

# Continents

(Final Project)

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**Title:** World Continents

**Subject:** Social Studies/Geography

**Intended Grade Levels:** Grades 1 – 6 (Multi-grade)

**Duration:** 4 weeks

**Description:** In this unit students will learn to recognize the continents of the world and utilize grade appropriate extension activities dealing with continents to enrich their learning experience and level of understanding.

**Faith Integration:** The purpose of the unit is to engage students with activities of the world continents, which God has created, and to explore the unique beauty of each one.

## **Curriculum Benchmarks:**

Students will practice responsible use of technology systems, information, and software.

Students will use technology tools to enhance learning, increase productivity, and promote creativity.

Students will use technology to locate, evaluate, and collect information from a variety of sources.

## **Materials/Hardware/Software:**

Digital Camera

Class Computers

Kid Pix – The Learning Company

Atlas (Scholastic Atlas of the World or any available Atlas

It's A Big Big World Atlas by Ovale, copyright 1994 Tormont Publications Inc.

(This Atlas is a huge 23" by 16" sturdy hard board book great for tracing large continents, especially good for early elementary students.)

Internet

Tracing Paper

Play Dough – equal parts flour and salt, slowly add water to mixture and stir until feels like clay.

Water Colors

Poster Board

Toothpicks

**Teacher Preparation:**

Open up continent outline maps website and make templates in Kid Pix.

[www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=world&Rootmap=&Mode=d&SubM](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=world&Rootmap=&Mode=d&SubM)

Research internet sources.

Have available materials to make clay continents.

Geography Video: "From Here to There" A video by the National Geographic Society introduces children to maps, globes, and direction in real life settings.

**Student Preparation:**

Students will need to know how to access the internet.

Students will need to be familiar with the drawing sections of Kid Pix and how to save.

**Activities:**

*Group Project:* Take pictures during the project.

Day 1 – 2 The unit will begin with a video on continents. Students will be divided into groups of two to four students and assigned a continent. They will be given an atlas (or large board atlas) and tracing paper to scotch tape over continent in order to trace their continent, cut out, and paste well onto poster board so that it will not move. (Traced continents may also be enlarged using the xerox machine.) The clay mixture can then be placed over the traced continent to make an accurate continent representation. Using their atlas, instruct students to mold mountain ranges by making certain areas raised higher, carve in major river routes/lakes using toothpicks, and clean up edges. Allow to dry and harden overnight or over the weekend if a large continent.

Day 3 – 4 Use water color paints to color in the continents. Brown for mountain ranges, blue for rivers, lakes, oceans, green for plains. Older students would enjoy experimenting with various hues of color and more detail.

Day 5 Label (write or type out) continent parts with small labeled rectangular paper glued onto toothpicks to name the different mountains, rivers, lakes, and oceans, etc.

Day 6 Class Display of continents. (Take a picture of each finished continent and the group who made it). Allow time for the groups to rotate and observe each finished project.

***Kid Pix:***

Keep same groups to work on a Kid Pix project.

1.) Students will draw and color their continent using Kid Pix.

and/or

2.) Students will use the teacher prepared continent outline map template from [Xpeditions@nationalgeographic.com](http://Xpeditions@nationalgeographic.com) and Kid Pix to draw and label major mountain ranges, rivers, lakes, and oceans, etc.

3.) Students will make a slideshow with the Kid Pix continents and digital pictures of the students making the clay continents.

*Internet:*

(Activities/Games)

Print out activities. (See attached pages 7 and 8.) [www.enchantedlearning.com/geography/label/world](http://www.enchantedlearning.com/geography/label/world)  
[www.nationalgeographic.com/kids](http://www.nationalgeographic.com/kids)  
[www.nationalgeographic.com/xpeditions/hall/](http://www.nationalgeographic.com/xpeditions/hall/)

**Research Project:**

Reassign groups and have students research a continent to be presented orally.

Great sites are:

[www.enchantedlearning.com/geography/glossary/](http://www.enchantedlearning.com/geography/glossary/)

[www.infoplease.com/atlas/](http://www.infoplease.com/atlas/) (Information about mountain ranges, oceans, and more.)

[www.rinet/schools/Central\\_Falls/v/218/t7con.html](http://www.rinet/schools/Central_Falls/v/218/t7con.html) (Beautiful pictures with descriptions.)

**Assessment:**

Print out quiz. [www.enchantedlearning.com/geography/continents/quiz.shtml/](http://www.enchantedlearning.com/geography/continents/quiz.shtml/)

Great interactive quiz with printable results. [www.lizardpoint.com/fun/geoquiz/worldtest.php3](http://www.lizardpoint.com/fun/geoquiz/worldtest.php3)

[www.nationalgeographic.com/geospycontinents](http://www.nationalgeographic.com/geospycontinents)

Rubic: Research from Rubistar (See Attached)

**Extended Activities:**

1. Have students research which animals are characteristic of each continent. Students may bring in beanie baby stuffed animals or small object animals to place on the large clay continent map which was made or even print out animals from Kid Pix, cut, and paste onto zeroxed outline map form. Kid Pix animals may also be pasted onto outline map templates in Kid Pix. Pics4Learning and the Amazing Picture Machine from the Web are also great sources for finding animal graphics.

Researching animals characteristic to each continent is another option and may be performed separate or added to the above continent research paper.

2. Print out from [www.yourchildlearns.com/megamaps.htm](http://www.yourchildlearns.com/megamaps.htm) These are large maps (1 page to 7 feet tall) that can be printed out in part and pieced together as a large puzzle. Great group activity.

3. Continent Craft Globe from [www.enchantedlearning.com/crafts/globe/](http://www.enchantedlearning.com/crafts/globe/) Another great group activity. (See attached activity.)

**Follow-up Activity:**

Have a parent night and display the Kid Pix continents and all the digital pictures in a slideshow while everyone is enjoying food from around the world the children have brought in. Also display the group clay continent projects. Students may dress up from around the world. This adds a great addition to an International Day!

## [Enchanted Learning Software's](#)

### **Papier-Mâché Globe**

#### [More Kinder Crafts](#)

Make your own globe of the Earth from a balloon covered with newspaper, flour-water glue, and paint. Although this is a messy project that takes days to complete, the results are very nice and teach a tremendous amount about geography.

#### **Supplies needed:**

- ? A round balloon
- ? Lots of newspaper
- ? Flour and water glue (instructions below)
- ? A container for mixing the glue (old plastic containers work well)
- ? A spoon or stick to stir the glue
- ? A printer
- ? Pencil
- ? Blue and green tempera paint
- ? Paint brushes
- ? A dark marker

Make a simple, thin glue from flour and water. Mix 1 cup of flour into 1 cup of water until the mixture is thin and runny. Stir into 4 cups of boiling water (the heating gives the glue a nice consistency, but is not necessary). Simmer for about 3 minutes, then cool.

Tear a lot of strips of newspaper. Strips should be about 1 inch wide; the length doesn't really matter.

Blow up and tie a round balloon for each student.

Papier-Mâché: Dip each strip of paper in the flour glue, wipe off excess, and wrap the strip around the balloon. Have at least three layers surrounding the balloon. Let it dry (at least overnight) after each layer.

Let the globe dry completely (it may take a few days). When the papier-mâché is dry, the balloon usually pops by itself, and separates from the outer papier-mâché skin.

Print out maps of the Earth (or use a commercial globe or maps).  
If using our printouts, choose color map printouts ([Western Hemisphere](#) and [Eastern Hemisphere](#)) or black-and-white map printouts ([Western Hemisphere](#) and [Eastern Hemisphere](#)).

Draw the Continents on the Globe:

- ? Using a pencil, draw a line around the midsection of the balloon representing the equator, and draw a dot for each of the poles.
- ? Draw the continent you live in. To draw each continent, show the student the shape of that continent, how big it is in relation to the globe, and where it is positioned (with respect to the equator, the poles, and the other continents). Using a pencil, draw that continent on the globe.
- ? Repeat this process for the other continents.

Work on a bed of newspapers; this is pretty messy. Paint the seven continents green with tempera paints.  
When the continents are done and the paint has dried, use blue paint to represent the oceans, seas, and lakes. Let the paint dry.

Using a dark marker, have the student label the major features on the globe and also where the child lives. The student can mark and label the equator, the seven continents, the oceans, the poles, etc. (depending on the student's grade level).

## Research Report : Continents

Teacher Name: **Mrs. Goosey**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be dis organized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Graphic Organizer	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.

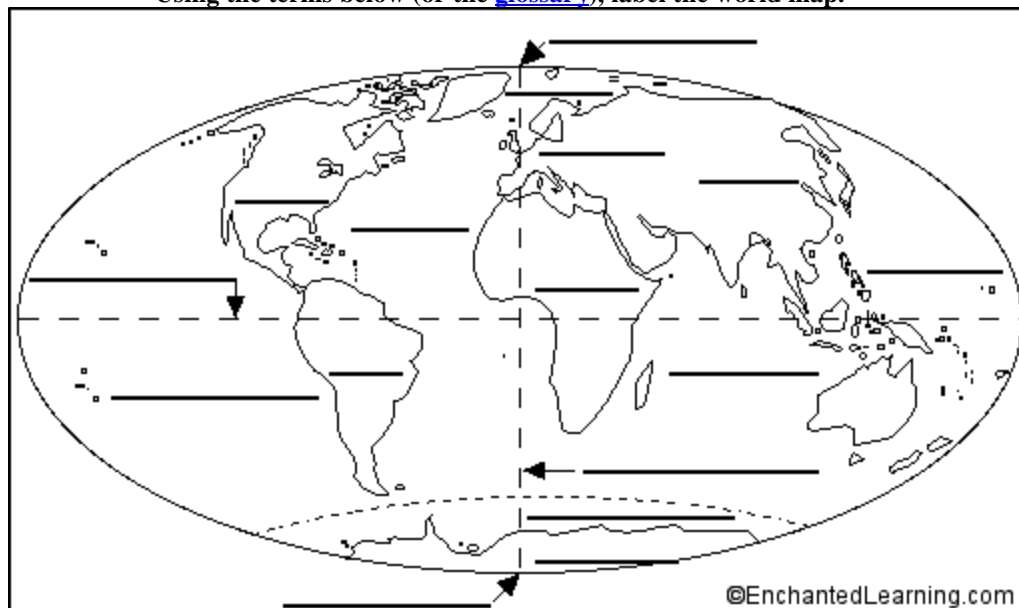
Date Created: **Jul 31, 2005 09:19 pm (CDT)**

1. What are the five oceans on Earth? \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
2. What are the seven continents on Earth? \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
3. Color the oceans and seas blue.
4. Color the continents green.
5. Draw a red line along the equator.

## Label the World Map

[Geography Pages](#)

Using the terms below (or the [glossary](#)), label the world map.



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[/label//label/](#)

Arctic Ocean	Africa	Europe	Equator
Atlantic Ocean	Antarctica	North America	North Pole
Indian Ocean	Asia	South America	South Pole
Pacific Ocean	Australia		Prime Meridian
Southern Ocean			