



# Yo Ho, Yo Ho, A Pirate's Map for Me

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<b>Grade Level</b>	2
<b>Duration</b>	2-3 class periods

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## 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

## Arizona Geography Strand

### ELA

#### Reading

#### Range of Reading and Level of Text Complexity

2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.

#### Writing

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.

## Other Arizona Standards

### GEOGRAPHY

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

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

## 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

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<b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Application</b> <b>Hands on</b> <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> <b>Group</b> Written Oral
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### Arizona English Language Proficiency Standards

Stage II

Basic

Writing Process

**Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:**

B-1: generating ideas through class discussion and guided writing to record ideas (e.g., *graphic organizers, etc.*) with instructional support.

## 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.

## Key Vocabulary

**looting** – to take things that don't belong to you  
compass rose - used to determine north, east, south and west

**pirate** - a person who robs or steals on the sea

**nesw** - north, east, south, west

**map** - shows locations, directions, and bodies of water

**island** - an area of land surrounded by water

**title** - the name of a book, map, or song

## Materials

- Two original stories: Twelve Days of Looting and Blackbeard
- Large world map (digital or paper)
- White or tan construction paper or 1" graph paper
- Colored pencils or crayons
- A book about an island
- Sentence strips (ELLs)
- 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.

## Objectives

Students will be able to:

- Draw a map with a title, compass rose, and legend.
- Draw an island with five geographical features.
- Write a paragraph describing their treasure and where it is hidden.
- Read the Blackbeard story with proficiency and independently.

## Procedures

### SESSION ONE

*NOTE: The books included with the lesson (Blackbeard and Looting) are ready for printing. The books are designed to allow space for illustrations.*

*Prerequisite Knowledge: Students should have some experience with maps. They should know*

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*their purpose and have seen some of the elements found on maps (legend, compass rose, directions, basic landforms and water bodies, etc.) A good lesson for building this prior knowledge is called TOADS: An Introduction to Map Reading found at <https://geoalliance.asu.edu/toads>*

1. Begin the lesson by asking the students: Who are pirates? Do you think pirates might have used maps? What would they use maps for?

**(Preparation: Linking to background, Grouping: Whole class)**

2. Discuss the merits 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. **(Scaffolding: Comprehensible input)**

3. Take the students to the playground and teach them the cardinal directions using landmarks on the playground, streets nearby, and more. **(Application: Meaningful and Promotes engagement; Grouping: Partner, Small group)**

4. Using a large world map, explain the compass rose and the colors on the map as they relate to land and water. Have children locate islands and learn the definition of an island. **(Application: Hands-on)**

5. Read aloud a book that features an island. Discuss geographical features that could be found on islands. **(Integrating Processes: Listening)**

6. Locate the Caribbean Sea on the world map. Explain that it has many islands and was once a favorite place for pirate hideaways.

7. End the session by projecting and reading the Blackbeard story. If time, have the students read along with you. Have students illustrate the story.

### SESSION TWO and THREE

8. Using a classroom projection device or the whiteboard, model drawing an island. Name it. Add at least 5 landforms and water bodies. Model how to use symbols and create the legend. **(Scaffolding: Guided practice)**

9. 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." **(Preparation: Linking to past learning)**

10. Divide the students into small groups and distribute art supplies (construction or graph paper and colored pencils or markers). Instruct the groups to draw an island—a pirate hideaway! Encourage them to be as imaginative as they can. **(Grouping: Small groups)**

11. Remind them to include a title, compass rose, legend, and at least 5 landforms or water bodies on their maps. **(Application: Link to objectives)**

12. 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?) Groups should mark the spot with an X.

**(Grouping: Partners; Application: Meaningful)**

13. 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. **(Application: Hands-on)**

14. Once the maps are complete, have the English proficient students write a paragraph (or more) to tell where the treasure chest is hidden and what is contained in the chest. ELLs can use the sentence strips: "There are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in the treasure chest." **(Integrating processes: Writing and speaking; Preparation: Link to past learning)**

## Assessment

### ELA

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. Mastery will be considered pictures that match the story 90% of the time.

Each child will independently read the Blackbeard story with 90% accuracy in decoding.

Each child will write at least one paragraph to describe where the treasure is hidden and what is contained in the treasure chest. Mastery will be considered having a good introduction, several details, and a conclusion. Mastery will be considered having all three requirements.

ELLs will write one sentence strip that contains 4 possible items that could be in the treasure chest. Mastery will be considered having at least 3 items in the sentence strip.

### Geography

Each child will complete a map with a compass rose, title, legend, and five physical features. Points can be assigned for title, legend, use of symbols, compass rose, and neatness. Mastery will be considered a score of 80% or higher.

## Extensions

## Yo Ho, Yo Ho, A Pirate's Map for Me

Hide something on the school grounds. Have everyone dress as pirates for a day and go on a real treasure hunt with clues and a map.

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.