

Enhancement Activities/Strategies for Gifted/High Ability Learners: Sample Social Studies Learning Plan

Big Idea/ Topic

My Location

Connecting Theme/Enduring Understanding:

Location: The student will understand that where people live matters.

Essential Question: Where do I live? (city, county, state, nation, and continent)

Standard Alignment

SS1G2 Identify and locate the student’s city, county, state, nation (country), and continent on a simple map or globe.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Information Processing Skills: 6. Identify and use primary and secondary sources

Map and Globe Skills: 1. Use a compass rose to identify cardinal directions. 2. Use intermediate directions.

Advanced Research

- One way to help students understand the difference between countries and continents is to have them research different countries. Present students with [an information card](#) that shows the name and outline of a country. Have them use visual clues to find that country on the map and identify the continent where it is located. Students will find the classmate who also has the same country and partner with them to complete a [Country Research Book](#). On one page of the book, students will design a passport stamp for their country. (Bring your own

passport in to show students and explain how you earn stamps in your passport by visiting countries.) Scan their passport images and print them on labels or sticker paper. Print paper [passports](#) for each student. Have students use Flipgrid, SeeSaw, Screencastify, or a similar recording tool to create a short video about their country. Take your class on a virtual field trip around the world as students share their presentations. Let each group pass out stickers for their classmates to add to their passport books after they “visit” each country. (If your students are virtual, rather than printing stickers and passports, share a copy of the files digitally with students, so they can create digital passports.) If your students have access to Pebble Go, it is a great tool to use for researching this project because it has a feature that allows students to have articles read aloud to them.

- Read aloud the picture book *Me on the Map* by Joan Sweeney or show [the video](#). Have students create a [Where I Live Flip Book](#) and figure out their “world address.” You can also create a presentation featuring pictures and short bios of children from around the world, and have your students use an atlas to figure out the World Address of other students. This activity will help students understand the difference between cities, states, countries and continents.
- Google Earth is an amazing tool to help students learn geography and explore places all around the world! It is very easy to use to with students and is a valuable tool to satiate advanced students’ cravings to learn, know, and explore. Learn more at <https://www.google.com/earth/education/>.

Communication

- Studying geography is also a great time to introduce students to other cultures. Advanced students are often very curious and eager to learn. One way to help students learn more about other cultures is to interview someone who grew up in a different culture. Have students practice writing questions they have before the interview, taking notes during the interview, and writing an article for your school newspaper or social media page about their visitor after the interview.
- Read aloud or watch a read-aloud video of [Pete the Cat and the Treasure Map](#) or [How I Became a Pirate](#). Focus on the parts of the book where the pirate treasure maps are shown. Work together as a class to write a set of directions for how to find the treasure. Explain what “paces” are and how they are measured. Practice measuring distances in class or at home in paces. If you are in school, hide an object in your classroom (but let students know where it is), then have students practice writing step-by-step directions for how to find it. To make it even more fun, play “Pirate’s Booty,” a game where students hide a secret treasure somewhere in your classroom then write directions that their classmates have to follow to try to locate the treasure.

Critical Thinking and Critical Problem-Solving Skills

- Play geography games to practice visualizing the shapes and locations of different continents and countries. Here are a few virtual geography puzzles your students might enjoy: [Continents and Oceans Game](#), [Connect the Countries Puzzles](#), [Jigsaw Map Puzzles](#).
- Explore Georgia with a place-based Scavenger Hunt. Call out a clue or riddle and have students use maps to locate the answer. Include questions about famous Georgia landmarks, cities, rivers, and land regions to help students learn more about our great state.
- Have students complete the [Animal Parade Riddles](#) to practice using cardinal and intermediate directions.

Creative Thinking and Creative Problem-Solving Skills

- Young students enjoy learning about animals. Have them research animals that are native to different countries around the world and create a fact-based mascot for each country (for example, Grandpa Capuchin, a white-faced monkey from Costa Rica or Bert the Bengal Tiger from India). Then have students make puppets of their characters and write fact-based narratives that can be used to perform puppet shows.
- Have students develop a song, poem, riddle, dance, or some other type of mnemonic device to help their classmates remember the locations of the seven continents. Here's a silly [example](#) and a repeating [song](#) to use for inspiration that catches the attention of 1st graders.
- Have each student create a map of their bedroom at home. Talk about drawing from different perspectives and have students try using a birds-eye view to make their maps. You can also have students practice map-making with familiar school locations such as your classroom, media center, playground, cafeteria, etc. This is a great opportunity to talk about scaling. You could also provide grid paper for students to use and explore the area and perimeter of different items on the map.
- Play "[Where in the World is Mr. or Mrs. Insert Teacher Name](#)" to help students practice using an atlas and understanding cardinal directions. This game works well on Pear Deck where each student or team of students can type an answer. This [online atlas](#) may be a helpful resource for virtual learners. (If using this template, be sure to replace "Miss R" with your name and add your own Bitmoji.) Be sure you to make your own copy to share with students, rather than sharing this link.

Awareness of Self—Student's Well-being

- Gifted students are curious by nature and with the new information being shared in this unit, they may likely become even more interested in learning about other countries and cultures. Embrace that, but recognize that with young students, it is also your responsibility to dispel any stereotypes or misinformation. Gifted students tend to be sensitive to the needs of others, and this unit is a great opportunity to celebrate those needs and differences.