

Lesson 15 - Grades 3-5 - Beyond Stone Walls - Curricula

Reading Maps

Grade Level: 3-4

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National Content Standard Alignment

Science (NSTA):

- Content Standards D & E

Math (NCTM):

- Metric conversions and approximations
- Use of tools as a measure

English Language Arts (NCTE):

- Standards 1, 11 & 12

Learner Background

It is beneficial for students to have a basic knowledge of direction (North, East, South, West).

Student Learning Objective(s)

- SWBAT identify geographical points on a map.
- SWBAT use scale to determine distance on a map.
- SWBAT locate points on a map following directions involving North, South, East, and West.

Assessment

- Formal: Students will be given a homework assignment.

Materials/Resources

- GLAD guide to the Presidents map for each student
- Journals
- Handout (see “worksheets – appendix” document)
- Rulers

- Pencils

Learning Activities

Initiation

(5-10 Minutes) The teacher asks students the following questions: Show me which way is East on the map. How do you know this? The teacher flips the map upside down and ask the same questions. Is East always right? Why or why not? The teacher points right and comments “if East is always to the right, then the teacher’s East is different from the student’s.” The teacher attempts to see if a student has a concept of the Rose Compass. A quick discussion about what the Rose Compass tells a person reading a map should follow.

Lesson Development

1. (10 minutes) Students are placed in small groups of three or four, and each group receives a map. Teacher instructs them to write down all the things that they can identify on this map. The students should be able to identify rivers, roads, states, countries, river, lakes, oceans, Presidents’ birthplaces and Presidential Landmarks. The class reconvenes to discuss what they can find on the map and teacher explains what will happen during the rest of the class. The teacher points out that there is one thing missing, the “scale” of the map. The teacher describes the way in which he or she found the scale of this map: 1 inch =110 miles and discuss how the state of Colorado does not actually change even though its size may look different on a map.

2. (5 Minutes) Students must pair-up. Each pair gets one map, and a ruler. They will think about the following example questions.

- What President was born in Kentucky?
- How far is it between the 16th and 17th President’s birthplaces?
- Who was the 17th President?

3. (25 minutes) The students complete the map worksheet and discuss how they got their answers with their partners. Each student must complete the bottom part of the worksheet. When they have created a problem, the students give their problems to their partners to solve. If the students are finished with the worksheet, then they may create more and more complicated problems using both direction and distance.

Closure

(10 minutes) The teacher asks the question again, “what does this map tell you or what can you find on this map?” Students should be able to identify new landmarks or objects that they did not notice previously. The teacher requests that some students present their problems and if there is enough time, the class can try to solve them.

Homework Assignment:

Find a landmark (on this map). Then, search online for a website about the landmark and bring a picture as well as three interesting facts about the landmark to our next class.