



Continents

By: Amanda Martin
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Social Studies
Grades 3-5



Introduction

This lesson connects students to the content at hand in a number of exciting ways. First, students will listen to a teacher-directed discussion about the seven continents. Then, students will learn the continent rap and label maps. Students will also work in small groups to complete graffiti walls using crayons, colored pencils, and/or markers. Students will gain knowledge about the seven continents and learn how to identify them on a map.

Learning Objectives

- Students will identify, locate, and describe the seven continents.

Materials Needed

- Globe or blank map of continents (to display)
- 7 papers labeled with each continent
- Blank map of continents for all students (x2)
- Crayons, colored pencils, or markers
- Index cards
- 7 large sheets of paper or poster board

Procedure

Day 1

1. To begin the lesson, hold up a globe for students to view (if a globe is not available, a blank map of the world will work). Ask the students to identify what you are holding. Once the proper term is identified (i.e. globe or map), explain to the students that they will be traveling around the world today. Ask students to brainstorm and pair/share with a partner about where they would want to go. Allow students to pair and share for 2-3 minutes. When share time is over, you may select a few students to share where they would want to go.
2. On the board, display a blank map of the seven continents. Explain to the students that in order to travel around the world, we must first understand what is in the world. Introduce the seven continents. Be sure to write in the names for students to visualize as you go. For each continent, it would be beneficial to display pictures, discuss the countries found within it, native animals, geography, etc. If you prefer, students may take notes during this section.

Continued on page 2



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Continued from page 1

3. To help students remember the continent names, teach them [the rap about the continents](#). Allow students to watch the video first. The music will get students excited and grab their attention! After watching the video a couple of times, divide the class into seven groups. Assign a continent to each group by giving them a sheet of paper with their continent name written on it. Ask groups to be seated and play the video again. When they hear their continent in the rap, individual groups should stand and hold up their piece of paper. (Feel free to repeat this activity if desired. You may also ask groups to switch continents for additional exposure to the continent names.)
4. Ask students to return to their seats. On a blank map, guide the students in identifying and labeling each continent. Then, ask students to shade each continent with a different color using crayons, colored pencils, or markers.
5. To close the lesson, ask students to identify their favorite continent so far and give two reasons why. Students should record their responses on an index card.

Day 2

1. Have students stand up. Play the continent rap from the previous lesson and ask students to sing along.
2. Briefly review all seven continents on a map and the characteristics of each. Ask for a few student volunteers to share information that they remember as well.
3. Ask students to return to their groups from the previous lesson. Groups should spread out throughout the classroom. Give each group a large sheet of paper or piece of poster board. Each group will also need crayons, colored pencils, or markers. Assign each group a continent and a color.

For instance: North America: red, South America: yellow, Africa: orange, Europe: blue, Asia: purple, Australia: pink, Antarctica: black

On the large piece of paper or poster board, groups will write their continent's name in the middle in their assigned color. Students will be creating a graffiti wall. To create a graffiti wall, students must jot down any information they can recall about the continent using their assigned color. They may draw pictures or write words/sentences in order to describe the continent. Give each group 3-5 minutes to complete the graffiti wall. (Important: Groups must only use their assigned color for the entire graffiti wall activity. This helps you to identify which group contributed what information.)

4. Explain that students will now be rotating to every graffiti wall in order to fill it up with as much information as possible. Groups will rotate to each graffiti wall and have roughly 3-5 minutes to review the previous group's information and add new information using their assigned color.
5. Review all graffiti walls with the class.

Page 2



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Continued from page 2

Day 3

1. Students will spend this class period showing their new found knowledge of the continents. You may decide to briefly review the continents with the class if you would like to do so.
2. Give each student a blank map. Ask students to work individually to label each continent and list two characteristics of each.
3. Once students have completed the map, students should complete a short essay. Ask students the following question: If you could travel to one of the continents, which one would you pick and why? Responses should be in paragraph form, consist of at least 3 paragraphs (including an introduction and conclusion) and include at least 3 supporting statements.

Evaluation

Continent Essay Rubric	3 (Got it!)	2 (Almost!)	1 (Not quite!)
Essay includes at least three paragraphs (including an introduction and conclusion).			
The student correctly and thoroughly explains why he/she would visit the continent.			
The student includes at least three supporting statements.			