Unit of Study: Thinking Like a Geographer
Geographical Regions & Map Skills

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 3
Unit 3 - Geography
Week at a Glance

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<th>Writing Workshop</th>
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GENERAL INFORMATION ABOUT UNIT

★ The lessons in this unit are geared toward the 3rd grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. INSS objectives should be visible.

★ Vocabulary & current events resources are located in iXplore in INSS Resources.

★ Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.

★ In the Unit Overview, the Bloom’s verbs have been underlined and critical skills have been color-coded.

★ You can access Journey’s materials through the Think Central website. Some examples of materials you can use for read alouds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.

★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects. [http://www.brainpop.com/educators/home/](http://www.brainpop.com/educators/home/)

★ Tumble Books offers a 30-day Trail membership

★ The vocabulary PPT used for this unit it divided into these sections:
  Slides 1-8: Map Skills
  Slide 9: Climate
  Slides 10-21: Landforms
## Grade 3 - Integrated Social Studies Curriculum

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<tr>
<th>Unit 3: Geography</th>
<th>Unit Length: 4 Weeks</th>
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<tr>
<td><strong>Conceptual Lens:</strong></td>
<td>Geographic tools and concepts</td>
</tr>
<tr>
<td><strong>Social Studies TEKS:</strong></td>
<td>3.4(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</td>
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<td>3.4(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains</td>
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<td>3.4(C) describe the effects of physical processes, such as volcanoes, hurricanes, and earthquakes, in shaping the landscape (tie to 4A-natural hazards)</td>
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<td></td>
<td>3.4(D) describe the effects of human processes, such as building new homes, conservation, and pollution in shaping the landscape</td>
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<td></td>
<td>3.4(E) identify and compare the human characteristics of various regions</td>
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<td>3.5(A) use cardinal and intermediate directions to locate places on maps and globes, such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community</td>
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<td>3.5(B) use a scale to determine the distance between places on maps and globes</td>
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<td>3.5(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</td>
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<td>3.5(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</td>
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<td>3.17(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</td>
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### Unit Overview:

Students will understand how humans adapt to variations in the physical environment and the concepts of location, distance, and direction on maps and globes.

### Literature Selections:

Teachers may choose a variety of literature for the read aloud selections to develop students’ understanding of the social studies concepts. See Appendix A for suggested literature resources.
<table>
<thead>
<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
</tr>
</thead>
</table>
| Geographers use maps and globes to interpret the world. | ▪ Why do we need maps?  
▪ What useful tools does a map contain to help you use it more effectively?  
▪ Why do they use scale on a map? So maps can be a manageable size to read.  
▪ How could we use a map as our read aloud? Are you really reading a map? |

**Students will . . .**

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions
- use primary and secondary sources
- use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community
- use a scale to determine the distance between places on maps and globes
- identify and use the compass rose, grid system, and symbols to locate places on maps and globes
- create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system
### Instructional Resources Week 1

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Teacher Notes</th>
<th>Assessments (%)</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Horizons Textbook: can be used during a read aloud or as independent reading p. 42-43: Read A Map p. 166-167: Find Intermediate Directions p. 178-179: Using a Map Grid - Appendix B-Map Review &amp; Introduction - Appendix C - <strong>Cy-Fair ISD Map</strong> : it can be printed out for each student and placed in his or her ISN or projected onto a large screen. - Appendix D-Scale - Appendix E: Which Way Do I Go? - Time For Kids Reader: Geography Tools Teacher Guide – p. 25-26 - iXplore Resources: ✓ Geography Vocab. PPT – slides 1-8 ✓ Map Review PPT ✓ How To Read a Map-Notebook File ✓ Unlocking Maps Notebook File</td>
<td>Geography concepts can be taught through a read aloud, but students need time to practice certain maps skills during the 20 minute RAWAT time. Students will also be given the opportunity to use these skills for the technology project at the end of the 9 weeks.</td>
<td>- Participation in discussions/account able talk on Read Aloud - Appendix C – CFISD Map Questions - Appendix E - Which Way Do I Go? - Time For Kids Reader: Geography Tools Teacher Guide – p. 27: Geography Crossword Puzzle, p. 28: Make a Map of Your Room</td>
<td>- <strong>How To Make a Map w/ Google Map</strong> - <strong>Map Skills Games &amp; Activities</strong> - <strong>Brain Pop Jr. : Reading Maps</strong></td>
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Landforms_1st grade.kmz
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<th>Monday</th>
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<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Read Aloud w/Accountable Talk-Content Lessons</strong></td>
<td><strong>Interpreting a Grid Map</strong></td>
<td><strong>Current Events</strong></td>
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<tr>
<td>Review map vocabulary and concepts from 2nd grade and introduce new terms by using either Appendix B or the Geography Vocabulary PPT (slides 1-8) or the Map Review PPT in iXplore.</td>
<td>Focus: Locating places on a map&lt;br&gt;• Reading a map is just like reading a book – you use it to find information.&lt;br&gt;• Use the maps on p. A10-13 of the Horizons textbook as a read aloud.&lt;br&gt;• Have students point to the title, compass rose, legend, and symbols. (review from yesterday)&lt;br&gt;• Using Appendix E, have students work individually or in pairs to complete the activity.</td>
<td>Focus: Using Scale&lt;br&gt;• Teacher can use the information on TBp. 42 as a RA to review the term distance scale. You may want to provide rulers to students for the days’ activities.&lt;br&gt;• During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%)&lt;br&gt;• Students may also stop and jot answers to the guiding questions in their ISN. (%)&lt;br&gt;• Examples of the two types of scale most commonly used on maps can be found on Appendix E along with an activity using a map of Texas. (%)</td>
<td>Focus: Putting it all together -Lets’ Create a Map&lt;br&gt;• Using p. 28 in the TFK Teachers Guide as a model, have students work in pairs or groups to create a map of the classroom. (%)</td>
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<tr>
<td>✓ Map&lt;br&gt;✓ Globe&lt;br&gt;✓ Cardinal Directions&lt;br&gt;✓ Intermediate Directions&lt;br&gt;✓ Scale&lt;br&gt;✓ Compass Rose&lt;br&gt;✓ Legend&lt;br&gt;✓ Grid&lt;br&gt;✓ Symbol</td>
<td>Focus: Using Scale&lt;br&gt;• Teacher can use the information on TBp. 42 as a RA to review the term distance scale. You may want to provide rulers to students for the days’ activities.&lt;br&gt;• During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%)&lt;br&gt;• Students may also stop and jot answers to the guiding questions in their ISN. (%)&lt;br&gt;• Examples of the two types of scale most commonly used on maps can be found on Appendix E along with an activity using a map of Texas. (%)</td>
<td>Focus: Interpreting a Grid Map&lt;br&gt;• Using the <a href="#">CFISD District Map</a>, ask students what they notice about the top and side of the map. What are the numbers and letters for? Explain this is a different type of map called a grid map. It is a set of lines the same distance apart that cross one another to form boxes.&lt;br&gt;• After a discussion of these items, have students work collaboratively to answer questions 1-13 on Appendix C (%)&lt;br&gt;• Teachers can also use the information on p. 178-179 in the Horizons textbook as a read aloud.</td>
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The focus of this TEK is for students to understand there are many different types of physical environments and the environment in which we live can be affected by climate, landforms, natural resources and hazards.

### Physical Environment Overview: Week 2

<table>
<thead>
<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
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</thead>
<tbody>
<tr>
<td>Humans adapt to changes in their physical environment.</td>
<td>• What is climate and what impact does it have on how and where people live?</td>
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<tr>
<td></td>
<td>• What is a landform?</td>
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<tr>
<td></td>
<td>• What is a natural resource?</td>
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<td></td>
<td>• What are some examples of a natural resource?</td>
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<td></td>
<td>• What makes these natural resources useful?</td>
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<td></td>
<td>• What is a hazard?</td>
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<tr>
<td></td>
<td>• What are some examples of a natural hazard?</td>
</tr>
</tbody>
</table>

**Students will . . .**

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions
- understand key vocabulary terms
- use primary and secondary sources
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.

The focus of this TEK is for students to understand there are many different types of physical environments and the environment in which we live can be affected by climate, landforms, natural resources and hazards.
**Climate**
- p. 141 – mentions the sun which means it may have been hot (tropical)

What type of climate brought the storm?
- Natural Resources
  - p.140-wood
  - p.141-water, ground(dirt),
  - p.142-sugar cane, goats, melons, grapes, cocoa, orange, lemon, and lime trees

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**Landforms**
- p.140-shore,
- p.141-hill, hillside, island, plain, sea, hollow
- p.142-meadow, creek, valley

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**Natural Hazards**

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**Teacher Materials**

- Horizons Textbook:
  - p.138-139: vocabulary terms
  - p. 140-143: Robinson Crusoe-RAWAT
  - p. 147-149: Landforms & Bodies of Water
- p. 150-151: Climate
- p. 152-153: Read a Landform Map
- p. 157-159: Natural Resources
- Geography Vocabulary PPT – slides 9-21 (iXplore)
- Natural Resources Game PPT (iXplore)
- World Climates Notebook File (iXplore)

**Teacher Notes**

Before the vocabulary lesson and the read aloud, create the following anchor chart and have students create the same in their ISN or they can use a post-it note.

**Assessments (%)**

- Participation in discussions/accountable talk on Read Aloud
- Robinson Crusoe content frame
- Landform Dinosaur – Appendix G

**Technology**

- World Landforms!
- Interactive Landforms Map
- Shape It Up Landform Game
- Landform Songs:
  2. [http://www.youtube.com/watch?v=zJoJRPN8N6A](http://www.youtube.com/watch?v=zJoJRPN8N6A)
  3. [http://www.youtube.com/watch?v=7v7R2bALbgI](http://www.youtube.com/watch?v=7v7R2bALbgI)
- Natural Resources Activities
- BrainPop Jr. Natural Resources Background Information
### Physical Environment Pacing Guide: Week 2

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Partner Read</strong></td>
<td><strong>Current Events</strong></td>
<td></td>
</tr>
<tr>
<td>- Using the Unit 3 Vocabulary PPT, introduce the following concepts to the students.</td>
<td>Focus: Landforms</td>
<td>Focus: Natural Resources</td>
<td>Writing Opportunity – If you were going to start a new community in an unfamiliar place, what type of climate would you want? What landforms would be near by? What kinds of natural resources would you want to have?</td>
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<tr>
<td>- Have them do a quick write on a post-it note about what they think each term means and place the note on the graphic organizer.</td>
<td>- Review the concepts</td>
<td>- Review the concept of natural resources</td>
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<tr>
<td>- Climate - is weather in a particular place over a long period. (TBp. 138, 150-151) (PPT slide 9)</td>
<td>- Conduct a RAWAT of Robinson Crusoe from the Harcourt Textbook, pages 140-143.</td>
<td>- Have students use Robinson Crusoe as a partner read, taking turns reading a page and jotting down different types of natural resources he found and used on the island in their table. Variation: Let them use sticky notes to jot down the information in the book.</td>
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<tr>
<td>- There are tropical climates, polar climates, dry climates and mild climates.</td>
<td>- Tell students to pay attention to the climate and various landforms mentioned in the story. When they hear one mentioned, jot it down in the table or on a post-it note. (%)</td>
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<tr>
<td>✓ Describe what the climate is like in our part of Texas.</td>
<td>- Which landforms are easier to live on?</td>
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<tr>
<td>- Landforms (TBp. 139) (PPT slides 10-21)</td>
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<tr>
<td>- Natural Resource (PPT slide 22)</td>
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### Adaptations Overview : Week 3

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<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
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</thead>
<tbody>
<tr>
<td>Humans adapt to variations in the physical environment and it has an impact on the way they live.</td>
<td>• How do people adapt to different environments?</td>
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<td></td>
<td>• How do people modify their environment in order to live?</td>
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<td></td>
<td>• How do we adapt and modify our environment in Houston?</td>
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</tbody>
</table>

### Students will . . .

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions
- understand key vocabulary terms
- use primary and secondary sources
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- identify and compare the human characteristics of various regions

### Instructional Resources - Week 3

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<th>Teacher Notes</th>
<th>Assessments (%)</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Horizons p. 150-151-desert p. 160-environments p. 161-adapting</td>
<td>Teachers should gather a good number of books that deal with different physical environments in which people live (See Appendix A for suggested titles) or use the informational pages in Appendix G.</td>
<td>Participation in discussions/accountable talk on Read Aloud Appendix F – Content Wheel</td>
<td>PBS Kids: eekOworld What is a Desert? The Desert Biome Mountains Wetlands D4K: Wetlands Grasslands</td>
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<td>Appendix F – Note-taking Content Wheel</td>
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<tr>
<td>Appendix G- Biome Description Sheets</td>
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<tr>
<td>Appendix H-What to look for notes for teachers</td>
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<tr>
<td>TFK: Living in Antarctic</td>
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<tr>
<td>TFK Teacher’s Guide p. 33-36</td>
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## Adaptations Pacing Guide: Week 3

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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>RAWAT / Independent Reading</strong></td>
<td><strong>RAWAT / Independent Reading</strong></td>
<td><strong>Share</strong></td>
<td><strong>Share</strong></td>
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- **Conduct a RA using the Time for Kids reader: Living in Antarctica.** As you read, discuss how a person would have to adapt and possibly modify their environment to live in such a cold place. Include the following vocabulary terms as you read.
  - **Physical Environment** - the combination of a place’s physical characteristics. Everything in and on Earth’s surface and its atmosphere within which organisms, communities, or objects exist is the environment in which they live.
  - **Adapt** - to make suitable or fit for a particular situation. People change their activities to match the physical environment.
  - **Modify** - to change or make different. People change the environment to meet their needs.

- **Divide the students into 4 groups or 8 groups and have two groups report on the same physical environment.**
- **Have students chose a book to read during independent reading time about a particular environment.** They can also gather information from reading Appendix I or if time allows research on the internet using a link in the Technology section. Encourage them to take notes about the environment they are reading about. Use Appendix H as a guide and have them complete as many of the sections as possible.

- **Have students present their findings and use that information to compare and contrast the different environments in which people live.** This can be done by doing a gallery walk.
### Physical and Human Process Overview: Week 4

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<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
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</thead>
</table>
| Physical processes such as natural hazards can alter our landscape and create new landforms. Human processes such as building new homes, conservation, and pollution alter our environment. | - What are some examples of physical process, such as natural hazards and how do they affect the landscape?  
- Have you ever been in a hurricane or other natural hazard?  
- What are some of the human features that make up an environment? Examples: buildings, roads, bridges, parking lots, etc.  
- How have those features changed the landscape in our community?  
- Are these changes always good for the environment?  
- What is conservation and how can we achieve it? |

**Students will . . .**

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions  
- understand key vocabulary terms  
- use primary and secondary sources  
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape  
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Teacher Notes</th>
<th>Assessments (%)</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizons Textbook p. 154-155: What People Add to Places p. 184: Mount Saint Helens p. 188-189: Human Processes p. 189: pollution &amp; conservation p. 190-191: Natural Hazard</td>
<td>Participation in discussions/accountable talk on Read Aloud Hurricanes Quiz Natural Disaster Quiz</td>
<td>BrainPOP video: Hurricanes (free) – students can take the quiz afterwards together as a class or a copy can be printed out. (%) BrainPop Video: Natural Disasters (free) (%) Recycle City Trash Talking The Greens on PBS ESA Kids: Natural Disasters</td>
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**Physical and Human Processes Pacing Guide: Week 4**

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Current Events</strong></td>
</tr>
<tr>
<td>Focus: Effects of physical processes on the landscape</td>
<td>A physical process is an event that changes the landscape of a particular place such as a natural disaster or hazard. A natural hazard is an example of a physical process and is a harmful event not caused by humans and difficult to prevent.</td>
<td>Focus: Positive and negative effects of human processes on the landscape</td>
<td>1. Imagine you need to pack a disaster kit. What would you include in the kit and why?</td>
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<tr>
<td>Examples are:</td>
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<td>2. What natural hazards have been in the news lately?</td>
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<tr>
<td>✓ Volcanoes (TBp. 184)</td>
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<td>3. Create a to-do list of things you can do at home and at school to conserve our resources.</td>
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<tr>
<td>✓ Earthquakes (TBp. 190-191)</td>
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<tr>
<td>✓ Hurricanes - (see BrainPop video)</td>
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<td>✓ Tornadoes</td>
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<tr>
<td>✓ Blizzards</td>
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<tr>
<td>✓ Floods</td>
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<td>✓ Forest fires if caused by natural occurrence and not by humans.</td>
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<tr>
<td>• Conduct a RA using <em>The Power of Volcanoes</em>, Journeys, Unit 4, TBp. 106.</td>
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<td>• Use the guiding questions as a springboard to a discussion on how such natural hazards change the land and the community we live in.</td>
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<td>• Students can also view one of the free videos from Brain Pop referenced in the Technology section. An online quiz can be taken as a class in their ISN or printed off for each student (%).</td>
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</table>

1. Imagine you need to pack a disaster kit. What would you include in the kit and why?
2. What natural hazards have been in the news lately?
3. Create a to-do list of things you can do at home and at school to conserve our resources.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Literature</th>
</tr>
</thead>
</table>
| Map Skills | - *Are We There Yet, Daddy?*, Virginia Walters  
- *Hottest, Coldest, Highest, Deepest*, Steve Jenkins  
- *How to Make an Apple Pie and See the World*, Marjorie Priceman  
- *Maps: Getting from Here to There*, Harvey Weiss  
- *Me on the Map*, Joan Sweeney  
- *There’s a Map on My Lap!*, Tish Rabe  
- *This is the Way We Go to School*, Edith Baer  
- *The Once Upon a Time Map Book*, B.G. Hennessy  
- *Journey of Oliver K. Woodman*, Darcy Pattison  
- *Mapping Penny’s World*, Loreen Leedy  
- *Geography Tools*, Time for Kids reader  
- *The Journey of Oliver K. Woodman*, Darcy Pattison – Journeys Unit 5, TBp. 234-256 – this is a great story written in the form of letter. Students can track the journey of Oliver on a map. |
| Physical Environment (Climate, Landforms, Natural Resources) | - *What is a Landform?*, Rebeca Rissman [limited preview]  
- *Robinson Crusoe* – Horizons TBp. 140-143  
- *Glaciers*, D.V. Georges  
- *Mountain*, B.J. Knapp  
- *Hills*, Christine Webster  
- *Peninsulas*, Ellen Sturm Niz  
- Books by Sheila Anderson: *Coasts, Islands, Mountains, Plains, Plateaus, Valleys*  
- *America’s Top 10 Natural Wonders*  
- Books by Isaac Nadeau: *Canyons, Caves, Glaciers, Islands, Mountains, Peninsulas*  
- *The Seven Wonders of the Natural World*, Celia King  
- *Alejandro’s Gift*, Richard E. Albert  
- *The Magic School Bus and the Climate Challenge*, Joanna Cole  
- *What is Climate?*, Ellen Lawrence  
- *Death Valley: A Day in the Desert*, Nancy Smiler Levinson  
- *This Land is Your Land*, Woody Guthrie  
- *Someplace Else*, Carol Saul  
- *The Armadillo from Amarillo*, Lynne Cherry  
- *From Here to There*, Margery Cuyler  
- *TFK: Living in Antarctica*, TFK Teachers Guide-p. 33-36  
- *A World of Ice*, Lois Grippo – Journeys Write in Reader, p. 194-201 |
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<td>• <strong>The Land Volcanoes Built</strong>, Patricia Ann Lynch - Journeys Unit 5, TBp. 288-290</td>
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</table>
Maps use a **key**, or **legend** to explain the meaning of each of the **symbols** used in the map.

**Scale (map):** The scale of a map is defined as the **ratio** of a distance on the map to the actual distance on the ground.

A **compass rose** is used for showing cardinal directions.

A **grid** is a series of evenly spaced imaginary lines that intersect with one another at right angles. One set of lines are distributed across the globe horizontally, and one set of lines are distributed vertically.

Many maps can have a **title**.
Map of CFISD

Name ________________________________________

1. What is the title of the map? ________________________________

2. What does a map legend tell us? ______________________________

3. How many items are included in the legend? ____________________

4. Why do we use symbols on a map? _____________________________

5. What is the symbol for an elementary school? ___________________

6. How do you use the compass rose? _____________________________

7. What grid location is our school? ______________________________

8. What grid location is The Berry Center? _________________________

9. What grid location is Hamilton Middle School? __________________

10. What grid location is Cypress Ridge High School? ______________

11. What school is located at J 9 ? _______________________________

12. What school is located at 3 E ? _______________________________

**Bonus Question**

13. What are three elementary schools near your school? Write their name and their grid address.
This map uses a bar scale to show the length that equals 10 miles on the map.

You can take a piece of paper, mark off miles from the bar scale onto the edge of the paper, and then hold the edge of the paper onto the map.

Tells you in words that one inch on this map is equal to 4 miles.

You can use a ruler to determine the distance from one point to another on the map.
Use a ruler and the map above to answer the following questions.

1. How far (in miles) is it from Houston, Texas to Austin, Texas? ____________

2. How far (in miles) is it from Austin, Texas to Dallas, Texas? ____________
Which Way Do I Go?

Activity #1
Use the map on p. A10-11 of the Horizons textbook.
Find Houston, Texas.
Find the Austin, Texas.
Using the compass rose, which direction would you need to travel to get from Houston, Texas to Austin, Texas?

_________________________________________________

Activity #2
Use the map on p. A10-11 of the Horizons textbook.
Find Houston, Texas.
Find the Mississippi River.
Using the compass rose, which direction would you need to travel to get from Houston, Texas to the Mississippi River?

_________________________________________________

Activity #3
Use the map on p. A12-13 of the Horizons textbook.
Estimate the location of Houston, Texas by using what you know from the previous map.
Find the Rocky Mountains.
Using the compass rose, which direction would you need to travel to get from Houston, Texas to the Rocky Mountains?

_________________________________________________

How many states do the Rocky Mountains cover? __________________________
How do people adapt to and change their environments?

Choose a different color pen or pencil for each: Adapt to and Change. Indicate your color choices in the boxes at the bottom of the page.

- Economy
- Energy
- Transportation
- Agriculture
- Recreation

☐ How we adapt to the environment
☐ How we change the environment
What is a Desert Like?

The hot desert is a land of extremes: extreme heat and extreme dryness; sudden flash floods and cold nights. Because deserts are such a harsh environment, deserts often have names like "Death Valley," "the empty quarter," and "the place from where there is no return."

Dryness
Deserts are usually very, very dry. Even the wettest deserts get less than ten inches of precipitation a year.

In most places, rain falls steadily throughout the year. But in the desert, there may be only a few periods of rains per year with a lot of time between rains. When it does rain, there may be quite a downpour! After the rain, desert flowers bloom.

Hot During the Day, Cool at Night
Everyone knows that during the day many deserts are hot, very hot. Temperatures in excess of 100 degrees fahrenheit are not uncommon. Yet at night, the same deserts can have temperatures fall into the 40s or 50s? Why?

Other biomes are insulated by their humidity (water vapor in the air). Temperate deciduous forests, for example, may have 80 percent humidity or more during the day. This water reflects and absorbs sunlight and the energy it brings. At night, the water acts like a blanket, trapping heat inside the forest.
Since deserts usually have only between 10 and 20 percent humidity to trap temperatures and have so few trees and other vegetation to retain heat, they cool down rapidly when the sun sets, and heat up quickly after the sun rises.

**Fresh water wetlands are found all over the world in lowland areas or along rivers, lakes, and streams.**

Some wetlands are temporary and seasonal. They occur for a few weeks at a time and then disappear until they are refilled with water. Other wetlands are always under water.

**What Are Freshwater Wetlands?**

The term "wetlands" encompasses a wide variety of aquatic habitats including swamps, marshes, bogs, prairie potholes, flood plains, and fen.

Natural wetlands are lands which, due to geological or ecological factors, have a natural supply of water—either from tidal flows, flooding rivers, connections with groundwater, or because they are perched above aquifers or potholes. Wetlands are covered or soaked for at least a part, and often all, of the year. This makes wetlands intermediaries between terrestrial and aquatic ecosystems. They are neither one nor the other, and yet they are both.

**What is a marsh?**

A freshwater marsh is an inland area inundated with 1–6 feet (33–200 cm) of water, containing a variety of perennials (mostly grasses), forbs (flowers), and bushes, rather than trees, as in swamps.

Marshes have an interesting mix of plant and animal life, one that effectively demonstrates the interconnectedness of living things. They are home to yellow-headed and red-winged blackbirds, herons, egrets, rails, bitterns, moorhens, ducks and geese. Most migratory species, in fact, rely on a network of wetlands to get from their southern habitats to nest sites further north.

Muskrats are central to many marshes, keeping aggressive plants in check and crafting bird protection by carving out habitat. Minks and otters frequent wetlands. Raccoons, opossums, even moose can be found foraging around marshes, particularly when water levels drop. Marshes also host...
frogs, turtles, and snakes, salamanders, and an immense variety of insects, including aquatic, flying, and grazing insects.

**What is a swamp?**
Swamps are slow moving streams, rivers or isolated depressions that host trees and some shrubs.

**What is a bog?**
A bog is a peat-accumulating wetland. Some shrubs and evergreens grow in bogs, as do mosses. Most water comes from precipitation. There is usually no direct inflow or outflow of water.

**What is a prairie pothole?**
A prairie pothole is a wetland area found in the northern Great Plains. These shallow or bowl-like depressions have variable wetness. They are often used for breeding by birds. Prairie potholes are not wet year-round.

**What is a riparian marsh?**
Marshes that occur along rivers are called riparian marshes. These marshes serve two ecological roles: to absorb excess water when river levels are high and to release water when river levels are low. These balancing forces help prevent floods and droughts.

However, for the past 100 years humankind has straightened and deepened rivers in order to make them more accessible for commerce. The unfortunate side effect is the loss of riparian marshes. Today, very few riparian marshes are left. Some scientists believe that the great Mississippi River flood of 1993 was worsened, in part, by the loss of these wetlands.
What Are Grasslands Like?

Grasslands are big open spaces. There are not many bushes in the grassland. Trees are found only by rivers and streams. The grassland seems like an endless ocean of grass.

Grasslands receive about 10 to 30 inches of rain per year. If they received more rain, the grasslands would become a forest. If they received less, they would become a desert. Grasslands are often located between deserts and forests.

Grassland soil tends to be deep and fertile. The roots of perennial grasses usually penetrate far into the soil. In North America, the prairies were once inhabited by huge herds of bison and pronghorns who fed on the prairie grasses. These herds are almost gone now, and most of the prairies have been converted into the richest agricultural region on earth. Crops grow well in the rich soil.

A plain is a geographical term used to describe a relatively flat piece of land with little or no elevation. Plains are also characterized by the absence of any depression.

The Great Plains
The Great Plains stretched from the eastern edge of the Rocky Mountains out to the Mississippi River. This vast region of rolling hills and regular rainfall was covered in wild grasses. These grasses supported a wide variety of wildlife, which included bison herds that were almost unimaginable in size.

A mountain is a landform that raises high above the surrounding terrain in a limited area. They are made from rocks and earth.

**What do Mountains look like?**

Mountains usually have steep, sloping sides and sharp or slightly rounded ridges and peaks.

Mountains can be rocky and barren. Some have trees growing on their sides and very high mountains have snow on their peaks.

Some common features of mountains include the following:

- the summit, or the top of a mountain;
- the slope, or side of the mountain; and
- a very steep valley between young mountains, known as a gorge.

**Where are Mountains found?**

Mountains exist on every continent and even beneath our great oceans.

**Did you know?**

Some of the highest mountains are at the bottom of the sea. Hawaii is at the top of a volcanic mountain in the Pacific Ocean. More than half the mountain is below water.

The largest range of mountains is in the Atlantic Ocean.

Mountains cover one-fifth of the earth’s land surface, and occur in 75 percent of the world’s countries.

**How are mountains formed?**

Mountains are formed through varying causes, there are several distinct types of mountains.
A mountain is a landform that raises high above the surrounding terrain in a limited area. They are made from rocks and earth.

Generally, mountains are higher than 600 meters. Those less than 600 meters are called hills.
Deserts
Examples of how people adapt to a desert environment include varying their type of clothing, type of shelter such as caves, and the types of foods they eat. They may adapt in other ways as well, for example, using more solar power, rather than fossil fuels.

Examples of how people modify the desert environment include drilling wells for water, irrigating for crops and landscaping, planting non-native species in landscapes, using air conditioning.

Mountains
Examples of how people adapt to a mountain environment include varying their type of clothing, type of shelter, and the types of foods they eat. They may adjust their calendars to accomplish different goals according to the weather.

Examples of how people modify the mountain environment include extracting natural resources, building hydro-electro power projects, adjusting economic activities to make use of natural resources, such as through mining and logging.

Wetlands
Examples of how people adapt to a wetlands environment include recognizing the natural climate cycles that include floods, choosing clothing, food, and shelter that are readily available.

Examples of how people modify the wetlands environment include draining the wetlands for crops and development.

Plains
Examples of how people adapt to a plains environment include varying their type of clothing, type of shelter, and the types of foods they eat according to what is locally available, becoming used to the constant winds.

Examples of how people modify the plains environment include introducing non-native crops and domestic animals, irrigating, and developing open areas, developing wind power.