



*** Social Studies**

Where in the World is Noah's Ark

Where is Noah's Ark? No one really knows, but the belief is that it rested on Mt. Ararat, the highest peak in the country of Turkey. People from all over the globe have traveled to Turkey in search of evidence of Noah's Ark. The journey requires a keen use of map skills --skills for students to master in their travel over global waters to Mt. Ararat in search of the famous Ark.

Kentucky Social Studies

Geography (2.19) Grades 4-6

Waters of the World

Academic Expectations:

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Ohio Social Studies Standards: Geography

Waters of the World

Benchmark(s) Grade 4-5

A. Use map elements of coordinates to locate physical and human features of North America.

B. Identify the physical and human characteristics of places and regions in North America.

Grade 6

A. Identify on a map the location of major physical and human features of each continent.

B. Define and identify regions using human and physical characteristics.

Objective

Students will:

- Recognize local waters and waters of the world—creeks, ponds, lakes, rivers, oceans, seas.
- Calculate map coordinates to pinpoint the location of specific physical features and places.
- Plan a simulated overseas journey.

Assessment

Students will be able to:

- Locate global bodies of water and other land forms with the use of map coordinates.
- Identify the geographical representations of specific bodies of water as depicted on maps and globes, etc.
- Determine distance between two locations on a map.

Sample selected response items to gauge student understanding.

1. Record the following map coordinates in terms of latitude and longitude.
 - a. Cincinnati, Ohio

b. London, England _____

c. Ararat, Turkey _____

Answer: Cincinnati, 39N, 84 W; London, 51N, 0W; Ararat, 44 S, 39 E

2. Mt. Ararat is referred to as the "highest peak" Turkey. What is Mt. Ararat?

Answer: A mountain, based on the word cues, peak and Mt.

3. Name the various types of bodies of water found globally.

Answer: Creeks, ponds, lakes, rivers, oceans, seas.

Vocabulary

- Bodies of water—creek, pond, lake, river, ocean
- Globe
- Map
- Coordinates

Materials

- World map or globe
- Ohio map
- Atlas
- Internet access
- Handout
- Ruler
- Calculators

Activity

Where in the World is Noah?

Teacher will:

1. Recall with students the tale and The Children's Theatre of Cincinnati's production of *Noah's Ark*. Explain that the Ark has never been located, but is believed to rest at the peak of Mt. Ararat in northeastern Turkey.
2. Invite students to journey on an imaginary trip to Mt. Ararat.
3. Have available resources--local and world maps, atlases and globes.
4. Model the procedure for locating map coordinates for Cincinnati (*39 degrees north 84 degrees west*), introducing or reinforcing the use of latitude and longitude.
5. Instruct students to locate the coordinates for Mt. Ararat, Turkey (*44 S, 39 E*).
6. Facilitate discussion on the importance of understanding map coordinates when planning and traveling on an extensive journey. (Introduction of GPS systems is optional.)
7. Have students locate and identify map scales and determine their use.
8. Facilitate discussion on the importance of distance calculation between a starting point and a final destination when traveling and planning a trip. Model the procedure for finding the distance from your school location to the Cincinnati Airport in Hebron, Kentucky.

9. Have students brainstorm and decide upon the necessary requirements to journey the first leg of the trip from Cincinnati to the airport. Students will list requirements with regards to essential information needed, map tools, map coordinates, etc. Students will identify the crossing of any bodies of water on the way (e.g., Ohio River).
10. Instruct students to complete a plan for the next four legs of the trip. Each time deciding upon requirements with regards to essential information needed, map tools, map coordinates, etc. Students will identify the crossing of any bodies of water on the way. Students may work independently, in pairs or in small groups.
11. Instruct students of their task to record all coordinates for each place traveled to on their journey, for each body of water crossed, and the name of the country in which the body of water resides.
12. Have students share their work for whole class discussion of the location of local and global waters.
13. Extend the activity by having students consider where the waters of Noah's flood settled in proximity to Mt. Ararat. Students will choose a body of water, based on their decision, to visually represent in the format of a globe or map, and include other necessary land forms as evidence for their reasoning.



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Handout: Trip Planner

Name _____

1. First leg of trip: Cincinnati to Airport (Hebron, Kentucky)

- Distance in miles

- Map Coordinates

- Cincinnati

- Hebron, Kentucky _____

- Bodies of water

(name) _____

- Map Coordinates

2. Second Leg of trip: Hebron, Kentucky to New York City

- Distance in miles

- Map Coordinates

- Hebron, Kentucky _____

- New York City

- Bodies of water

(name) _____

- Map Coordinates

3. Third leg of trip: New York City to London

- Distance in miles

- Map Coordinates

- New York City

- London

- Bodies of water

(name) _____

- Map Coordinates

***Continue with calculations of distance and map coordinates for the remaining legs of the journey, and record bodies of water crossed.**

- London to Ankara
- Ankara to Mt. Ararat