

Get to School the Safe Way: Creating a Safe Route from Home to School

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Grade Level	1
Duration	1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Element 2: Places and Regions

4. The physical and human characteristics of places
5. People create regions to interpret Earth's complexity
6. How culture and experience influence people's perceptions of places and regions

AZ Standards

MATHEMATICS

Measurement and Data

- 1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).
- 1.G1.2 Use a grid to locate places. (See Extensions)

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 1.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.

Overview

Students need to be aware of their safety when traveling. They also need to know that maps provide information that could assist in their travels.

Purpose

In this lesson, students are presented with the task of finding a safe route from home to school and measuring this route with an object (such as a paperclip) laid end to end.

Materials

- 2 maps
 - Student Practice
 - Student Assessment
- Approximately 50 small blocks, paperclips, or another small object per group
- Student Answer Sheet
- Geography Criteria and Math Criteria rubrics

Objectives

The student will be able to:

Get to School the Safe Way

1. Construct a route from a home to school and describe safety considerations.
2. Measure and calculate the distance on their route in total number of units used.

Procedures

Students should have prior experience with maps and how to measure.

1. Ask how many students walk to school. Elicit student responses. Ask the route they use get to school.
2. Say: "When you are walking to school, what do you need to consider when choosing which route you should take?"
3. Write student responses on the whiteboard. Student responses may include, but are not limited to:
 - Big dogs
 - Traffic
 - Walking with a friend/adult
 - How many times they must cross streets or a busy intersection
 - Canals
 - Businesses
 - Distance
4. Distribute and project the Student Practice map. Tell them that they are to use the materials provided to create a safe route or path from a fictional home to school.
5. Model how they will need to lay the selected items (paperclips, etc.) end to end in order to be able to measure the distance correctly.
6. Explain that they are to make a decision about the way they should go based on the safety issues discussed previously. Students should refer to the list on the whiteboard as they complete the task.
7. Give partners or groups their measuring materials and let them begin work at their desks.
8. Circulate around the room and ask questions as they are working, such as "How many blocks (paperclips, etc.) have you used so far?" or "Why did you choose this way?"
9. After the groups have had enough time to construct a route, hold a class discussion about the different routes that groups chose.

10. In closing, discuss the shortest route, the longest route, and refer back to the safety issues discussed at the start.

12. Distribute the Student Assessment map and explain that this time you would like them to do it on their own. Have them use the same materials to construct the route as before.

13. After they are done constructing, they will need to complete the Student Answer Sheet. (Example: My route took 36 Legos. I chose this way because it passes my friend's house, and we can walk together.)

14. Have them draw a line with their pencils showing the route that they took. Collect maps and Student Answer Sheet.

Assessment

Mathematics and Geography

The Geography Criteria and Math Criteria rubrics can be used to: 1) assess the students' ability to read a map and create a route and 2) assess students' ability to measure with and count units. Mastery will be considered 3 or higher on the rubric or 80% or higher if using the percentages.

Extensions

Read *On a Map* by Louis Capra. ISBN 0-7922-4306-4

Draw a grid on the maps provided and have students locate objects by using the grid numbers.

Create or use a map of the neighborhood for kids to share their actual route to school. The class can evaluate the route for safety, longest, shortest, etc. These maps may be available in the school office to show bus routes.

Students could dramatize climbing hills or crossing streets as they describe how they get from home to school.