

Lesson Title: Yummy Geography

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Grade Level: First

Subject Area: Geography

Time Allotted for the Lesson: *30-45 minutes. Part three of What is a map? unit.*

Short Description of Lesson: *Children will have already seen a power point about maps. Students are learning what a map is, and how to use them. In this lesson, students will develop further knowledge of cardinal directions and physical geography on a map. Students will review the four cardinal directions, and will be introduced to physical features of a map. Students will construct their own edible physical map of Tennessee showing lakes, capital city, Jefferson City, Mountains and the three grand divisions.*

Classroom Layout and Grouping of Students: *Lesson will be taught to the whole class.*

State Curriculum Standards met in this lesson:

3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Recognize that maps and globes are representations or models of specific places.
- b. Locate their home, neighborhood, and school on a visual representation.
- c. Use map symbols and legends to identify locations and directions.
- d. Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.

1.3.02 Recognize how to identify and locate major physical and political features on maps and globes.

- a. Define what cardinal directions are.

Locate places using cardinal directions on maps and globes

Instructional Objective(s):

The student will be able to locate North, South, East, and West.

The student will be able to recognize and locate Tennessee on a United States map.

The student will be able to recognize physical features on a map of Tennessee.*Each instructional objective [learning outcome] for this lesson should identify the A, B, C and D. (Activities are NOT learning outcomes).*

Materials, Resources and Technology:

Materials and resources needed for this lesson.

1. Sentence strips with the words north, south, east, west , symbol, map
2. Student desk maps from Houghton Mifflin materials
3. Copy of Tennessee map from Houghton Mifflin TE 38/39 front and back
4. Recipe for dough (make previous) 6 cups smooth peanut butter, 8 cups powdered milk, 7.5 cups powdered sugar, 6 cups white corn syrup. Be sure to check for allergies.
5. Mini chocolate chips, mini M&Ms candies, blue and red tube icing
6. Drawing paper, crayons, pencil

Student's Present level of Performance and Knowledge: *Students should be able to successfully complete this lesson. They will need to know what a map is, and what a map can be used for.*

Instructional Procedures

Lesson Set:

Guiding Question: Does anyone know the name of our state?

- A. Today we are going to learn where our state is on a map.
- B. Review cardinal directions
- C. Show students Tennessee on the big map and have them touch it on their students maps.
- D. Say together-We live in Tennessee
- E. Discuss the following facts about our state:

There are three divisions, east, middle, and west. We live in east Tennessee. Touch east on the map. East Tennessee has many mountains. Make an arch over your head with fingers touching at the top. Middle Tennessee has hills. Make a slightly more rounded arch. West Tennessee is flat as a pancake. Make flat hands in front.
- F. Explain to students that they can see these features on certain maps.
- G. Distribute TN maps.
- H. Can anyone tell me what all those triangle shapes are in the east? Mountains
- I. Explain that on some maps mountains are made with rigid lines. Discuss legend in the top right corner. This Is a physical map.
- J. Point out the star-capital city
- K. Students will now create their own physical map. Give a portion of the dough to each student. Place the dough on waxed paper. Create the shape of Tennessee (some assistance may be needed). Students will use chocolate chips for mountains, blue icing as lakes and rivers, and M&Ms for Nashville and their home, Jefferson City.
- L. Assess students' ability to locate and understand physical features as they create their own.

Lesson Closure:

Students can share with a partner the physical features represented on their maps as teacher checks for understanding. On a piece of drawing paper, students can make a legend for their maps. Eat the maps.