

Teacher: Katherine Cryan  
Subject: Social Studies/Geography

Grade: 3<sup>rd</sup>  
Topic: Geography of Uganda

**PA State Standards:**

**7.2.3.A:** Identify the physical characteristics of places and regions

**7.3.3.A:** Identify the human characteristics of places and regions using the following criteria:

1. Population
2. Culture
3. Settlement
4. Economic activities
5. Political activities

**7.4.3.A:** Identify the effect of the physical systems on people within a community

**Instructional objectives:** *Students will be able to...*

1. **Identify** the seven continents
2. **Write** three things that reflect what they think Uganda is like from a set of given pictures
3. **Display** their comprehension of Uganda's symbols through creating their own flag or coat of arms.
4. **Comprehend** the varied environments of Uganda (i.e. Cities, rural areas)
5. **Analyze** the culture of Uganda by comparing it to the United States.

**Materials and resources needed:**

1. Response worksheet for pictures
2. Pictures organized throughout a slide show
3. Website: [http://www.softschools.com/social\\_studies/continents/map.jsp](http://www.softschools.com/social_studies/continents/map.jsp)
4. Map of the Continents
5. Art supplies

**Anticipatory Set/Motivation:**

**Day1:**

When the students walk into the classroom they will see a list of the seven continents in word form. From there, they will be asked the following question: "Can anyone tell me what these words are?" After the students have responded, the teacher will show the location of the continents on the map. Lastly, the teacher will give the students a chance to find the seven continents on their own using a computer game. Finally, the teacher will introduce to the students that we will be looking deeper into Uganda, Africa.

**Day 2:**

When the students walk into the classroom, have them obtain an entrance slip on which they will write three symbols that they associate with the United States. Then introduce to the students that Uganda also has many symbols for its country.

### **Day 3:**

When the students walk into the classroom, have the following words listed on the board: city, rural. Tell the students that these words are different types of environments that can be found anywhere in the world.

### **Procedure**

#### **Day 1**

1. Set a purpose for the lesson by stating: when we learn about Uganda think about how it is similar and different from North America.
2. Ask the students the following questions: If you had the ability to go to Africa would you go? Why or why not? Would you be excited? Would you be scared? How many of you know about the African country Uganda
3. Utilizing the map of Africa, the teacher will locate Uganda on the map for all the children to see.
4. The teacher will then present the pictures of Uganda to the students.
5. After observing the photos, the students will then write three things of what they think Uganda is like.
6. The teacher will then state that Uganda is the “Pearl of Africa.”
7. After that statement, have the students discuss why Uganda may have been given that name.
8. When the students have shared their thoughts with the class, introduce the meaning of this statement through the use of pictures.
9. When showing the pictures to the students, have the students reinterpret the meaning of Uganda is the “Pearl of Africa.”

#### **Day 2:**

1. Introduce the flag of Uganda to the students.
2. Give the students an opportunity to identify the differences between the Ugandan flag and the American flag.
3. After the students have identified the difference, begin by explaining the colors of the flag.
  - a. Black= the people of Uganda and Africa
  - b. Yellow= sunshine and savanna.
  - c. Red=brotherhood (let them know that “sisterhood” is included, too) because everyone has red blood regardless of race and religion, which connects people together.
4. After explaining the meaning behind the colors of the flag to the students, have them identify what is present in the middle of the flag.
5. After they have identified the object, explain that it is a bird known as a crested crane, which is Uganda’s national bird.
6. After, have them compare the bird to the American bald eagle, and explain why Ugandans may have chosen this bird to represent their country.
7. When the students have acknowledged Uganda’s national bird, explain that the bird symbolizes peace, and represents the colors of the flag.
8. Once the students have become familiar with the Ugandan flag, the teacher will then introduce Uganda’s coat of arms.

9. After the explanation of the coat of arms, the student will then choose from two activities.
  - a. Creating a flag that represents them
  - b. Creating a coat of arms that represents them

### **Day 3:**

1. Introduce the following words to the students: City and Rural
2. State that city is a type of environment that consists of a large population, and a lot of buildings, often with much noise, heavy traffic, and many diverse activities
3. Show examples of cities that are located in the United State.
4. Show examples of cities that are located in Uganda
5. Once the students have grasped the concept of cities, have them compare and contrast cities within the United States and cities within Uganda utilizing a graphic organizer (Venn Diagram)
6. Introduce the term rural, and explain that this is an environment located outside of cities and towns and is primarily a country (i.e. farms with crops and animals, less populated than cities, etc.) area.
7. Show examples of rural areas within the United States.
8. Show examples of rural areas within Uganda
9. Once the students have grasped the concept of rural areas, have them compare and contrast rural areas in the United States and Uganda utilizing a graphic organizer (Venn Diagram).

### **Closure:**

Ask the students if they enjoyed learning about Uganda. Utilizing the website wordle ([www.wordle.net](http://www.wordle.net)) have the students type in something that they learned about Uganda. When all the students have typed in what they have learned, click the go button. The website will then generate the written words into a word collage. Tell them that this is everything that they have learned about Uganda.

### **Assessments:**

**For objective 1:** observe whether the student was able to retain the location of the 7 continents at a slow or fast pace.

**For objective 2:** through obtaining their written statements, identify if the student was able to think critically/see beyond the picture.

**For objective 3:** When presenting their flags or coat of arms, identify if the student possessed meaning within the colors or symbols they used to represent themselves.

**For objective 4:** Utilizing the graphic organizer, determine if the students were able to grasp the concepts of cities and rural areas, along with establishing strong comparisons between the United States and Uganda.

**For objective 5:** through student discussions, observe if the students are able to make distinct comparisons between the US and Uganda. For example, do they recognize the difference amongst the environments; comprehend the similarities between the symbols, etc.