Yo Ho, Yo Ho, A Pirate's Map for Me: An Original Story

A lesson combining reading, writing, and mapmaking with a pirate theme.

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**Grade Level**  2-3

**Duration**  2-4 class periods

**National Geography Standards**

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**Arizona Geography Strand**

**Concept 1 The World in Spatial Terms**

**Grade 2**

PO 3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend)

**Grade 3**

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**Other Arizona Standards**

**ELA Common Core Standards**

**Reading**

**Literature**

**Range of Reading and Level of Text Complexity**

2.RL.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Informational text**

**Craft and Structure**

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Integration of Knowledge and Ideas**

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Phonics and Word Recognition**

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
Overview

Teachers can use fiction and non-fiction literature in order to bring geographical concepts to the students’ levels of understanding. Reading engaging books about pirates, treasures, and mapmaking is an easy way to hook kids into geography.

Purpose

When mapmakers draw maps, they first must decide what to include on their maps and what to leave out. They make these decisions based on who they think is going to use their maps and for what purpose. In this lesson, students will learn the importance of including a title, compass rose, and legend on a map.

Materials

- Two original stories: Twelve Days of Looting and Blackbeard

NOTE: The books (Blackbeard and Looting) are ready for printing. The books are designed to allow space for illustrations. The books can be used for shared reading, guided reading, and independent reading. Look for synonyms,
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antonyms, homonyms, rhyming words, compound words, and other parts of language you are teaching.

- Lots of pirate books (for extensions), Two suggestions are: Pirate School written by Cathy East Dubowski and Mark Dubowski and Edward and the Pirates by David McPhail.
- Vis-à-vis markers/overhead transparencies
- Laminated map of world
- Rand McNally laminated physical geography maps with definitions on reverse side - especially words such as island, bay, hill, river, stream, volcano, cave, harbor OR use maps for grades 1-4 human and physical features found on the Arizona Geographic Alliance website (http://geoalliance.asu.edu/azga) under the Maps tab
- Manila construction paper and 1" graph paper
- Colored pencils/regular lead pencils
- This is an Island book

Objectives

Students will be able to:

- Distinguish land from water on a map, locating islands around the world.
- Identify the compass rose directions
- Draw an island, name it, and include five geographical features that they choose.
- Write a paragraph describing their treasures and where they are hidden.
- Read Blackbeard story with 90% accuracy in decoding, and 100% in comprehension.

Procedures

SESSION ONE

BEFORE CLASS: Copy the story “Blackbeard” on chart paper or transfer onto an overhead (original story included).

1. Read the story together. Brainstorm with children to determine what they know about maps and who uses them. Ask, “Why do you think pirates may have used maps?” (If Edward and the Pirates is used, the children will learn that many pirates could not read.)

2. Discuss the use of verbal directions vs. written directions vs. picture directions. A map is easier to use than written directions because it is a simple picture showing the location of things. However, without a legend, directions, or landmarks even picture maps are difficult to read.

3. Take the children to the playground and teach them the cardinal directions using landmarks on the playground, streets nearby, and more.

4. Using a large laminated world map, explain the compass rose.

5. Explain the colors on the map as they relate to land and water. Have children locate islands as land surrounded by water.

6. Discuss the Caribbean Sea as a place with many islands, and a favorite place for pirate hideaways.

7. Share book entitled This is an Island, from the Windows on Literacy series by National Geographic Society. Discuss geographical features that could be found on islands.

8. Using overhead projector and vis-à-vis markers, draw an island based on the classroom. Name it. Brainstorm landforms and water features, and show them where to put the pictures in the legend. Draw in the features. Tell them that next time they will all be drawing their own treasure maps. Therefore, they need to be thinking of a good shape for their own island, a name for their island, and whether or not they want mountains, hills, desert, waterfalls, lakes, rivers, etc.

SESSION TWO

1. Review the activities from the day before. Tell them: “Today you will be pirates. It will be your job to draw a map to remind you of where you buried your treasure.”

2. Have each child draw an island on graph or construction paper. Encourage them to be as imaginative as they can.

3. Make sure they include a compass rose on their maps.

4. Discuss the need for a legend on their maps. Provide the laminated physical geography term maps (or share the human and physical features maps from the Arizona Geographic Alliance) and instruct students to add at least 5 geographical features to their maps. Remind students to create a legend to identify their symbols. Also remind students that the titles of their maps will be the names of their islands.
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5. While they are drawing, have students think about where their treasures will be hidden, and what their treasures will be. (What will be in the Treasure Chest?) Students should decide where to hide the treasure and mark the spot.

6. Optional Make the maps look old by tearing the edges a little, putting little holes on parts, and blotting them with damp teabags. The maps must be lightly colored, so that features and terms are easily visible.

7. Once the maps are complete, have the students write a paragraph (or more) to tell where the treasure chest is hidden and what is contained in the chest.

Assessment

1. Each child will complete a copy of the book entitled "Blackbeard," correctly drawing pictures to match the story. Books can be graded for appropriateness of illustrations.

2. Each child will read "Blackbeard" with 90% accuracy in decoding and 100% accuracy in comprehension.

3. Each child will complete a map with a compass rose and five physical features. Points can be assigned for title, legend, use of symbols, compass rose, and neatness.

4. Each child will write at least one paragraph to describe where the treasure is hidden and what is contained in the treasure chest.

Extensions

Dress as pirates for a day, and go on a real treasure hunt with clues and a map. Children can wear bandanas and old donated jewelry. Eyepatches can be made from black felt. Hooks can be fashioned from children's plastic hangers and long sleeved shirts.

Sing the song "Old Man Blackbeard" to the tune of “Old Macdonald.”

Copy the book, "The Twelve Days of Looting", and have children illustrate the pages of the book.

Sources

The following books are available from National Geographic Windows on Literacy: Zoo Map written by David Tunkin and The Key to Maps by Harley Chan