# Countries Count!

Students label the seven continents and use addition and subtraction to generate questions about the world’s countries.

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<tr>
<th>Author</th>
<th>Gail Gorry</th>
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<td>Grade Level</td>
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### 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.

### Arizona Geography Strand 4

**CONCEPT 1 World in Spatial Terms**

**GRADE 2**

- PO 7 Locate physical and human features using maps, illustrations, images or globes:
  - a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)

**GRADE 3**

- PO 7 Locate physical and human features using maps, illustrations, images or globes:
  - a. physical (i.e., seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula)

### Arizona Math Standard

**STRAND 1 Number Sense**

**CONCEPT 2 Numerical Operations**

**GRADE 2**

- PO7 Select the grade level appropriate operation to solve word problems.

**GRADE 3**

- PO5 Select the grade level appropriate operation to solve word problems.

**STRAND 5 Structure and Logic**

**CONCEPT 1 Algorithms and Algorithmic Thinking**

**GRADE 2**

- PO 1 Create contextual problems that require addition or subtraction with one- or two-digit numbers.

### Overview

Using a map of the world’s continents, students will create addition and subtraction problems using the number of countries on each continent. Students will also label each continent with its correct designation.

### Purpose

In this lesson, students will identify and label the world's continents and generate math problems using information of the number of countries on each continent.
Country’s Count!

Materials
- Continents of the World map for each student plus one overhead of the same map
- Countries Count Student Activity Sheet and Answer Key
- Crayons
- Countries Count Student Assessment Sheet
- Seven Continents by Elaine Morris, NGS publication, 2003. (Optional)

Objectives
The student will be able to:

1. Demonstrate knowledge that the earth is divided into continents and oceans.

2. Label each continent and write in the number of countries in each continent.

3. Create addition and subtraction problems using the information from their created world map.

Procedures
1. You may choose to read the National Geographic Society publication Seven Continents by Elaine Morris to begin this brief study on continents. Explain that the Earth is divided into land and water. The large blocks of land are called continents.

2. Hand each student a Continents of the World map. Write the name of each continent on the overhead map as students copy the information to their maps. (If needed, students can color the areas around these continents with a blue crayon to create a better visual outline of the continents. They will later color these continents after adding more information.)

3. Continue completing the map. Talk about how these continents are divided into countries.

Ask if any child knows upon which continent the United States is located. (North America) Indicate this on the map. What other countries are found in North America? There are a total of 17 countries within North America. Have students write the number 17 within the continent of North America.

4. Continue with the remaining continents, guiding students to write in the number of countries that are found in each continent.
   - Africa – 52
   - Antarctica – 0
   - Asia – 41
   - Australia – 3
   - Europe – 39
   - North America – 17
   - South America – 13
   (The numbers noted above may not be precise as the world’s countries continue to change and sources often vary on these counts.)

5. Next distribute the Countries Count Student Activity Sheet. Have each student complete the information portion at the top, including listing the number of countries by each continent’s name. Now have them lightly color on their maps each continent by the colors listed on the activity sheet. (Students should color lightly around the name of the continent and the country number so as to be able to see this information on their map for the remainder of the lesson.)

6. Generate classroom questions regarding the country numbers between continents. For example, how many countries are in North America and Asia altogether? How many more countries does Asia have than South America? Decide upon a sample question together and have students copy it onto their worksheets. Solve this question displaying the math work to prove the answer.
7. Distribute the Countries Count Student Assessment Sheet and allow time for students to prepare their own questions involving adding or subtracting the countries of the continents. Remind students to write the name of the continent (not the color) in their questions. Students need to answer their own questions and show the math work involved.

**Assessment**

Geography:
Maps should include names of the continents spelled correctly and written in the correct location for full credit. (14 points possible – one point per continent location and one point for correct spelling. Mastery is 11 out of 14 points.)

Math:
The three student-generated questions using the map information can be scored in the following manner: one point per correctly written question (using names of continents in a question that makes sense), one point for correctly setting up each math problem (adding vs. subtracting and correct location of numbers), one point for correct mathematical computation (correct math answer.) Mastery is scoring 7 out of 9 points possible.

**Extensions**

Divide students into groups giving each group a continent name and color. Give each group note cards or construction paper (6” x 8”) to match their group color. Direct each group to make questions about their continent and write it on the outside of the folded cards. When each group has written five questions, collect all the cards. Then, distribute the cards randomly and have each group write the answers inside the folded cards, or have students write the math problems on white boards and individually answer the questions as they are read to the whole class. The question cards can be used to generate a paper pencil test for further assessment of the mathematics skills.

**Sources**