I) Standards

1.6.5E – Conduct Interviews – Reading, Writing and speaking

8.1.6B – Explain and Analyze historical sources – History

2.7.1A – Identify the following geographic tools: maps – Social Studies

II) Inquiry Based Learning Model

Questioning – The teacher will ask the students questions about maps, time-zone differences and distances.

Researching – The teacher will show the students short clip from an interview of a World War II veteran. The teacher will then show the students a map of the United States to develop a visual understanding of the two locations.

Discussing – The teacher will lead the class in discussion about the means of locating/getting in contact with others at a distance at the time of World War II.

Creating – On a blank map of the United States, students will pinpoint the discussed locations, as well as two other locations in a different time-zone, that are the same distance from each other as the initial locations.

Reflecting – The students will reflect on the class discussion by pairing up and developing a 1 minute skit about a travel from one location to another.

Assessment – The students will be assessed on their map knowledge and skills by using a rubric.
III) Descriptive Walk-Through

This action plan describes an activity/lesson that I would use during a social studies unit in my classroom. In the beginning of the lesson, I would start off by asking the students questions about maps. Some of the questions might include: “Why do we use maps?” “What is their purpose?” “What do maps/a map look like?” “What are some things that can be found on maps?”

During the researching part of the learning model, I will show the students a brief clip of an interview with a World War II woman veteran from the Library of Congress website under the Veterans History Project. In this clip, the veteran will talk about where she was born, raised and grew up (Portland, OR), as well as where she moved when she started her basic training for the army (Dubois, IA).

When the clip is finished, I will pull out a map of the United States and show the children the places that were mentioned. The class will then participate in a discussion. We will talk about getting/keeping in touch with loved ones in different places. We will discuss the different means of communication that people could use back in the time of World War II.

After the discussion, the students will be given a blank map of the United States. The students will create a map showing the traveling distance of the woman from her home to basic training. The students will be asked to mark the two places that were mentioned in the clip. After marking the initial two places, the students will be asked to find two other locations. The two new locations must be in a different time zone and are estimated to be about the same distance from each other as the first two locations the woman in the clip
traveled. I will show an example.

The students will then reflect on the class discussion/lesson by being put into pairs and coming up with a short story about traveling from one place to another during the time of World War II. After I have given the student their allotted amount of time to write their stories (5-10 minutes), they will be asked to turn in the stories as well as their maps.

I will then assess the students on their maps (individually) and their short stories (group grade) using a rubric made for the activity/action plan. Every student will have his/her own grade and rubric sheet. The Rubric follows on the next page.
### Assessment Rubric: Locating Places on a Map

Name: ____________________________ Date: ______________

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory 0</th>
<th>Poor 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Excellent 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Map</strong></td>
<td>Does not turn in map</td>
<td>2 initial locations marked, missing other locations and labeling</td>
<td>2 initial locations marked, 2 new locations marked, no labeling</td>
<td>2 initial locations labeled/marked, 2 new locations labeled/marked</td>
<td>2 initial locations labeled/marked, 2 new locations labeled/marked, lines connecting the two different travels</td>
<td></td>
</tr>
<tr>
<td><strong>Story</strong></td>
<td>Does not turn in story</td>
<td>1-2 sentences</td>
<td>3-4 sentences</td>
<td>5-6 sentences</td>
<td>7 or more sentences</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity/Neatness</strong></td>
<td>Does not turn in story or map</td>
<td>Map is not neat, cannot recognize locations, no details in story, story is not neatly written</td>
<td>Map is neat, locations are not marked in different colors, story does not have details from class discussion</td>
<td>Map is neat, writing is neat, locations are marked in different colors, story does not include any detail from class discussion</td>
<td>Map is neat, writing is neat, locations/lines are marked in different colors, story is creative, includes details from class discussion, story is written neatly</td>
<td></td>
</tr>
</tbody>
</table>

Total ______ / 12

Comments: