



What a Variety of Maps!

Author Diana Lee Strouth
Grade Level 6-7
Duration 2 class periods

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
 3. How to analyze the spatial organization of people, places, and environments on Earth's surface

AZ Standards

ELA Reading Key Ideas and Details

6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Writing Production and Distribution of Writing

6.W.4 and 7.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.

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

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

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

What a Map!

Arizona ELP Standards

Stage IV

Basic

Comprehension of Oral Communications

Standard 2: The student will express orally his or her own thinking and ideas.

The student will communicate orally by:

B-10: preparing and presenting a report using functional text using complete sentences.

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-21: applying understanding of content area vocabulary within math, science and social studies texts.

B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers)

Writing

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:

B-5: producing group reports including understanding the purpose of the project, and assigning research tasks.

Overview

Maps are geographical representations. They can provide information about a place, but no map can show everything. Therefore, there is a need for many different types of maps.

Purpose

In this lesson, students will learn about a wide range of maps and identify their unique characteristics.

Key Vocabulary

civic needs - what people in a city need to live (roads, water, electricity, police, etc.)

boundaries – borders

route – road or highway

physical or natural features – things created by nature such as plains, oceans, deserts, and forests

political or human features – things created by people such as towns, cities, countries, states

Materials

- Various Types of Maps for Projection
- Variety of Maps Information Sheet
- Map Presentation Form A and Form B
- Hand-held devices or computer lab/internet
- Scoring Guide for Presentations

Objectives

The student will be able to:

- Identify the characteristics and functions of a variety of maps.
- make group presentations

Procedures

SESSION ONE

Note: There are two Map Presentation Forms (A and B) available to use. Decide based on the ability of your students or the time you have for this lesson, which of the forms you will distribute to students.

1. Begin the lesson by having students name as many kinds of maps as they can. Record their responses. **(Preparation: Linking to past learning; Grouping: Whole Class)**
2. Tell students that in order to use various kinds of maps, they will need some basic vocabulary. Project the Vocabulary Cards. Either have students write down the word, its definition and draw an illustration or post the Vocabulary Cards on a word wall. **(Scaffolding: Comprehensible input)**
3. Project the Variety of Maps Information Sheet and explain that these are the kinds of maps that they will be studying. Distribute the sheet to students. Direct students to look at the end of the second page.

What a Map!

4. Project the first map in the prepared set of images (Physical Map). Model how the students should either sketch a brief image of the map or write words to describe that map in the box under the title, Physical. **(Application: Hands on, Promotes engagement)**
 5. Continue to project the various maps with the students continuing their note taking.
 6. Divide class into 9 groups. Assign each group a different type of map and distribute Map Presentation Form A or B. **(Grouping: Small Groups; Application: Hands-on, Preparation: Adapting content)**
 7. Explain that as a group, they will find a map that is a good example of the map type assigned to their group. They will print off the image and then complete their Map Presentation Form. Project the Scoring Guide for Presentations so students understand the requirements and how the work will be graded. **(Grouping: Small Groups; Application: Hands-on, Linked to objectives; Scaffolding: Comprehensible input)**
1. Allow groups time to look for an example of their kind of map, print it, and then complete the Map Presentation Form. **(Integrating Processes: Speaking, Writing, Reading, Listening)**
 2. Have groups assign speaking parts in order to present their map to the class. **(Application: Meaningful)**
 3. Have the 9 groups present and show their map. **(Grouping Option: Whole class, Integrated Processes: Speaking, Assessment: Group, Written and Oral)**

Assessment

Use the Scoring Guide for Presentations to assess the presentations and written work. Mastery will be considered a score of 80 points or higher.

Extensions

Have groups create Venn diagrams on the different maps.

SESSION TWO