Leapin' Landmarks: Locating 10 Man-made Landmarks Around the World

Students learn about human features on the Earth while practicing reading and writing skills.

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Grade Level: 3
Duration: 2-3 class periods

National Geography Standards

ELEMENT ONE
THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

ELEMENT FIVE
ENVIRONMENT AND SOCIETY
14. How human actions modify the physical environment.

Arizona Social Studies Standard

Grade 3
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 6 Recognize characteristics of human and physical features:
   a. physical - continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, peninsula
   b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city
PO 7 Locate physical and human features using maps, illustrations, images or globes.
   a. physical – seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula
   b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads

Arizona Language Arts Standards

READING STANDARD
Grade 3
Strand 1 Reading Process
Concept 1 Print Concepts
PO 2 Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences)
Strand 2 Comprehending Literary Text
Concept 1 Elements of Literature
PO 3 Sequence a series of events in a literary selection
PO 7 Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements
Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 2 Locate facts in response to questions about expository text
PO 4 Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information
Concept 2 Functional Text
PO 4 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose

WRITING STANDARD
Grade 3
Strand 1 Writing Process
Concept 1 Prewriting
PO 1 Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material)
Concept 2 Drafting
PO 1 Use a prewriting plan to develop a draft with main idea(s) and supporting details
PO 2 Organize writing into a logical sequence that is clear to the audience
Strand 2 Writing Elements
Concept 1 Ideas and Content
PO 3 Use relevant details to provide adequate support for the ideas
Concept 2 Organization
PO 1 Organize content in a selected format. (e.g., friendly letter, narrative, expository text)
PO 3 Place details appropriately to support the main idea
Concept 4 Word Choice
**Overview**

This lesson addresses children's curiosity about some of the outstanding man-made landmarks of the world. The activity that follows is a hook to entice students to explore the geographical themes of location and place through literature.

**Purpose**

The purpose of this lesson is to introduce students to 10 man-made landmarks around the world. It will expose them to mapping and labeling the continents, oceans, and major mountain ranges of the world.

**Materials**

- Class set or several copies of *Ben's Dream* by Chris Van Allsburg is desirable, but reading the book aloud and showing illustrations will also work
- *Ben's Dream* Worksheet for each student
- Class set of any or all: encyclopedias, atlases, encyclopedia software, Internet access
- Outline map of the world
- Images of Famous Landmarks files (pictures of famous landmarks)

**Objectives**

The student will be able to:

- Label a map of the world with the continents, oceans, and major mountain ranges.
- Locate, acknowledge, and use several sources to write an informational report in his or her own words.

**Procedures**

**SESSION ONE**

1. Discuss the term "landmark" and the difference between natural and man-made landmarks with the class. The class brainstorms any man-made landmarks of which they are aware. *A landmark is any object on land that marks a specific locality.*

2. Introduce the book, *Ben' Dream* by Chris Van Allsburg and read it aloud to the class. Pause and invite identification and discussion about each landmark as it occurs in the story. Use the images provided of the Eiffel Tower, Big Ben, etc.

3. At the conclusion of the story, distribute the Leapin' Landmarks worksheet. Students should work in pairs to complete Part 1 of the worksheet. They may use encyclopedias to match each landmark with its exact location.

**SESSION TWO**

1. When Part 1 of the worksheet is complete, the students may move on to Part 2. The students may work in groups researching a landmark that has been chosen. Once research is complete they will, individually, write an informational paragraph about the landmark about which they have read.

They will include an introductory sentence, such as, "One of the world's landmarks is..." and four supporting sentences about their chosen landmark. The students may use a variety of references such as atlases, encyclopedias, and the Internet.

**SESSION THREE**

1. The students continue to complete the landmark informational paragraph.

2. Guide students in labeling a map of the world. All continents, oceans, and major mountain ranges should be identified.
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3. When the paragraphs are complete, students should locate their landmarks on a map of the world. The student will have already labeled this map with the oceans, continents, and major mountain ranges. *Major Mountain Ranges: North America - The Alaska Range, The Rockies, The Appalachians; South America - The Andes; Europe - The Pyrenees, The Alps, Caucasus, and Ural Mountains; Africa - Atlas Mountains; Asia - Altay, The Himalayas; Australia - The Great Dividing Range*

4. The map and informational paragraph should be displayed together.

**Assessment**

Geography Assessment:
1. On a multiple-choice evaluation, students will correctly choose the location of eight out of ten man-made landmarks.
2. Students will label a map of the world with all continents, oceans, and major mountain ranges with 80% accuracy.

Writing Assessment:
Students will achieve a score of 4 or higher on their paragraphs using the 6 Traits of Writing Rubric for the following traits: Ideas/Content and Word Choice.

**Extensions**

The students could read their paragraphs aloud as the rest of the class locates that landmark on their world maps.

Show the students the images of the landmarks (in the student files) and students identify them.

The students could follow the same procedure to identify and write about 10 physical landmarks of the world.

The students could identify and write about a man-made landmark near their hometown.

**Sources**