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Social Studies Methods
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Story Maps

Lesson: Compass Rose directions

Length: 20-30 minutes

Grade Intended: Second

Academic Standards:

2.3.1 Use cardinal and intermediate directions to locate places on maps and places in the classroom, school, and community.

Objectives:

After drawing a setting map of Little Red Riding Hood, the students will give five steps of cardinal or intermediate directions following the plot of the story with four out of five steps being accurate.

When given a list of four places in the community, the students will be able to write down which cardinal direction each place lies in relation to the classroom with three out of four directions being accurate.

Assessments:

The students will be assessed in two different ways. First the students will be assessed on their ability to give directions to a place indicated on a map in which they created. They are required to write at least five directions down, which indicate where the wolf travels throughout the story. The students are allowed to be creative here, but the directions they give must follow the plot of the story, and more essentially, they must follow the direction the wolf is moving on the setting map they created.

The second assessment will include a short list of buildings around campus or the community. The students are to number from one to four on the back of their setting maps, and then write the direction they believe the buildings are located in. The directions only have to be in cardinal form. Also, a compass rose will be provided in the classroom, which may help orient the students.

Teacher Preparation

Get the story Little Red Riding Hood prepared for the lesson. Make sure to have paper and colored pencils/markers available for the students to create their maps. Have three or four different sets of instructions for the classroom treasure hunt typed out. Even using old burned paper will give the treasure hunt activity a more authentic feel to it. Make sure to post an N, S, W, and E on the appropriate walls of the classroom prior to the lesson.

Procedure:

Introduction

Give the students the scenario that you want to get from your house to your friend's house, but you do not know how to get there. Could someone give me directions to my friend's house? Draw a picture on the board of your house in one space, and then your friend's house on the other side of the board. There are woods and some other obstacles in the way. Do not give your students the option of having road signs. Allow them to try to problem solve how to give directions without using the geographical terms. Once the students are either struggling, have found a creative way to give the directions, or have started using the geographical terms of north, south, east, and west lead them into a discussion about the different geographical directions.

Step-by-Step

1. Ask questions such as: What are the four most common directions shown on a map? (Bloom's Knowledge) Explain that those directions are called the cardinal directions.

2. There are four other directions that are typically found with the cardinal directions on a compass rose, and those are called the intermediate directions. Who thinks they know what the intermediate directions might be? (Bloom's Knowledge)

3. Point out what a compass rose looks like, and where each direction is positioned on the compass rose.

4. Have the students take out a scrap piece of paper and pencil. Then have the students close their eyes for about twenty seconds, getting a picture in their minds of where buildings around the classroom are located. Next have the students write down, using cardinal directions, which direction they would need to walk in order to get to:
 1. The administration building
 2. The fountain and benches
 3. The baseball fields
 4. The science building(Gardener's Intrapersonal Intelligence)

4. Introduce the story Little Red Riding Hood and ask how many students have heard the story before. Explain that today we are going to look at it from another perspective. Today we are going to follow the geographical directions of the story.

5. Read the story to the class. While you are reading the story, have the students create a setting map. As the teacher you may model this step by drawing a setting map on the board. (Gardener's Visual Spatial)

6. Once the story is finished, the teacher models how to take the events of the story and change them into geographical directions of where the wolf goes in the story.

(Example: The wolf was moving northeast towards his den in the forest when the girl in the red coat came skipping by)

7. Have the students write five steps of directions in which the wolf moved throughout the plot of the story. Students can be creative in this activity, as long as the directions follow the story and the map of which the students created.

Closing:

Ask the students some wrap-up questions such as: What would happen if we did not have such a thing as directions or the compass rose? (Bloom's Synthesis) Thinking back to the first question about giving directions to a friend's house, is it easier to give directions using cardinal and intermediate directions? Why or why not? (Bloom's Evaluation) One more thing directions are useful are to find buried treasure. There is treasure in this classroom, and to find it you must follow these instructions exactly, otherwise the treasure will magically disappear. Quietly stand up and move to the south wall of the classroom. Walk to the southeast corner of the classroom and look under the desk closest to you facing the north. There you will find a treasure.

Adaptations/Enrichments

For students who have visual disabilities, use glue to draw pictures for a raised map so that the student can use their fingers to orient themselves on the page. The student can then give directions orally either to an aid, the teacher, or through an audiotape. Enrichment for this activity would be to have the student give more steps of directions for their setting map, and also have more specific directions, such as using more intermediate directions because that concept is a little bit more difficult to orient yourself. The student may also have a few other places in the community to try to determine what direction they are positioned in relation to the classroom.