

Countries Count!

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Grade Level 2
Duration 1 class period

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

AZ Standards

MATHEMATICS

Number and Operations in Base Ten

- 2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.
- Standards for Mathematical Practice**
- 2.MP.1. Make sense of problems and persevere in solving them.

Arizona Social Science Standards

Geography

The use of geographic representations and tools help individuals understand their world.

- 2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks
- Global interconnections and spatial patterns are a necessary part of geographic reasoning.**
- 2.G4.1 Identify different physical and cultural regions in the world.

Overview

Our world has over 200 countries. Some are close to us geographically and some are far. As students begin to explore our world, they begin to learn there is a hierarchy of political bodies (continents, nations, etc.). This lesson exposes them to the concepts of continents and on continents, there are countries.

Purpose

In this lesson, students will identify and label the world's continents and generate math problems

reflecting the number of countries on different continents.

Materials

- Continents of the World map https://geoalliance.asu.edu/sites/default/files/maps/World_Continents_blank.pdf
- Countries Count worksheet and Answer Key
- Independent Countries of the World list
- Crayons/colored pencils
- Assessment Sheet
- Projection device

Countries Count!

Objectives

The student will be able to:

1. Demonstrate knowledge that the earth is divided into large landmasses called continents.
2. Label each continent and write in the number of countries in each continent.
3. Create addition and subtraction problems.

Procedures

1. Introduce the lesson by reviewing that the Earth is divided into land and water. The large blocks of land are called continents. The large blocks of water are the oceans. There are seven continents (North America, South America, Asia, Africa, Australia, Europe, Antarctica) and four oceans (Atlantic, Pacific, Indian, Arctic) (Although there is a debate on a fifth ocean—Antarctic).
2. Distribute the Continents of the World map. Project the same map. Write the name of each continent on the projected map as students copy the information to their maps. (If needed, students can color the areas around these continents with a blue crayon to create a better visual outline of the continents.) They will later color these continents after adding more information.
3. Talk about how these continents are divided into countries. Ask if any child knows upon which continent the United States is located. (*North America*) Indicate this on the map. What other countries have they heard about? Take five to six suggestions and find them on the world map by continents. Then have students guess how many independent countries there are in our world. 200!
4. Project the Independent Countries of the World list. Look at the continents one by one and guide students to write the correct number of countries on their maps in the correct continent location.
5. Explain that the numbers on the list often vary depending on sources of information but for our classroom, we will be using these numbers of countries.
6. Next distribute the Countries Count worksheet. Have each student complete the number of countries for each continent. Then have them **lightly color** on their maps each continent by the colors listed on the worksheet.
7. Generate classroom questions regarding the country numbers between continents. For example, how many countries are in North

America and Asia altogether? How many more countries does Asia have than South America? Decide upon a sample question together and have students copy it onto their worksheets. Solve this question displaying the math work to prove the answer.

8. Distribute the Assessment Sheet and allow time for students to prepare their own questions involving adding or subtracting the countries of the continents. Remind students to write the name of the continent (not the color) in their questions. Students need to answer their own questions and show the math work involved.

Assessment

Geography

Maps should include names of the continents, spelled correctly, and written in the correct location for full credit. (14 points possible – one point per continent location and one point for correct spelling.) Mastery is considered 11 points or higher.

Mathematics:

The student-generated questions using the map information can be scored in the following manner: one point per correctly written question (using names of continents in a question that makes sense), one point for correctly setting up each math problem (adding vs. subtracting and correct location of numbers), one point for correct mathematical computation (correct math answer.) Mastery is scoring 5 out of 6 points possible.

Extensions

Divide students into groups giving each group a continent name and color. Give each group note cards or construction paper (6" x 8") to match their group color. Direct each group to make questions about their continent and write it on the outside of the folded cards. When each group has written five questions, collect all the cards. Then, distribute the cards randomly and have each group write the answers inside the folded cards, or have students write the math problems on white boards and individually answer the questions as they are read to the whole class. The question cards can be used to generate a paper pencil test for further assessment of the mathematics skills.

Sources

Countries per continent:
<https://www.countries-ofthe-world.com>