



Virtual CLASSROOM

Where in the World Lesson Guide

Lesson Guide | Description

Instructor: Mike Doudican

Grade Level: K - 12

Subject: Social Studies/Geography

Students will discover geography by looking at where items they use everyday actually come from.

Wonder:

Have you ever wondered where in the world the different items in your home come from?

Goal:

Students will identify locations on a map based on where items in their home are made.

Lesson Guide Agenda:

- ❖ Vocabulary
- ❖ Materials List
- ❖ Activity Instructions
- ❖ Challenge
- ❖ Thinking Questions
- ❖ Additional Resources
- ❖ Oklahoma Academic Standards

Lesson Guide | Vocabulary

Geography – The study of physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.

Proximity – nearness in space, time, or relationship.



“Where in the World” Activity

Materials Needed:

Pencil

Large Piece of Paper (Copy, Notebook, or Construction)

U.S. Map

World Map

Table #1 Sample Data

Table #2 Activity Worksheet

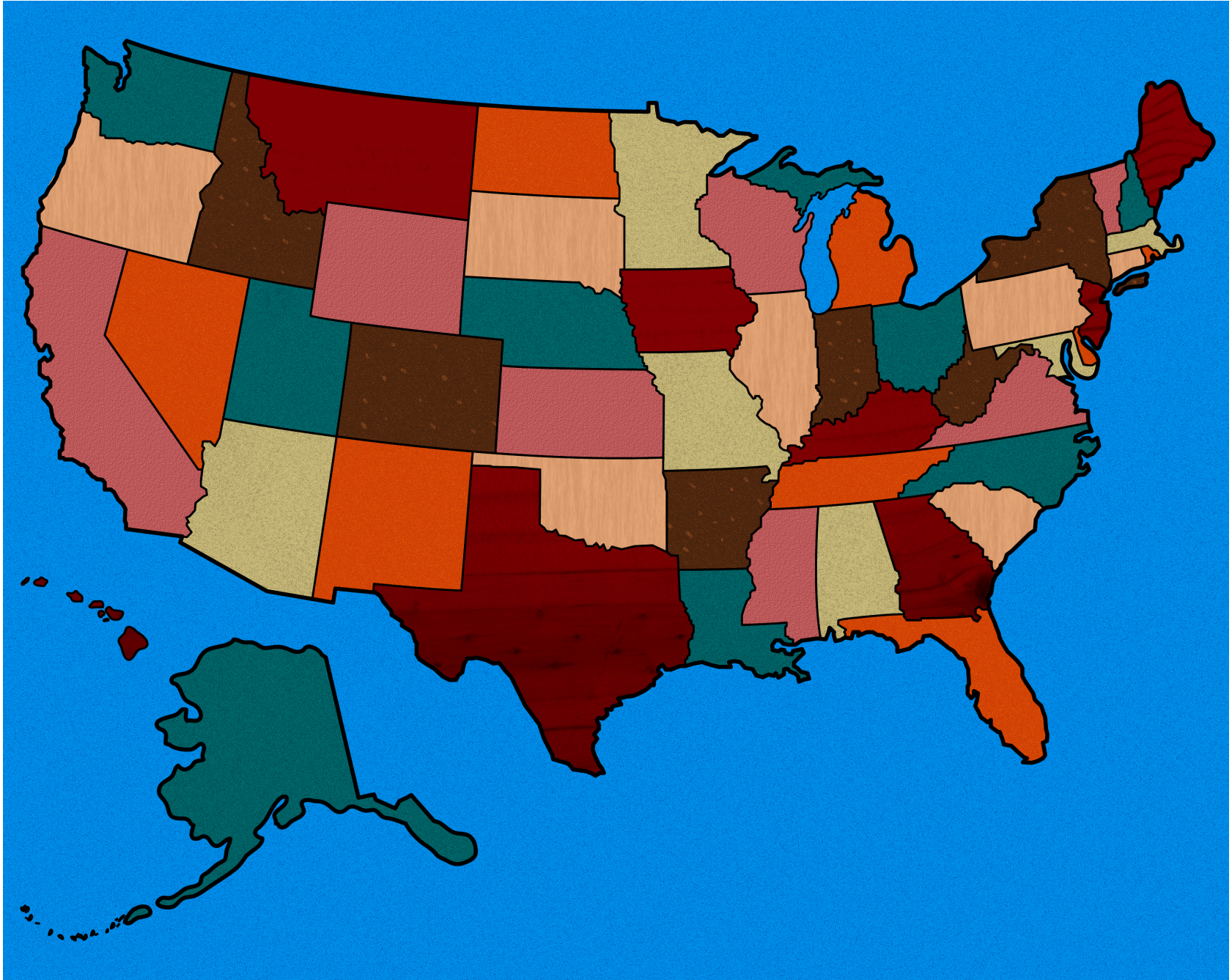
Internet Access

Watch the “Where in the World” video before continuing to the challenge!

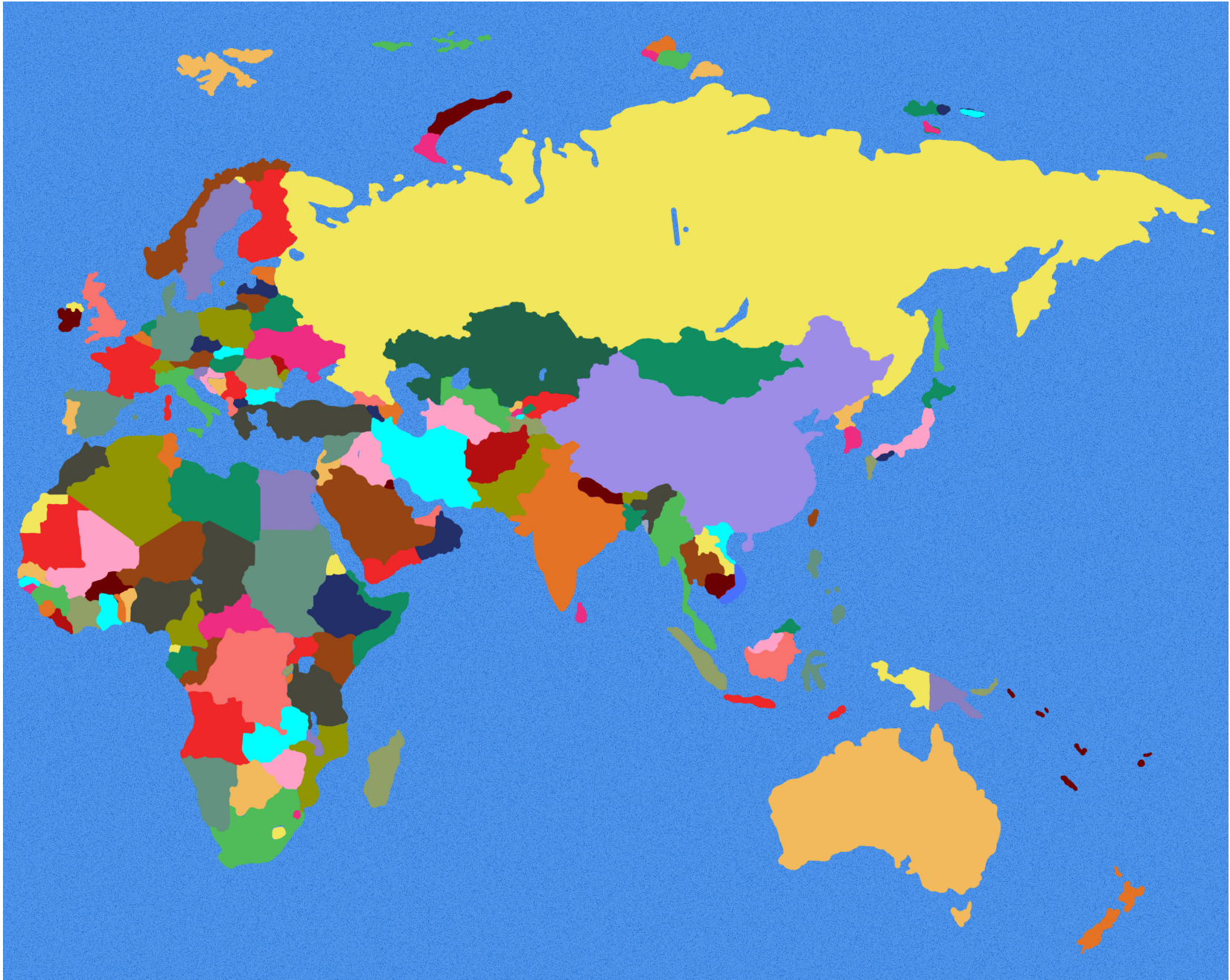
Be sure to print the data table from HomeRoom to go along with this lesson!

**If you have any questions throughout this lesson, please email teachers@oerb.com.
We would love to hear from you!**

Lesson Guide | Activity Instructions



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Instructions:

1. Students will create their own U.S. map or use the one provided on HomeRoom and label each state.
2. Locate everyday items in the kitchen or home.
3. Using the item's label identify which state it came from.
4. Write the name of the item on line 1, column 1 in Table #2.
5. Write the name of the state it came from on line 1, column 2 in Table #2.

Lesson Guide | Activity Instructions

Instructions:

6. On the map, write #1 for this item in the space for that state in which it came from.
7. Using the internet, look up the distance in miles from this location to your home and record it on line 1, column 3 in Table #2
8. Find three interesting geographical landmarks from that state and record it on line 1, column 4 in Table #2.
9. Repeat steps 1 – 8 for other everyday items.

Lesson Guide | Activity Instructions

Example:

Topic-Location of Food Production

Topic Charting Table #1

3-Facts- Landmarks

| | | | |
|---------------------|---------------------------------|----------------------------|---|
| 1.Item: Garlic Salt | Location: Omaha, Nebraska | Miles From your Home 405 | Carhenge, Scotts Bluff, Chimney Rock |
| 2.Item: Soup | Location: Hunt Valley, Maryland | Miles From your Home 1187 | Great Falls Park, Nat. Aquarium,Ft. McHenry |
| 3.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 4.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 5.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 6.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 7.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 8.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 9.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |
| 10.Item_____ | Location:_____ | Miles From your Home _____ | 3 Facts: _____ |

Lesson Guide | Activity Instructions

Example:

Topic Item- _____ Topic Charting Table #2 Facts Section Selection- _____

| | | | |
|------------------------|--------------------------|-------------------------------|-------------------------|
| 1.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 2.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 3.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 4.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 5.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 6.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 7.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 8.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 9.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |
| 10.Item _____ _____ | Location: _____ _____ | Miles From your Home _____ | 3 Facts: _____ _____ |

There is a printable version of this table on HomeRoom!

Thinking Questions

1. What product traveled the farthest?
2. How do you think it got there?
3. How long would it take to drive this distance?
4. Have you ever visited that state?

Challenge:

On your map, draw pictures of the products inside the state they came from.

And/Or

Draw, paint or create a graphic representing the product that travelled the furthest.

And/Or

Using the information you collected on Table #2, create a graph depicting all the products you chose. Include the state and distance/miles of travel along with a picture of Table #2.

WANT TO WIN A PRIZE?

Share a picture with us by emailing teachers@oerb.com and on Facebook/Instagram by tagging us @oerbok.

Be sure to include your name, grade, school, and teacher!

The teacher with the most student submissions will win a \$100 Amazon Gift Card!

Lesson Guide | Additional Resources

Check out these additional resources!

1. **Additional Social Studies Resources for Kindergarten through 12th grade:**
<https://sde.ok.gov/social-studies>

Lesson Guide | Oklahoma Academic Standards

K.2 The student will demonstrate knowledge of basic physical and human geographic concepts.

K.2.1 Explain that a globe is a model of the Earth and that a map is a drawing of a place; construct basic maps.

K.2.3 Identify the shape of the state of Oklahoma on a map.

1.2 The student will demonstrate knowledge of basic geographic concepts.

1.2.2 Identify cardinal directions and use them to identify specific locations on a map.

2.2 The student will describe the physical and human characteristics of their environment.

3.2.1 F. Identify the six states bordering Oklahoma on a map.

4.2 The student will examine the physical geography and environments of the United States.

4.2.1 Use maps and other geographic representations (such as globes and graphs), tools, and technologies to acquire, process, and report information from a spatial perspective.

4.2.3 Explain how people create regions using common geographic characteristics.

4.2.3 A. Identify and describe the major physical, cultural, and economic regions of the United States, comparing one's own region to the other regions.

6.3 The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.

7.1 The student will analyze data from a geographic perspective using the skills and tools of geography.

7.3 The student will identify the characteristics, distribution and demographic patterns of human populations and systems of the Eastern Hemisphere.

Additional standards may apply to your extension of this lesson can be viewed [here](#)