

Teaching Procedures

1. Show a picture of the Statue of Liberty (or of a landmark near your school) and ask students to write down (individually) where it is located. Encourage them to be as specific as possible. Invite a few students to share what they wrote. Explain that you are going to look at the Statue of Liberty using Google Earth and that while you are doing this, you would like them to create a new description of Lady Liberty.
2. Open and project Google Earth and fly to the Statue of Liberty. Make sure the following layers are turned on: borders, labels, and 3D buildings. Allow students to view the statue from different angles. Remind them to record what they notice about her location (e.g., Liberty Island). Then fly to New York City, New York (state), United States, and North America. At each level, explain to students the relationships between each level (i.e., city, state, nation, and continent).
3. Pass out the graphic organizer. Fly back to the Statue of Liberty. Have students write what they can see in the area when they are close to the Statue of Liberty. Discuss. Zoom out so students can see New York City and have them add new information to the graphic organizer. Repeat for each of the additional levels included on the graphic organizer.
4. After completing the graphic organizer, ask what changes they would make to their original descriptions of the Statue of Liberty's location.
5. Next, read students the book *Armadillo from Amarillo*. Explain that in this story, a little armadillo has a chance to see where he lives in much the same way as they did with the Statue of Liberty. When Sasparillo starts his journey on the eagle, make sure students understand how the different places he visits are related.
6. Download the Google Earth Tour: Sasparillo visits Saint Joseph, Minnesota (or create one that pertains to your students' lives). Press play and you will see what Sasparillo's saw as he traveled higher and higher above St Joseph. The tour can be paused between each level in order to explain what can be seen and how the various locations relate to one another.
7. After the tour, have students create a flip book of their location at different levels of specificity. Have them start by drawing a picture of themselves or their home, their town, state, country, and then the world. Make sure to have an example that students can use as a guide.
8. Have students label each of their pictures and how they relate to one another.

Assessment:

Students' ability to locate themselves at local, state, and national levels will be assessed by reviewing their flip books.

Location	What do you see?
Liberty Island	
New York City	
New York (State)	
United States	
North America	