

# Where Is Japan? Basic Map Skills

## Unit Plan Overview

The Unit Plan Overview assists teachers in understanding which pieces of the Unit Plan will be used daily. It lists the assessment tools, lesson plans, and Student Web Lessons that the teacher will need for a particular day.

### Day 1

#### **Diagnostic Assessment**

##### **Where Is Japan? - Basic Map Skills**

Available from the unit's attached files.

#### **Lesson Plan**

##### **Where Is Japan? What Direction Is It?**

Students use literature and manipulatives to understand that maps and globes represent real places, the cardinal directions, and the hemispheres. Selected countries will be located on a map and globe. This lesson plan is for three days of instruction.

#### **Student Web Lesson**

##### **Where Is Japan?**

Students use the four cardinal directions to find real places on a map.

### Day 2

#### **Lesson Plan**

##### **Where Is Japan? What Direction Is It?**

(Lesson continued from above.)

## **Day 3**

### **Summative Assessment #1**

#### **Where Is Japan? What Direction Is It?**

Available from the unit attached files.

### **Lesson Plan**

#### **Where Is Japan? What Direction Is It?**

(Lesson continued from above.)

## **Day Four**

### **Lesson Plan**

#### **Where Is Japan? How Are We Alike and Different?**

Students use literature, maps, and globes to understand how physical environments in various parts of the world are similar to and different from one's own, and that certain areas have common characteristics and can be called regions.

## **Day Five**

### **Summative Assessment #2**

#### **Where Is Japan? Far Away but Not Very Different**

Available from the unit attached files.

### **Lesson Plan**

#### **Where Is Japan? How Far Is That?**

Students use literature and hands-on activities with maps and globes to understand distances and tools used to measure distance.

## Day 6

### Review

#### No Lesson Plan

During read-aloud time, read **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst. Since Alexander is constantly threatening to go to Australia, this book selection gives reason to explore Australia on a map/ globe. Transfer the introduction of Australia established during read-aloud to social studies - maps and globes. Review all standards presented in this unit by having students complete these activities using Australia as the target country.

Is Australia a real country? (SS.B.1.1.2.1.1)

Locate Australia on the globe. Australia is in which hemispheres? (SS.B.1.1.1.1.2)

Which way must we travel to go from here to Australia? (SS.B.1.1.2.1.2)

What physical environments does Australia have that are like our own? (SS.B.1.1.3.1.1)

What regions do we have in common with Australia? (SS.B.1.1.4.1.1, SS.B.1.1.3.1.1)

What measurement unit and terms should we use to measure how far it is from here to Australia? (SS.B.1.1.1.1.1)

Have the student select a tool to measure the distance from here to Australia and communicate why that tool was chosen. (MA.B.1.1.1.1.1, MA.B.4.1.2.1.1)

Formatively assess understanding of all standards during the above discussion. Give informative and corrective feedback.

Further information about Australia can be found at <http://www.australia.com>

## Day Seven

### Summative Assessment #3

#### Where Is Japan? Basic Map Skills

Instructions on page 15 of this document.

## Where Is Japan? Basic Map Skills Flowchart

