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

Students learn about man-made landmarks on the Earth while practicing reading and writing skills.

Author
Judy Phillips
Grade Level
3
Duration
2-3 class periods

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.

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 Geography Standards
FOUNDATIONS 3SS-F1
Construct and interpret maps and other geographic tools, including the use of map elements to organize information about people, places, and environments, with emphasis on:

PO 7 labeling the continents, oceans, and major mountain ranges on a map.

Arizona Language Arts Standards
READING STANDARDS: FOUNDATIONS
R-F3 Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from non-fiction.

PO 5 Differentiate fiction and nonfiction texts.

WRITING STANDARDS: FOUNDATIONS
W-F1 Use the writing process, including generating topics, drafting, revising ideas and editing, to complete a variety of writing tasks.

PO 3 Write a first draft with the necessary components for a specific genre.

W-F5 Locate, acknowledge, and use several sources to write an informational report in their own words.

PO 1 Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words.
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Materials

1. 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.
2. Ben’s Dream Worksheet for each student.
3. Class set of any or all: encyclopedias, atlases, encyclopedia software, Internet access.
4. Student copies of Leapin’ Landmarks map.
5. Images of Famous Leapin’ Landmarks map.
6. Images of Other Famous Landmarks (extension activity).

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.
- Identify fiction from non-fiction.

Procedures

SESSION ONE

1. Review the difference between fiction and nonfiction books making a chart of the differences on the board. Explain that the students will be introduced to the book Ben’s Dream. They will have to decide if it is a fiction or nonfiction book.

2. 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.*

3. Introduce the book, Ben’s 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.

4. At the conclusion of the story, discuss whether or not the book is fiction or nonfiction. Then list the reasons why the book is fiction.

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.

2. 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. Students can use the number system on the map for identifying the mountains.


3. When the paragraphs are complete, students should locate their landmarks with a star on a map of the world. (Notice the map comes with a star for the Great Wall of China to serve as an example.)

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

Choose one or all of the following assessments:

1. On a multiple-choice evaluation, students will correctly choose the location of eight out of ten man-made landmarks.

2. Students will achieve a score of “4” on their paragraphs using the 6 Traits of Writing Rubric Scoring Guide with focus on the following traits: Ideas, Organization, and Conventions.

3. Students will label a map of the world with all continents, oceans, and major mountain ranges with 80% accuracy.

**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 (Images of Famous Man-made Landmarks) and have the students identify them.

Explain what a physical landmark is. Have the students categorize the second set of images (Other Famous Landmarks) into physical and man-made landmarks.

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

**Sources**