



# Is There a Map in That Story?

<b>Author</b>	John Halverson
<b>Grade Level</b>	6
<b>Duration</b>	1-2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

2. How to use mental maps 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

## AZ Standards

### ELA

#### Reading

#### Craft and Structure

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### Writing

#### Production and Distribution of Writing

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

## Arizona Social Science Standards

### GEOGRAPHY

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

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

## Overview

Literature provides our imaginations with a variety of settings from isolated Pacific islands to urban cityscapes. As we read, we are building mental images of the setting that geographers call mental maps. Mental maps are important for wayfaring as well as our tendency to develop perceptions of places.

## Purpose

In this lesson, students will read a written description of a place and create an accurate map of the story's setting. They will then create their own stories using descriptive elements that could be mapped by a reader.

## Materials

- How Do I Get There from Here? Guided Practice

- Nussbaum's Island reading
- Colored pencils
- Paper
- Map Checklist
- Writing Prompt

## Objectives

The student will be able to:

- read and interpret a written selection.
- construct a map based on the written selection.
- write a descriptive setting to a story.

## Procedures

Prerequisite Skills: Students should have completed the lesson called DOGSTAILS

<https://geoalliance.asu.edu/dogstails> before doing this lesson.

## SESSION ONE

## Is There a Map in That Story?

1. Introduce the lesson by reading the How Do I Get There from Here? Guided Practice. Distribute a piece of paper and some colored pencils to each student/group of students and read again.
2. Ask the students if they think that they could draw a map from the example. Ask what parts of the reading would be easy to draw and what parts are confusing.
3. Distribute the Nussbaum's Island reading and have the whole class read the setting given in the story. Again, ask what would be easy to draw and what parts are confusing. Help students to visual the parts that seem confusing.
4. Distribute the Map Checklist and explain that they are to use their paper and colored pencils to map the setting of Nussbaum's Island. The features of the island should be drawn from west to east. The east coast should look like a face and points will be given for each of the items on the checklist.
5. Encourage students to do a rough draft and then proceed with a final copy. Final copy might be finished as homework.

### SESSION TWO

1. Have the students write a story about a real or imaginary place modeling after the Nussbaum's Island story. They should focus on human and physical characteristics of the place. If time, students can exchange and draw maps from their peer's stories.

## Assessment

### ELA and Geography

The student-generated maps can be peer assessed. Assign points to the Map Checklist. Mastery will be considered 80% or higher on whatever scoring system you give to the map.

### ELA

The writing assignment can be assessed through the Six-Trait Writing Rubric for Ideas, Voice, and/or Word Choice. Mastery will be considered a 4 or higher on the trait(s) selected.

## Extensions

Students could draw a map based on the plot of another book or story that they are reading.

Given a teacher-drawn map, students could write a story to accompany it.