Lesson 1.2 "New Hampshire in the World"

Unit 1: New Hampshire Geography

Lesson Objectives

- Students will investigate and discuss New Hampshire's geographical location in the world using maps of different scales.
- Students will listen to and engage in an interactive read aloud.
- Students will define and categorize physical and human features.

Lesson Competencies

- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 7)
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- When appropriate, I can use context to determine intended meanings of words and phrases. (ELA 1)
- I can initiate and sustain a focused discussion. (ELA 7)

Essential Question	How has New Hampshire come to be the way it is?
Focus Question	What physical and human characteristics define New Hampshire?
Estimated Time	Two 40-minute class sessions
Materials & Equipment	Pre-selected student literature for read aloud Class set of "Human and Physical Features" student worksheet Pre-selected Google Earth images for projection or printing

Educator Introduction & Rationale

From its Atlantic coastline, through its dense forests and meandering rivers, across its lakes, and over the peaks of its alpine mountains to its international border with Canada, New Hampshire's geography is like no other state. Exploring the geography of New Hampshire is far more than simply absorbing a collection of facts about the land's surface and inhabitants, past and present. It is an investigation that goes beyond the "what" and "where" of physical and human characteristics to the "how" and "why" those characteristics came to be. Please reference the Educator Overview for more information.

This lesson is the second lesson of Unit 1: New Hampshire Geography, and it focuses on helping students locate themselves in the world while identifying human and physical features. In activation, students brainstorm different names for the place they live. After connecting content to children's literature, they investigate maps of different scales of where they live to understand where they are geographically. Small group discussion as well as whole class discussion is used to give opportunities to talk as well as build confidence while they identify human and physical features of the maps. Please adapt the material presented in this lesson to accommodate the specific needs of the learners in your classroom. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to spend some time previewing these with your students.

Teaching Tip: The purpose of an interactive read aloud is to engage students in the lesson by asking them questions about the text so they make predictions and connect literature to their lives. Have pre-planned stopping spots throughout the text to ask a question that prompts discussion or highlights vocabulary. Include both explicit and implicit questions so that students of all abilities can participate.

Reinforcement activities are provided for students who need more practice with maps and human and physical features. Additionally, students can work with their location through constructing an Anchor Chart based on class activities. An extension activity is provided for students who are ready to use Google Earth to explore further the ideas of human and physical features and how humans make choices involving both.

Learning Activity

Activation

Identifying places. In a pair-share, small group, or whole class, ask students to brainstorm as many names as they can for their location. Intervene with an example if necessary, and, when all are ready, use chart paper or the board to list them. As students offer their ideas, write them from largest to smallest, adding words in between others as necessary.

Expected Outcomes: Possible responses

- [School Name]
- [Town Name]
- [County Name]
- New Hampshire
- New England
- United States
- North America
- World
- Solar System
- Milky Way Galaxy
- Universe

Teaching Tip: An Anchor Chart is an easily accessible poster of the most relevant concepts and strategies of particular content. After the lesson, use the list to make an Anchor Chart for the classroom titled "My Location" and post in the classroom. Keep the location order from largest to smallest places, labeling "Largest" and "Smallest" at the top and bottom.

Direct Instruction

Interactive read aloud. Pre-select a story from one of the listed books (see Supporting Materials) and arrange your class for a read aloud. Whichever book you use, ensure the following ideas are captured in your class discussion:

- Key vocabulary for the lesson
- Maps of different scales to aid in showing New Hampshire's geographical location
- Noticing physical vs. human features

Teaching Tip: This is a good spot to pause if you will divide the lesson between two teaching periods.

Guided Practice

Bird's-eye view. Ask students if they know what it means to say "bird's-eye view." How do we get a "bird's-eye view" of a place? To include in discussion:

- Bird's-eye view is a view from above.
- In the past, people's imagination or high areas, like mountain tops, were used to create bird's-eye views.
- Now satellites in space are used.
- Bird's-eye views can help create a mental picture of the land.

Google Earth. Students will now observe bird's-eye views of your location and identify human and physical features. Distribute the student worksheet "Human and Physical Features" and define "human feature" and "physical feature" with students.

- **human feature**: (noun) An element added to Earth's surface by people, usually to provide shelter, create borders, or support transportation
- **physical feature**: (noun) A naturally occurring feature on Earth's surface such as a landform or body of water

This lesson includes a variety of Google Earth image files to use to identify human and physical features if you do not have access to Google Earth in your classroom. Select four views of varying scales that are best for your class. We recommend to choose at least one view of the land at night. **Available options:**

- The World
- North America
- North America, with Country Borders
- The United States
- The United States at Night
- New England
- New England at Night
- New Hampshire
- New Hampshire Counties
- New Hampshire at Night
- Bird's-Eye View of Concord
- Concord at Night

Independent or Guided Practice

Human and Physical Features. Make the choice for your students whether to do the activity together as a whole class and project the images, or to set up stations, each with an image, and have students rotate through the stations.

As students look at each one, they should either turn-and-talk or discuss what human and physical features they see and add them to the worksheet. What are they able to see at each view? Each image should take no more than two to three minutes.

Where Am I? Review as a class or in small groups. Are there more physical characteristics or human characteristics in each image? Why do they think that is? What might not be shown on the Google Earth images? During review, ask students to identify where they are located on each image to help them locate themselves in geographic space.

Teaching Tip: If you have Google Earth, extend the lesson to look at your town or neighborhood.

Discussion & Reflection

Human features. Instruct students to work in pairs to complete the reflection questions on the back of the worksheet. Share and discuss answers as best for your class.

Reinforcement

1. **Evaluate additional images.** Extend the human and physical features inquiry part of the lesson by having students assess images not used in the classroom.
2. **Where Am I?** Students complete the "Where Am I in the World?" worksheet to practice identifying maps and locating themselves on the map.
3. **Anchor Chart.** Students create their own Anchor Charts of the activation activity, rather than the educator providing one.

Extension

1. **Explore Google Earth.** Allow students to use Google Earth to explore places not seen as a whole class. Consider having them compare rural and urban areas, or examining several different kinds of urban areas, i.e., cities located on a river, by an ocean, in a forest, near a mountain, or on the plains. How have humans adapted to or used physical features in these cities?

Supporting Materials

Other Resources

Images of the Earth from above were taken using Google Earth Pro. See www.google.com/earth/ for more information.

Gray outline images from "Where Am I in the World?" worksheet from Wikimedia Commons.

Literature Selections for Interactive Read Aloud:

Neil Chesanow, *Where Do I Live?* (1995)
This book uses color illustrations and friendly words to show to children all the different names for where they live. It starts with their room in their home, then moves through their neighborhood, town, state, and country—then beyond! From there, children trace their way home again. Descriptive illustrations with a lot of text.

Joyce Hesselberth, *Mapping Sam* (2018)
Follow Sam, a house cat, as he makes his night time rounds through town while his family sleeps. As Sam explores, the book introduces readers to the many ways the world can be shown through a variety of map types. Supporting the brief text on each page, appealing illustrations deconstruct both complex and simple maps. A pictorial glossary at the end provides more detailed information about each type of map used to chart Sam's journey.

Loreen Leedy, *Mapping Penny's World* (2000)
Lisa starts her story in the classroom learning about maps and then takes her skills home to map areas of interest to her and her dog Penny, including Lisa's room, neighborhood, and Penny's treasure locations. The book includes basic vocabulary words and is a friendly, approachable conversation about maps that encourages children to make maps about any location.

Tish Rabe, *There's a Map on My Lap* (2002)
The Cat in the Hat introduces all kinds of maps and the vocabulary that goes along with them. Part of "The Cat in the Hat Knows a Lot About That" series, the book is engaging and informative.

Standards

"Moose on the Loose" Content:

- ✓ Students will understand that New Hampshire has a diverse geography, with mountains, seacoast, and farming land. They will understand it has been inhabited for thousands of years and has a variety of resources. (3-5.T1.1)

"Moose on the Loose" Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1, 3-5.S4.2)

New Hampshire Social Studies Frameworks:

- ✓ Geography: The World in Spatial Terms (SS:GE:4:1.3)
- ✓ Geography: Places and Regions (SS:GE:4:2.1)

NCSS Themes:

- ✓ Theme 3: People, Places, and Environments

C3 Frameworks:

- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.2.3-5, D2.Geo.3.3-5)

Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.3)
- ✓ Craft and Structure in Informational Text (RI.4.4)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.7)
- ✓ Research to Build and Present Knowledge (W.4.8, W.4.9b)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1b, SL.4.1c)

Lesson Vocabulary

geography	(noun) The study of the physical, biological, and cultural features of Earth's surface
continents	(noun) The seven large land masses on Earth: Antarctica, Asia, Africa, North America, South America, Europe, and Australia
scale	(noun) A system of measurement used on a map to show an actual distance on a smaller surface area
physical feature	(noun) A naturally occurring feature on Earth's surface such as a landform or body of water
human feature	(noun) An element added to Earth's surface by people, usually to provide shelter, create borders, or support transportation