Geography Unit Lesson Plan #3

Lesson: Cardinal and Intermediate Directions

Length: approximately 20 minutes

Intended Age/Grade Level: 2nd grade

Academic Standards:
- Geography: 2.3.1-- Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.
- Physical Education: 2.2.2-- Identify and begin to demonstrate techniques for efficient and safe movement.

Performance Objectives:
- Given a large compass rose on the floor, the students will be able to identify the direction that is being called out and will move in the correct and appropriate direction.

Assessment:
- Assessment will be done through anecdotal notes on specific children’s ability to read the compass rose, to move safely and not hurt others in the process, and overall participation in the activity.

Advance Preparation by Teacher:
- Reserve the gym, or find another large area to conduct activity
- Print off anecdotal notes forms (attached)
- Large compass rose should be placed in the center of the gym/area

Procedure:

Introduction/Motivation: “Today we are going to do something a little different and a little more energetic than our previous geography lessons. You all have done such a wonderful job sitting still and listening all day that I thought you could use a little break. Today we are going to review what a compass rose is and then we are going to read a large compass rose and move in all directions in the gymnasium.”
Step-by-Step Plan:

1. “First we need to review what a compass rose is. Can anyone tell me what a compass rose is? (Bloom’s Taxonomy: Knowledge) Remember we used them when we drew the picture maps of the classroom.” (Allow time for student response.) “Good memory! A compass rose tells us about the directions and helps us navigate.”

2. “A compass rose tells us about the cardinal directions. These are the four MAIN directions. Can anyone tell me one of the cardinal (main) directions?” (Bloom’s Taxonomy: Knowledge) (Allow time for student response. Continue asking until all four are listed.) “Good! Now, there are also directions called intermediate directions. Can anyone tell me what these might be?” (Bloom’s Taxonomy: Analysis) (Allow time for student response.) “An intermediate direction is a combination of two of the cardinal directions. For instance, northwest. Northwest would be the direction right in the middle of north and west. Does that make sense?” (Allow time for student response.)

3. “Alright, if everyone feels comfortable with all the information we just covered, I think we are ready to move on down to the gym/area and get started with our activity. Please remember your hallway procedures when we are walking down there.”

4. Take students to the gym or other large area for the activity.

5. Have students sit in a circle around the large compass rose (already in place) and listen to instructions:
   - “First, I need you all to look at the compass rose. This is what you will be using to make sure that you are moving in the right direction and don’t bump into other students.”
   - “How our game goes today will depend on how well you cooperate in the large group and listen to directions. (Gardner’s: Interpersonal) So please listen carefully as I describe what we are going to do.”
   - “You all will start on the compass rose. I will then call out a direction and all students will move to the wall of the gym in that direction in the way that I specify. I want you all to be careful and not bump into each other. For instance: I might call out ‘skip to the north!’ All students would need to skip to the north in a safe manner. We will then return to the middle on the compass rose and wait for the next direction. Does this make sense?”
   - “Are there any questions? Remember that I will also be throwing in some of the tricky intermediate directions, too. So pay close attention!”

6. “Let’s get started!” (Gardner’s: Bodily-Kinesthetic) Follow the list of directions below to help guide the activity:
   - Skip to the north
   - Slide to the south
   - Walk to the west
• Crawl to the east
• Run to the northeast
• Bear crawl to the southwest
• Gallop to the southeast
• Hop to the northwest
• Any other directions desired can be done as well

7. “Great job everyone! I appreciated how well you listened to my directions—and I was impressed at how well you read the compass rose to move in the right direction. Let’s head back to the classroom and reflect on the activity.”

8. Take students back into the classroom and ask them the following questions:
   (Gardner’s: Verbal-Linguistic and Intrapersonal)
   • “Did you like that activity? Should I do this activity with my class next year?” (Bloom’s Taxonomy: Evaluation)
   • “Which were harder to figure out, the cardinal directions or the intermediate directions?” (Bloom’s Taxonomy: Analysis)
   • “Do you think that you could have done the activity if you did not have a compass rose?” (Bloom’s Taxonomy: Synthesis)
   • “Would you be able to read a map and tell me the directions if you did not have a compass rose?” (Bloom’s Taxonomy: Synthesis)

Closure: “Now that you know how to use a compass rose, you can see how important it is to reading a map and to be able to follow directions. We will talk some more tomorrow about compass roses and other symbols that you may find on a map that will help you to read the map. Thank you again for your awesome cooperation and participation in the activity today!”

Adaptations/Enrichments:

• **Student with a learning disability in reading comprehension**— The student will not have to be reading during this activity, so no specific adaptations will have to be made. However, if the student has trouble recognizing a letter (i.e. the ones that will represent the directions on the compass rose), additional support will need to be given at the beginning of the lesson—making sure that the student is able to recognize the needed letters to read the abbreviations of the directions.

• **Student with ADHD**— Students with ADHD may not be able to focus with all the activity happening around them. Students could either be given a student buddy to help them stay on task (all students could have buddies to minimize embarrassment for the student with ADHD) or the student could participate in this activity in a smaller group. The class could be separated into two to three groups and this activity could be done like a station rotation.

• **Student having gifts and talents in art/creativity**— Students with gifts and talents in art/creativity could be asked to help the teacher design the compass rose. This would allow the student to get a greater understanding of how a compass rose works, too—
because they would be working one-on-one with the teacher in this enrichment activity.

- **Student with Autism Spectrum Disorder**— Adaptations for students with autism spectrum disorder may look similar to those for a student with ADHD in this scenario. The student could be provided with a buddy so that they do not become overwhelmed with the social aspect of this activity.

**Self-Reflection:**
- Were my students truly grasping the concept of the different directions, or were they just following their peers?
- Was the movement controlled and appropriate or did the students get out of hand when taken to the gym? (i.e. running and screaming)
- Were my students prepared for the activity or would it have fit better at another spot in the unit?

**Attachments:**
- Anecdotal Notes Form
Cardinal and Intermediate Directions Activity:
Anecdotal Notes

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Reading the Compass Rose:</th>
<th>Safe/Appropriate Movement:</th>
<th>General Participation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>