Action Plan For Learning (APL)
Developing Map Skills

Kala Morris
September 2010 Teacher Workshop
I.) PA Teaching Standards

7.1.3. A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
7.1.3. B: Identify and locate places and regions as defined by physical and human features.

9.1.3. B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

II.) Inquiry-Based Learning Model (IBLM)

**Questioning**- In order to determine the students' prior knowledge about maps, the teacher will ask the students what they know about maps. This will include questions about the features of maps and what maps are used for.

**Researching**- The students will listen to a portion of the Underground Railroad Oral History interview by Leonard Jones. The teacher will show the students the Underground Railroad Map of the United States and allow the students to examine the route of the Underground Railroad.

**Discussing**- The teacher will lead the class in a discussion about the functions of a map in the Underground Railroad and how we can use maps to get from one point to
another point. The students will relate to this topic by discussing how a map might be useful to them.

**Creating**- The students will create a map in small groups that shows direction from one point to another point in the school. The students will include proper labels and keys when creating their maps. The groups will exchange their maps and follow the map they receive to find the final destination point.

**Reflecting**- The students will return their original maps and explain the important features they needed to include on the map in order for it to be followed. Each group will retrace the steps they followed when reading the map and explain how they found the final destination point. The students will explain how they may use a map in the future.

**Assessment**- The students will be assessed on their ability to create and read a map through the use of a rubric provided by the teacher. The students will also be assessed through teacher observation during the activity and their ability to reflect on their map skills.
III.) Description

This action plan for learning (APL) describes an activity I would complete with a third grade class during a social studies unit which focuses on developing map skills. To begin the lesson I would ask the students questions about maps and the functions of maps. This will allow me to find out what the students already know about maps and what skills they need to learn. Some of these questions will include: “What do we use maps for?” “What types of things do we see on a map?” “When might a map be useful to us?”

When completing the researching step of the IBML, I will show the students the Underground Railroad Map of the United States which may be found at (http://hdl.loc.gov/loc.gmd/g3701e.ct001517). The students will trace the route that the slaves followed in the Underground Railroad. They will discuss how this map looks similar and different from maps they have studied. The students will listen to a portion of an interview with Leonard Jones. The Oral History from the Library of Congress is located at (http://hdl.loc.gov/loc.afc/afcwip.sla01701). They will briefly discuss the audio clip and facts about the Underground Railroad described in the interview. The students will discuss who was involved in this route and the reason slaves were in search of free states.

After studying the Underground Railroad map and the functions of a map, the students will participate in a discussion about the use of a map in the Underground Railroad. They will discuss the basic functions of maps including the purpose of a map and what they might be used for. The students will learn that maps may be used to help people get from one point to another point. The students will relate how slaves may have used maps in the 1800’s while traveling the Underground Railroad to how we use maps today. The students will discuss various ways a map might be helpful for them to use.
The students will then be placed in small groups in which they will be asked to create their own map. The students will be asked to create a map that shows direction from one point to another point in the school. Each group will be given large pieces of construction paper, pencils, markers, and crayons. The students must use appropriate labels and keys when creating their maps. The starting point of the map will be the students’ classroom. They will be asked to create a route that shows a final destination point. The students will be asked to place an “X” at the final destination point of their map. Each group will exchange maps with the other groups in their class. They will then follow the map as a group to find the “X” or the final destination point. The students will write down the steps they followed when reading the map.

After creating maps and following the maps, the students will reflect on their experiences. They will retrace the steps they followed when reading the map and explain how they found the final destination point. Each group will have an opportunity to discuss their experience and explain how they were able to read the map in order to locate the final destination point. They must also be able to describe the features that were important for them to include on their map in order for it to be followed. The students will then discuss the how maps are helpful and how they might use maps in the future.

The students will be assessed throughout this activity by following the rubric provided by the teacher in the beginning of the activity. This assessment will include the students’ ability to create and read a map by finding the final destination point. They will also be assessed through teacher observation during the activity by their ability to identify the main functions of a map and how a map might be used.
IV.) Assessment Rubric

Making A Map: Understanding and Developing Map Skills

Teacher Name: Ms. Morris

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.</td>
<td>Title tells the purpose/content of the map and is printed at the top of the map.</td>
<td>Title tells the purpose/content of the map, but is not located at the top of the map.</td>
<td>Purpose/content of the map is not clear from the title.</td>
</tr>
<tr>
<td><strong>Labels &amp; Features - Neatness</strong></td>
<td>90-100% of the labels/features can be read easily.</td>
<td>89-80% of the labels/features can be read easily.</td>
<td>79-70% of the labels/features can be read easily.</td>
<td>Less than 70% of the labels/features can be read easily.</td>
</tr>
<tr>
<td><strong>Scale</strong></td>
<td>All features on map are drawn to scale and the scale used is clearly indicated on the map.</td>
<td>Most features on map are drawn to scale and the scale used is clearly indicated on the map.</td>
<td>Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.</td>
<td>Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.</td>
</tr>
<tr>
<td><strong>Labels - Accuracy</strong></td>
<td>At least 90% of the items are labeled and located correctly.</td>
<td>80-89% of the items are labeled and located correctly.</td>
<td>79-70% of the items are labeled and located correctly.</td>
<td>Less than 70% of the items are labeled and located correctly.</td>
</tr>
</tbody>
</table>

Total ______ / 16