Lesson Plan by Ashley Vice

Lesson: Paper Mache Globes

Length: 3 days
Day 1-90 minutes
Day 2-90 minutes
Day 3-45 minutes

Grade: 3rd

Academic Standards:
Social Studies
• 3.3.2 Identify the continents and oceans, the equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres.

Performance Objectives:
• When given directions, the student will complete them 3 out of 4 times.
• When given a globe, the student will label 6 out of 7 continents.
• When given a globe, the student will draw on it 6 out of 7 continents.
• When given a globe, the student will draw the equator with 100% accuracy.
• When given a globe, the student will label the equator with 100% accuracy.

Advanced Preparation:
• Globe
• Newspaper
• Balloons
• Flour
• Tub to mix flour and water
• Green and Blue paint
• Paint-brushes
• Felt-tip markers
• Large box
• Pie pans
• Table covered in clean newspaper
• Small world maps
• Large world map

Procedure:
Introduction/Motivation:
The students have already been learning about and locating the continents and equator. Have the students come to the back of the room to review what they have already
learned. (Bodily/Kinesthetic) Show them the globe and ask to recall “How many contents there are on earth?” (Knowledge) Ask them “Can you remember all of their names?” (Knowledge) Ask a student if he could to point to the equator. (Knowledge) Tell the students that they going to be making a globe that has the seven continents on it and the equator. Tell them that they are going to be making a paper Mache globe. (Visual/Spatial) Tell them that they must be good listeners through this lesson because there will be directions given and they must follow them in order for their globe to turn out correctly. Have the students return to their seats.

**Step-by-Step Plan:**

**Day One**
Pass out the newspapers. Show the students how to tear the papers into long pieces (they should be about one inch wide). Then have the students start tearing. Give students about 15 minutes to tear paper because a lot will be needed. While students are tearing the paper, mix the flour and water paste. Once they have finished tearing the paper, have them put it into the large box in the front of the room. Give each student a balloon and have them blow it up. (Intrapersonal) (Have extras incase a student can’t blow it up themselves that way, the teacher will have a clean one). Then have the students cover their desks with newspapers. (Desks should be in groups of fours.) Distribute paste in pie pans to each group of desks. Have students get strips of papers as needed. Show the students how to dip the paper into the pan and cover the balloon with the paper. Tell students to go around their balloons about four times to completely cover it. Once they have done that, have students lay their balloon on the back table to dry overnight. Have them write their name in front of their balloon.

**Day Two**
Have the students get each of their balloons. Have them then get out their map and locate the seven continents and the equator. While they are doing this, go around and pop each of the balloons. After all of the balloons are popped, ask the students to draw the equator on their globe with their marker. Check to make sure they have all done it. Ask them, “Why do you think we drew the equator on the globe first?” (Analysis) The have them draw the seven contents on their globe. (Logical/Mathematical) While they are doing that, start distributing paint in the pie pans. Each group should get blue and green paint and paint brushes. Have the students paint each continent green. Then have them paint the ocean blue as best they can. (Visual/Spatial) After they have done this, have them put their globe on the back table and write their name in front of it so it can dry overnight.

**Closure:**

**Day Three**
Have the students get their globe and have them get out their map. Tell them to label the continents. Tell the students that there isn’t a line anymore for where the equator would be because they painted over it, so have them draw it on their globe again. Tell them to put their name on the bottom of the globe. Then have the students return the globe to the back table. Tell them that their globes will be hanging when they come in tomorrow.

**Assessment:**
The students will be assessed on following directions. I will be observing them throughout the lesson to make sure they are doing what they are supposed to be doing. I will also assess them on their large project over these things: do they have all seven continents labeled, are there seven continents painted on their globe, is the equator drawn on and is it labeled, and is their name on the bottom.

**Adaptations/Enrichment:** The lesson can adapt to fit students needs. If a student has trouble putting paper on the balloon, he can work with another student to do this. If a student has trouble labeling the continents or painting, the teacher can work with the student to help her get it accomplished. The student may need to paired with another student for the entire activity to help meet personal needs. An enrichment for this lesson would be having the student label other parts of the globe. The student can label the prime meridian, the northern, southern, eastern, western hemispheres, the north and south poles, etc.

**Self-Reflection:**