

Map of Memories

Author	Andrea Barker
Grade Level	5
Duration	4 class periods

National Standards

GEOGRAPHY

Element 1: 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.

Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

AZ Standards

ELA

Writing

Text Types and Purposes

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Language

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Arizona Social Science Standards

GEOGRAPHY

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

5.G1.1 Use and construct maps and graphs to represent changes in the United States over time.

SIOP Elements

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards

Grade 4 and 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount a text including specific details and information.

B-3 identify and describe similarities and differences within a text

B-4 utilize visual information to understand the text

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.

B-2: use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-4: ask questions to gain information or clarify understanding.

B-5: contribute information and evidence to collaborative oral and written discussions.

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.

B-1: apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

Overview

Life is a series of memories. Some of us record our memories with photo albums or write journals. Some of us use social media to share our experiences. Why not map them?

Purpose

In this lesson students will learn a way to record their memories using a mapping tool. Later as they write a compare and contrast essay, they will understand that there are similarities in human memories even though there are differences in geographic location.

Key Vocabulary

memory: a period of time that a person can remember

icon: a small picture on a computer screen that represents a function or program

compare and contrast: how things are alike and different

past tense: verbs that describe something that already happened (Some examples are: I **ran** to school yesterday. He **wrote** the best poem. She **drank** the milk.)

Materials

- A copy of the book, *The Map of Good Memories* by Fran Nuño

Map of Memories

- How to Create Your Own Memory Map in Google Maps handout
- A memory map created by the teacher as a model
- Computers with internet access and Google logins for each student
- Memory Map Scoring Guide
- Optional: printed maps
- Vocabulary cards
- Vocabulary Test and Answer Key

Objectives

The student will be able to:

1. Write short autobiographical and biographical paragraphs that have past tense verbs.
2. Write paragraphs that have varying sentence beginnings, lengths and patterns.
3. Write sentences that focus on clear and specific word choice.
4. Use Google Maps to publish and present their writing.
5. Write a compare and contrast essay with a topic sentence, supporting details, and a concluding statement.

Procedures

Prerequisites: Teacher should become familiar with creating a map in Google Maps. See How to Create Your Own Memory Map in Google Maps handout. There is an example created by Andrea Barker but it would be helpful to create your own Memory Map prior to doing this lesson in the classroom.

SESSION ONE

Engage:

- a. Ask students if they have any good memories of a location near school or far away. Have students take turns sharing their experiences in small groups. Identify the locations on a map. **(Preparation: Linking to Background, Group Option: Small groups)**
- b. Read aloud the book, *The Map of Good Memories* by Fran Nuño.

Explore:

- a. Pass out a teacher created Map of Memories (Andrea Barker's or your own) to pairs of students. Have the partners read aloud the memories and discuss the locations. **(Grouping Option: Partners)**

- b. Announce to the class that they will be making a class map about a place they have all experienced. Once the place is decided (their city, their state, their neighborhood), have students volunteer a total of 6 memories that are related to this location.
- c. Model how to create a map in Google Maps using the students' memories. Model editing word choice, past tense verbs, and varying sentence structure. **(Scaffolding: Guided practice, Modeling)**

SESSION TWO

Explain:

- a. Ask students to think about the class map and come up with 6-8 memories that they have about a place (city, state, community) or a series of places that are somehow linked like places they have lived or have experienced a favorite vacation that took them 6-8 places. Have them think-pair-share their ideas. **(Grouping Option: Partners)**
- b. Instruct students to independently sequence the places and to write 6 short paragraphs describing the place and the memory associated with this place. Have them double check for word choice, past tense verbs, and varying sentence structure. **(Integrating Processes: Writing)** Have students peer edit in pairs. **(Grouping Option: Partners)**
- c. Optional: For additional practice, give each student a city, state, or country map (depending on locations) so that they can plot the locations. **(Application: Hands on, Promotes engagement)**
- d. Distribute or project the How to Create Your Own Memory Map in Google Maps handout. Guide the students through the steps to create a Google Map online. Ask students send a link to the teacher or share through Google Drive. **(Application: Hands on, Promotes engagement)**
- e. As students are completing the assignment, meet with individuals for editing and revising.
- f. Ask students to take turns presenting their memory map in small groups from their computer. **(Grouping Option: Small Groups)**

SESSION THREE

Elaborate:

- a. Print a copy of their individual maps to take home and show to their families.
- b. Have students to interview someone in their family in order to create a map of that person's memories. **(Application: Promotes Engagement)**

Map of Memories

- c. Optional: Give each student a city, state, or country map (depending on locations) so that they can plot these locations.
- d. Guide the students through the steps to create a Google Map of their family member. Ask students to send a link to the teacher.
- e. Ask students to take turns presenting the new map of memories from a family member in small groups. **(Grouping Option: Small Groups)**
- f. Ask students to peer edit in pairs. **(Grouping Option: Partners)**

SESSION FOUR

Evaluate:

- a. Display the maps of all the interviewed subjects in the classroom. Ask students to do a gallery walk.
- b. Start a discussion. Reflect on the memories of family members. Are the memories something you already knew or something new you discovered? Do you have similar memories? How does your map compare to your family member's map? How do maps of other people compare to the map of your relative? Ask students to identify similarities and differences among the maps and descriptions. **(Preparation: Linking to background, Application: Promotes engagement)**
- c. Ask students to write a short compare and contrast essay comparing the person they interviewed with their own memory map or one of their classmate's. **(Assessment: Written)**

Assessment

Writing

The biographical paragraphs in the memory maps and the compare and contrast essays can be graded using the 6 Traits Writing Rubric focusing on the area of Sentence Fluency and Word Choice. A 4 or higher will be considered mastery.

Social Studies

The memory maps can be graded for completeness and accuracy using the Memory Map Scoring Guide. Mastery will be considered 80% or higher.

Extensions

Students can create maps from biographies or literature.

Sources

Inspiration for this lesson:

<http://googletreks.org/tutorial/index.htm>

Google Maps <https://maps.google.com/>

Example Map:

<https://www.google.com/maps/d/u/0/edit?mid=1vmu-M2ZzbsGGaGuL4c6OdJNsbJLH-UpV&ll=33.51532500648635%2C-112.16966043728286&z=13>

Printable maps from Arizona Geographic Alliance
<http://geoalliance.asu.edu/azga/>

Nuño, Fran. The Map of Good Memories. Madrid: Cuento de Luz, 2017.