

Global Grapefruit

Purpose

Students will identify the continents and oceans, the equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres.

Materials

For the teacher: large world map, chalk, chalkboard, 2 grapefruits, permanent marker

For each student: copy of Black Line Master (BLM) *World Map*, pencil, crayons

Activity

A. Vocabulary Review

1. Point to the map of the world. Ask students: "What do you know about the places on this map?"
2. Write students' responses on the chalkboard.
3. Explain to students that the world is broken up into major physical divisions: continents, oceans, and hemispheres.
4. Tell students that a *continent* is one of the seven main land areas on Earth.
5. Ask a student volunteer to point to one of the continents.
6. Tell students that an *ocean* is a large body of salt water and that there are four oceans.
7. Ask a student volunteer to point to one of the oceans.
8. Point to the name of a continent or ocean on the chalkboard. Ask students to read it aloud with you.
9. Point to that continent or ocean and have the class repeat the name again.
10. Repeat this with all continents and oceans.

B. Grapefruit World

1. Explain to students that sometimes the world is referred to in terms of *hemispheres*, or halves of the globe.
2. On the map, show students where the Northern and Southern hemispheres are divided at the *equator*, and where the Western and Eastern hemispheres are divided at the *prime meridian* and the *International Dateline*.
3. Explain that the Northern Hemisphere is almost always going to be on top because, on most maps, north is at the top.

(continued)



INCORPORATING **TECHNOLOGY**

Have students play National Geographic World magazine's "Copycat" game to reinforce their knowledge of the continents' names:
www.nationalgeographic.com/world/games/copycat/copycat.html.



MEETING INDIVIDUAL **NEEDS**

Give kinesthetic learners a world map jigsaw puzzle to complete. Have them read aloud the names of the continents as they place them on the puzzle.

Standards Link
3.3.1

Activity (continued)

4. Set the two grapefruits and permanent marker on a desk or table in front of the class.
5. Ask a student volunteer to come to the front of the room and draw a line around one of the grapefruits to mark off the Northern and Southern hemispheres.
6. Explain to students that this is called the *equator*.
7. Ask another volunteer to mark off the Eastern and Western hemispheres on the second grapefruit.
8. Alternately raise both grapefruits in front of the class and point to one hemisphere. Have students call out the name of the hemisphere as you point to it.

C. Mapmakers

1. Tell students that they are going to label and color their own maps of the world.
2. Hand out a copy of the BLM *World Map* and a pencil to each student. Place crayons where they can be easily shared.
3. Instruct students to label the continents and oceans in the boxes provided and to color each continent a different color. Tell students that the names are written at the bottom of the page but that they need to write them in.
4. As students work, circulate around the room and direct students' attention to the large world map for clues.

Questions for Review

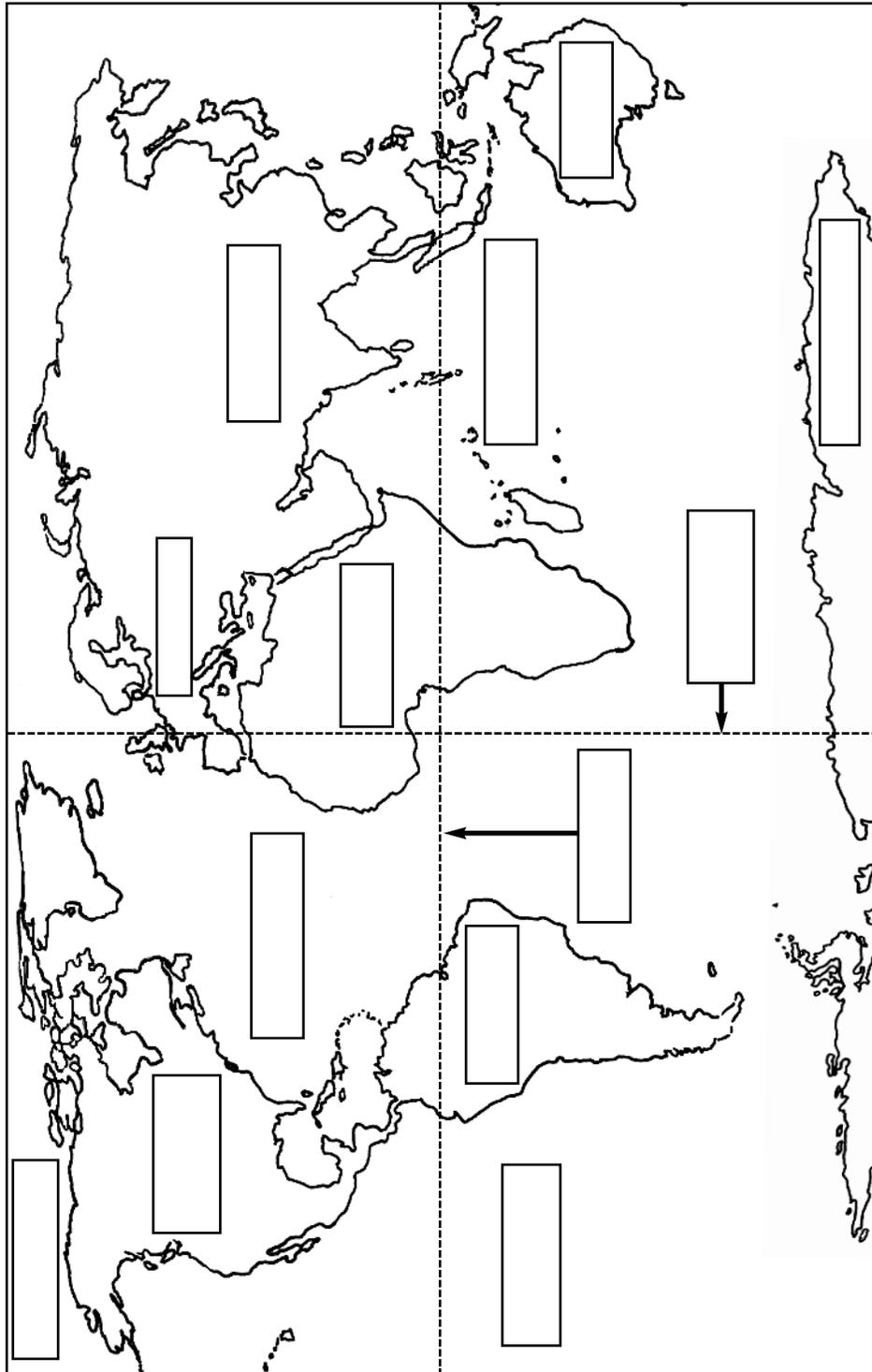
Basic Concepts

As students are completing their BLMs, ask them questions, such as the following:

-  Where is Africa?
 -  Which continent is this [*point to a continent on the student's BLM*]?
 -  Where is the Indian Ocean?
 -  Which hemisphere is the Northern Hemisphere?
-

Name: _____

World Map



Indian Ocean
Arctic Ocean
Equator
Prime Meridian

Antarctica
Australia
Pacific Ocean
Atlantic Ocean

Africa
Asia
Europe
North America
South America

World Map

Teacher Directions

Tell students that they are going to label and color their own maps of the world. Hand out a copy of the BLM *World Map* and a pencil to each student. Place crayons where they can be easily shared.

Instruct students to label the continents and oceans in the boxes provided and to color each continent a different color. Tell students that the names are written at the bottom of the page but that they need to write them in. As students work, circulate around the room and direct students' attention to the large world map for clues.

Answer Key

Students should have colored each continent a different color and labeled the map as follows:

