

“BAGGIE GLOBES”

Making a 3-D Model of the Global Grid System



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Purpose: For students to discover the main points on a globe that are relative to creating a global grid system by creating a model

Estimated Time: 1 - 2 class periods

Grade Level: K- 7 – easily adaptable for all grades and student ability

National Geography Standards Addressed:

#1: How to use maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#2: How to use mental maps to organize information about people, places, and environment in a spatial context.

Indiana Social Studies Standards Addressed:

2.3.1: Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

2.3.2: Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.

5.3.1: Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Objectives:

Upon completion of this lesson/activity, students will be able to...

- ★ identify the major location on a global grid system.
- ★ indentify latitude and longitude lines.
- ★ develop a mental picture of the globe.

Material Required:

- ★ A sandwich-size baggie for each student with the following supplies...
 - ★ a small Styrofoam ball
 - ★ three toothpicks: one red, one blue, and one yellow
 - ★ embroidery floss in the following colors...
 - i. blue
 - ii. red
 - iii. yellow
 - iv. black
 - v. purple
 - vi. green
 - vii. pink
- ★ a globe
- ★ Direction Sheet for creating *Baggie Globes*

Procedures:

1. Explain to the students they will be making a model of the global grid system using the supplies in each baggie.
2. Show the students examples of locations on a globe.
3. Distribute the baggies/directions one per student.
4. Either read directions to students or allow them to work at their own pace with their own set of directions. Direction Sheet (included)
(Directions 1-5 are ideal for lower grade levels; while all directions would be for upper levels or create your own.)
5. When complete, assess students' models for comprehension.
6. Have students remove all elements from Styrofoam ball and return to baggie.

Assessment:

Students' baggie globes will be assessed based on the correct location of each element on their model. See rubrics.