



## GeoCivics Lesson: *Mapping and the US Territories*

[www.teachgeocivics.com](http://www.teachgeocivics.com)

<b>Teacher(s):</b> T. Terlaje	<b>Lesson Title:</b> Mapping and the US Territories	<b>Grade Level:</b> 6-8
<b>Notes:</b> This lesson will take several days to complete.		
<b>Pre-existing Knowledge:</b> Students should know what a map is and its uses. Students should also know how to conduct research using computers or laptops.		
<b>Overview of Content:</b> Maps are more than diagrams that help you navigate from point A to point B. They are windows into information that allows you to explore the world, visualize data, and see trends to engage more productively. Maps can spark curiosity, provide insight, spur people to action, and help build solutions toward a better future. <a href="https://learn.arcgis.com/en/projects/the-power-of-maps/">https://learn.arcgis.com/en/projects/the-power-of-maps/</a> . The 10 features on a map: Along with scale, symbols, and grids, other features appear regularly on maps. A good way to remember these features is DOGSTAILS: date, orientation, grid, scale, title, author, index, legend, and sources. Title, date, author, and sources usually appear on the map though not always together. <a href="https://www.google.com/search?q=information+about+foundational+map+skills+and+parts+of+a+map.&amp;rlz=1C1GCEA_enUS915US915&amp;oq=information+about+foundational+map+skills+and+parts+of+a+map.&amp;gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTk0MTBqMGoxNagCALACAA&amp;sourceid=chrome&amp;ie=UTF-8#ip=1">https://www.google.com/search?q=information+about+foundational+map+skills+and+parts+of+a+map.&amp;rlz=1C1GCEA_enUS915US915&amp;oq=information+about+foundational+map+skills+and+parts+of+a+map.&amp;gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTk0MTBqMGoxNagCALACAA&amp;sourceid=chrome&amp;ie=UTF-8#ip=1</a>		
<b>Purpose:</b> Students will learn the components that make up a good map and apply that knowledge to create a treasure map. Students will also learn about U.S. territories, where they are located and how they relate to U.S. states.		
<b>National &amp; State Social Studies Standard(s):</b> <b>National:</b> <b>Theme: 3:</b> <u>PEOPLE, PLACES, AND ENVIRONMENTS</u>		

- This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

**Guam Social Studies Standards:**

- GRADE 8: U.S. History from Reconstruction to Present: Standard 2: History: 8.2.11: American foreign policy, immigration, the global environment, and other emerging issues.

**National & State Geography Standard(s):**

**National Geography Standards:**

- 1. The World in Spatial Terms: Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**Guam Geography Standards:**

- Standard 3: Geography Students learn to Interpret maps, globes, satellite images, photographs, or diagrams using the following:
  - Geographical information about the world’s countries, cities, and environments 7.3.1 7.3.2
  - The concepts of location, scale, map projection, or orientation
  - Mental maps of world regions
  - Political, physical, and thematic maps

**ELA Standards:**

- Writing Standards Grades 6-12: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- College and Career readiness anchor Standards for Writing:
- Research to Build and Present Knowledge: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ISTE Teacher and/or Student Standard:**

**Student:**

- **1.3 Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - 1.3.c Curate Information: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

**Language Functions:**

- **INQUIRY/SEEKING INFORMATION:** Students use language to observe and explore the environment, acquire information, inquire.
- **SUMMARIZING and INFORMING:** Students use language to identify, report or describe information.

**Culturally Responsive Lesson Strategies:**

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share

their learning experiences.

- **ACCESS:** Lesson/Actively communicates ideas in several different ways.

**Objective(s):**

*Students will be able to:*

- identify the parts of a map and use that knowledge to create a treasure map.
- apply knowledge of longitude and latitude to locate the five occupied US territories

**SIOP**

SIOP Elements		
<b>Preparation</b>	<b>Scaffolding</b>	<b>Grouping Option</b>
Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Modeling</b> Guided practice Independent practice Comprehensible input	<b>Whole class</b> <b>Small groups</b> <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b>	<b>Application</b>	<b>Assessment</b>
<b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Hands-On</b> <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Individual</b> Group <b>Written</b> Oral

**Evidence of Mastery (Measurable):**

**Formative:** Students will fill out a vocabulary worksheet (in Lesson Materials Document) using what they have learned about the elements of maps to identify and describe the elements on a map located on the worksheet and will write down how each element is used. The teacher will use the students' completed worksheets as a formative assessment of students' learning about maps and their elements.

**Summative:** Students will use what they have learned about maps and map elements to create a treasure map that includes a Title, Map Key or Legend, Compass Rose, and a Scale. The teacher will use the Treasure Map Rubric below to assess students' maps with a score of 10 or higher indicating mastery.

**Treasure Map Rubric**

Levels of Accomplishment	Criteria	Points
Exceeds Expectations	Map includes a very detailed and accurate drawing with multiple images that clearly illustrate the place represented by the map and includes all of the following: a meaningful Title on the map, a clearly written Map Key with a list of all of the	12 + pts.

	<p>symbols that appear on the map, and also a Map Legend that includes important information about how to read the map, and a clear and accurate Compass Rose showing the cardinal directions of north, south, east, and west, and a Map Scale that gives a correct ratio of the distance on the map compared to the actual distance in the real world.</p>	
Meets Expectations	<p>Map includes clearly drawn images showing the place represented by the map and includes a meaningful Title, a well written Map Key or Map Legend that includes a list of symbols that appear on the map, and includes a Compass Rose that accurately shows the cardinal directions of north, south, east, and west, and includes a Map Scale showing a correct ratio of the distance on the map compared to the actual distance in the real world.</p>	10 pts.
Approaches Expectations	<p>Map includes some images that show the place represented by the map and includes a clearly written Map Title. It includes a Map Key that shows some of the symbols that appear on the map, and includes a Compass Rose showing north, south, east, and west. It lacks an accurate Map Scale to show how the distance on the map compares to the actual distance in the real world.</p>	6 to 8 pts.
Fails to Meet Expectations	<p>Map includes only a few or no images that clearly represent the place represented by the map. It includes or lacks a Map Title. It lacks a full Map Key showing what all of the symbols on the map represent, and does not show a Compass Rose that accurately shows north, south, east, and west. It also lacks an accurate Map Scale showing how the distance on the map compares to the actual distance in the real world.</p>	0 to 5 pts.

<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>● <b>map:</b> a symbolic representation of selected characteristics of a place usually drawn</li> <li>● <b>latitude:</b> the measurement of distance north or south of the equator</li> <li>● <b>longitude:</b> the measurement east or west of the prime meridian</li> <li>● <b>prime meridian:</b> the imaginary line that divides the Earth into two equal parts: the Eastern Hemisphere</li> </ul> <p><b>map key:</b> an inset on a map that explains the symbols, provides a scale and usually identifies</p> <ul style="list-style-type: none"> <li>● <b>title:</b> the heading of a map that describes the theme or subject of the map</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Copies of the Map of the World: (in Lesson Materials Document) 1 per student</li> <li>● Student access to computers/laptops</li> <li>● Video: Introduction to Map Work - Geography (Link in Sources below)</li> <li>● Student notebooks for taking down notes/writing down vocabulary words</li> <li>● Teacher access to computer &amp; and the Western Hemisphere projection device to show videos/etc.</li> <li>● Video: Elements of a Map (Link in Sources below)</li> <li>● Copies of Vocabulary Worksheets-</li> <li>● Treasure Map Rubric: (located in the lesson plan)</li> <li>● Online Essay: Territories of the United States: (Link in Sources below)</li> <li>● Copies of World Map (in Lesson Materials Document) one per student)</li> <li>● Video” Let’s Draw a Community Map w/a Key (Link in Sources below)</li> <li>● Video: My Community Map (Link in Sources below)</li> </ul> <p>Materials for creating a Treasure Map: i.e: chart paper, markers or colored pencils, rulers, etc.</p>
---	---

<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>● Map of the World: <a href="File:Standard map of the World. LOC 00556407.jpg - Wikimedia Commons">File:Standard map of the World. LOC 00556407.jpg - Wikimedia Commons</a></li> <li>● Video: <i>Introduction to Map Work - Geography</i>: <a href="Introduction to Mapwork - Geography">Introduction to Mapwork - Geography</a></li> <li>● Video: <i>Elements of a Map</i>: <a href="Elements of a Map">Elements of a Map</a></li> <li>● World Map: <a href="https://www.flickr.com/photos/perpetualplum/4775662240">https://www.flickr.com/photos/perpetualplum/4775662240</a> (in Vocabulary Worksheet)</li> <li>● Online Essay: <i>Territories of the United States</i>: <a href="Territories of the United States - Constituting America">Territories of the United States - Constituting America</a></li> <li>● World Map: <a href="https://cdn.pixabay.com/photo/2012/04/26/14/31/world-map-42641_960_720.png">https://cdn.pixabay.com/photo/2012/04/26/14/31/world-map-42641_960_720.png</a></li> <li>● Video: <i>My Community Map</i>: <a href="https://www.youtube.com/watch?v=xxQpvsdlZ7g">https://www.youtube.com/watch?v=xxQpvsdlZ7g</a></li> </ul>	
--	--

**Engage:**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Ask the students, <i>If you could take a trip to any place in the United States, where</i></li> </ol>	<p><b>Students Will:</b></p> <ol style="list-style-type: none"> <li>1. Reflect on where they would travel to if they could go anywhere in the world, and share</li> </ol>
---	---

<p><i>would you choose to go to?</i> Have the students share out their answers to the class, telling where they would choose to travel to and why.</p> <p>2. Then pass out copies of the Map of the World (in Lesson Materials Document) to each student and have them look over the map and try to find the place on the map where they said they would like to visit.</p> <p><b>(NOTE)</b> The teacher will partner ELLs/SPED and gifted students strategically to provide language and/or learning support as needed, having them work together with their partners to find their place on the map. Students can also use their computers/laptops if needed to help them locate their place on the map.</p> <p>3. After students find their place on the map, the teacher will lead the students in a class discussion, asking them how they were able to find the place they were looking for.</p> <p>4. Show the Video: <a href="#">Introduction to Mapwork - Geography</a> and engage the class in a discussion of what they already knew about maps, and what more they learned about maps from the video.</p>	<p>out their answer to the class and tell why they would choose this place.</p> <p><b>(Grouping: Whole class) (Preparation: Linking to Background) (Integrating Processes: Listening/Speaking)</b></p> <p>2. Work independently or with an assigned partner, if needed, to look over the <u>Map of the World</u> and find the place on the map where that they would like to take a trip to.</p> <p><b>(Grouping: Independent or Partners) (Application: Hands-on/Promotes engagement)</b></p> <p>3. Engage in a class discussion sharing out where they found the place on their map that they would like to take a trip to, and tell the teacher and class what things on the map they used to help them find that place.</p> <p><b>(Grouping: Whole class/Independent) (Integrating Processes: Listening/Speaking) (Application: Meaningful/Promotes engagement)</b></p> <p>4. Watch the video and then discuss with the class what already knew about maps and what more they learned from the video about maps.</p> <p><b>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Preparation: Linking to past learning)</b></p>
---	--

**Explore:**

<p><b>Teacher Will:</b></p> <p><b>IQ #1: <i>What are the elements of a map and how can we use them to help us read and make use of maps?</i></b></p> <p><b>(NOTE)</b> The teacher will strategically group ELLs/SPED and gifted students to provide language and learning support as needed.</p> <p>1. The teacher will introduce Inquiry Question #1 and lead the class in a discussion of what they know about map elements.</p> <p><b>(Preparation: linking to past learning)</b></p> <p>2. Write on the board and introduce the lesson vocabulary words to the class: <b>map, latitude, longitude, prime meridian, map</b></p>	<p><b>Students Will:</b></p> <p>1. Listen to and reflect on Inquiry Question #1 and share out with the class what they know about map elements.</p> <p><b>(Grouping: Whole class) (Integrating Processes: Listening/Speaking)</b></p> <p>2. Read and reflect on the words the teacher writes on the board, and engage in a class discussion of what each word means, making connections and sharing out how they used any of these map elements to help them find the location they were looking for on their</p>
--	---

<p><b>key, and title</b>, and discuss with the students and write on the board the meaning of each word and have the students make connections to the things they said helped them to find the place they were looking for on their maps in Engage. The teacher will then have the students write down the vocabulary words and definitions in their own notebooks.</p> <p><b>(Scaffolding: Modeling)</b></p> <p>3. The teacher will show the class the <a href="#">video: Elements of a Map</a> and lead the class in a discussion of each element, how it is created, and how it is used in reading a map.</p>	<p>maps in the Engage activity. The students will then use what the teacher has written on the class board to write down in their notebooks each of the vocabulary words and their definitions.</p> <p><b>(Grouping: Whole class/Independent)</b>  <b>(Integrating Processes: Listening/Speaking/Reading/Writing)</b> <b>(Application: Meaningful/Promotes engagement)</b></p> <p>3. Watch the video on <a href="#">Elements of a Map</a> and engage in a class discussion of each element and how it is created and used.</p> <p><b>(Grouping: Whole class)</b> <b>(Integrating Processes: Listening/Speaking/Reading)</b> <b>(Application: Meaningful/Promotes engagement)</b></p>
--	--

**Explain - Formative Assessment:**

<p><b>Teacher Will:</b></p> <p>1. Pass out copies of the <a href="#">Vocabulary Worksheet</a> (in Lesson Materials Document) and have students complete it using what they have learned about the elements of maps to identify the elements on the map on the worksheet and by writing down information about each element. The teacher will have the students turn in their worksheets and use them as a formative assessment of students' learning about maps and their elements.</p>	<p><b>Students Will:</b></p> <p>1. Work independently or with a partner if needed to complete their Vocabulary Worksheet and then turn it in to be assessed,</p> <p><b>(Assessment: Individual or Partner if needed/ Written)</b></p>
---	---

**Elaborate:**

<p><b>Teacher Will:</b></p> <p><b>IQ #2: <i>How can we use maps to learn about the U.S. Territories?</i></b></p> <p>1. Introduce Inquiry Question #2 to the class, and have students share out what they already know about U.S. territories and ask questions about what more they would like to learn about them.</p>	<p><b>Student Will:</b></p> <p>1. Listen to and think about Inquiry Question #2 introduced by the teacher. Reflect on and share out with the class what they know about U.S. territories and also ask some questions related to what they would like to learn more about U.S. territories.</p>
---	--

<ol style="list-style-type: none"> <li>2. Group students into small groups, providing ELLs/SPED students language and/or learning support as needed, and have each group use their computer and the link below to read along with the Online Essay: <a href="#">Territories of the United States - Constituting America</a> as the teacher plays and presents the essay to the class.</li> <li>3. Engage the class in a discussion of the essay summarizing what they learned about what territories are, the history of U.S. territories and how they compare/contrast to U.S. states. Also, have the students use the map included with the essay to identify where the current five occupied U.S. territories are located compared to the 50 U.S. states.</li> <li>4. Pass out copies of the World Map to the students (in Lesson Materials Document) and have the students work together in their groups to locate the latitude and longitude of each of the five territories on the map, and then use this information to color in and label the territories on their maps in the correct locations. When done, have each student group share out their maps with the class, and determine whether they have correctly placed each of the territories on their maps.</li> <li>5. The teacher will then tell the students that they are going to use what they have learned about maps and map elements to create a map of their own which will be a treasure map showing where a treasure can be found. And the teacher will play the <a href="https://www.youtube.com/watch?v=xxQpvsdIz7g">Video: https://www.youtube.com/watch?v=xxQpvsdIz7g</a> for the class and discuss the video and have the students take notes on what they need to think about and use in order to create a map of their own.</li> </ol>	<p><b>(Grouping: Whole class) (Preparation: Linking to past learning/Linking to background) (Integrating Processes: Listening/Speaking)</b></p> <ol style="list-style-type: none"> <li>2. Work in their groups using their computer to view and read along the <a href="#">Online Essay about Territories of the United States</a>, reflecting on new information gained about U.S. territories.</li> </ol> <p><b>(Grouping: Whole Class/Small Group) (Integrating Processes: Listening/Speaking/Reading) (Application: Meaningful/promotes engagement)</b></p> <ol style="list-style-type: none"> <li>3. Engage in a discussion of the essay they have read and listened to sharing out their learning about U.S. territories, and locating each of the 5 territories on the online map included with the essay.</li> <li>4. Work in their groups to conduct research on their computers to find out the latitude and longitude of each of the 5 U.S. territories, and then use this information to color in and label the 5 territories on their maps. Then share out their maps with the class to determine whether they have put the 5 territories in the correct places on their maps.</li> </ol> <p><b>(Grouping: Small Groups/Whole Class) (Integrating Processes: Listening/Speaking/ Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)</b></p> <ol style="list-style-type: none"> <li>5. Think about what they have learned about all of the elements of maps, and watch the video shown by the teacher, keeping in mind that they will be making a map of their own, and taking notes about what they need to do to create their own map.</li> </ol> <p><b>(Grouping: Whole class) (Application: Listening/ Writing)</b></p>
<b>Evaluate - Summative Assessment:</b>	
<b>Teacher Will:</b>	<b>Students Will:</b>



1. Tell the students to think about creating a treasure map. Their treasure map is to show other students where they could find a hidden treasure in the school yard or in one of the school buildings, so they first need to select a place where they would hide a treasure of some kind, (which can be anything they choose it to be: Treasure possibilities: a book, a toy, a craft item, a treat, a piece of jewelry, school supplies, etc.)
2. Tell students that the map they create must include the key map elements they have learned about: a Title, a Map Key or Legend, a Compass Rose, a Scale. They could also include a grid showing latitude and longitude if they choose to. The teacher will present the Treasure Map Rubric (located in the lesson plan above) to the class and go over the criteria that will be used to grade the maps and will then have the students work to create their maps, providing them with the materials needed, i.e: chart paper, markers or colored pencils, rulers, etc.

**(NOTE)** The teacher will provide support as needed for ELLs/SPED students by partnering them up with a fellow classmate to provide language/learning support if needed to help them to create their treasure map.

3. When done, the teacher will collect the students' maps and use the Treasure Map Rubric to assess their maps with a score of 10 or higher indicating mastery.

1. Think about how they will create their treasure map, choosing what treasure and what place in the school yard or a school building their map will be focused on.

**(Grouping: Whole class) (Preparation: Linking to past learning/Linking to background)**

2. Listen carefully to the teacher's instructions about what must be included in their treasure map, and view the Treasure Map Rubric to use as a guide for how to create their map. Then use the materials available to create their Treasure Map.

**(Grouping: Whole class) (Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)**

3. Turn in their Treasure Maps to be graded.

**(Assessment: Individual (or partners if needed)/Written)**

**Extensions:**

Students can be given an opportunity to bring a treasure of some kind and hide it in the place shown on their Treasure Map and then give a copy of their treasure map to their fellow students and let them use it to try and find the hidden treasure. After using the treasure maps, the fellow students should give feedback to the student who created the map to let him/her know how effective the map was in helping them to locate the hidden treasures.