**SOCIAL STUDIES LESSON PLAN**

**Social Studies Theme: History – Geography – Civics – Economics (circle one)**

**NAME:** Marissa Whipple

**TOPIC:** Identify and Using Map Components

**GRADE LEVEL:** 3rd grade

**STATE STANDARD:** 3.G.1.3- Students are able to identify and use map components

**ESSENTIAL QUESTION:** How do people find their way?

**LESSON OBJECTIVE:** The students will learn about maps and all of the components that are included with them, specifically about legends, the compass rose, scales, titles, and map symbols by creating a map from their house to the school using these map components.

**TYPES OF ASSESSMENT USED:** KWL chart, Smart Board circle activity, compass rose directions activity (writing directions out), and creating a map from their house to the school.

**ANTICIPATORY SET:**

Good morning boys and girls. How is everyone doing this morning? I want to ask you guys a question. Have you ever wondered how you know how to get to the school? Specifically the first time you came here. (Have a couple of students share outs thoughts). You guys had very interesting thoughts, and today we are going to be able to find out how we get from one place to another, using maps and the components that are used on maps. Before we start I would love to find out what you guys already know using your schemas. (Start KWL chart). I am looking to find out all you know about maps in our surrounds. (Ask a few students to share). WOW! You guys know a lot. Now that I know what you understand and know about maps, I would love to find out what you would like to learn from today’s lesson and build on your schema. (Ask a few students to share). I am so excited to expand your learning, and through our lesson, it is our goals to learn about these questions you have. Now before we start our lesson, I would love to read the book “There’s a Map on My Lap!: All about Maps” (Cat in the Hat’s Learning Library Series), by Tish Rabe. (Read book). Now that we read the book, I would love for you to use the information you have already learned in the book about maps, and do our vocabulary activity of the day.

**VOCABULARY ACTIVITY:**

The activity that we are going to do is the Vocabulary Bug Swat (<http://www.pinterest.com/pin/53972895505629465/> ). As you guys have notice, I have bugs all over the white board and the tow other walls. I am going to divide you into 6 groups, and then discuss the rules (divide into groups). Now that we are in groups, please sit like 3rd graders and listen up. I have written vocabulary words down on these bugs, and each group will have a competition on who can swat the correct vocabulary word. There will be 2 groups at each location of the game. Of the 2 groups, I will choose one student to be the reader of the group. Then after that we will have one student from each group stand at the line that is located on the ground. The reader will read the vocab word, and the other two students will race to swat the word that matches the correct definition. The reader will let them know if they are correct or not. Of the two people that are going, you each get one guess, and if you are not correct, the reader will put the card to the bottom and come back to it. The winner of that round will switch out with the reader and the old reader will go back to his original group. The person who wins the round also wins a point to their group. The first group to 6 points wins! Continue with the same words until a team reaches 10 points. Are there any questions before we start? Go ahead and start, and please remember our group rules and guidelines for out class.

**Word Examples:**

* Cartographer
* Scale
* Symbol
* Legend
* Title
* Mile (scale info)
* Inch (scale info)
* Globe

**PROCEDURE OF MAIN LESSON:**

**SmartBoard Activity (Saved to my computer)**

Maps are used for so many things, and there are so many aspects that are included in them, to make them easier for us. Maps in words terms are graphic representations of places around the world. No single map can show everything, so there are many different maps, with different purposes. They use machines such as map projections to change the 3D aspect of the world, to 2D. Maps are used by everyone, in so parts of their lives. They are used to help find our way, to locate places, for information, to measure distances, to show boundaries, and to tell stories. Using your white boards, please write down 2 ways you have or can use maps in your life. Maps are very helpful, but before they can help us as learners, we need to understand the features of what is on a map. Does anyone have any ideas what is shown on a map (ask a few students). Really great thoughts!!! Some features that are included on maps are: mountains, oceans/rivers, houses, schools, parks, cities, and countries. To understand the features of mountains, we also need to know what map components are any how they are used. Please turn to your elbow partner, and discuss what map components are and if you have an idea what some examples are. (Ask a couple groups to share). You guys already know so much about maps! Awesome ideas and thoughts. Some things that are really important are the title, so it tells you what the map is used for, symbols that represent key features, a legend, to help you find out what the symbols mean, the different colors, the scale, directions, and the compass rose. Now that we have some background information let’s look at some examples of maps. Discuss with your elbow partner is you think this example is good, what the purpose of the map is, and what else you would include on it. (Have a couple groups share about maps). Great information, thank you! Also with this map, I would love to see you integrate the legend and symbols. I will call on a student, and if your name is drawn from our popsicle sticks, please come up and circle with our stylus the one symbol that you see in the legend. (Continue to do this until they circled them all). You guys are doing such an awesome job. Another example is this. We have this pirate that would love to find his treasure, but needs your help! He doesn’t know how to read a map, and needs to know what the symbols are. If I call your name, please come up and circle the first thing the pirate needs to pass to get to the golden treasure (continue tell finished). Amazing job! I think the pirate should share his awesome treasure. One more example is building our own legend with symbols that work for the corresponding word. If I call you name please come up and match the word with the picture (symbol), with each other. (The reason I did three examples, is to ensure all students are able to get involved and moving). You guys are great at understand symbols and legends!!

**iPad or Chromebook Activity**

(The stuff that I will teach here is also on the Smart Board presentation). Along with understanding the legend and symbols, we are map readers need to understand how to use directions. We know that there is left and right, but there is 4 other directions I would love for you to learn. Most maps you will see something called a compass rose. A compass rose is a tool that shows directions on a map. It has 4 main directions on it; North, South, East, and West. I try to use a phrase that will help me remember the directions. The one I use is Never Eat Shredded Wheat. With your elbow partner, try coming up with a phrase that will help you remember these 4 directions (Ask a couple to share). Now that you know the basics of the compass rose, please follow the link below and do the activity on your chrome books. <http://www.bbc.co.uk/scotland/education/sysm/landscapes/highlands_islands/flash/index.shtml?flash=land_ms_compass>

If you have any questions or have issues with your chrome books, please raise your hand.

Along with the legend and the compass, there is one more important item on most maps. It is a scale. Maps are condensed versions, to fit in everything, and scales is used to measure the distance that equals so many miles. Using your white boards, critically think how many inches away your house is to the school, using this scale. Write your answer on your white board.

**Writing Activity**

Wow, there are many things that are included on a map that make it easier for us! We have seen that maps are used daily by so many people. Using your Google Docs, write 3 sentences on how you use maps in your daily life. Please include at least 2 new vocabulary words you have learned today. When you are finished, please put you chrome books away and get out a “just right book” and read silently until everyone is finish.

**Introduce Project**

Now that we now so much about maps, I would love to see you create one yourself. Today we are going to create a map on the paper provided. You can only use this paper. The map will be of the route that you take to get from your house to the school. Please include a scale, a compass rose, a legend of symbols of objects that you pass, and a title. The goal of this, is that I has a map reader can get from the school to your house. Please you different colors to make it easier for me to read it. You will complete this project at home with your parents and bring it completed in 3 days. Use any materials, such as colors and color pencils to create a well-organized map. Are there any questions?

**DESCRIPTION OF INDEPENDENT PRACTICE – DETAILED DESCRIPTION OF PROJECT**

1. Gather the materials needed to finish this project at home
2. Figure out how many miles or blocks if you live in town, your house is from the school
3. Figure out the scale that can be used to fit the map on this one page
4. Draw a map using the compass rose from your house to the school
5. Include symbols for things you may pass, such as the grocery store, a lake, or the movie theatre.
6. Draw the legend on the side so we understand what the symbols mean
7. Write the title at the top of the page
8. Write the scale on the map somewhere
9. Write a compass rose on the page
10. Outline the various roadways and paths with different colors to establish the difference between them.
11. Return in three days, to get graded and assessed and to hang them up around out school.

**CLOSURE OF THE LESSON – ENDING ACTIVITY**

You guys did so well today. The maps that you are going to create, I am sure will show the hard work that you put towards your learning. Lets take a look at our KWL chart that we create, and finish the “l” and what we learned. (Respond to each thing with questions such as, tell me more about that, how will you use this, have you use this before). Finally I would like to pass around this globe ball, and have you guys name one thing you learned, or one thing you enjoyed from the lesson today.

**LEARNER DIVERSITY:**

**ELL –** For this, I will have copies of the list of vocabulary words that we will focus on. I will also give a link to a video reading of the “There is a Map in my Lap”, for their resource. I also will give guided notes on maps to them.

**Gifted –** I will ask these students to try to add street names on their maps for each street they turn at. I will go over this with them, if I believe the student can handle this.

**RESOURCES NEEDED FOR LESSON:**

**~** Paper

~KWL chart

~”There is a Map on my Lap”

~ Vocabulary bugs

~ Fly swatters (6)

~Chrome books

~Coloring supplies