

What's In a Name?

Integration: Health (Mental/Emotional), Language Arts, Social Studies

Grade Levels: K-2

Objectives:

Students will:

1. Explain the origin of the name “Antarctica”
2. Investigate the origin of their name/ why they were given their particular name.
3. Write a short narrative about the origin of their name/ why they were given that name. (optional)

Time: 1-2 class periods

Materials:

- Construction paper
- Lined paper

Lesson:

Full group

1. Tell students that places can be given names that suggest where they are (Antarctica), who founded them (Pennsylvania—William Penn) or what they look like (Evergreen Street). Tell them that people are also given names for similar reasons.
 - a. Give students examples from their daily lives such as the name of their school, street, town, etc.

EXTENSION: Have students predict why various places got their names, then do research to find out if they were correct.

2. Tell students about of the origin of the name “Antarctica.”
 - a. The ancient Greeks gave Antarctica its name.
 - b. They knew that the Arctic existed and they believed that there must be a similar place on the bottom of the world.
 - c. Write the word Arctic on the board.
 - d. They named the place at the bottom of the world the “opposite of the Arctic” or Antarctica (the “Ant” means the opposite).
 - e. Write “Antarctica” on the board.
3. Ask students to name reasons people receive the names they do.
 - a. Family member’s name

- b. Parent likes the name
 - c. Name has a special origin or meaning
4. Tell them that their names are a special part of who they are. Tell students to ask their parents/guardians why the student was given the name they have.
- a. Older students can write a short essay or a few complete sentences telling the story.
 - The narrative can be written at home or in class the following day, depending on teacher preference.
 - The narrative can lead to a lesson on descriptive words/adjectives.
 - b. Younger students can have their parents/caregivers write a few sentences on how they got their name.
5. Have students share their name origins with the rest of the class.
- a. The explanations can be displayed on construction paper cut out in the shape of the student's profile
 - The student should place their head on a piece of paper with their cheek touching the paper.
 - The teacher then traces their profile onto the paper in pencil.
 - Older children can cut out their own profiles.

EXTENSION: Extend the concept of the origin of the name "Antarctica" by leading a lesson on opposites.

Assessment:

Teachers will assess:

1. Student's understanding of the origin of the name "Antarctica".
2. Student's understanding of the origin of their own name.
3. Student's language arts skills (optional).