

NYSTROM

ENC@MPASS

Grade 1

Viewpoints

SAMPLE





NYSTROM

TEACHER'S GUIDE



ENC@MPASS

Viewpoints

A HANDS-ON ELEMENTARY
MAPPING PROGRAM

FIRST EDITION



Contents

Overview.....	iv
---------------	----

Unit 1

What can we learn from maps and globes?

ACTIVITY

1	Introducing the Atlas, Maps, and Globes	2
2	Identify Symbols on a Map	7
3	Models and Globes.....	11
4	Identify Land and Water on a Map.....	15
5	Comparing Maps and Globes.....	18
6	Identify Changes in Our World	22

Unit 2

What can we learn about neighborhoods?

ACTIVITY

7	Make a Map Key	26
8	Find a Route on a Map.....	30
9	Day and Night	34
10	Neighborhood Changes	38

Unit 3

What can we learn about the United States?

ACTIVITY

11	Locate States on a Map	44
12	Identify Natural Features on a Map	48
13	Natural Features of Our State.....	52
14	Food Insecurity	56

Unit 4

What can we learn about the world?

ACTIVITY

15	Identify Continents and Oceans.....	62
16	Comparing Continents and Oceans	65
17	Identify North and South	69
18	Identify East and West	73
19	Fresh Water	77

Answer Keys.....	83
------------------	----

ACTIVITY 14

Food Insecurity



Atlas pages 38–39

Objectives

- Locate states where people experience food insecurity.
- Locate states where the most food is grown.
- Compare two maps.
- Create a plan to help those experiencing food insecurity in your community.

Materials

- ☐ Social Studies Place Mats
- ☐ map markers

Getting Started

Hand out pretend food to some students in the class. Explain that you don't have enough for everyone. Ask:

- What would happen if this was real food? (*some would go hungry*)
- What could we do to make sure everyone in the class had food?

List appropriate responses on the board.

Teaching

1 Locate states where people experience food insecurity.

- Divide the class into six groups. Distribute Social Studies Place Mats and map markers to each group. Have students turn to pages 38–39 of the atlas. Review that one way to help our country is to protect the environment. Explain that today, students will learn another way to help our country.
- Have students look at the *Going Hungry?* map. Say:
 - Point to our state.
 - Point to a state that touches the ocean. What state is it?
 - Point to a state that does not touch the ocean. What state is it?

Take multiple answers. If students are unable to recognize the state names, ask them to point to the state and say the letter that the name of the state starts with.

- Explain that the *Going Hungry?* map shows the United States, but some states have a red color, because this map shows places in the United States where people do not have enough healthy food to eat. This could be because they can't afford healthy food or they can't get to stores that sell healthy food. Say:
 - Find the map key. Put your finger on it. The red color shows places where many families cannot get enough healthy food to eat.

- Name a state where many families cannot get enough healthy food to eat.

2 Locate states where the most food is grown.

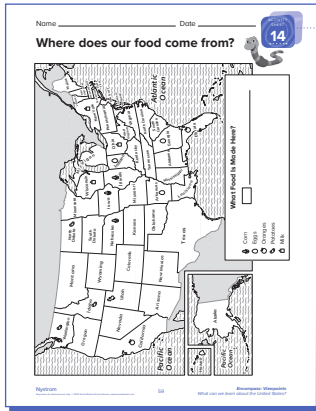
- a. Have students look at the Food Production map. Explain that this map shows the states that produce, or grow, the most food. Say:
 - Find the map key. Put your finger on it. The green color on this map shows places where most of the food is grown for the people of the United States to eat.
 - Name a state where a lot of food is grown.
(California, Iowa, Nebraska, Texas, Minnesota, Illinois, Kansas, Wisconsin, North Carolina, Indiana)

3 Compare two maps.

- a. Compare the Food Production map with the Food Insecurity map. Ask:
 - Do you notice any states that are shaded dark on both maps? (Iowa, Nebraska, Texas, Illinois, Kansas, North Carolina, Indiana)
 - Why do you think states that produce the most food also have people who are hungry? (food grown in the state may go to other states or countries)

4 Create a plan to help those experiencing food insecurity in your community.

- a. Locate a food bank or similar support system within your community. Return to the list of ideas on the board from the Getting Started activity, and add to this list. If students have not suggested a food bank, add this to the list. Model how to write an email or letter to the food bank or other support system in your community.



Activity Sheet 14

Summarizing and Assessing

1. Distribute Activity Sheet 14, *Where does our food come from?*
 - a. Read the title together. Then direct students to look at the map. Tell them that this map shows what kind of food we get from different states. Help students identify which states produce which foods. Say:
 - Find the orange in the map key. Then find the oranges on the map. Which states have oranges on the map? ([California](#), [Florida](#))
 - Write **CA** and **FL** next to the orange in the map key.
2. In the same way, help students identify which states produce eggs, potatoes, and milk. Say:
 - Alabama produces catfish for people to eat. Draw a symbol for a catfish  in the state of Alabama.
 - Add the catfish symbol to the blank space in the map key and write **AL** on the line next to it.

Digital Practice

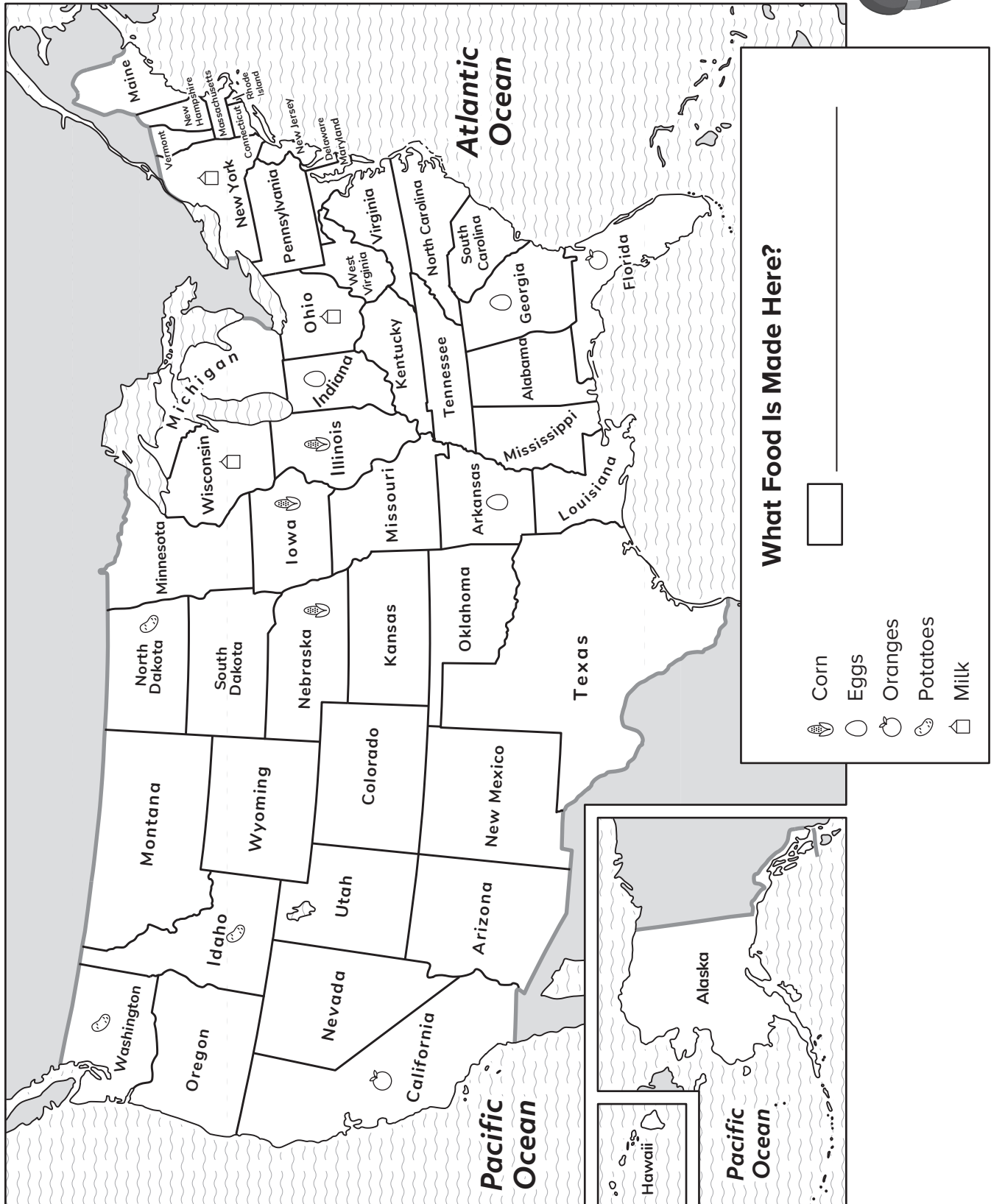
You can invite your students to further explore the meaning of food insecurity by assigning them the digital activity “Encompass Viewpoints: Unit 3: What can we learn about the United States?: Food Insecurity.” Remind students that it is important to understand where and why food insecurity exists and what they might do to help those experiencing food insecurity. This activity can be found at NystromWorld.com.

Extending

SCIENCE Plan and create a school garden. Research different vegetables that will grow in containers. Have groups create a map and key of the containers to keep track of what seeds have been planted in what containers. Consider donating items grown to the local food bank.



Where does our food come from?



NYSTROM

ATLAS

See the World



Front of the Book

Meet Your Atlas Guides	inside front cover
How does this atlas work?	4

UNIT 1 What can we see on maps and globes?

What view does a map show?	6
How do maps show real places?	8
What is a globe?	10
How can you see the whole world at once?	12
How has technology changed how we see the world?	14

UNIT 2 What can we see in a neighborhood?

What do neighborhoods look like?	16
Where do people live?	18
Where do people work?	20
What are our needs and wants?	22
How do neighborhoods change?	24
What rules do people obey?	26
How do people help in their neighborhoods?	28

© 1998, 2005, 2021 Social Studies School Service
Third edition of *The Nystrom Block Buddy Atlas*

PO Box 802, Culver City, CA 90232-0802

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in Canada.

ISBN: 978-0-7825-3065-0

Product Code: NYS0841 v3.02

To order: www.socialstudies.com or 800-421-4246

Editorial

Naomi Adler Dancis, Editorial Director
Alex Hemp, Project Lead
Sarah Fuller, Editor
Greg Parker, Editor

Art & Cartography

Mark F. Gutierrez, Art Director
Grant Hubert, Cartographer
Michael Deverich, Production Manager
Linda Deverich, Senior Production Artist

Educational Consultants

Dawn Harper
Elementary Social Studies Specialist
Issaquah School District
Issaquah, Washington

Jessica Jolliffe
Assistant Director of Humanities
Austin Independent School District
Austin, Texas

Abby Tinnin
First Grade Teacher
Cape Girardeau Public Schools
Cape Girardeau, Missouri

UNIT 3 What can we see in the United States?

How do maps show different places?	30
Where is our state?	32
What are symbols of our country?	34
What seasons does our country have?	36
How do people help our country?	38

UNIT 4 What can we see around the world?

Where is our continent?	40
How are other children in North America like you?	42
How are children in South America like you?	44
How are children in Africa like you?	46
How are children in Europe like you?	48
How are children in Asia like you?	50
How are children in Australia like you?	52
Are there children in Antarctica?	54
How do people help our world?	56

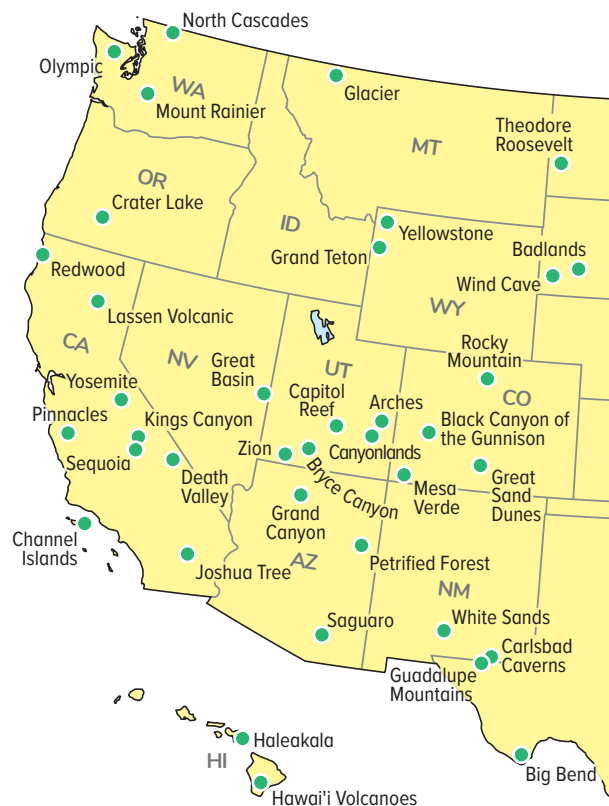
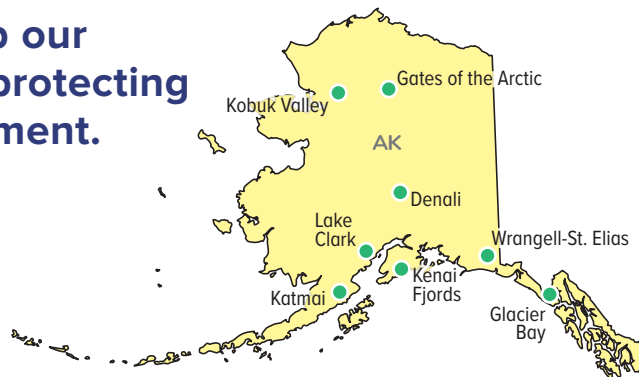
Back of the Book

Glossary	58
Country Index	60
Abbreviations	inside back cover

These pages tell
you what you will find
in this book!



We can help our country by protecting the environment.



A A national park is a park the government protects. It protects the land so everyone can enjoy it. This is Bryce Canyon National Park.



Over four million people go to Yellowstone every year.



B Yellowstone National Park was our country's first national park.

National Parks



D President Theodore Roosevelt doubled the number of places in the national park system.



C Many **endangered** animals live in national parks. About half of the world's black-footed ferrets live in Badlands National Park.

Why are national parks important?

