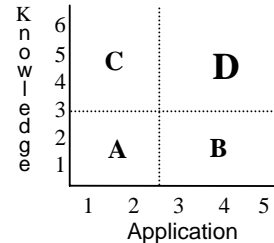




THERE'S NO PLACE LIKE HOME

Subject(s)
Social Studies

**Rigor/Relevance
Framework**



Grade Level K–5

**Instructional
Focus**

Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Mapping and Direction: Students will work with maps or globes in order to follow or create directions.

**Student
Learning**

- Students will make a map of their school.
- Students will write directions from the classroom to a particular place in school.
- Students will make a map of their house/neighborhood.
- Students will write directions from their house to their favorite place in their neighborhood.
- Students will write about the importance of maps as well as how they change over time.

**Performance
Task**

Overview
 Students will work with their class to create a map of their school. The class will then write step-by-step directions to get from the classroom to a specific point in the school. On their own, students will create a map of their house/neighborhood. They will then write directions on how to get from their house to their favorite place in their neighborhood. Students will also write about the importance and reason for maps.

Description

1. Discuss with students where they have seen maps and what they are used for. Discuss the different kinds of maps they have been exposed to (world maps, country maps, neighborhood maps, road maps, etc).
2. As a class, create a map of your school. Start by adding your classroom and then building in everything around it. Include a key for the map that shows water fountains, bathrooms, and other important school landmarks. Also include a compass that shows north, south, east, and west. Have students help color the map.
3. Have students help pick somewhere to go in the school (music room, lunch room, main office). Take students on a walk to this place and tell them to pay careful attention to detail as they walk.
4. Upon return, work as a group to write directions from your classroom to the place you went in the school including as many details as possible.
5. Next, have each student create a map of his or her neighborhood. Students should also include a key in their map for things like pools, tree houses, or mailboxes. Also have students include a compass that shows north, south, east, and west.

Performance Task
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6. On the back of their map, students should write step-by-step directions to get to a favorite place in the neighborhood (tree house, friend's house, local trail) from home.
7. As a separate writing assignment, students need to consider the need for maps. Why are maps necessary to everyday life? What is the purpose of a key? Why is it an important part of a map? Why is it important to add a compass to a map? Can maps only be made for certain places, or could they be made about almost anywhere? How have maps become more modern recently? Are there any newer versions of old-fashioned maps? How do maps become outdated? How does this affect travel?

Assisting English Language Learners

Map skills are foundational skills in social studies. For this reason, it is essential to pre-teach map concepts and vocabulary to English language learners who may face linguistic obstacles to learning new concepts.

Teach the following map vocabulary using sample maps, drawings, posters, and other visuals and gestures. Label items and point to them as you enunciate each word clearly. Give students an opportunity to practice writing and pronouncing each word while locating and/or labeling items on a map.

- *map*
- *compass*
- *north*
- *south*
- *east*
- *west*
- *key (legend)*
- *landmark*
- *scale*
- *direction*
- *left*
- *right*

Because cultural differences can inhibit some students from asking questions, it is important to confirm understanding by asking students to restate definitions in their own words, draw pictures, gesture, or role-play.

Essential Skills

- E1 Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).
 - E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.
 - E14 Write clear and concise directions or procedures.
 - E16 Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.
 - SS1 Employ geographic tools (maps, globes, photographs, models, satellite images, charts, databases, GPS, etc.) and other visual images (physical, mental, and electronic representations) to acquire, process, and report information about people, places, and environments from a spatial perspective.
 - SS6 Solve problems effectively by characterizing a problem through identification of variables and relationships and moving to a solution.
 - SS13 Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
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Scoring Guide

Rate student performance on each item using the following method:

4 Points: The student demonstrates a high-quality performance and presentation of new knowledge and skills.

3 Points: The student demonstrates a good application of new knowledge and skills.

2 Points: The student demonstrates an appropriate application of new knowledge and/or skills, which is technically correct.

1 Point: The student demonstrates minimally acceptable application of new knowledge and/or skills.

Item	Rating (circle one)			
Student was able to contribute to class map of school and directions from the classroom to a particular place.	1	2	3	4
Student was able to make a map of his or her own house/neighborhood.	1	2	3	4
Student was able to write directions from home to a favorite place in the neighborhood.	1	2	3	4
Student was able to write about the importance of maps, as well as how they change over time.	1	2	3	4