

Kindergarten Maps and Globes Inquiry

Which is Better, a Map or a Globe?			
Staging the Question: Pose a question to the class about location, such as “How would we find the post office?” or “How would we figure out the best way to get to the grocery store?” Record students’ ideas on a class chart.			
Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Comparison and Contextualization ● Geographic Reasoning		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is a map?	What is a globe?	What is the difference between a map and a globe?	How would you decide to use a map or a globe?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete the first side of a class chart defining a map and listing its features.	Complete the second side of a class chart defining a globe and listing its features.	Complete a class Venn diagram identifying the similarities and differences between maps and globes.	Complete a sentence starter with illustrations: “I would use a ___ to ___.”
<i>Integration of Inquiry Process and Skills</i>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Connects ideas to own interests while discussing ideas about how to get to a known location.	Connect: Connects ideas to own interests about globes. Graphic Organizer: Connect#2	Connect: Connects ideas to own interests about the difference between a map and a globe. Graphic Organizer: Connect#2	Connect: Connects ideas to own interests about how to decide between using a map or a globe. Graphic Organizer: Connect#2
Wonder: Formulates questions about maps.	Wonder: Formulates questions about globes.	Wonder: Formulates questions about the difference between a map and a globe.	Wonder: Formulates questions about how to decide between using a map or a globe.
Investigate: Uses materials provided to find answers to questions by examining world and community maps.	Investigate: Uses materials provided to find answers to questions by examining various images of globes and geographic features of the Earth.	Investigate: Interprets information represented in pictures and verbalizes the main idea while looking at a common location through photographs, maps, and satellite images.	Investigate: Uses materials provided to find answers to questions while examining various geographic scenarios. C3 Resources
Construct: Completes the first side of a class chart defining a map and listing its features.	Construct: Completes the second side of a class chart defining a globe and listing its features.	Construct: Completes a class Venn diagram identifying the similarities and differences between maps and globes.	Construct: Completes a sentence starter with illustrations: “I would use a ___ to ___.”
Express:	Express:	Express:	Express:
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#1
Summative Performance Task: <i>Argument:</i> Which is better, a map or a globe? Construct an argument supported with evidence that responds to the compelling question.			