



# What is in the world?

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Social Studies  
Grades 3-5



## Introduction

Students will work individually and in small groups to organize the lesson's key terms. Students will also perform the key terms using dynamics and body movement. Students will organize the hierarchy of their geographical location. Students will develop an understanding of the following terms and how they relate to one another: world, continent, country, state, county, city/town.

## Learning Objectives

- Students will organize global, national, and local terms (such as continent, country, state, county, city/town)

## Materials Needed

- Index cards or half sheets of paper

## Procedure

1. Divide students into groups of 2 or 3. Give each group a notecard or half sheet of paper. On the board, the following terms should be displayed (out of order):

|         |              |
|---------|--------------|
| country | county       |
| state   | city or town |
| world   | continent    |

Groups will be asked to organize the terms correctly (according to their hierarchy) on their notecard or paper. Give groups 2-3 minutes to jot down the terms in the order that they think is correct.

2. Discuss and define all 6 terms as a class.
  - World: the earth; (all other terms below fall within it)
  - Continent: the world's most continuous land masses
  - Country: a nation within a continent
  - State: a territory found within most countries
  - County: a division of a state
  - City/Town: a specific human settlement

You may ask for students to take notes during this portion of the lesson.

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3. Ask students to stand up. You will “perform” the key terms for the class. Stand up tall and hold hands up high while shouting “world.” Get quieter as you say each term and move your body lower and lower to the ground as you reach the final term. “City or town” should be a whisper while squatting on the ground. After demonstrating this, have student join in!
4. Ask students to return to their small groups. Using the other side of the notecard/paper from earlier, ask groups to determine the school’s continent, country, state, county, and city/town. Give groups roughly 5 minutes to complete this activity.
5. Students should return to their seats. Ask for each group to share their responses. On the board, write out the correct hierarchy of the school’s location in a descending fashion.
  - World
  - Continent
  - Country
  - State
  - County
  - City/Town
6. To complete the lesson, students will work alone to determine their home’s continent, country, state, county, and city/town. Students will bring their answers to the teacher as an exit ticket.

## Evaluation

To evaluate student learning, the teacher should examine the exit tickets turned in by the students. Students should be able to correctly identify their continent, country, state, county, and city/town by the end of the lesson.