Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Places

Designed by: Wendy Harrington
District/Agency: Cape Henlopen

Content Area: Social Studies
Grade Levels: K–3

Summary of Unit

At this level, students should be aware that places differ by size and the functions that occur within them: cities are larger and more complex, with greater levels of specialized services than towns. Towns in turn exceed the size and complexity of villages, which are often agricultural in character. Some places are distinguished by specialized functions: religious centers like the Vatican; resorts like Vail, Colorado; political capitals like Washington, D.C. Places also vary by culture: house design, dress, food, or language may distinguish one place from another.

There is also a need to understand that places do not exist in isolation but are influenced by connections with other places. Migration can change a place, such as the growth of the Guatemalan community in Georgetown. Improved roads can alter a town’s character, such as upgrading Delaware State Highway One, which helped the growth of Lewes and Rehoboth as tourist destinations. The type of transportation connection between places can affect the amount of interaction. Places with rail connections will most likely exchange freight; airline connections and port connections allow contacts with foreign places; one-lane highways are much less likely to support place-to-place communication than interstates. People make connections between places for trade and travel.

In both Delaware and the United States, places are of different sizes and contain different levels of economic activity, based on how well they are connected to other places. Students need to apply this observation by examining sample places of different size to become comfortable with the idea. For instance, Christiana Mall in New Castle County, located at the junction of Route One and I-95, is closer and can more easily reach the large population living in the suburbs of the county than can Wilmington, which accounts for the Mall containing four major department stores while the city of Wilmington has none. Similarly, the New York metropolitan area is the largest in the country because, although it is located in the northeast corner of the country, it has better road, rail, and air connections to the rest of the U.S. population than any other place.

Students need to learn to apply the ideas of site and situation to explain the nature of particular places. Site choices at different time periods help explain the distribution of places in Delaware. The earliest European settlements such as Lewes, New Castle, Dover, Odessa, and Seaford were at the head of navigable rivers and streams that flowed into the Delaware River or Chesapeake Bay. Soils were fertile (site) and locations gave easy transport access to markets (situation). Inland locations were not populated. In the 19th century, the railroad offered better access to markets from the center of the Delmarva
Peninsula, and a new string of towns such as Middletown, Harrington, and Camden-Wyoming developed (situation).
Delaware Content Standards

- **Geography Standard Three K-3a**: Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.

Big Ideas

- Patterns
- Culture

Unit Enduring Understandings

Students will understand that:

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation changes, so does the character of a place.

Unit Essential Questions

- How are places different in culture and activity?
- How might connections between places affect their size and complexity?

Knowledge and Skills

**Students will know...**

- Physical characteristics of places
  - Landforms
  - Climate
  - Natural resources
- Human characteristics of places
- Types of connections between places and reasons for building them
- Culture

**Students will be able to...**

- Describe the characteristics of a place
- Compare and categorize the characteristics of different places
- Identify different types of connections and provide reasons for them
- Compare different types of maps
Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task
This summative assessment is a transfer task that should be reviewed with students prior to using the activities in the unit. Students should complete the assessment after instruction in the lessons.

Essential Questions Measured by the Transfer Task
- How are places different in culture and activity?
- How might connections between places affect their size and complexity?

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>You learned that each place on Earth has a unique combination of physical and human characteristics. Now you are ready to compare the physical and human characteristics of your hometown to another place in the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>Our class needs to decide with which place on Earth to start a videoconferencing relationship.</td>
</tr>
<tr>
<td>Role/Perspective</td>
<td>Your job is to work cooperatively with your group to research a place on Earth.</td>
</tr>
<tr>
<td>Product/Performance</td>
<td>Your group will need to present their information for a class display using a PowerPoint, podcast, or storyboard.</td>
</tr>
</tbody>
</table>
| Criteria for an Exemplary Response | When researching your hometown and a different place, be sure to compare:  
  - Physical characteristics (landforms and climate)  
  - Human characteristics (population, language, how people make a living, size of settlement, and activities)  
  - Culture (food, music, dress, language, major holidays, etc.)  
  - Connections (How is this place connected to other places? How is the size of this place based on the types of connections?) |
<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>SCORE POINT 3</th>
<th>SCORE POINT 2</th>
<th>SCORE POINT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation provides...</td>
<td>The comparison between the two places is <strong>thoroughly developed</strong></td>
<td>Partially developed comparison</td>
<td>Minimally developed comparison</td>
</tr>
<tr>
<td>a comparison between the hometown and the place researched in regards to <strong>Physical Characteristics</strong> (landforms and climate).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The comparison between the two places is <strong>thoroughly developed</strong>.</td>
<td>Partially developed comparison.</td>
<td>Minimally developed comparison.</td>
</tr>
<tr>
<td>a comparison between the hometown and the place researched in regards to <strong>Human Characteristics</strong> (size of settlement and activities).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The comparison between the two places is <strong>thoroughly developed</strong>.</td>
<td>Partially developed comparison.</td>
<td>Minimally developed comparison.</td>
</tr>
<tr>
<td>a comparison between the hometown and the place researched in regards to <strong>Culture</strong> (food, music, dress, language, major holidays).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The comparison between the two places is <strong>thoroughly developed</strong>.</td>
<td>Partially developed comparison.</td>
<td>Minimally developed comparison.</td>
</tr>
<tr>
<td>a comparison between the hometown and the place researched in regards to the types of <strong>Connections</strong> and how that affects the size of the settlement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The comparison between the two places is <strong>thoroughly developed</strong>.</td>
<td>Partially developed comparison.</td>
<td>Minimally developed comparison.</td>
</tr>
<tr>
<td>use of content-appropriate vocabulary in order to demonstrate understanding.</td>
<td>Content-appropriate vocabulary is <strong>well developed and evident</strong>.</td>
<td><strong>Some evidence</strong> of content-appropriate vocabulary.</td>
<td><strong>Minimal evidence</strong> of content-appropriate vocabulary.</td>
</tr>
</tbody>
</table>

**Above the Standard:** 13-15  
**Meets the Standard:** 8-12  
**Below the Standard:** 5-7  

**Total Score:** ____
Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.
Lesson One

- How are places different in culture and activity?
- How are places unique in physical characteristics and human activity?

Background

Places around the world have unique characteristics that distinguish them from other places. Students will investigate different characteristics that include physical, human, and cultural characteristics.

Delaware Social Studies Standards

Integrated in the Instructional Strategies

- **Geography Standard Two K-3a:** Students will distinguish different types of climate and landforms and explain why they occur.
- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Instructional Strategies

**Strategy 1: Gathering Information**

**Think-Pair-Share**

“Today we will be investigating what makes a place different from another place.” Read a book or show a video/video clip of another place in the world. An extensive bibliography is available at the end of this unit.

**Think/Pair/Share Directions**

- First, the teacher poses an open-ended question or problem. ("What do you think people in this place like the most about their town?")
- Each individual student takes approximately 1 minute to think about an answer or solution on their own.
- The student then pairs up with another student, and they discuss their answers or solutions together.
- The whole class reports in partners various answers and solutions.

Ask students, “What are some ways the place we learned about is different from our town?” Have students “Think” on their own to make a list. After a few minutes, have students “Pair” with another student to compare lists. Finally, student pairs will “Share” with the entire group. The teacher should record student ideas on a board or projector.

Note to teacher: Typing the list of student ideas for categorizing later (see sample – place worksheet) will be helpful.
Strategy 2: Gathering Information
ABC Graffiti

The purpose of this strategy is to review/introduce concepts:
- Landforms – mountains, plains, valleys, waterways
- Climate – temperate, polar, tropical, high altitude
- Natural resources – water, oil, coal

Have a group of 2–4 students draw a rectangular box at the top of a large piece of construction paper (to be posted later in the room). Give the following directions to each group:
- Write the words “Landforms & Climate” at the top.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the middle.

Directions to students might include: Write the term Landforms & Climate” in the top box. Then list all of the examples of landforms and climates they can think of beginning with A through Z. For instance, when you get to O you might include the word “ocean.” For example:

<table>
<thead>
<tr>
<th>Landforms &amp; Climates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Bay</td>
</tr>
<tr>
<td>B - Bay</td>
</tr>
<tr>
<td>C - Canyon</td>
</tr>
<tr>
<td>D - Delta</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>G</td>
</tr>
<tr>
<td>H - Hawaiian Islands</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>J - Jungle</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>L - Lake</td>
</tr>
<tr>
<td>M - Mountain</td>
</tr>
<tr>
<td>N - Nile River</td>
</tr>
<tr>
<td>O - Ocean</td>
</tr>
<tr>
<td>P - Plain/Peninsula/Polar Climate</td>
</tr>
<tr>
<td>Q</td>
</tr>
<tr>
<td>R - Rain Forest</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>T - Tropical/Tundra/Temperate Climate</td>
</tr>
<tr>
<td>U</td>
</tr>
<tr>
<td>V - Valley</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
</tr>
</tbody>
</table>

Strategy 3: Extending and Refining Information
Categorizing

Hand out the Places Worksheet for students to categorize physical characteristics. Students should use the word bank at the top of the worksheet.

Once the Places Worksheet is completed and reviewed as a class, ask students to look at the words that are still listed at the top of the page.

Think/Pair/Share – Connections – break connections into 3 subcategories:
- Natural – e.g., river, pond, ocean, gulf, land, air
- Man-made – e.g., sidewalk, canal, road, highway, railroad track
- Transportation – e.g., car, truck boat, train, airplane, subway
Have students take out their Places Worksheet to categorize Connections. Once this is complete, have students look at the words that are left at the top of the page. These should all be words that reflect Human/Cultural Characteristics. Ask, “What do these words all have in common?” Students should say that they all relate to people and what people do, their way of life. Have students complete the Places Worksheet by recording the Human/Cultural Characteristics in the correct column.

NOTE: Students may not immediately recognize oceans, rivers, and air as connections with other places because of air and water circulation, etc. This may need to be taught.

**Check for Understanding**

- When given a list of characteristics, students will categorize the list into 3 categories: physical characteristics, human/cultural characteristics, and connections. (See Check for Understanding #1 Worksheet.)

For administration of formative assessment see Student Self-Assessment and Reflection.

**Strategy 4: Extending and Refining Cooperative Learning**

Tell students that they will be producing a presentation (PowerPoint, storyboard, poster, brochure, etc.) of their town or community. Students will work in small groups of 3. Each child will be responsible for one topic listed below.

- Physical characteristics (landforms, climate, natural resources, etc.)
- Human characteristics (ages, population, business)
- Culture (languages spoken, dress, music, foods, holidays, etc.)

Have all of the students who are working on physical characteristics in one area of the room working together and do the same with the two other topics. Resources should be available for each topic. Once students have finished their research, they will return to their original groups to share their findings. After sharing with their original group, students will begin work on their presentations.

NOTE: If possible, take a walking field trip of your town to identify local businesses or have the mayor, town council, school board representative, and/or parents come in for interviews in regards to human characteristics and culture.

**Strategy 5: Application Graphic Organizers**

Students should work in partners for this strategy.

- Partners choose one photograph from different places around the world.
  - [http://ngm.nationalgeographic.com/more/photography](http://ngm.nationalgeographic.com/more/photography) – basic link to photos
Each student should construct a T-Chart (one side is physical characteristics and the other side is human characteristics). Have each student list characteristics for each side of the T-Chart based on the photo chosen.

**Check for Understanding**

- How is Delaware the same or different in human and physical characteristics compared to the place in the picture you chose? Explain your answer with an example.

**Rubric**

2 – This response gives a valid comparison with an accurate and relevant example.
1 – This response gives valid comparison with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#).
Lesson Two

- How might connections between places affect their size and complexity?

Background

The size and complexity of a place is influenced by the number of connections that exist. By comparing different types of maps, students will investigate this concept.

Delaware Social Studies Standards
Integrated in the Instructional Strategies

- Geography Standard One K-3a: Students will understand the nature and uses of maps, globes, and other geo-graphics.
- Civics Standard Four K-3a: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Instructional Strategies

Strategy 1: Gathering Information
Think/Pair/Share and Categorizing

Ask pairs of students to brainstorm different words that name different types of settlements (town, city, village, country, neighborhood, development, urban, suburban, rural, etc.).

Ask students to then categorize these words into settlements that are small, medium, and large. Consider having students use a chart like the one below.

<table>
<thead>
<tr>
<th>SMALL</th>
<th>MEDIUM</th>
<th>LARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check for Understanding

Have each pair of students explain their reasoning to another pair by responding to the following questions:

- Why did you put that settlement in that category?
- What would the difference be between these two settlements?
- Do you think this settlement would have more or less connections than this settlement?
- Which settlement do you think would have the most/least amount of people?
Strategy 2: Extending and Refining  
Categorizing

Put students into groups of 2–3 and look at road maps of Delaware.


Students should record towns/cities that they consider “small, medium, and large.” Give groups 10 to 15 minutes to complete this activity.

Have each group share one town/city from each category. Have each group locate that place on the map, and the teacher records on a class chart. Consider using push pins on a large Delaware map.

After each group has shared, ask the students why they categorized that place as small, medium, or large. Students should notice the number of connections to and from that place.

For example –

- Small – Milton, Dewey Beach
- Medium – Dover
- Large – Wilmington

Check for Understanding

Give students a road map of Virginia. Use Google Maps (type in Virginia).


- Have students locate a small and large settlement.
- How does the number of connections a settlement has determine its size? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see Student Self-Assessment and Reflection.

Strategy 3: Extending and Refining  
Identifying Similarities and Differences

Have students work in pairs to complete the sentence stems and answer the questions in this strategy.

Look at early maps of North America and notice where the first settlements were located.

- [http://www.lib.utexas.edu/maps/united_states/exploration_1675.jpg](http://www.lib.utexas.edu/maps/united_states/exploration_1675.jpg)

Students should notice that most of the larger settlements are located on or near waterways such as rivers and/or oceans.

- Are most large cities located mostly inland or near the oceans and rivers?
- Why might that have been important in the past? (Minimal transportation and connections, technology)
Have students examine population maps of the United States for present day.

- [http://maps.howstuffworks.com/united-states-population-density-map.htm](http://maps.howstuffworks.com/united-states-population-density-map.htm)

Ask students to identify major cities, then complete sentence stems like those below in order to compare the cities.

- Wilmington and New York City are similar because they are both located on a waterway.
- __________ and ____________ are different because ____________________.
- Are the cities in the same places on both early and present maps?
- Why are some cities now away from waterways?

Ask students to examine maps of airports and railroad systems of the United States. Ask, “Are the major cities near the airports and railroad systems?” “Why would being near major connections be important?”


**Check for Understanding**

- Why are cities located near transportation connections? Explain your answer.

**Rubric**

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see Student Self-Assessment and Reflection.

**Strategy 4: Application**

**Making Comparisons**

Compare the three counties in Delaware with regards to settlement size and complexity using road maps and population maps.

Complete Delaware Counties worksheet in pairs. Share results with the class.

Ask students, “Why do you think Wilmington is so much larger than Georgetown when they both have airports?” Students should notice that on the road map, there are major highways that connect Wilmington to Baltimore, Washington, Philadelphia, and New York City. Students should also notice that the Delaware River connects Wilmington to Philadelphia where Georgetown is surrounded by land with no major waterways or major highways.

**Check for Understanding**

- Give students a map of California that includes airports, railroads, and waterways. Identify a location on the map that would be a good place for a large city. Explain why you chose that location.

Note: To make this map, go to [www.nationalatlas.com](http://www.nationalatlas.com) and click on Map Maker. Under “Basic Maps,” click on Streams & Waterbodies. Under “Transportation,” click on Airports and Railroads. Click the “Redraw Map” button and then zoom in to California.
**Rubric**

2 – This response gives a valid location for a city with an accurate and relevant explanation.

1 – This response gives a valid location for a city with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection.**
**Resources and Teaching Tips**

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

**Lesson 1:**

United Streaming Videos/Clips
- Africa in Focus

Thinkfinity.org
- Ireland video

Population Maps
- [http://maps.howstuffworks.com/united-states-population-density-map.htm](http://maps.howstuffworks.com/united-states-population-density-map.htm)

Pictures
- National Geographic Photo Galleries that include Landscapes, People & Culture, History, Travel, and Adventure & Exploration

**Lesson 2:**

Free Maps
- Google Maps
  - [http://www.merriam-webster.com/cgi-bin/nytmaps.pl?delaware](http://www.merriam-webster.com/cgi-bin/nytmaps.pl?delaware)
  - [http://nationalatlas.gov/printable/reference.html#list](http://nationalatlas.gov/printable/reference.html#list)

Transfer Task Resources (suggested places in the world)
- Road Maps – Google Maps
- Precipitation and Temperature Graphs – [www.weather.com](http://www.weather.com) then type in city and country. Scroll down and click on “Averages.”
- Location of Airports – Google Maps, type in the name of the country and hit “Search Maps” then type in “airports” and hit “Search Maps”
- Location of Railroads – Google Maps, type in the name of the country and hit “Search Maps” then type in “railroads” and hit “Search Maps”

Alice Springs, Australia (hot desert):

Beijing, China (temperate):
New Delhi, India (semi-arid):
- Culture – [http://home.freeuk.net/elloughton13/india.htm](http://home.freeuk.net/elloughton13/india.htm)

Reykjavik, Iceland (tundra):

Managua, Nicaragua (rainforest):
- Culture – [http://www.compassion.com/about/where/nicaragua.htm](http://www.compassion.com/about/where/nicaragua.htm)

Uliastai, Mongolia (cold desert):

Suva, Fiji (island):

Nairobi, Kenya (tropical savannas):

**Differentiation**

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded within the instructional strategies and the transfer task.
<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Support and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic (learns by reading and writing)</td>
<td>Students are supported by using graphic organizers and written questions.</td>
</tr>
<tr>
<td>Logical/Mathematical (likes classifying and categorizing, patterns and relationships)</td>
<td>Students are expected to list characteristics of different places and categorize them.</td>
</tr>
<tr>
<td>Auditory/Musical (learns by listening, likes rhythm and song)</td>
<td>Students are supported through cooperative learning and paired discussion.</td>
</tr>
<tr>
<td>Visual/Spatial (learns by drawing and designing, using videos, maps, charts, etc.)</td>
<td>Students use world maps and road maps. Master copies of class reports are displayed in the classroom. Students can watch videos or look at books of different places in the world.</td>
</tr>
<tr>
<td>Tactile/Kinesthetic (likes to use tactile methods of learning)</td>
<td>Students can touch and manipulate maps throughout this unit.</td>
</tr>
<tr>
<td>Interpersonal (likes to work with others)</td>
<td>Cooperative learning and paired discussion takes place throughout the unit.</td>
</tr>
<tr>
<td>Intrapersonal (likes working independently)</td>
<td>Using the Think/Pair/Share strategy, students must first work alone and record their personal thoughts quietly. Only after this takes place are they expected to pair with another student and discuss their thoughts.</td>
</tr>
<tr>
<td>Naturalist (learns by investigating and questioning, particularly in nature)</td>
<td>Throughout the unit, students are expected to investigate and question ideas before sharing them with a partner or the class.</td>
</tr>
</tbody>
</table>
Design Principles for Unit Development
At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

**International Education**

Students will experience international education by researching a different place in a different country in regards to that place’s physical characteristics, human/cultural characteristics, and their connections. Students will also be comparing Delaware’s unique characteristics to another place in the world.

**Universal Design for Learning:**

Students will have the opportunity to demonstrate their knowledge using many different forms of presentation. In Lesson 1, Strategy 3, students have the choice of making a storyboard, PowerPoint presentation, poster, brochure, and any other presentation they come up with. The same is true for the Transfer Task.

**21st Century Learning:**

- Demonstrate teamwork and leadership
- Develop, implement, and communicate new ideas with others
- Work productively with others

**Technology Integration**

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Multiple opportunities to integrate technology are included in this unit. See Resources for websites.
**Content Connections**
Content Standards integrated within instructional strategies

- **Geography Standard One K-3a:** Students will understand the nature and uses of maps, globes, and other geo-graphics.
- **Geography Standard Two K-3a:** Students will distinguish different types of climate and landforms and explain why they occur.
- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.
Places Worksheet

What makes a place different from another place?

<table>
<thead>
<tr>
<th>Food</th>
<th>Size</th>
<th>Sites</th>
<th>Languages</th>
<th>Traditions</th>
<th>Climate</th>
<th>Landforms</th>
<th>Sports</th>
<th>Money</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flag</td>
<td>Animal</td>
<td>Instruments</td>
<td>Amount of People</td>
<td>Canal</td>
<td>Soil</td>
<td>Clothes</td>
<td>Roads</td>
<td>Bridges</td>
<td>Canal</td>
</tr>
<tr>
<td>Companies</td>
<td>Books</td>
<td>Celebrations</td>
<td>Plants</td>
<td>Airplanes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Characteristics</th>
<th>Human/Cultural Characteristics</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ________________________________

Date: ________________________________
Check for Understanding

Directions: Read the words below. Write each word under its correct category.

<table>
<thead>
<tr>
<th>mountain</th>
<th>bridges</th>
<th>food</th>
<th>population</th>
</tr>
</thead>
<tbody>
<tr>
<td>airports</td>
<td>tropical</td>
<td>road</td>
<td>language</td>
</tr>
<tr>
<td>ages</td>
<td>river</td>
<td>dress</td>
<td>canal</td>
</tr>
<tr>
<td>music</td>
<td>trains</td>
<td>holidays</td>
<td>desert</td>
</tr>
<tr>
<td>recreation</td>
<td>highway</td>
<td>types of houses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Characteristics</th>
<th>Human/Cultural Characteristics</th>
<th>Connections</th>
</tr>
</thead>
</table>

<p>| | | |</p>
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<tr>
<th></th>
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Check for Understanding – Answer Key

Directions: Read the words below. Write each word under its correct category.

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<td>types of houses</td>
<td></td>
</tr>
</tbody>
</table>
## Delaware Counties

<table>
<thead>
<tr>
<th>Settlement Sizes (small, medium, large)</th>
<th>Sussex County</th>
<th>Kent County</th>
<th>New Castle County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Connections</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>