

Geographic Educators of Nebraska

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Student Atlas of Nebraska Scavenger Hunt

Students will become familiar with the atlas by using content vocabulary and context clues to find the most appropriate resource for information.

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Grade Level	4th
Class Period(s)	2 (40 – 50 minutes)

Nebraska Social Studies Standards

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

Nebraska Science Standards

Nebraska Language Arts Standards

LA 4.1.5

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information

Nebraska Math Standards

**while reading
grade-level literary
and informational
text.**

LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional source.

Overview

This lesson is an introduction to the *Student Atlas of Nebraska*. Students will learn (or review) vocabulary that they will encounter in the Table of Contents, and later, throughout the Atlas. Then they will identify key words in the questions to decide which map or graphic in the Atlas will provide information needed to answer the questions.

Purpose

The lesson will help students build content vocabulary for social studies and apply it as they become familiar with the *Student Atlas of Nebraska* as a classroom resource.

Key Vocabulary

Elevation-Distance above sea level.

Precipitation-Any type of water that forms in the Earth's atmosphere and then drops onto the surface of the Earth.

Latitude-The measurement of distance north or south of the Equator. It is measured with 180 imaginary lines that form circles around the Earth east-west, parallel to the Equator.

Longitude-The measurement east or west of the prime meridian. Longitude is measured by imaginary lines that run around the Earth vertically (up and down) and meet at the North and South Poles.

Aquifer-An underground layer of rock that holds groundwater. Groundwater is rain or melted snow that has seeped into the ground and is held there.

Vegetation-All the plant life of a specific place.

Reservoir-An artificial lake where water is stored. Most reservoirs are formed by constructing dams across rivers.

Expedition-A journey with a specific purpose, such as exploration.

Legislation-Law, legal act, or statute.

Ancestor-Organism from whom one is descended.

Source: <http://nationalgeographic.org/glossary>

Materials

- *Student Atlas of Nebraska* (1 copy for each student)
- 1 set of vocabulary pictorial cards to be posted
- 1 or 2 sets of "I have...Who has?" cards
- 1 Scavenger Hunt question sheet per student OR use question cards cut apart

Objectives

The student will be able to:

- Use content vocabulary to locate information.
- Identify key words in order to find a resource for answering questions.
- Apply map skills to obtain information.

Procedures

First Session/Day 1

1. Teach or review Key Vocabulary words so students will understand the titles in the Table of Contents. Use your established procedure for teaching new vocabulary. (It is not the intent of this lesson that students memorize the definitions.)
-OR-
 - Have the students look up definitions in the glossary of a social studies textbook or other resource and create a **simple** illustration that will help them remember the meaning at a glance.
 - OR-
 - Post the vocabulary pictorial cards as you discuss the definitions and how the simple card illustrations might serve as reminders.
2. Practice the words by using the "I have...Who has...?" cards. Copy and cut apart 1 set if students are paired or 2 sets for individuals so each pair/student has one card. Distribute cards and tell students to be sure they know the definition of the word in bold print when they hear it. Leave the vocabulary pictorial cards posted so all students can see them.
 - Have students stand with their cards.
 - Any student may be chosen to begin the round. For example: "I have the word **latitude**. Who has the word that means 'the height of land above sea level'?"
 - After reading the card, the student sits down and continues to watch/listen.
 - The student who heard the definition for the word on his card reads his card next. Ex: "I have the word **elevation**. Who has the word that means 'a trip or journey to explore an area'?" That student sits down and the process continues.
 - If you use 2 sets of cards you can either divide the class into 2 groups that work

independently or remain as a large group and allow the first of the two students who hears his/her word to read the card. The other student who has the same card will hear it again during the repeat round and will read it then.

- The round ends when all students are seated. One student who is already seated (the student who started the round) will hear the definition of his word and will stand to signal the end of the session.

The class should be able to complete two rounds in about 5 minutes. Collect and redistribute the cards (or have students exchange cards) so each child has a different word. Begin another round. Repeat as time allows. This quick, repeated practice should prepare students for the next part of the lesson.

Second Session/Day 2

1. Distribute a *Student Atlas of Nebraska* to each student.
2. If this is their first exposure to the Atlas, allow a few minutes for them to browse through the Atlas and note the different text features. Then, guide students through the Table of Contents asking them to note any vocabulary words they studied in the previous session. Ask what kind of information they expect to find on each page based on the titles.
3. Tell students that they will be acting as “search engines” to find appropriate resources just as a computer uses key words to search for information. Choose one of the questions on the Scavenger Hunt sheet to use an example. Read the question to the class and ask students to identify key words in the question that will guide them to the page where they might find the answer. *****Note:** Students may not be able to actually answer the questions yet if they haven’t had adequate map reading experience. You must decide if they will only indicate key words in the questions and a page number OR if they should answer the question as well. You might have different expectations for different students. However, they should be able to answer many of the questions if they met the grade 3 standard and indicator:
SS 3.3.1 Students will explore where (spatial) and why people, places and

environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)

4. Guide students through several questions if necessary until they are able to work independently.
5. Distribute either the sheets for independent/pair practice OR distribute question cards (1 per student/pair.) Allow time for students to complete the lesson. If you use the question cards, give students a few minutes to respond to their question and follow up with a class discussion. Ask students to share their thinking. How did the key words give them a clue about where to find the information (the correct page in the Atlas)? Are they confident they could find (or did they find) the correct answer by using the information/text features on that page?

Assessment

The Scavenger Hunt Assessment is designed to be a formative assessment.

Extensions

A follow-up lesson on comparing and contrasting eastern and western Nebraska provides an opportunity for students to apply their knowledge.