LESSON PLAN

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<tr>
<th>Name: Casey Corcoran</th>
<th>Date: October 8, 2002</th>
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<tr>
<td>Content Area(s): Social Studies and Visual Arts</td>
<td>Unit Topic: Mapping</td>
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<td>Today’s Lesson: Gridpoint maps</td>
<td>Grade Level: 3rd</td>
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<td>Duration: 40 minutes</td>
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LESSON RATIONALE

New York State English Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

   Key Idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

New York State Learning Standards for Social Studies:

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

   Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information

New York State Learning Standards for the Visual Arts:

Standard 1: Students will actively engage in the process that constitutes creation and performance in the arts (dance, music, theatre, and the visual arts) and participate in various roles in the arts.

   Key Idea 2: Developing their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

   Key Idea 3: Using the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.

Instructional Objectives:

Students will:

1. Use a gridpoint map to locate different places with at least 90% accuracy. [Application]
2. Compose a gridpoint map of an imaginary town with at least 90% accuracy. [Synthesis]
3. Generate at least 2 questions based on their own map. [Synthesis]
Adaptations:
- For students that have difficulty understanding verbal directions: Teacher will provide clear, concise verbal directions. Directions will also be written down and teacher created examples will be shared with class.

Materials:
- 24 sheets of “It All Adds Up” worksheet
- Overhead transparency of “It All Adds Up” worksheet
- 30 blank gridpoint maps
- 2 teacher examples of gridpoint maps
- 24 sheets explaining directions and criteria for creating gridpoint maps
- 2 sets of each of markers, crayons, and colored pencils

LESSON OPENING

Anticipatory Set:

“When we look at this map what are some of the things that we see? (Listen for responses) What do you think this is a map of? How is this map different from the map that we looked at yesterday? What do we call this type of map? Why do you think they include this grid on the map? What can using this map help us with? Ok, well now that we know that these gridpoints make it easier for map readers to locate places, let us see if we can actually use it.”

LESSON BODY

Activities:

1. Teacher will put up overhead transparency of “It All Adds Up” worksheet and students will receive a hard copy.
   - Students will have a few minutes to work through independently on the questions concerning the map. [Independent practice]
   - Teacher will go over the map and questions as a whole class, and provide for a whole class discussion and inquiry. [Checking for understanding and guided practice]

2. Ask students what are some things they believe are needed in a town and why. What are some things that may be in a town, but are not needed?

3. Explain to students that they will be creating a gridpoint map of a town of their own. Explain directions and criteria for completion. Then provide for examples of gridpoint maps that were teacher created and explain how they fill all the criteria needed for completion. [Checking for understanding and modeling]
4. Creating gridpoint maps
   • Hand out blank copies of grid
   • Hand out criteria sheets
   • Provide for a location in room where rulers and markers, crayons, and colored pencils will be located.
   • Students complete activity [guided activity]
   • Share maps with other students

Closure:

“Today we were able to create maps of imaginary towns. By creating these maps on gridpoints, how will it be easier to explain to someone where a specific place or area is? (Listen to responses) There are several other things that can be included in a town map. Does anybody know any other details that could be included? Tomorrow, we will actually create a map using our own bodies in the classroom and discuss some other details that are helpful when creating a map.”

LESSON FOLLOW-UP

Independent Practice: Talk with your parents or siblings about what you did today in class and talk about some other details that you could have added, but did not. We will talk about this tomorrow.

Evaluation:

What did you want the student to learn?
   • How to interpret and create a gridpoint map.
   • Some of the things needed in a town.

How will you know that they learned it?
   • I will listen to their verbal responses
   • I will observe their maps that they created as well as their questions that accompany their graphs.

LESSON RESOURCES

References for teacher use:
   • NYS Social Studies, English Language Arts, and Visual Arts Learning Standards.