



Is There a Map in That Story?

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Grade Level 6
Duration 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

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 ELP Standards
Grade 6-8
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-1: determine the central idea or theme and explain how they are supported by using some text evidence.



Is There a Map in That Story?

B-2: recount specific details and information in a variety of texts.

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

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

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 general academic and content specific words, phrases, and phrases to express ideas.

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. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

jungle: land covered with many tropical plants

path: a place for people to walk to get from one place to another

island: land that is surrounded by water

mountain: land that is higher than a hill

lagoon: an area of shallow saltwater separated from the ocean by sand dunes

creek: a small stream of fresh water

gorilla: the largest and most powerful ape

peninsula: land surrounded on 3 sides by water

volcano: a cone-shaped piece of land formed by magma from the earth's center

Materials

- How Do I Get There from Here? Guided Practice
- Nussbaum's Island reading--Version A and B
- Colored pencils

- Paper
- Map Checklist--Version A and B
- Optional Drawing of a Face for a map template
- Version A and B Answer Keys
- Writing Prompt--Versions A and B
- Projection device like a document camera would be helpful

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

Prior to the Lesson: This lesson contains two versions of the activities to provide adaptations for diverse learners. Please look over the materials and decide which versions would be best for your learners.

Note: The first part of this lesson is done orally. Give students who need extra help, a copy of the written guided practice and partner them with an academically proficient student.

1. Introduce the lesson by having the students discuss the differences between a picture and a map. (maps are from bird's eye view, use symbols, have compass directions, have a title, scale, and legend, etc.) (**Scaffolding: Comprehensible input; Preparation: Linking to past learning**)

Is There a Map in That Story?

2. Then read *How Do I Get There from Here?* Guided Practice. Discuss a few of the features named in the reading. Ask students how they might include these features on a map. Perhaps draw some on the whiteboard or using the doc camera. Distribute a piece of paper and some colored pencils to partners and emphasize that their task is to draw a map. **(Integrated Processes: Reading and Listening; Scaffolding: Comprehensible input, Modeling; Grouping Options: Partners)**
3. Read the paragraphs again slowly as the students map the description depicted in each paragraph. **(Application: Hands on, Promotes engagement)**
4. Have students share their maps. **(Integrated Processes: Speaking)**
5. Distribute the Nussbaum's Island reading and have the whole class read the setting given in the story. Again, emphasize that they will be drawing a map using the clues in the reading. **(Preparation: Linking to past learning)**
6. Distribute or project the vocabulary cards. Go over the geographic terms that are used in the description of the island. Post these on the Word Wall. **(Scaffolding: Comprehensible input)**
7. Distribute the Map Checklist and more paper. 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. Explain the items on the checklist. Distribute the Optional Drawing of a Face that could be given to students who need additional help. **(Preparation: Adapting content; Application: Hands on; Grouping Option: Partners)**
8. 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: Written, Group or Individual)**

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.