



*History and Social Science
Aligned Standards of Learning
Sample Activities: Geography*

2007-2008

ASOL:

HS-G1: The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Sample Activity:

Students will play the game *I Spy* looking for things in their classroom. Using a card file of pictures of familiar objects in the room, one student will draw a card. The student will describe the location of the object on the card using two of these positional words at a time: near/far, above/below, left/right, and behind/in front. Classmates will guess the object. Play continues with student giving additional positional clues until the object is identified.

Materials Needed:

- Card file of pictures of familiar objects in room.
- Picture symbols of the positional words.
- Switch with voice output if needed.

Instructional Setting(s):

- Classroom and outside on playground.

Community Connections and/or Peer Interaction:

- Have student play game with group of age-appropriate, non-disabled peers in classroom or outside on playground.

Functional Activity/Routine:

- Ask other teachers to reinforce the positional vocabulary when they are working with the students.
- Use vocabulary with students as they are following directions and locating supplies.

Strategies to Collect Evidence:

- Write anecdotal records of the student when he/she uses the words outside of this lesson.
- Write anecdotal record of the student describing the position of objects using his/her form of communication.
- Interview with teacher or other adult who asked student directions to specific places using positional words.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Limit the number of locations and objects.
- **Assistive Technology:** Picture symbols, augmentative communication systems, and Intellikeys.

ASOL:

HS-G8: The student will use simple maps and globes to
c) locate land and water features.

Sample Activity:

Have students use an inflatable globe. As music plays toss the globe from student to student. When the music stops, ask the student holding the globe where his/her right thumb is located (land or water). Teacher should keep a tally as to which feature is identified. At the end of the activity, compare the land and water tallies. Ask students why their fingers landed on water more than land (answer: The earth is made up of 75 percent water).

Materials Needed:

- Inflatable globe.
- Music.
- Chalkboard/chart, paper to tally.

Instructional Setting(s):

- Classroom; outside on the playground; music class; and gym class.

Community Connections and/or Peer Interaction:

- Play game with age-appropriate non-disabled peers.

Functional Activity/Routine:

- Use community map and locate land and water features, by color-coding.

Strategies to Collect Evidence:

- Checklist of student correctly identifying land or water as they caught the globe.
- Video of student interacting with non-disabled peers during activity in music class.

Specific Options for Differentiating this Activity:

- **Support:** Pair students together allowing one student to “catch” the ball and the other to identify “land or water.”
- **Multi-Sensory:** Adapt inflatable globe so that it has a different texture and/or color for land and water. Use a sound ball for students with vision impairments along with the different textures to identify land or water.

ASOL:

HS-G12: The student will demonstrate knowledge of the geography and early inhabitants of Virginia by locating Virginia and its bordering states on maps of the United States.

Sample Activity:

Use Mapmaker's Toolkit to label and color the bordering states of Virginia. Have the student drag and drop the pre-made name label to the correct state or type the correct labels. The student can color each of the surrounding states differently and print the finished product.

Materials Needed:

- A computer.
- Mapmaker's Toolkit.
- Black line map of Virginia.

Instructional Setting(s):

- Classroom or computer laboratory.

Community Connections and/or Peer Interaction:

- Student could label the classrooms surrounding their classroom with teacher names or room numbers.
- Peers could assist the student in creating this map using the computer.

Functional Activity/Routine:

- Understand border by associating a border with a boundary such as a backyard and a neighborhood.
- Play game with rules in-bounds and out-of-bounds such as soccer, kickball, football, and baseball, and help student make the association between what is in-bounds and out-of-bounds.

Strategies to Collect Evidence:

- Student-generated map.
- Interview with peer who helped student create the map.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Provide the students with a printed copy of the Virginia State Map and the bordering states outlined. Supply them with labels of the bordering state names and have the student correctly label the matching state.
- **Support:** Make a hand outline over a Virginia map and have the students label each of the fingers with the appropriate bordering state name.

ASOL:

HS-G14: The student will demonstrate knowledge of how early cultures developed in North America by where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois).

Sample Activity:

Discuss the development and settlement of early cultures in North America (First Americans) using visuals such as maps, overheads, PowerPoints and graphics in small groups. As the teacher discusses and demonstrates the settlements of the First Americans, the students will record the information on a blank map of North America. As a culminating activity the students will design and create a three dimensional map of North America that represents the locations of the First Americans settlements. The map will include a legend.

Materials Needed:

- Maps of North America showing the settlements of the First Americans.
- Blank map of North America.
- Variety of materials such as clay, sugar cubes, rocks, twigs, and mulch to create three-dimensional maps.

Instructional Setting(s):

- Classroom and areas where maps will be created and displayed.

Community Connections and/or Peer Interaction:

- Guest lecturer, museum docent, professor, community expert.
- Have student pair and share with a non-disabled peer to design and create the three-dimensional map.
- Have student explain map to a variety of groups.

Functional Activity/Routine:

- Have students use other map legends to locate places, people, and settlements.

Strategies to Collect Evidence:

- Photograph the students creating a map. This could be done in sequential order and incorporated into a PowerPoint.
- Videotape students asking and answering questions with non-disabled peers and adults.
- Interview from a non-disabled peer that participated in the activity.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Focus on one group at a time, jigsaw the activity by having small groups concentrate on one settlement.
- **Support:** Use high contrast colors to differentiate settlements on the maps and legends.
- **Assistive Technology:** Utilize software to create the map in electronic format that has voice, where by when the student clicks on a section of the map, the image is magnified and the computer speaks what is written, and enlarged maps.
- **Multi-Sensory:** Use tactile materials to create the map.