

Lesson Title: Working with Maps, Legends, Scales, and the Compass Rose

Length: Two 45-minute sessions

Age Group: Grade 4

Materials Needed: Torn paper bags, markers, locomotor and non-locomotor movement cards, “verb” cards, assessment worksheets

Standards – Geography:

- *STANDARD 1 (4-5):* Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

Standards – Arts (Dance):

- *STANDARD 1:* Identifying and demonstrating movement elements and skills in performing arts.
- *STANDARD 2:* Understanding choreographic principles, processes, and structures.

Learning Objectives:

Cognitive:	Affective:	Artistic:
<ul style="list-style-type: none">• Students will be able to read a legend, understand a scale, and work with a compass rose, enhancing their map-reading abilities.• Students will be able to describe creative movements and shapes which correspond to the activities.	<ul style="list-style-type: none">• Students will be able to work in groups and as a class in order to create an adventure map which incorporates both locomotor and non-locomotor movements.	<ul style="list-style-type: none">• Students will be able to create an adventure map as a group; they will also be able to understand another group’s legend in order to read and perform the movements on the other group’s map.

Assessment Criteria for this lesson:

<ul style="list-style-type: none">• Students will hand in the “scales” worksheet and be assessed according to the rubric.	<ul style="list-style-type: none">• Students will work cooperatively in their groups and with the class without disrupting other students in the classroom. They will follow directions and listen attentively to the instructor and other classmates.	<ul style="list-style-type: none">• Students will be able to accurately demonstrate basic locomotor skills.• Students will be able to complete a self assessment.• Students will be able to complete a movement study assessment.
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Introduce the Lesson's Target Learning:**How will you introduce your lesson's concept?**

- The lesson will be introduced by reviewing the material on page 9 in the students' history textbook *The Delaware Adventure*. By looking at this page, students will grasp the three most important concepts in this lesson with which the following activities will correspond.

Why are you studying this?

- Students must understand the basic mapping skills in order to further their knowledge and accurately read a map.

Integrated Activities:**Outline the steps/instructions that will take place for this activity from beginning to end:****Activity 1: Working with Directions (Compass)**

- Before the activity, have the "Cut-outs" worksheet cut up into small strips of paper, folded and placed in a basket/bin/hat/etc. Also, label four walls in the classroom North, South, East, and West, according to the compass. For this activity, students will stand in a large, open space. The space in which the students move should be limited/restricted to an adequate amount of space, but not so much that they are moving all the way across the classroom. The instructor should start the students off facing to the North. The instructor will pick a cut-out from the basket and call out the "verb and the direction" loudly (ex. SWIM NORTH). The students should perform (to their own interpretations of movements) the action toward the appropriate direction. The students **MUST** face NORTH no matter what the action word is for the first four papers picked out of the basket. For example, if the instructor chooses "skate south", the students must perform the action backwards. After you choose 4 cut-outs, tell them to turn and face EAST. Pick four more cut-outs, and they must always face EAST while they do the actions for this set of cut-outs. While they are facing the four different directions, the instructor should remind them that no matter what way they turn, the directions remain stationary. North is always on the same side of the board, no matter what way they face. North doesn't just mean "up". They should repeat the activity for all four directions.

Activity 2: Working with a Scale

- First, students will complete the "Working with Scales" worksheet with a partner. Next, as a class, go over what answers each set of partners came up with.
- Next, make the worksheet into a small activity. Have students use the scales on the worksheet. One student will perform their movement for the class (for example, they may do 5 slithers) and then have students raise their hand when they know the answer.

Culminating Activity: Expedition Movement Map

1. As a class, review the material on page 9 in the students' history textbook *The Delaware Adventure*.

2. Divide students into groups of four to six. Each group should receive a piece of brown paper (torn paper bag), markers, and movement cards including five locomotor movements and three environmental challenges. Different cards are selected for each group. Ask the groups to sequence their cards into an adventure, design a legend with symbols representing each card, and create a mapped pathway. Every member of the group must be involved in the design of the map. The group must also determine what “treasure” will be waiting for the other group at the end of the adventure.
3. The instructor will then collect all maps and redistribute them to different groups so that no group possesses their own map. The students will then, as a group, look over the new map and decide how they will follow the pathway map as a group. They may want to rotate leaders, move in unison, or break into smaller groups along the way. Give groups time to rehearse their new map with the different locomotor movements and the dynamics of the environmental challenges on the other group’s map. Sufficient practice is required for learning the map sequence and pathway. When ready for their performance, the groups may bring their map but try not to stop the action of their adventures in long pauses by looking at the map. Ask each group to find a starting place in the large area to represent the spot on their map where the adventure begins.¹

Exploration Activities:

Vocabulary of Dance--Space, Time, Force, Body Movement

Target Activities:

- Listed above

Culminating Activity:

- “Expedition” Movement Map (see above)

Assessment:

- Completion of Movement study assessment (attached)²
- Completion of Self Assessment (attached)³
- Grade the scales worksheet according to the rubric below

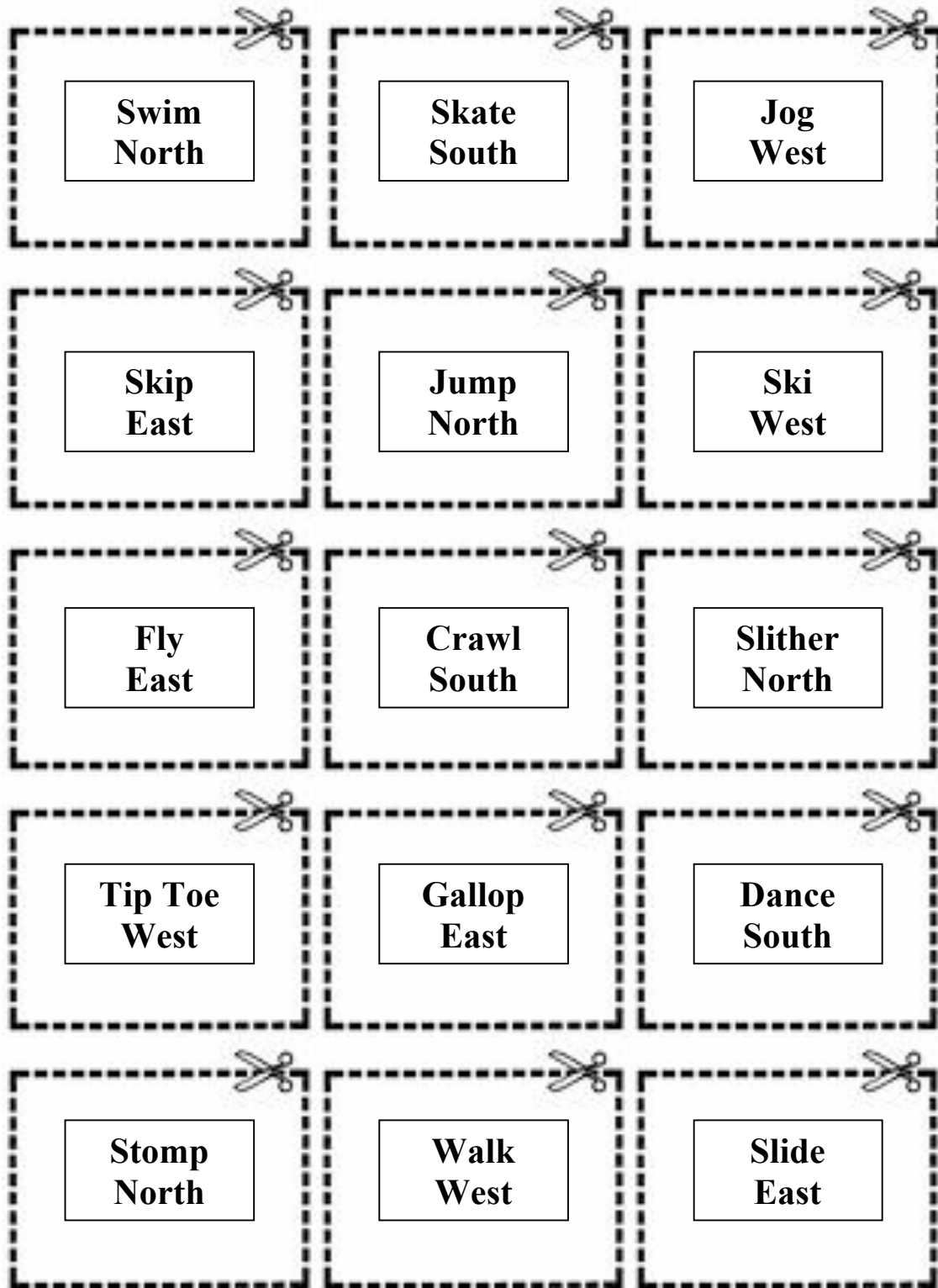
-Student correctly answered 3/3 questions	√+
-Student correctly answered 2/3 questions	√
-Student correctly answered 1/3 questions	√-

¹ Reworked from text *101 Moventures* by Lynette Young Overby, Beth C. Post, & Diane Newman

² Reworked from text *101 Moventures* by Lynette Young Overby, Beth C. Post, & Diane Newman


³ Reworked from text *101 Moventures* by Lynette Young Overby, Beth C. Post, & Diane Newman

CUT-OUTS FOR DIRECTION / COMPASS ACTIVITY




Name _____ Date _____

WORKING WITH SCALES


1.  1 HOP = 1 MILE

 3 HOPS = _____ MILES

2.  1 SLITHER = 5 MILES

 2 SLITHERS = _____ MILES

3.  2 STEPS = 100 MILES

 1 STEP = _____ MILES



Name _____

Date _____

Key:

1 = Below Standard

2 = At Standard

3 = Above Standard

1. I have good self-control.	1	2	3
2. I follow directions.	1	2	3
3. I use my imagination.	1	2	3
4. I work well with others.	1	2	3
5. I put forth my best effort.	1	2	3
6. I feel comfortable reading a legend	1	2	3
7. I can understand a map's scale	1	2	3
8. I know the directions on the compass rose	1	2	3

My thoughts and comments: _____

What I could have improved on: _____

I was proud of myself because I _____



Name(s) _____ Date _____

Rating Scale:

1 = Below Standard

2 = At Standard

3 = Above Standard

1. Strong and clear beginning.	1	2	3
2. Use of appropriate body shapes.	1	2	3
3. Moving in self-space.	1	2	3
4. Moving in general space.	1	2	3
5. Use of appropriate dynamics.	1	2	3
6. Strong and clear ending.	1	2	3
7. _____	1	2	3
8. _____	1	2	3

My thoughts and comments: _____

What I could have improved on: _____

I was proud of myself because I _____
