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## The National Geography Standards

The National Geography Standards includes six essential elements that highlight the major components of geography. Under the six major categories are the eighteen standards that focus on general areas in geography that children are expected to know and understand.

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### Essential Element 1: The World in Spatial Terms

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context. The geographically informed person knows and understands the following:

- Standard 1** . . . . . **Weeks 1–8**  
how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective,
- Standard 2** . . . . . **Weeks 9–10**  
how to use mental maps to organize information about people, places, and environments in a spatial context, and
- Standard 3** . . . . . **Weeks 11–12**  
how to analyze the spatial organization of people, places, and environments on Earth’s surface.
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### Essential Element 2: Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. The geographically informed person knows and understands the following:

- Standard 4** . . . . . **Weeks 13–18**  
the physical and human characteristics of places,
- Standard 5** . . . . . **Weeks 19–22**  
that people create regions to interpret Earth’s complexity, and
- Standard 6** . . . . . **Weeks 23–24**  
how culture and experience influence people’s perceptions of places and regions.
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### Essential Element 3: Physical Systems

Physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify the ecosystems. The geographically informed person knows and understands the following:

- Standard 7** . . . . . **Week 25**  
the physical processes that shape the patterns of Earth’s surface, and
- Standard 8** . . . . . **Week 26**  
the characteristics and spatial distribution of ecosystems on Earth’s surface.

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## Essential Element 4: Human Systems

People are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part of Earth’s surface, and humans compete for control of Earth’s surface. The geographically informed person knows and understands the following:

- Standard 9** . . . . . **Week 27**  
the characteristics, distribution, and migration of human populations on Earth’s surface,
- Standard 10** . . . . . **Week 28**  
the characteristics, distribution, and complexity of Earth’s cultural mosaics,
- Standard 11** . . . . . **Week 29**  
the patterns and networks of economic interdependence on Earth’s surface,
- Standard 12** . . . . . **Week 30**  
the processes, patterns, and functions of human settlement, and
- Standard 13** . . . . . **Week 31**  
how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

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## Essential Element 5: Environment and Society

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth’s natural resources. Human activities are also influenced by Earth’s physical features and processes. The geographically informed person knows and understands the following:

- Standard 14** . . . . . **Week 32**  
how human actions modify the physical environment,
- Standard 15** . . . . . **Week 33**  
how physical systems affect human systems, and
- Standard 16** . . . . . **Week 34**  
the changes that occur in the meaning, use, distribution, and importance of resources.

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## Essential Element 6: The Uses of Geography

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be. The geographically informed person knows and understands the following:

- Standard 17** . . . . . **Week 35**  
how to apply geography to interpret the past, and
- Standard 18** . . . . . **Week 36**  
how to apply geography to interpret the present and plan for the future.

## WEEK 1


 Daily Geography
**ANSWER KEY****Monday**

1. Earth
2. smaller

**Tuesday**

1. round
2. water

**Wednesday**

1. land
2. North America or South America

**Thursday**

1. water
2. Any of the following: Arctic, Atlantic, or Pacific Ocean

**Friday**

1. the names of places
2. water

**Challenge**

Students should color North America green and South America yellow. The oceans should be colored blue.

# What Is a Globe?

**Introducing the Globe**

Show students the classroom globe. Tell students that a globe shows Earth. Another word for the Earth is the *world*. Explain to students that the Earth is very large. People can only see part of it at a time. Tell students that a globe is a small model used to show the whole Earth. Like Earth, a globe is round, or shaped like a ball. The globe shows where Earth's largest land areas, called continents, and the largest water areas, called oceans, are located.

Show students the picture of the globe. Talk about the title. Ask students, "What is a globe?" Read the caption with students to help with the answer.

Then talk about how a flat picture of a globe can only show one side of Earth. This globe picture shows the side that has two continents. Tell students the definition of a continent. Have students name the two continents that are shown—North America and South America. Share with students that the picture of the globe also shows oceans. Define *ocean* for students. Since the students are looking at one side of the Earth, only three of the five oceans are shown. They are the Atlantic, Arctic, and Pacific Oceans.

Review vocabulary with students throughout the week. Remind students to use the map when answering the questions.

**Introducing Vocabulary****continent**

A continent is one of the seven very large areas of land on Earth. North America is a continent.

**Earth**

Earth is another name for the world.

**globe**

A globe is a model of Earth.

**ocean**

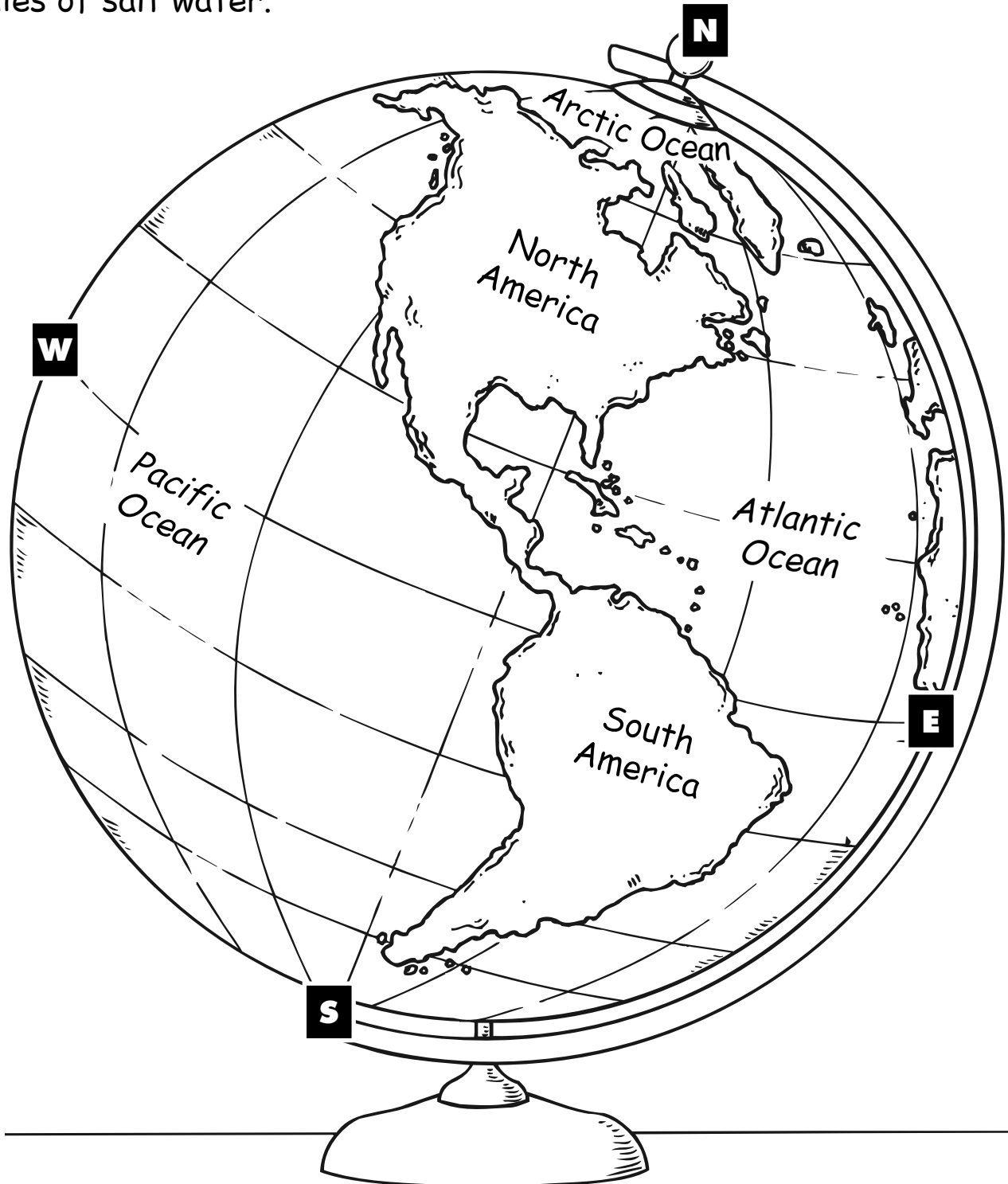
An ocean is a large body of salt water. Earth has five oceans.

# What Is a Globe?

A globe is a model of the Earth. It is round like the Earth.

A globe shows the continents. Continents are the large areas of land.

A globe shows oceans. Oceans are large bodies of salt water.





# What Is a Globe?

## Monday

1. A globe is a model of \_\_\_\_\_.

2. Is a globe bigger or smaller than Earth?

\_\_\_\_\_

## Tuesday

1. A globe is \_\_\_\_\_ like the Earth.

round      flat

2. A globe shows land and \_\_\_\_\_.

## Wednesday

1. A continent is a large area of \_\_\_\_\_.

2. Name one of the continents shown on the picture of the globe.

\_\_\_\_\_



# What Is a Globe?

## Thursday

1. An ocean is a large body of \_\_\_\_\_.
2. Name one of the oceans shown on the picture of the globe.

\_\_\_\_\_

## Friday

1. What do the words on the globe tell you?

\_\_\_\_\_

2. Does the Earth have more land or water?

\_\_\_\_\_

## Challenge

Color North America green. Color South America yellow. Color the oceans blue.