



# Leapin' Landmarks: Locating 10 Man-made Landmarks Around the World

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**Grade Level** 2  
**Duration** 4 class periods

**ELL Adaptation by** Patricia Eberhardt

## 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

#### Element 2: Places and Regions

4. The physical and human characteristics of places.

## AZ Standards

### ELA

#### Reading Informational Text Key Ideas and Details

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Craft and Structure

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

#### Writing

#### Text Types and Purposes

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Research to Build and Present Knowledge

2.W.7 Recall information from experiences or gather information from provided sources to answer a question.

## 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

2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

### HISTORY

#### The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

2.H1.3 Examine developments from the civilization and/or culture in place or region studied.

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SLOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning <b>Strategies used</b>	<b>Scaffolding</b> Modeling <b>Guided practice</b> <b>Independent practice</b> <b>Comprehensible input</b>	<b>Grouping Option</b> Whole class <b>Small groups</b> <b>Partners</b> Independent
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> <b>Hands on</b> Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> Individual Group <b>Written</b> <b>Oral</b>

### Arizona ELP Standards

#### Grade 2

#### Basic

#### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

#### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

Standard 8 By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.

B-3: use general academic and domain-specific words and phrases.

#### Language

Standard 10 By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.

B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).

### Overview

This lesson addresses children's curiosity about some of the outstanding man-made landmarks of the world. The activity that follows is a hook to entice students to explore the geographical themes of location and place through literature.

### Purpose

The purpose of this lesson is to introduce students to 10 manmade landmarks around the world. It will expose them to mapping and labeling the

continents, oceans, and major mountain ranges of the world. This lesson contains strategies for diverse learners (ELLs).

### Key Vocabulary

**landmark** - any object on land that marks a specific spot

**man-made** – made by people

**natural** – made by nature

**ocean** - a large body of saltwater

**mountain range** - a group of mountains

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**continent** - one of the seven great divisions of land on the globe

### Materials

- Class set or several copies of *Ben's Dream* by Chris Van Allsburg is desirable but reading the book aloud and showing illustrations will also work
- *Ben's Dream* worksheet and answer key
- Vocabulary Squares worksheet
- Famous Landmark Paragraph
- Map Items worksheet
- Chart paper
- Location of Landmarks graphic organizer and answer key (optional)
- Class set of any or all: encyclopedias, atlases, encyclopedia software, Internet access
- Leapin' Landmarks world map  
<https://geoalliance.asu.edu/sites/default/files/maps/LEAP-LND.pdf>
- Images of Famous Landmarks files (pictures of famous landmarks)
- Research Notes graphic organizer

### Additional Details on ELL Strategies

For additional practice of the landmarks, make another copy of the pictures of the landmarks and have students use them to play the memory game.

For additional practice with the vocabulary, have students write the words on 3 X 5 cards. With a partner or small group have the students act out the word with the others guessing orally or holding up the correct 3 X 5 card.

### Objectives

The student will be able to:

- Label a map of the world with the continents, oceans, and major mountain ranges.
- Locate and use several sources to write an informational report in his or her own words.

### Procedures

#### SESSION ONE

1. Distribute the Vocabulary Squares worksheet. Pair students and have them brainstorm the meaning for the term "landmark." (*A landmark is any object on land that marks a specific locality.*) Have partners share with the class and have the class generate a definition. (**Grouping Options: Partners, Preparation: Linking to Background**)

Post the class definition on chart paper and have students fill in "landmark" on Vocabulary Squares worksheet. (**Scaffolding: Comprehensible input**)

2. Introduce the terms man-made and natural. Use class definition of landmark to discuss the difference between natural and manmade landmarks. Pair students and have them brainstorm any man-made or natural landmarks of which they are aware in this country or in other countries. (**Scaffolding: Comprehensible input**) Have pairs of students share with other pairs labeling each landmark as man-made or natural. Have students fill in man-made and natural on Vocabulary Squares worksheet.
3. Have class share 3-5 man-made and 3-5 natural landmarks. Record on chart paper under the headings: Man-made and Natural. (**Application: Promotes engagement**)
4. Introduce the book, *Ben' Dream* by Chris Van Allsburg. Ask the class what they think the name of the landmark is on the cover of the book. As you read the book aloud to the class, pause and invite identification and discussion about each landmark. Project the images provided of the Eiffel Tower, Big Ben, etc.

#### SESSION TWO

1. Pair students and have them brainstorm the meaning of the vocabulary words: ocean, mountain range and continent. Record class definitions on chart paper. Have students record definitions and draw pictures on Vocabulary Squares worksheet. (**Grouping options: partners, Scaffolding: comprehensive input, Application: promotes active engagement**)
2. Distribute and project the Leapin' Landmarks World Map.  
<https://geoalliance.asu.edu/sites/default/files/maps/LEAP-LND.pdf> Use the definitions to guide students in labeling all continents, oceans, and major mountain ranges. (**Scaffolding: guided practice**).

#### SESSION THREE

1. Distribute the Leapin' Landmarks worksheet. Review the names of the landmarks by projecting the images provided and having the students point to the landmark and name it. (**Application: promotes engagement**) (**Assessment: Oral**) Have students work in pairs to complete Part 1 of the worksheet. (**Grouping options: Pairs**) They may use encyclopedia, atlas, or maps to match each landmark with its exact location.

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- When Part 1 of the worksheet is completed, have students check and correct their work before they move on to Part 2.
- The students may work in groups researching a landmark that has been chosen. Distribute the Research Notes graphic organizer to help students record their research findings. Once research the research is completed, they will, individually, complete the Ben's Dream Part 2 worksheet or diverse learners can use the Famous Landmark Paragraph worksheet with sentence frames. **(Assessment: Written)** The students may use a variety of references such as atlases, encyclopedias, and the Internet.

### SESSION FOUR

- When the paragraphs are finished, have students locate their landmarks on their copy of the Leapin' Landmarks World Map.
- If needed, have students recopy their paragraph before they display their map and informational paragraph **(Assessment: writing)**.

## Assessment

### Geography and ELA

The Ben's Dream Part 1 worksheet can be graded for accuracy. Mastery will be considered 80% or higher.

The Ben's Dream Part 2 worksheet can be graded for Ideas/Content and Word Choice. Mastery on their paragraphs will be considered a score of 4 or higher using the 6 Traits of Writing Rubric for those traits.

ELLs or other diverse learners can use the Famous Landmark Paragraph. Two facts and location correctly identified will be considered mastery.

The Vocabulary Squares worksheet can be graded for completeness. Mastery will be considered a score of 90% or higher.

## Extensions

The Location of Landmarks worksheet can be completed as a quiz. Show the students the images of the landmarks and students can identify them by location.

The students could follow the same procedure to identify and write about 10 physical landmarks of the world.

The students could identify and write about a man-made landmark near their hometown.

## Sources

Van Allsburg, C. (1982). *Ben's Dream*. Boston: Houghton Mifflin. ISBN 0-395-87470-X