**Class:** Social Studies, Gr.3 **Instructor:** Miss Kobbert

**Date:** Wednesday, November 16th 2016

**Time:** 75 Minutes (pd. 7 and 8)

**Topic: Geography of Ukraine**

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| **Objective:** * **Students will understand the general location, geography and geographic features of Ukraine.**

**Key Questions:*** **What do I already know about Canadian geography?**
* **What do the terms equator, poles and hemispheres mean?**
* **What is the geography of Ukraine like? What landforms are there in the country of Ukraine? What are the major cities in Ukraine? Where do most of the people in Ukraine live?**
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| **General and Specific Learning Outcomes:****General Outcome 3.1: Communities in the World**Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.**Specific Outcomes:*** + 1. **- examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
* Where, on a globe and/or map, are the communities in relation to Canada?

**Skills and Processes for Grade 3:****3.S.3 - develop skills of geographic thinking:*** create and use a simple map to locate communities studied in the world
* use cardinal and intermediate directions to locate places on maps and globes
* apply the concept of relative location to determine locations of people and places
* apply the terms hemisphere, poles, equator
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| **Differentiation/Modifications:** | **Materials/Technology Needed:** |
| Verbal and written instructions, chunking, students assisting each other with instructions, teacher one-on-one assistance and modeling.Students will be writing and creating to show their understanding of the concepts. | * Whiteboard/ SMART board
* Northern Hemisphere Maps and Clipboards?
* Ukraine Geography Descriptions and Country Maps
* Clay and beads
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| **Time** | **Content/Description** | **Assessment Strategy** |
| 15 mins. | **Introduction** Prepare students for flight - bathroom and water.Show students the world map on the SMART Board. Discuss terms:* **Equator** - The imaginary circle around the Earth that is the same distance from the North and South Poles and divides the Earth into the northern and southern hemispheres.
* **Hemisphere** - One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian.
* **Poles** - North or South Pole: either of the two points on the Earth, the North and South Poles, that are the endpoints of its axis of rotation, are farthest from the equator, and are surrounded by icecaps.

Give each student a map for our flight path. Ask students to identify what hemisphere is on their map. Each student will mark where we are (Lethbridge, Alberta) as our starting point. Explain that we are going to keep track of our flight path as we fly to Ukraine. We have a connecting flight so we will fly over Canada, make a stop and then fly to Ukraine.Board for flight and explain airplane safety procedures - rules for travelling in the hallway. Students will bring a pencil to record our flight on their map. | Pre-assessment to understand students’ previous knowledge of Geography terms. Ask questions to check for understanding of terms. |
| 15 mins.30 mins. | **Procedures/Activities: Flight to Ukraine and Creating the Geography of Ukraine**During the flight have students “look out the windows” and mark down the provinces in Canada as we fly over them. Before we stop in Toronto, ask students to write down the name of the capital if they know it. Continue our flight over the ocean and Europe. Students will continue to mark down the names of places we pass over and keep track of our path. When we arrive back at our destination (Ukraine - the classroom) before students find their seats explain that we are not going to land yet. We are going to pretend that we are looking out of the window of the plane and have a view of the country of Ukraine from above. Explain that we are going to look at the geography of the country - what the landforms of the country are like, where the big cities are etc.Using modeling clay and a Ukraine Geography Description Guide Handout each student individually will make re-create a map of Ukraine following the steps in guide. Before students start review with the whole class what are some different types of landforms and how to make them (mountains, plateaus, hills etc.). Students will practice this with the clay. Also have them draw a compass and review the North, South, East and West directions.  | Sharing of experiences and introduction to unit topic. Begin to mentally note the different abilities seen in the students.Observe students as they are creating their maps. Ask questions on the main ideas of the geography to check for understanding. |
| 15 mins. | **Closure - KWL Chart** After students have created their Ukraine Geography Map have them clean up and complete a KWL Chart for what already they know and want to know about Ukraine. | Review previous learning and extend for future lessons.  |

**Lesson Reflection/Notes:**