

How do maps help us?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> 1.3.1 Identify a representation of a location/space on a map/globe 1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend 1.3.3 Use mental mapping (visualizing details of a place or location out of one’s sight) to develop a basic map of local places
Claims	<p>In this instructional task, students develop and express claims through discussions and writing in which they explore and create maps using map keys, and map symbols. Students engage with the sources to build their map skills.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 5:</p> <ul style="list-style-type: none"> How do you use the different parts of a map? (1.3.1, 1.3.2) How do you create a map of a place? (1.3.3)

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are maps and globes and why do we use them?	What are the parts of the map and how do we use them?	How do we create maps to represent different locations?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will create a class chart that discuss what students learned about maps and globes.	Students will locate places on given maps using the map key and compass rose.	Students will create a class map using a map key, symbols, and a compass rose.
Featured Source	Featured Source	Featured Source
<p>Source A: <i>Maps are Flat, Globes are Round</i>, Meg Greve</p> <p>Source B: “Use Cardinal Directions,” Pearson</p>	<p>Source C: <i>Keys and Symbols on Maps</i>, Meg Greve</p> <p>Source D: “Adventure Island,” National Geographic</p>	<p>Source E: <i>Me on the Map</i>, Joan Sweeney</p>

Summative Performance Task	<p>After reading about and discussing maps, globes, and map symbols, create a map of familiar place, such as your bedroom. On your map, include a compass rose and create a map key/legend for certain items in the place. Write two sentences describing a location or a location of an object in the familiar place.</p>
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Formative Performance Task 1

Supporting Question	What are maps and globes and why do we use them?
Formative Performance Task	Students will create a class chart that displays what students learned about maps and globes. Students will write 2 sentences that explain the use of maps and globes and how they are used.
Featured Source	Source A: <i>Maps are Flat, Globes are Round</i> , Meg Greve Source B: " Use Cardinal Directions ," Pearson
Content and Claims	In this formative performance task, students explore maps and globes to discuss what they are and why they are used. (1.3.1)

Featured Source

Source A: *Maps are Flat, Globes are Round*, Meg Greve

Source B: "[Use Cardinal Directions](#)," Pearson

Steps

- Place students in groups of two and ask them to partner read Source A: *Maps are Flat, Globes are Round*. Students should engage in [paired reading](#) and take turns reading aloud a page to their partner, switching roles after each page. For students who need even more support reading, pair strong readers with them (or an adult) and engage in a [choral read](#) of the text.
- After students have finished reading the book in pairs, conduct a class discussion. Possible guiding questions include:
 - How is a map different from a globe?
 - How are maps and globes similar?
 - What kind of view does a map give?
 - What can be found on maps and globes?
 - Why do people use maps?
 - Name different situations in which you might need to use a map. What do you think you might find on the map? How will it help you?
 - Why are maps and globes useful?
- Open the interactive "[Use Cardinal Directions](#)". As a class, have students use cardinal directions in order to drive the car to certain locations on the map. Possible guiding questions:
 - Have students explain the directions they must take in order to get to the park using cardinal directions. For example: "The car must go north, then north again, and then east."
- After the class practiced cardinal directions, create a class list in which the key points reflect the uses of maps and globes.
- Have each student write two sentences that explain why maps and globes are useful.

Student Look-Fors

1. Students should be able to identify how maps and globes are different and how they are similar. Student responses may include:
 - Globes are round.
 - Globes do not have symbols.
 - Maps are flat.
 - Maps can be carried around.
 - Maps have keys and symbols.
2. Students should be able to give reasons why maps and globes are used. They must identify situations in which someone might want to use a map opposed to using a globe.
3. Student responses may include: Maps and globes are useful because they help us find unfamiliar places. They can help us get from one place to another. They can guide us to places in our city, country, or in the world. They help us to understand where we are in the world.
4. Students' written responses should follow the English language arts standards for written expression at grade 1.

Formative Performance Task 2

Supporting Question	What are the parts of the map and how do we use them?
Formative Performance Task	Students will locate places on given maps using the map key and compass rose.
Featured Source	Source C: <i>Keys and Symbols on Maps</i> , Meg Greve Source D: " Adventure Island ," National Geographic
Content and Claims	In this formative performance task, students develop map skills using map keys, a compass rose, and map symbols. (1.3.2)

Featured Source

Source C: *Keys and Symbols on Maps*, Meg Greve

Source D: "[Adventure Island](#)," National Geographic

Steps

1. Read aloud Source C: *Keys and Symbols on Maps* by Meg Greve.
2. As the book is being read, have students listen for symbols that might be found on a map key. Give each student a sticky note to write their responses. Have students post their responses on a class "What I Might Find on a Map Key" chart, which is posted on a white board or chart paper.
3. After the book is read, lead students in a class discussion. Possible guiding questions:
 - Why do maps have symbols?
 - What do map symbols stand for?
 - What are some possible symbols that might be found on a map?
 - Why is it important to look at the map key before using the map?
4. After having the class discussion, open the website, Source D: "[Adventure Island](#)."
5. As a class, have students use the map key to complete the various tasks on the site.
6. After completing the interactive website activity, have students work with a partner to create a symbol of an item or object that can be found in their classroom. Students may create symbols for desk, rug, book shelf, etc. Have students draw the symbols on a sheet of paper.
7. Post the symbols on the board to use for Formative Performance Task 3.

Student Look-Fors

1. Student chose objects or items that are located in their classrooms.
2. Students' symbol should adequately represent the item or object that is chosen.
3. Students should be able to explain why the symbol represent the chosen item or object in the classroom.

Formative Performance Task 3

Supporting Question	How do we create maps to represent different locations?
Formative Performance Task	Students will create a class map using a map key, symbols, and a compass rose.
Featured Source	Source E: <i>Me on the Map</i> , Joan Sweeney
Content and Claims	In this formative performance task, students will combine previous skills in order to create a map.

Featured Source

Source E: *Me on the Map*, Joan Sweeney

Steps

1. Read aloud Source E: *Me on the Map* by Joan Sweeney.
2. Then lead students in a class discussion, rereading portions of the text as needed. Possible guiding questions:
 - What might you see in a map of your room?
 - What might you see on a map of a house, street, town, etc.?
 - How does one map differ from the other?
 - What must a map have?
3. After the class discussion, create a map of their classroom.
4. Have students name different things to put on the map, including the symbols that were created in Formative Performance Task 2. Make sure to include a compass rose.

Student Look-Fors

1. Students can identify certain things in the room that can be identified on the map.
 - desk, board, centers, book shelf, etc.
2. Maps have all pertinent information:
 - Students use symbols to create the map key.
 - Cardinal directions are properly labeled on the compass rose.

Summative Performance Task

Compelling Question	How do maps help us?
Summative Performance Task	After reading about and discussing maps, globes, and map symbols, create a map of familiar place, such as your bedroom. On your map, include a compass rose and create a map key/legend for certain items in the place. Write two sentences describing a location or the location of an object in the familiar place.

Teacher Overview

In this summative performance task, students are asked to write and illustrate a response to the compelling question using evidence from the sources they explored throughout the three formative performance tasks.

Throughout this instructional task, students have explored what maps and globes are, and how they are used to identify locations in various areas. Students studied how to effectively use map symbols and a compass rose. They have learned to construct a map using the necessary skills taught throughout the lesson. Having gone through the previous tasks, the students have engaged with material about maps and present their ideas to the class, increasing their content knowledge and speaking skills.

Student Prompt

Create a map of a familiar place, such as your bedroom. Make sure to include a map key and compass rose. Your map key can include items such as a bed, dresser, desk, closet, etc. After completing your map, write two sentences describing two locations or the location of two objects on your map. Make sure to use cardinal directions from the compass rose to describe the two locations. For example, “The bookshelf is east of my bed. My computer is north of my closet.”

Student Look-Fors

1. Scoring Notes
 - An exemplar response may include but is not limited to:
 - The correct description of a location using the correct cardinal directions (e.g., “The book shelf is east of my bed. The computers are north of my closet.”).
 - Giving multiple ways to locate one specific location on the map.
 - Students’ written responses should follow the English language arts standards for written expression at grade 1.
2. A strong response:
 - References documents appropriately
 - Maps and globes represent real places. (Source A and E)
 - The four cardinal directions show directions on a map using a compass rose. (Source B)
 - A map has a map key with symbols (e.g., bed, bookshelf, computers, etc.). (Source C)
 - We use symbols and map keys to find locations on a map (Source D)
 - We can create maps of different places – both big and small. (Source E)

- Applies the provided evidence as well as additional information outside of the provided sources
 - Background information on their experiences and connections with maps such as being able to identify certain things on the map using cardinal directions.