



What a Variety of Maps!

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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

Arizona ELP Standards

Grade 6-8

Basic

What a Variety of Maps!

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.

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

B-3 identify and describe similarities and differences between multiple 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-1: deliver short oral presentations that include some details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

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

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

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

B-4: restate the main idea using evidence from text or presentations.

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. This lesson contains strategies for teaching diverse learners (ELLs).

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

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.

SESSION ONE

1. Begin the lesson by having students name as many kinds of maps as they can. Record their

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- 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.
 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)

SESSION TWO

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

ELA and Geography

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 comparing different maps.