Map Matcher
Lesson Idea

Task
Students will compare and contrast data presented on reference and thematic maps, and then critically analyze maps of their choosing to discover map data patterns.

Student Learning Targets
I can compare and contrast data on reference and thematic maps.
I can find patterns in map data to show how two or more maps relate.

Standards
Wisconsin Model Academic Standards for Information and Technology Literacy
B.4.6 Interpret and use information to solve the problem or answer the question
• identify new information and integrate it with prior knowledge
• determine if information is relevant to the information question
• select information applicable to the information question
• seek additional information if needed
• apply the information gathered to solve the information problem or question

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subject
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  b. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic.
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Materials
“Into the Map - Map Matcher”
device (computer, laptop, tablet, etc.) with Internet access
variety of reference and thematic maps (atlases, classroom maps, road maps, etc.)
Data Patterns graphic organizer (provided)
Map Matcher
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Procedure
As a whole group, first instruct students to compare and contrast reference and thematic maps using a Venn diagram. Next, have students collaboratively use evidence from the Venn diagram to create a definition for reference maps and thematic maps. Definitions may be similar to: reference maps show geographic locations such as boundaries, rivers, cities, towns, etc.; thematic maps have a theme or a specific purpose such as population density, forest cover, etc.

Next, instruct students to complete “Into the Map - Map Matcher” to discover the relationship between reference and thematic maps. Once complete, ask students to explain how the data on reference and thematic maps relate.

Finally, have students research various reference and thematic maps. First distribute the Data Patterns graphic organizer to each student. Then instruct them to find at least one reference and one thematic map that contain data that relate. Encourage them to look for maps in atlases, online, in textbooks, etc.

Once students find a reference and thematic map, have them record the maps’ titles and a description of the maps’ data on the graphic organizer. Next, have them write on the graphic organizer an explanation of the data patterns and what can be learned from the data.
Find a reference and a thematic map that contain data that relates to each other.

Then complete this graphic organizer to explain the relationship between the maps’ data.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reference map’s title: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the data about?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Observe</th>
<th>Thematic map’s title: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the data about?</td>
</tr>
</tbody>
</table>

| Compare | Describe the data patterns you observe on the two maps. |

<table>
<thead>
<tr>
<th>Understanding</th>
<th>What can be learned from the data?</th>
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</thead>
</table>
POV Pairs
Lesson Idea

Task
Students will use a map to support their point of view as they persuade an audience.

Student Learning Targets
I can speak clearly and concisely presenting a specific point of view.
I can use evidence from a map to develop an argument and persuade an audience.

Standards
Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
R.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.
SL.4.6 Identify the reasons and evidence a speaker provides to support particular points.

Materials
"Into the Map - POV Pairs"
device (computer, laptop, tablet, etc.) with Internet access
Speaking rubric

Procedure
Ask students, “What is point of view?” Students may state that it is the perspective from which a story is being told. Then ask students, “Why do point of views differ?” Responses students generate may include: different beliefs, ideas, or desires.

Next, have students complete “Into the Map - POV Pairs” with a partner using a device with Internet access. Students may choose which prompt they would like to use when completing the activity (e.g. Families, Vacationers, etc.). Once complete, partners should print two copies of their work, one for each student.

Then instruct the partners to choose one point of view they used in “Into the Map - POV Pairs.” For example, if students chose the prompt “Families,” one student should choose the “Parents” perspective, and the other should choose “Kids.”
POV Pairs
Lesson Idea

Each student should then develop an argument that supports their prompt, taking notes of the key points of their argument. For example, if the student chose the prompt, “Families” which has the description, “Many families are interested in moving to town. Design a map to help them choose a good neighborhood. Think about what parents and kids would want.” The students’ argument should support this description.

Once complete, instruct partners to group with another pair, creating a group of four. Have one set of partners serve as the judges, and have each person from the other pair provide an argument in support of their case (e.g. For “Families,” argue why the family should move to the neighborhood the student chose).

Tell students that they will be giving a presentation to the judges, providing support for their argument. Students will be evaluated on their speaking clarity and pace; giving a thesis statement; organizing their argument; use of facts and details; using their map as evidence, and following agreed-upon rules.

Give each student two Speaking rubrics, which they will use when evaluating their peers. Review any unfamiliar terminology found on the rubric with students. Tell students that the agreed-upon rules for this activity are:
- Students will have one minute to provide their argument, after which their partner will have a turn;
- Students will take turns providing an argument until both students have had three turns;
- When one student is providing their argument, the other student will remain silent.

After each student has provided their three-minute argument, the judges should deliberate for one minute and then evaluate the speakers using the provided rubric. Once complete, the judges should choose the speaker that had the strongest argument, describing why they chose the speaker. The judges should also give the speakers their rubrics, which they will later turn in to the teacher.

Finally, students should switch roles and repeat the activity. The judges now provide the arguments in support of their point of view.
Place an X in each column to evaluate the speaker.

<table>
<thead>
<tr>
<th></th>
<th>Needs improvement</th>
<th>Developing</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoke clearly and at a understandable pace</td>
<td></td>
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<tr>
<td>Provided a thesis statement stating their argument</td>
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<tr>
<td>Gave a well-organized argument that was easy to understand and follow</td>
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<tr>
<td>Supported their argument with facts and details</td>
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<tr>
<td>Used the map as evidence during their argument</td>
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<tr>
<td>Followed agreed-upon rules (e.g. stayed within time frame, took turns, etc.)</td>
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</tbody>
</table>

**Rubric Key**

**Needs Improvement**: did not do this

**Developing**: did this a few times, but needs to improve

**Average**: did this most of the time, but could have done it a bit more

**Excellent**: did this all of the time
Sneaky Spy
Lesson Idea

Task
Students will practice giving and following cardinal and relative directions aloud.

Student Learning Target
I can give and follow directions aloud to create a route on a map.

Standards
Wisconsin Model Academic Standards for Social Studies
A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth’s surface

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
W.4.4 Produce Clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing standards 1-3.)

Materials
“Into the Map - Sneaky Spy”
device (computer, laptop, tablet, etc.) with Internet access
maps (provided or a map of your choosing)
small marking chip (e.g. bingo chip, block, etc.)
Map Directions worksheet

Procedure
First ask students to make a list of cardinal directions. Their list should include: north, south, east, and west. Next ask students to make a list of relative directions. Items listed should include left, right, behind, in front of, next to, etc. Using the examples in each list, have students create a definition for both cardinal and relative directions.
Explain to students that they will be giving and following cardinal and relative directions in the activity "Into the Map - Sneaky Spy." Have students complete the online activity using a device of their choosing.

Next, give each student a marking chip and two, identical, blank maps, either the map provided or one of the teacher’s choosing. Tell students that they will be drawing a route on the map, writing step-by-step directions for their route. Inform them that their starting point should be labeled A and their ending point B. Students should create a route that has between eight to ten steps. After they draw a route on their map, students should write the route’s directions on the Map Directions worksheet.

Once complete, students should find a partner with whom they can practice giving and following directions. One student should get a blank map from their partner and move their marking chip as their partner reads the directions. Afterwards, the partners should switch roles, completing the activity once again. If the student receiving the directions moves to an incorrect location, the student reading the directions should exclaim, "HALT!" The students must work together to discover if the directions or the route taken are incorrect. If the directions are incorrect, the students should work together to revise the error.

After each partner has both given and received directions, they should reflect with their partner on each other’s directions and route using questions such as:

• What did you find most challenging?
• Which directions were easier to follow?
• Which directions were harder?
Trace a route on this map. Label your starting point A and your end point B. Remember to add a compass rose and a map scale!
Trace a route on your map. Label your starting point A and your ending point B. Write step-by-step directions for the route from A to B. Use between eight to twelve steps.

Directions:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

State Mastermind
Lesson Idea

**Task**
Students will use maps to solve a problem and support their solution using evidence from maps.

**Student Learning Target**
I can use a variety of maps to make a geographic decision and support my choice.

**Standards**
Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Materials**
“Into the Map - State Mastermind”
device (computer, laptop, tablet, etc.) with Internet access

**Procedure**
First create a list with students of various map uses. Student responses may include: for finding locations, giving directions, etc. If students do not state it, tell them that maps can also give evidence to solve a problem.

Tell students they will be gathering data from maps to solve characters’ problems in the activity “Into the Map - State Mastermind.” Have each student independently solve at least three characters’ problems in the activity. After each problem is solved, students should print their work.

Next, divide the students into groups according to the first character they chose. Instruct the students to share which location they chose for the character, providing evidence to support their answer. The group should debate and come to an agreement on the best location for the character. Repeat for the other two characters.
Task
Students will critique a peer’s story as well as their map for TOADS (title, orientation, etc.).

Student Learning Targets
I can evaluate a story and offer suggestions for improvement.
I can create a map with and evaluate a map for the following map features:
- a title
- a compass rose
- the author’s name
- the date
- a map legend

Standard
Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
W.4.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Materials
“Into the Map - World Maker”
Story and Map Evaluation graphic organizer (provided)
device (computer, laptop, tablet, etc.) with Internet access

Procedure
First ask students, “What things should maps have to help a reader understand them?” Learners may give answers such as a title, a map key, etc. Explain to students that like stories, maps have essential elements like a title and an author. TOADS is an acronym that helps a person remember the five key features of a map (title, orientation, author, direction, and symbols).
Next, have students create a map using "Into the Map - World Maker." Students should choose a prompt from the activity, and then create a map that tells a story based on the prompt. The students should evaluate their map to ensure they have all the TOADS map elements. Once complete, have students write a narrative about the story their map tells using the "World Maker" typing feature and prompts. Students should then print their map and story.

With a partner, instruct students to share their map and story. Encourage students to ask each other questions such as:
- What do you like about your story?
- Why did you choose these features for your map and story?
- What did you find challenging about this project?
- How would you like to improve your map and story?

Then have students exchange stories and maps with their partner and complete the Story and Map Evaluation graphic organizer about their partner’s work. When complete, students should return the story and the map to their partner, along with the completed graphic organizer. Learners can then revise their map and story as necessary, using a pencil and writing on the "World Maker" printout.
Use this graphic organizer to evaluate your partners map and story. Remember to complete the Map Features Checklist!

<table>
<thead>
<tr>
<th>Map and Story Author</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a three to five sentence summary of the story.</td>
<td></td>
</tr>
</tbody>
</table>

What is your favorite part of the story?

What parts story are supported by evidence found on the map?

How can this story be improved?

Map Features Checklist

- Title
- Orientation
- Author
- Date
- Symbols