PASSPORT TO THE WORLD

Grade Level: Kindergarten
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Length of Unit: All year long

I. ABSTRACT
Come join us on a field trip around the world. To determine our mode of travel we must identify each geographical location on a map or globe. We will then explore the climate, people, customs, landmarks, and animals of each continent or ocean. So pack your bags and grab your passport for a yearlong adventure around the world!

II. OVERVIEW
A. Concept Objectives
1. Students will understand the geographical location of each continent and ocean.
2. Students will learn the physical characteristics of each continent - its land, climate, and landmarks.
3. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
4. Students will compare and contrast the people, climate, food, and wild life of each continent/ocean.

B. Content from the Core Knowledge Sequence
1. World History and Geography - Spatial Sense and An Overview of the Seven Continents
2. American History and Geography
3. Reading and Language Comprehension, Fiction & Literary Terms
4. Music - Listening and Understanding & Songs
5. Visual Arts - Sculpture

C. Skills Objectives
1. Recite the names of the continents and oceans
2. Locate continents and oceans on the map
3. Listen to and understand a variety of texts both fiction and nonfiction.
4. Understand and follow oral directions
5. Construct maps
6. Develop extensive vocabulary
7. Classify animals and landmarks according to continents
8. Compare and contrast the people, climate, food, and wildlife of each continent/ocean.

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students
1. Basic Map Skills
2. The names of the seven continents and the four oceans.

IV. RESOURCES
A. For literature selections, please see the bibliography
B. Maps of the world
C. Maps of each continent

V. LESSONS
Lesson One: North America

A. Daily Objectives
   1. Concept Objectives
      a. Students will understand the geographical location of each continent.
      b. Students will learn the physical characteristics of each continent -its land, climate, and landmarks.
      c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
      d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.
   2. Lesson Content
      a. World History and Geography - Spatial Sense and An Overview of the Seven Continents
      b. American History and Geography
      c. Reading and Language Comprehension, Fiction & Literary Terms
      d. Music - Listening and Understanding & Songs
      e. Visual Arts - Sculpture
   3. Skills Objectives
      a. Recite the names of the continents and oceans
      b. Locate continents and oceans on the map
      c. Listen to and understand a variety of texts both fiction and nonfiction.
      d. Understand and follow oral directions
      e. Construct maps
      f. Develop extensive vocabulary
      g. Classify animals and landmarks according to continents
      h. Compare and contrast the people, climate, food, and wildlife of each continent/ocean.

B. Materials
   1. maps
   2. items for display
   3. literature selections (see bibliography)
   4. art supplies
   5. toilet paper rolls
   6. clay
   7. leather cord
   8. craft bead
   9. candy corn, M&M's, Tootsie rolls
   10. little clay pots

C. Key Vocabulary
   1. Christopher Columbus – a European explorer who came from Spain and discovered America in 1492
   3. tribe – a group of people who have the same customs, language, and ancestors of a country
   4. President – a leader chosen by the people of a country
5. Revolutionary War – a war fought so that American colonies would be free from England 1775-1783
6. Civil War – a war in the United States between the north and south 1861-1865
7. allegiance – loyalty to something
8. Declaration of Independence – a document stating that the American colonies were independent (free) from England

D. Procedures/Activities

1. The children will be introduced to North America at the beginning of the year when basic map skills and the seven continents are introduced. The students will label on map the four countries contained in North America. Appendix A
2. In October, the teacher will begin the study of North America by introducing Christopher Columbus.
3. The students will make a map of blue construction paper representing the ocean and green torn construction paper representing Europe and North America. The students will then make or draw the three ships representing the Nina, Pinta, and Santa Maria.
4. In November, the teacher will start a study of the people who inhabited North America. These five Native American tribes and their region will be the focus of study. (Chinook-Northwest, Navajo- Southwest, Iroquois-Northeast, Cherokee-Southeast, and Sioux-Plains)
   a. The Chinook were famous for trading salmon, canoes, and shells. They built totem poles to represent their families and their dead friends and relatives. The students will participate in making totem poles out of toilet paper rolls. They will make a design using tribal symbols and figures to place on their totem poles. They lived in long, red, cedar lodges.
   b. The Navajo tribe lived in hogans which were made out of earth and wooden poles or logs. They are known for their beautiful crafts that include woven woolen blankets, fine jewelry of turquoise and silver, and clay coil pots. The students will make clay pots by rolling long ropes of clay with the palm of their hands, spiraling the ropes round and round the flat slab of clay used as the base. The pots will then need to air dry completely.
   c. The Iroquois tribe lived in longhouses in northeastern area of the country. The men and women wore deerskin leggings and moccasins. The women also wore beaded jewelry. The students will make beaded bracelets using leather rope and craft beads.
   d. The Cherokee tribe lived in homes made with clay and dried grass. The roofs were shingled with tree bark. The teacher will read Itse Seiy which is the story of the Green Corn Festival, which marked the end of an old year and the beginning of a new year. The students will participate in a ceremony using little clay pots, candy corn for fire, M & M's for rocks, and Tootsie rolls for the logs. The Trail of Tears will be briefly discussed. The students will be introduced to Squanto and create a snack consisting of crushed Oreos for the dirt, gummy fish for the fertilizer, and candy corn for the corn to demonstrate the planting techniques that Squanto taught the early settlers.
   e. The students will be introduced to the Sioux tribe by listening to the story, The Legend of the Indian Paintbrush. The students will discover that this tribe lived in teepees made from skins of animals. They also will learn that the people made parfleches which were used to store and carry food.
(buffalo hide pouch) The students will make teepees out of construction paper, toothpicks, and markers.

5. In February, the U.S.A. will be taught through the Pledge of Allegiance. The students will learn about Betsy Ross and the first American flag. The students will compare the first flag with the current flag. Then using finger paint, the students will make an American flag. To be even more creative, have the students make a flag using graham crackers, white icing, blue M&M's and red licorice.

6. The students will be introduced to the following symbols through numerous stories: Statue of Liberty, Liberty Bell, Mount Rushmore, and the White House. The students will make an American symbol mobile using blue construction paper for the band with torn red and white paper to spell out U.S.A. on the band. The symbols taught will hang on the mobile. Appendix B

7. The following Presidents will be studied and read about during the week of President’s Day:
   a. Abraham Lincoln – The students will read several books about Abraham Lincoln’s childhood and discover how the hardships he endured helped him to be a great president. (honesty, hard work, love of books, and poverty) The students will construct on paper a log cabin out of pretzel sticks and place a penny on the door. The teacher will briefly explain slavery, the Civil War, and Lincoln’s death.
   b. Teddy Roosevelt - The students will bring in their favorite Teddy bear to school and share with the class something special about it. They will learn about the first Teddy bear and how it is connected with Teddy Roosevelt.
   c. Thomas Jefferson – The students will be introduced to the Declaration of Independence and some of the items Thomas Jefferson invented. They will learn about his home, Monticello.
   d. George Washington - Father of our Country. The student will make cherry pies using biscuit dough and cherry pie filling, after reading about the childhood of George Washington. The students will learn about the reason for the Revolutionary War. The teacher will be the king/queen of England and tax the students for various reasons. The students will pay their taxes using M&M’s. The students will understand the frustrations of the early settlers. They will then participate in the Boston Tea Party. The class will be divided into two groups - one will be the British soldiers demanding taxes and the second group will be the American settlers who throw the tea overboard. While learning about our first President, the students will read about the job of a President.

7. The students will recite the following poems: Thanksgiving Day, The Pilgrims Came, and I Wish I Could Be President. Appendix C

E. Assessment/ Evaluation

1. Teacher Observation – classroom discussions, literature discussions
2. Recitation of Poetry – The student will recite the following poems at the end of the unit: Thanksgiving Day, The Pilgrims Came, I Wish I Could Be President
3. Journals
   a. Native American Journals- journals are made from brown construction paper covers with a “V” cut out of the top and the bottom is fringed to look like a Native American vest. The students will draw and write sentences about their tribe.
   b. President’s Journal – The student will write and illustrate about the four Presidents studied. They will also include the symbols of America.
4. Classification – match animals and landmarks to the correct region on the map
5. Use blue ribbon to represent the rivers and green rick-rack to represent the mountains  Appendix D

Lesson Two: Europe
A. Daily Objectives
1. Concept Objectives
   a. Students will understand the geographical location of each continent and ocean.
   b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
   c. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.
2. Lesson Content
   a. World History and Geography
   b. Reading and Language Comprehension & Fiction & Literary Terms
   c. Music – Listening and Understanding & Songs
3. Skills Objectives
   a. Recite the names of the continents and oceans.
   b. Locate oceans and continents on the map.
   c. Listen and understand a variety of texts both fiction and nonfiction.
   d. Understand and follow oral directions.
   e. Construct maps.
   f. Develop extensive vocabulary.
   g. Classify animals and landmarks according to continents.
   h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

B. Materials
1. maps
2. literature selections (see bibliography)
3. art supplies
4. Christmas card

C. Key Vocabulary
1. caroling – singing songs of joy or praise at Christmas
2. Yule log- a large log burned in a fireplace on Christmas Eve
3. Nativity- the birth of Jesus

D. Procedures/Activity
1. This unit is taught at Christmas and incorporates the American Christmas customs that have originated from five European countries. As each custom is studied, the students will locate on the map the country from which it originated.
2. The teacher will say, “We are going to travel to a new continent today! Does anyone remember which continent we briefly visited when we met Christopher Columbus and the Pilgrims? Let’s sail back to Europe and discover how people in the European countries celebrate Christmas.”
3. The class will participate in various activities from each of the following countries.
   a. England – Christmas card, caroling and crackers - Santa Claus is called Father Christmas
   b. Sweden – Santa Lucia and Festival of Lights - Santa Claus is called Jultomten.
   c. Germany – Christmas tree, Advent Wreath, Song - Tannenbaum, Gingerbread Houses Santa Claus is called Kris Kringle.
d. France – Yule log, the word “Noel”, Song – The First Noel, Twelfth Night Cake - Santa Claus is called Pierre Noel.

e. Italy – Nativity, La Befana., Panettone is given like we give fruitcake as a gift Santa Claus is called Babbo Natal.

3. As a culminating activity the students will travel to each of the five kindergarten classrooms which have each focused on one of these European countries. While in each class they will make a Christmas snack from each country.
  a. England- hot tea and tea cookies
  b. Sweden – sweet rolls and warm cocoa
  c. Germany – gingerbread men cookies and sugar ice cream cone turned upside down frosted with green icing and decorated with sprinkles and/or popcorn
  d. France – Yule logs – swiss rolls with decorating icing for the holly and berries
  e. Italy - cannolis – pastry shells filled with vanilla pudding

E. Assessment/ Evaluation
  1. Teacher Observation – class discussions, literature discussions
  2. Christmas Journals – The student will draw one or more things they learn from each country.
  3. Classification – The students will match the correct Christmas custom to the region on the map.
  4. Appendix E

Lesson Three: Asia

A. Daily Objectives
  1. Concept Objectives
     a. Students will understand the geographical location of each continent and ocean.
     b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
     c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
     d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.
  2. Lesson Content
     a. World History and Geography
     b. Reading and Language Comprehension & Fiction & Literary Terms
     c. Music – Listening and Understanding & Songs
  3. Skills Objectives
     a. Parse the names of the continents and oceans.
     b. Locate oceans and continents on the map.
     c. Listen and understand a variety of texts both fiction and nonfiction.
     d. Understand and follow oral directions.
     e. Construct maps.
     f. Develop extensive vocabulary.
     g. Classify animals and landmarks according to continents.
     h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

B. Materials
  1. maps
  2. items for display
  3. literature selections (see bibliography)
  4. art supplies
5. ingredients for bliny and Russian tea
6. fortune cookies and fried rice

C. Key Vocabulary
1. tundra – flatlands in the Arctic regions where there are no trees and where snow melts for a short time in the summer
2. taiga – cold forest containing cone bearing trees
3. steppes – flatlands in Europe and Asia that have no trees
4. semi-desert – area of land having some of the characteristics of a desert and usually lying between desert and grassland
5. briny – Russian pancakes
6. Babushka – Ukrainian name for grandmother
7. Himalayas – famous high mountain range located in Asia
8. import – to bring goods into one country from another

D. Procedures/Activities
1. In preparing for the unit, display maps, pictures, stuffed animals and Asian artifacts.
2. Review the names of the continents by singing the continent song.
3. The teacher will say, “We are going to travel to the largest continent in the world! It is connected to another continent as well. Can someone tell us what it is? Asia is so large that we are only going to study two of its countries.”
4. The teacher will read the story, The Mitten. Throughout the story, the students will compare/contrast homes, clothing, and climate/location of the Ukraine.
5. The students will learn about the animals and the four different climates of Russia (tundra, taiga, steppes, and semi-desert). They will classify animals according to their region on a map.
6. The teacher will conduct an author study of Patricia Polacco as a springboard to learn about Russian cultures, architecture. (onion dome roofs of various cathedrals), and customs.
7. As a culminating activity, the students will eat bliny (pancakes) and drink Russian tea.
8. To introduce the country of China, the teacher will read The Emporer and the Kite.
9. After the story, the students will make a fish kite, learn about importing, and explore a display of various items that are made in China.
10. The students will learn that the Giant Panda is an endangered species.
11. The students will learn and locate the Great Wall of China and the Himalayan Mountains on a map.
12. As a culminating activity, the students will eat fried rice, fortune cookies, and drink hot tea.

E. Assessment/ Evaluation
1. Teacher Observation – classroom discussions, literature discussions
2. Journals- The students will make drawings of onion dome roofs and imported items from China.
3. Classification- The students will match animals and landmarks to the correct region and use green rick-rack to represent the mountains. Appendix F

Lesson Four: Antarctica
A. Daily Objectives
1. Concept Objectives
   a. Students will understand the geographical location of each continent and ocean.
   b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.

2. Lesson Content
   a. World History and Geography
   b. Reading and Language Comprehension & Fiction & Literary Terms
   c. Music – Listening and Understanding & Songs

3. Skills Objectives
   a. Recite the names of the continents and oceans.
   b. Locate oceans and continents on the map.
   c. Listen and understand a variety of texts both fiction and nonfiction.
   d. Understand and follow oral directions.
   e. Construct maps.
   f. Develop extensive vocabulary.
   g. Classify animals and landmarks according to continents.
   h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

B. Materials
   1. maps/globe
   2. items for display
   3. literature selections (see bibliography)
   4. art supplies
   5. teacher made glacier and frozen tundra
   6. Klondike Bars, hot chocolate

C. Key Vocabulary
   1. permafrost – any soil or rock which has remained frozen through two consecutive winters and the summer between
   2. tundra – flatlands in the Arctic regions where there are no trees and where snow melts for a short time in the summer
   3. iceberg – a large piece of floating ice in the ocean
   4. immigrate – to move to or go live in a country in which one was not born
   5. Inuit – another name for Eskimo
   6. igloo – a house made from blocks of ice
   7. Northern Lights – skies over the North and South Poles that are filled with streaks of blue, purple, and green light

D. Procedures/Activities
   1. In preparing for the unit, display maps, pictures, stuffed animals and Antarctica/Arctic artifacts.
   2. Review the names of the continents by singing the continent song.
   3. Review the continents studied previously. The teacher will then say “We are now going to the coldest continent which is at the bottom of the world or globe. Why do you think it’s cold? Do you think that many people live there?”
   4. During this unit of study the children will learn about Antarctica and the Arctic region so that they will be able to compare/contrast these two regions. (animals, climate, landforms, and plant life)
   5. The students will learn the opposite locations of the Arctic and Antarctica by exploring the globe.
   6. During a science lesson, the students will interact with a teacher-made iceberg and frozen tundra. (See Appendix L for details.)
7. The students will predict which animals live in each region. (shelter, food, and physical adaptability)
8. The students will discover how people can live in the Arctic and make adaptations for survival. (igloos, uses of whales, animals' skins, ice fishing for food, etc.)
9. The students will recite the following poems: Polar Bear, Five Penguins, and Penguins. Appendix C
10. As a culminating activity, the students will taste Klondike Bars and hot chocolate.

**E. Assessment/ Evaluation**
1. Teacher Observation – classroom discussions, literature discussions
2. Recitation of Poetry - The students will recite the following poems at the end of the unit: Polar Bear, Five Penguins, and Penguins
3. Journals – The students will write and draw pictures comparing the two regions and the various animals that live in each region.
4. Classification - The student will match the animals in the correct region. Appendix G

**Lesson Five: The Four Oceans**

**A. Daily Objectives**

1. Concept Objectives
   a. Students will understand the geographical location of each continent and ocean.
   b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
   c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
   d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.

2. Lesson Content
   a. World History and Geography
   b. Reading and Language Comprehension & Fiction & Literary Terms
   c. Music – Listening and Understanding & Songs

3. Skills Objectives
   a. Recite the names of the continents and oceans.
   b. Locate oceans and continents on the map.
   c. Listen and understand a variety of texts both fiction and nonfiction.
   d. Understand and follow oral directions.
   e. Construct maps.
   f. Develop extensive vocabulary.
   g. Classify animals and landmarks according to continents.
   h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

**B. Materials**

1. maps
2. items for display
3. literature selections (see bibliography)
4. art supplies
5. gummy whales and fish
6. cups of blue jello

**C. Key Vocabulary**

1. None

**D. Procedures/Activities**

1. In preparing for the unit, display maps, pictures, stuffed animals and ocean artifacts.
2. Review the names of the oceans.
3. The teacher will say, “At the beginning of the year, we learned there were two parts to our earth – land and water. Let’s explore what is under the water that we see.”
4. Through the use of literature, discussion, and the manipulation of the artifacts the students will learn about many creatures that live in the ocean. (oyster, starfish, seahorse, crabs, octopus, puffer fish, jellyfish, sharks, whales and stingray)
5. The students will make an ocean journal by writing and drawing about each creature as it is discussed.
6. The students will make an ocean in a cup by placing gummy whales and fish in a clear cup of Jello.
7. The students will recite the following poem: *Underneath the Water*. Appendix C

E. Assessment/Evaluation
1. Teacher Observation - classroom discussions, literature discussions
2. Recitation of Poetry - The students will recite the following poem at the end of the unit: *Underneath the Water.*
3. Journals - The students will write and draw ocean creatures in their ocean journal.
4. Classification - The students will match the names of the ocean on the map of the world. Appendix H

Lesson Six: Australia

A. Daily Objectives
1. Concept Objectives
   a. Students will understand the geographical location of each continent and ocean.
   b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
   c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
   d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.
2. Lesson Content
   a. World History and Geography
   b. Reading and Language Comprehension & Fiction & Literary Terms
   c. Music – listening and understanding & songs
3. Skills Objectives
   a. Recite the names of the continents and oceans.
   b. Locate oceans and continents on the map.
   c. Listen and understand a variety of texts both fiction and nonfiction.
   d. Understand and follow oral directions.
   e. Construct maps.
   f. Develop extensive vocabulary.
   g. Classify animals and landmarks according to continents.
   h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

B. Materials
1. maps
2. items for display
3. Walkie-Talkie
4. literature selections (see bibliography)
5. art supplies
6. American and Australian flags
7. ingredients for peach melbas and barbie-que

C. Key Vocabulary
1. Aborigines – the first people known to have lived in a certain place
2. Ayers Rock – a great sandstone rock that is a famous landmark in the Australian Outback
3. boomerang – a flat, curved stick that can be thrown so it will come back to the thrower It can be used as a weapon by the natives of Australia.
4. Great Barrier Reef – world’s largest chain of coral reef found along the coast of Australia marsupials – a female animal that has a pouch on the outside of her body in which her babies can be carried and nursed
5. Aussie – another name for an Australian
6. eucalyptus – a tall tree that grows in Australia – Koalas live in these trees and eat the leaves.
7. didgeridoo – one of the oldest musical instruments known to man - The Aborigines play this instrument.

D. Procedures/Activities
1. In preparing for the unit, display maps, pictures, stuffed animals and Australian artifacts.
2. Review the names of the continents by singing the continent song.
3. The teacher will say, “It’s time to travel to a new continent. We are going to the land ‘down under’. Let’s see if we can find a continent that is totally below the equator
4. During this unit the students will participate in the following activities:
   a. Conduct a listening activity in which the students will experience school in the outback! The teacher will give directions over a walkie-talkie to the students about the map of Australia. The children will cut out prepared state name labels and glue them on the appropriate states. Appendix I
   b. As the students learn about the various landmarks of Australia, they will label them on the map. (Ayers Rock, Outback, Sydney Opera House, and Great Barrier Reef) Appendix I
   c. As the students learn and make various animals of Australia, they will label them on the map. (koalas, kangaroos, duckbill platypus, and crocodiles) Appendix I
   d. The students will compare and contrast the Australian and American flags.
5. As a culminating activity the students will participate in a Barbie-Que and eat Peach Melba for dessert. Recipe for Peach Melba – short cakes, peaches and cool whip layered in that order.
6. The student will recite the following poem: *The Kind Kangaroo*. Appendix C

E. Assessment/ Evaluation
1. Teacher Observation - Comparing /contrasting the two flags
2. Recitation of Poetry - The students will recite the following poem at the end of the unit: *The Kind Kangaroo*
3. Journals- The students will draw their favorite Australian animal/animals in their journal.
4. Classification - The students will match animals and landmarks to the correct region on the map. Appendix I

Lesson Seven: South America
A. Daily Objectives
1. Concept Objectives
   a. Students will understand the geographical location of each continent and ocean.
b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.

2. Lesson Content
   a. World History and Geography
   b. Reading and Language Comprehension & Fiction & Literary Terms
   c. Music – Listening and Understanding & Songs

3. Skills Objectives
   a. Recite the names of the continents and oceans.
   b. Locate oceans and continents on the map.
   c. Listen and understand a variety of texts both fiction and nonfiction.
   d. Understand and follow oral directions.
   e. Construct maps.
   f. Develop extensive vocabulary.
   g. Classify animals and landmarks according to continents.
   h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

B. Materials
1. maps
2. items for display
3. butcher paper
4. literature selections (see bibliography)
5. chart paper
6. sack with eraser, rubber band, chocolate, banana, block of wood, cinnamon, perfume, cough drop, chewing gum, and peanuts
7. items for the tropical mix and fruit punch.

C. Key Vocabulary
1. emergent layer – a layer of the rainforest made up of tall trees that rise above the rainforest’s canopy
2. canopy – main top layer of the rainforest – It is made up of trees whose tops are very close together.
3. understory – the layer of the rainforest made up of shrubs, ferns, and small trees
4. forest floor – the layer of the rainforest made up of fungi (plants that do not have flowers or leaves), mosses, and decaying leaves
5. tropical – the regions located on either side of the equator
6. camouflage – a way of hiding or disguising people, animals, or things with colors and patterns that make them look like their surroundings
7. herbivores – animals that feed entirely on plants or plant parts

D. Procedures/Activities
1. In preparing for the unit, display maps, pictures, stuffed animals and South American artifacts. Using butcher paper, the teacher will create the four layers of the rainforest by twisting and shaping the paper into tree trunks, vines, branches and leaves. As each layer is discussed with the children, labels and animals will be added to the room display.
2. Review the names of the continents by singing the continent song.
3. The teacher will say, “We’re now going to travel to a continent that is home to a special forest called a rainforest. What do you think it’s like in a rainforest? Do you
think it’s hot or cold? Do you think people live there? What type of animals might live there?”

4. The teacher will read *The Great Kapok Tree*. This story will be a great introduction to the rainforest, the animals that live there, and the people who inhabit this region.

5. The teacher will then direct the students in completing a K-W-L chart.

6. The teacher will lead the children in a motion story called “Walk Through the Rainforest”. Appendix C

7. The teacher will read *The Shaman’s Apprentice: a Tale of the Amazon Rain Forest* and the class will discuss the book. The teacher will explain to the students that many of the things that are used in our everyday life come from the rainforests. The teacher will have a bag with products from the rainforest. (eraser, rubber band, chocolate, banana, block of wood, cinnamon, perfume, a cough drop, chewing gum, and peanuts.) As the teacher pulls out each product from the bag, the students will give thumbs up if they think the product comes from the rainforest and a thumbs down if they do not think the product comes from the rainforest. The teacher will then tell the students that ALL of the items come from the rainforest.

8. The students will make and learn about the following animals: red-eyed tree frog, macaw, boa constrictor, anteater, monkey, toucan, and a spider. After creating each animal, the students will then place him or her in the correct layer of the rainforest.

9. After reading *The Great Kapok Tree* and *The Shaman’s Apprentice*, the students will compare and contrast the different cultures that are found in South America.(clothing, homes, and food)

10. The students will recite the following poems: *The Rain Forest and Layers of the Rainforest*. Appendix C

11. As a culminating activity, the students will have a taste test party. The students will make a tropical mix containing peanuts, chocolate chips, cashews, dried banana chips, papaya, Brazil nuts, and coconut flakes. They will enjoy eating this mix while drinking a fruit punch which contains orange juice, lemon-lime juice, and pineapple juice. To cleanse their palate, the students will be given a piece of wintergreen chewing gum.

E. Assessment/ Evaluation

1. Teacher Observation – classroom discussions, K-W-L chart, literature discussion

2. Recitation of Poetry – The students will recite the following poems at the end of the unit: *The Rain Forest and Layers of the Rainforest.

3. Journals – The students will illustrate and label various products that come from the rainforest. The students will draw and label animals that live in the rainforest.

4. Classification – The students will match animals and landmarks to the correct region on the map and use blue ribbon to represent the river and green rick-rack for the mountains. Appendix J

Lesson Eight: Africa

A. Daily Objectives

1. Concept Objectives
   a. Students will understand the geographical location of each continent and ocean.
   b. Students will learn the physical characteristics of each continent – its land, climate, and landmarks.
   c. Students will acquire a basic knowledge of each continent and ocean animal life within its own habitat.
   d. Students will compare and contrast the people, climate, food, and wildlife of each continent/ocean.
2. Lesson Content
   a. World History and Geography
   b. Reading and Language Comprehension & Fiction & Literary Terms
   c. Music – Listening and Understanding & Songs
3. Skills Objectives
   a. Recite the names of the continents and oceans.
   b. Locate oceans and continents on the map.
   c. Listen and understand a variety of texts both fiction and nonfiction.
   d. Understand and follow oral directions.
   e. Construct maps.
   f. Develop extensive vocabulary.
   g. Classify animals and landmarks according to continents.
   h. Compare and contrast the people, climate, food and wildlife of each continent/ocean.

B. Materials
   1. maps
   2. items for display
   3  literature selections (see bibliography)
   4. art supplies
   5. yams

C. Key Vocabulary
   1. desert – a dry area of land with little rainfall where few plants and animals live
   2. savannah – a level land covered with vegetable growth usually found in damp climates
   3. Nile River – the world’s longest river located in Africa
   4. Sahara Desert – the world’s largest desert in the world located in Africa

D. Procedures/Activities
   1. In preparing for the unit, display maps, pictures, stuffed animals and African artifacts.
   2. Review the names of the continents by singing the continent song.
   3. The teacher will say “We are going to travel to a continent where you might see giraffes, tigers, zebras, and elephants. Raise your hand if you can name the continent. This continent has 3 main regions – the savannah (grassland), the desert, and the rainforest.”
   4. After the students have been introduced to the 3 main regions, the teacher will focus the lesson on the desert and the savannah. The students will place animals in the correct regions on a map. Appendix K
   5. The students will compare and contrast the climate and terrain of the 3 main regions of Africa.
   6. The students will discover how the people of Africa live through the use of “African Photo-Fun Activities Cards” from Edupress.
   7. The students will recite the following poem: Elephant. Appendix C
   8. As a culminating activity the students will eat roasted yams that are a traditional harvest vegetable.

E. Assessment/Evaluation
   1. Teacher Observation – class discussions, literature discussions
   2. Recitation of Poetry- The students will recite the following poem at the end of the unit: Elephant.
   3. African Journals – The students will make drawings of the three regions in Africa and various African animals.
   4. Classification -The students will match the animals and landmarks in the correct region and use blue ribbon for the river. Appendix K
VI. CULMINATING ACTIVITY
“It’s A Small World Celebration”
The students will dress as an animal or person from their favorite continent. They will then travel to each continent exhibit which containing books, artifacts, food, pictures, maps, and music. After interacting with the exhibit materials, the students will have their passport stamped. As a culminating activity of the celebration, the students will share with the class their favorite exhibit.

VII. HANDOUTS
A. North America
B. United States Symbols for the Mobile
C. Poetry
D. United States of America
E. Europe
F. Asia
G. Antarctica
H. Map of the Oceans
I. Australia
J. South America
K. Africa
L. Directions for iceberg and tundra

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I. Africa


Appendix A

North America
Appendix B
Appendix C

Five Penguins
This little penguin has little black feet.
He's a black-footed penguin with feathers so neat.

This little penguin is called an Adelie,
On snow he can walk or slide on his belly.

This little penguin has a few yellow feathers.
He's a macaroni penguin. He likes cold kinds of weather.

These big penguins are know as Kings,
And though they can't fly, they can swim with their wings.

This big penguin is the biggest of all.
He's an Emperor Penguin, over three feet tall!

All penguins are birds, mostly black and white.
Any penguin you see is a beautiful sight!

The Rain Forest
Fruits clunk to the forest floor.
Raindrops pitter patter.
Parrots squawk and termites bore.
Monkeys chatter chatter.

Mosquitoes whine and bats squeak.
Boas hiss and branches creep.
Beetles click and tree sloths munch.
(Someone's always having lunch!)

Layers of the Rain Forest
(Tune: If You're Happy)
There are four layers in the rainforest
4 Layers!
There are four layers in the rainforest
4 Layers!
Forest floor, understory, canopy, emergent layer
There are four layers in the rainforest
4 Layers!

I Wish I Could Be President
I wish that I could be president
For just one day.
But the president is quite busy,
And I would want to play.

I wish that I could be president.
I would live in the White House you see.
But for now should be president;
People voted for him, not me.

The Seven Continents
(Tune: Are You Sleeping?)
North America, South America
Europe, Asia, Africa
Don't forget Australia
Don't forget Antarctica
The seven continents, the seven continents.

Thanksgiving Day
Thanksgiving Day will soon be here.
It comes around but once a year.
If I could only have my way,
We'd have Thanksgiving every day.

The Pilgrims Came
The Pilgrims came across the sea,
And never thought of you and me;
And yet it's very strange the way
We think of them Thanksgiving Day.

We tell their story, old and true
Of how they sailed across the blue,
And found a new land to be free
And built their homes quite near the sea.

Every child knows well the tale
Of how they bravely turned the sail
And journeyed many a day and night
To worship God as they thought right.

The Polar Bear
The polar bear is unaware
Of cold that cuts me through:
For why? He has a coat of hair
I wish I had one too!

Penguin
I met a penguin yesterday
So jolly, fit and fine
I pinned a red heart on his chest,
And named him Valentine!
Appendix C

Walk through the Rainforest
Let's take a walk through the rainforest.
Are you ready?
I see a trail.
(point your finger)
Let's follow the trail.
(slap thighs to make walking sounds)
Stomp, stomp, stomp, stomp

I'm going in the rainforest,
I'm going in the rainforest, and I'm not afraid.
No, I'm not afraid.
Look, a vine.
(point your finger)
Let's swing on the vine.
(move arms as if swinging on a vine)
Swing, swing, swing, swing.

I'm going in the rainforest,
I'm going in the rainforest, and I'm not afraid.
No, I'm not afraid.
Look, a mountain!
(point your finger)
Let's climb the mountain.
(move arms and legs as if climbing)
Climb, climb, climb, climb.

I'm going in the rainforest,
I'm going in the rainforest, and I'm not afraid.
Look, a waterfall!
(point your finger)
Let's swim under the waterfall.
(make swimming motions with arms)
Swim, swim, swim, swim.

I'm going in the rainforest,
I'm going in the rainforest, and I'm not afraid.
No, I'm not afraid.
Look, I see a gorilla!
(point your finger)
Let's feed him bananas.
(make motions of peeling a banana)
Peel, peel, peel, peel.

I'm going in the rainforest.
I'm going in the rainforest, and I'm not afraid.
Look, another vine!
(point your finger)
EEK! That's not a vine.
It's a python!
(make running motions)
Run, run, run, run.

Swim under the waterfall.
(repeat motions in reverse order)
Swim, swim, swim, swim.

Climb down the mountain.
Climb, climb, climb, climb.

Swing on the vine.
Swing, swing, swing, swing.

Run up the trail.
(run in place)
Run, run, run, run.
Whoa!
(wipe brow)
We're back at camp!
Appendix C

Elephant
The elephant has a great big trunk.
That goes swing-swinging so.
He has tiny, tiny eyes that show him
where to go.
His huge long ears go flopping, flopping,
up and down.
His great feet go stomping, stomping on
the ground.

The Kind Kangaroo
Said the kind kangaroo,
Oh, what shall I do?
If I had a cradle I'd rock it;
But my baby's so small.
So, I guess after all—
I'll carry her round in my pocket.

Underneath the water
Way down deep
In sand and stones and seaweed,
Starfish creep.

Snails inch slowly
Oysters sleep
Underneath the water
Way down deep.
### Appendix D

<table>
<thead>
<tr>
<th>Greenland</th>
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</tr>
<tr>
<td>Desert</td>
<td>Liberty Bell</td>
<td>White House</td>
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![Statue of Liberty]

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Appendix E

Paris  London  Eiffel Tower
Big Ben  Lean Tower  Pisa
Appendix G

Arctic Circle  Antarctica  North Pole

South Pole

penguins  whales  seals

polar bears  arctic hare  arctic fox

arctic tern
Appendix I

koala  kangaroo  platypus

Sydney Opera House  Ayers Rock  Great Barrier Reef

Outback

Northern Territory  South Australia  Western Australia

Queensland  New South Wales  Victoria

Tasmania
Appendix J

South America
Appendix J

Amazon River  Andes Mountain
Amazon Rainforest

coffee  macaw  boa constrictor
anteater
Appendix K

Africa
Appendix K

Sahara Desert  rainforest  savannah

desert  Nile River

giraffes  zebras

camels  scorpion  elephants

gorillas  parrots
Appendix L

Directions for making an iceberg and tundra:

Fill a 9 x 13 pan with water and freeze. When the water is frozen, loosen it from the pan with warm water. Place the iceberg in a large plastic container of water. Have the students observe the frozen iceberg from time to time. The teacher will make tundra by freezing water in a 9 x 13 pan about 3/4 full. When it is frozen, place a layer of soil on top of the ice and freeze over night. Have the students observe the frozen soil from time to time. As the soil thaws, it will become soggy but ice underneath remains frozen. During the Arctic spring, some plants bloom, for a short time and the ice above the ground melts a small amount. Because the water cannot drain through the ice, the ground becomes soggy and wet. The students will compare and contrast the iceberg and tundra.