

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Social Studies	Lesson Title <i>Location, Location, Location!</i>	Correlation to Framework 02.06	Lesson Number 43
<p>Objectives/Learner Outcomes</p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Locate countries, states, and cities and on a map using clues based on cardinal points • Compose clues based on cardinal points to locate countries, states, and cities and on a map using cardinal directions • Predict and evaluate the different uses of maps 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Wall map of the United States • Transparencies/Markers • Overhead projector • Outline maps on transparencies • Outline maps • <i>Where Were You Born</i> and <i>Name That City – Activities 1 and 2</i> • Blackboard, white board, or flip chart • Wall map of the United States • Road maps of the US • 8.5 x 11 paper with each of the cardinal directions written on it • Compass • Internet Resources <ul style="list-style-type: none"> ○ Pearson and Scott Foresman Company – Outline Maps http://www.scottforesman.com/learn ○ Noble Ed New – Blank Map of the United States http://www.nobleednews.com/blank_us_map.htm ○ Houghton Mifflin – Education Place http://www.eduplace.com ○ National Geographic – <i>Xpeditions Atlas</i> http://www.nationalgeographic.com 	

<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none">• Locate his/her state and state capital on a United States map• Locate major bodies of water on a United States map• Explain there are 50 states• Explain there are 7 continents	<p>Key Words</p> <ul style="list-style-type: none">• North• Northeast• Northwest• South• Southeast• Southwest• East• West
<p>Anticipatory Set/Introduction</p> <p>Discuss: How may times have you used a map? For what purpose did you use it?</p>	
<p>Preview Questions for Lesson</p> <p>Use preview questions that assess a student's familiarity with maps and cardinal directions, such as the following: Say: Look at the map of the United States. Write: I was born in a state that is north of North Carolina, east of Kentucky, and south of Washington, D.C. Ask: Where was I born?</p>	
<p>Instructional Outline</p> <p>Say: You are able to find places and tell where places are on a map by the cardinal directions. The teacher or student will write on the board or flip chart the cardinal directions. Students will contribute by supplying known vocabulary dealing with maps and directions. Ask: Where does the sun rise and set? Show me in relation to the classroom. If you stand facing east and hold your left hand out, it will point north; your right hand will point south. Have students stand to do this. Divide students into groups of four. Give each of group of students a paper with the word North, South, East, or West written on it. Ask the students to stand in the classroom where they belong. Optional: Provide several compasses for students and show them how to determine North, South, East, and West. Give students maps of the United States and the World. Brainstorm on the board or flip chart the necessity for having knowledge about maps and geography. Discuss the GED requirements for geography and map reading and that maps are types of graphics. Do: Place on the overhead projector a detailed map of the United States, such as one from the National Geographic website at: http://www.nationalgeographic.com/xpeditions/atlas/index.html. Discuss the preview question and show students how to arrive at a location on the map by knowing only cardinal directions. Explain the relationship between the real or physical directions that students can point to in the classroom and the directions represented by the map. Do: Activity #1 Do: Activity #2</p>	

Process/Activities			
Students will complete <i>Activity #1 – Where Were You Born?</i>			
Product/Evaluation/Summary			
Students will complete <i>Activity #2 – Name That City.</i>			
Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide written instructions to students for the activities. Provide outline maps for each student.	Incorporate activities that allow students to work together in pairs. Have them explain to you how they locate a place on the map while you assist them in finding it.	Have students draw an outline map of the place where they were born for the small group or class.
Special Differentiation Strategies	Use an overhead transparency or blackboard to visually show maps that are being discussed. Color code the cardinal directions on the overheard map, as well as any directions used in the lesson.	Check for understanding by asking questions and assessing correct answers during discussions and when giving directions or assignments.	Have students write on the board or flip chart. Allow them to use physical maps when discussing directions or locations.
Evaluation	Allow students to show mastery of the concept through written projects and assessments. Provide written instructions to students for the evaluation.	Allow students to orally state answers during class instruction and discussion as well as the for evaluation purposes. Have students read aloud questions and clues during exercises and evaluation.	Let students use master maps as manipulatives when they are being assessed. Students may wish to draw directions rather than state them in words.

The Family and Adult Literacy Connection

If students have school-aged children, have students complete an assignment on maps with their children. A family can put a map of the United States or of the World on a wall in their home. Each family member can put a mark where he/she was born. This assists children in understanding about the vastness of the world and helps to develop beginning map skills. Families can also show their children such things as map symbols. During trips, allow children to follow along with a map. Children may also wish to make their own maps of anything from how to get to their friend's home to how to get to their room. Maps can use lots of pictures when working with younger children.

ESE/ESOL Accommodations

This lesson accommodates ESOL, Pre-GED, and GED students through the use of manipulative and oral responses. To assist ESE students in locating directions and map legends, you may wish to use color-coding on the map for the cardinal directions and have the different legends and their definitions depicted on the wall as a reference source.

Make sure that beginning experiences with maps use maps that are simple and uncluttered in appearance so that students can clearly understand the basic concepts being taught.

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ACTIVITY #1

Where Were You Born?

Supplies: Maps of the United States and the World

1. Each student will explain and give clues, based on the cardinal points the state or country where he/she was born, without naming the place. The student will write the clues on a piece of paper using complete sentences, correct grammar, and appropriate punctuation.
2. Example: I was born in a state that is north of North Carolina, east of Kentucky, and south of Washington, D.C. The state tree is the dogwood. I climbed the Blue Ridge Mountains when I was a small child and played in deep snow in winter. In the summer, I went to a beach on the Atlantic Ocean.
3. Put the papers in a hat.
4. Divide the students into groups of two to three.
5. Have each group draw a piece of paper with the clue from the hat.
6. Have the group use the clue to solve the question.
7. Check the groups for accuracy.
8. Have each group present to the class the clue, the answer to the clue, and how they arrived at the answer.

ACTIVITY #2

Name That City

1. Explain and give clues based on the cardinal points the name of a major United States city.
Example: San Francisco, Atlanta, New York City, Tallahassee, Denver, etc.
2. Have students determine the name of the city and formally write how and why it is the correct city according to the given clues.
3. Check the answers for accuracy.
4. Have each student or group present before the clue, the answer to the clue, and how they arrived at the answer.