

Maggie, Megan, Danielle, Liz, and Mary

Lesson Topic: Cardinal direction and maps	Class Size: 14
School Context: The school is Shark River Hills in Neptune, NJ. Shark River Hills is a public elementary school with a student population of 219 through grades P-5. There are two third-grade classrooms each with 14-15 students.	
Subjects: Social Studies- 3rd grade	

I. Learning Objectives	
Objective(s):	Core Content Standard:
<p>Students will be able to create a map using the following properties of maps: cardinal directions, symbols, legend, and title.</p> <p>Students will be able to use various art materials to work in groups to create their own map and board game that reflects their community, including important landmarks and cultural aspects.</p>	<p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic)</p>
	<p>Arts Standard:</p>
	<p>1.5.5.Cn10a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary</p>
<p>Key Vocabulary:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● Compass ● Cardinal direction ● North ● South ● East ● West ● Landmark ● Symbol ● Legend ● Title ● Label <p>Art:</p> <ul style="list-style-type: none"> ● Sculpt ● Color ● 2 dimensional ● 3 dimensional 	
II. Prerequisite Knowledge	

<p>What are the required prerequisite knowledge and skills for this lesson?</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • Understanding of maps & their purpose • Cardinal directions (North, South, East, & West) • Understanding of the purpose of a legend and symbols on a map • <p>Art:</p> <ul style="list-style-type: none"> • Proper usage of art materials • Perspective • Space and proportion • Understanding of geometric elements
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<p>How will you support students to develop the prerequisite knowledge and skills?</p>	<p>The teacher will review what the students have previously learned about maps. Have students work in their table groups to come up with a definition or example(s) of the vocabulary words legend, symbol, landmark, Title/label,. The teacher will also ask why maps are important and what they represent and discuss as a whole group. The teacher will then show the students this anchor chart, detailing what a map is, as well as what is included in a map. The anchor chart will be available for the students to refer to as they work on their projects.</p>
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Anchor chart:



III. Procedures**	
<p>Step-by-step Procedures:</p>	<p>Approximate Number of Minutes</p>

Before the lesson begins

Powerpoint: <https://docs.google.com/presentation/d/1mxcPXu5Nn-TNNqAuzW54axfpZUPupvkpOv3bldu6FDA/edit?usp=sharing>

Before beginning the lesson, the teacher will engage students in a 4 corners whole group activity that gets students out of their seats and engaged in a game that will reinforce their understanding of cardinal direction.

Then activate prior knowledge by reviewing what they have learned in previous classes about maps and their components by having students work in their table groups to come up with a one sentence definition and draw one example of the vocabulary words legend, symbol, landmark, Title/label (one word per group) After each group shares their definition, ask why maps are important and what they can represent (whole group discussion).

Next show the anchor chart, point to and give quick examples/definitions of the legend, symbols, landmarks and labels (serves as a visual representation of the vocabulary words they just defined). Ask students what they notice about the colors, shapes and lines used in the map (anchor chart) Encourage students to consider the significance of landmarks and cultural aspects of this map. .

In addition to the map properties, the teacher will also go over the **different geometric elements of art by naming them and defining what they mean.**

Having 2d and 3d objects is a requirement, therefore the teacher will explain the differences between the two as well as examples of the art materials you may use for either of them.

Show examples of board games and then game pieces and have students turn and talk about how the colors make them feel, what geometric elements they see, what 2d and 3d objects they see etc.

During the lesson:

The teacher will ask students to take out the photos of the landmarks of their community that they took (homework assignment/family project).

Introduce ACTIVITY #1: Students will work in groups to discuss what they see in the images and brainstorm/draw which landmarks they will include in their game boards (5mins).

As students are planning what landmarks they will include, they can consider the following questions to guide their thinking:

Through their discussions, students will be asked to discuss:

- **Why did you choose the landmarks that you chose?**
- **What are the geometric elements (presented in slides) you can see in the community areas and landmarks you chose**
- **What are the 2D and 3D objects/aspects you see in the images**
- **Discuss what materials you may want to use to re-create these landmarks**
 - **Will you make your models 2-D, 3-D, or a mix of both?**

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○ **How will you use different material to represent at least one geometric element you see in your images?**

Introduce ACTIVITY #2: Planning/sketching their board game and transferring it to the cardboard

The teacher will review the proper use of art supplies with the class and the checklist of what needs to be included one more time to confirm that they understand what to do. Students will be instructed to first brainstorm ideas about what type of board game they want to create, the objective of their game and decide whether their game will use a spinner, dice, cards etc.. Then they will draw their board game on a white sheet of paper and then transfer it to the cardboard.. They will create landmarks, labels, compass rose, symbols, a legend, game pieces. Lastly, they will make an instruction manual/ rulebook and create a title for their board game.

After the lesson:

Once they are finished with their planning and sketching the teacher will explain that during the next classes they will distribute the cardboard needed for the students to make their board games. The students will also have access to various materials, including construction paper, scissors, glue, crayons, markers, paint, and clay to construct their board game.

Students will take turns introducing their board game to the class including the title, landmarks, symbols, legend, labels, geometric elements, game pieces and the game's objective. The students will explain why they included certain landmarks, describing their value within the town. Then they will form new groups by including one person from each group in the new groups (like a jigsaw) so that each group has an expert on each board game. Students will spend a few minutes playing each board game.

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Extension of Activity (e.g. homework):

Students will give feedback to their peers about what went well and what needs improvement. Students can work on improving their games if they find that something did not work out as planned. In addition, students can continue playing each other's games.

Differentiation approaches:

Students will be given various materials and will have a choice in selecting what they would like to use. The teacher will put up a countdown timer on the smartboard to allow students to be aware of their time and be able to manage it. This will help students with ADHD and autism know what to expect during the activity. This will also help with transitioning to the next part of the schedule. In addition, each group will be heterogeneous to allow students to learn from one another. Each group will have a planning sheet to organize everyone's ideas. Emerging bilinguals will be provided with a list of the vocabulary words and definitions with embedded images and cognates (ex. legend/leyenda). Emerging bilinguals will be placed in groups with at least one other person who speaks the same first language and will be encouraged to use their entire linguistic repertoire. Roles will be assigned, one person will be a recorder or facilitator, and everyone will contribute to the creation of the board game. The teacher will make a rubric for students to use as a guide and to ensure that each board game fulfills the requirements. Lastly, each group will work in a different part of the classroom. The group that has a student with ADHD in it will be asked to work near the teacher's desk. This will help the student stay on track and the teacher will be near refocus the student by subtly tapping on their desk. Visuals and examples of past projects will also be provided to help students know what is expected.

IV. Assessment

In what way(s) will you assess whether students are meeting and/or have met the learning objective(s)? Please use a formative assessment.

Formative:

As students work, the teacher will conference with each group to see their progress and next steps. The teacher will verbally provide at least 1 glow and 1 grow to guide their progress.

Summative:

Students' board games will be assessed using a rubric. Students will be assessed on:

- Creating at least 4 3D game pieces
- Creating a map of their community, including at least 5 labeled landmarks
- Including symbols with a legend
- Having a title, compass, and labels

Below is the grading rubric the students will be assessed on:

Board Game Grading Rubric

	4	3	2	1	0	Score
Use of Landmarks	Students have thoroughly created a board game that represents the community using 5 labeled landmarks	Students have included 3-4 landmarks in our community	Students have included 1-2 landmarks that are clearly from our community	There are landmarks represented but it is unclear what they are or how they are connected to the community.	There are no landmarks represented .	
Use of 2d and 3d	Students have incorporated 2-dimensional aspects and at least 4 3-dimensional parts using various art materials such as clay, play-doh, boxes, etc.	Students have both 2d and 3d aspects represented. Students only have 3 3-dimensional pieces	Students have both 2d and 3d aspects represented. Students only have 2 3-dimensional pieces and do not use a diverse among of materials to create them.	Students have both 2d and 3d aspects represented. Students only have 2 3-dimensional pieces and do not use a diverse among of materials to create them.	There are no 3d materials presented. The board game is entirely flat.	
Use of geometric elements of art	The game uses at least one geometric element of art and members can clearly explain how it was used	The game uses at least one geometric element of art. Members needed support articulating how the geometric element of art was used.	The game uses at least one geometric element of art. Members did not explain its use.	Members were unable to identify a geometric element of art and could not explain it.	No geometric element was present.	
Use of map properties	Students have included all of the following properties of maps and they can be identified:	Students have included some of the following properties of maps and they can be	Students have included some of the following properties of maps but they are not easily	Students have only included 1 of the following properties of maps and they can't be	None are represented .	

	title, legend, cardinal directions, and symbols.	identified: title, legend, cardinal directions, and symbols.	identified: title, legend, cardinal directions, and symbols.	identified: title, legend, cardinal directions, and symbols.		
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Total Score: _____

V. Resources and Materials

I need:	Students need:
<ul style="list-style-type: none"> ● Anchor chart paper ● Markers ● Smartboard or another interactive whiteboard to show examples 	<ul style="list-style-type: none"> ● Large grid paper & blank paper ● Markers, crayons, colored pencils ● Paint & paint brushes ● Tissue paper ● Clay or play -doh ● Glue and scissors ● Cardboard ● Legos / building blocks <p>Students will also be able to bring recycled materials or materials from home to use.</p>

Family, Community, and Other Resources (required to reveal how the lesson connects to students' lives):

This integrated art lesson plan incorporates students' knowledge of maps and cardinal direction with art and the community. After learning about cardinal direction students will create their map of the community as a board game. Students will work in small groups and collaborate to decide what important landmarks they would like to include in their community. The materials being used will vary for each group because they have different perspectives of their community. Students can use various 2d and 3d materials to represent their culture by making smaller models of the types of restaurants their families go to in town, local parks they go to, grocery stores, murals in the community, street names, community centers, culture centers, dance studios, etc.