying various physical features

Behavior Objective:

During whole group instruction at their desks and on the rug, students are expected to have their eyes on the teacher or whomever is speaking. They are also expected to be listening, paying attention, and engaged. If they become distracted, I will pull them back to the lesson by using a guided call or thank other students who are on task in hopes to trigger them back to the lesson.

When students are working in small groups, they may raise their hand if they have a question or form an O over their head if they are finished with their task.

Standards:

CCSS.HSS.CONTENT.3.1

Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

CCSS.HSS.CONTENT.3.2

Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

Materials:

- Poster board
- Modeling clay
- Paper + Pencil

Previous Knowledge:

Students have been introduced to their local geographical areas and compared/contrasted it to Japan's varying physical landmark features. Within this comparison to Japan, students realized California also has a wide variety of physical features like Japan (beaches, mountains, etc.) It also has a much colder northern temperature than the southern region of Japan.

Lesson:

I will state the purpose of the lesson: Create a 3D map to display physical features of California. I will bring this up a handful of times throughout the lesson to ensure students are aware of why we are practicing this skill today.

Guided Practice:

Once the lesson's purpose has been stated, I will ask students to leave their individual desks and put them into small groups. Together, they will decide how they want to make their 3D physical features map of California and designate which areas need to be more advanced than others.

While students are creating their 3D maps, I will ask why they decided to use the methods they did and which part of the state is what to clarify their understanding. I will then ask them to make a key identifying which area is what on their map.

Debrief:

After students have had some time to work on their maps, I will pause them to highlight one positive thing each group has constructed thus far. This will hopefully inspire other groups to think outside the box or become inspired by their peers work. Then I will ask them to outline what they need to work on for next steps in finalizing their maps the next day. Finally, I will repeat the content objective to really drive home the purpose of today's lesson: Creating a 3D physical features map of California.