

I Can Read a Map!

OVERVIEW & OBJECTIVES	GRADES
<p>This lesson will include activities related to the true story of Olney, the postal dog, to reinforce the use of basic map skills such as cardinal directions, the compass rose and the map key in fiction and nonfiction texts. Students will use maps to locate places including cities and states referenced in the texts. They will use directional and positional words to locate and describe people, places and things.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use cardinal directions to describe locations • Locate places on a U.S. map • Identify TODALS on their map • Respond accurately to questions regarding key, scale, compass rose • Describe spatial information on a map 	2 nd
	TIME
	2-3 class periods
	REQUIRED MATERIALS <ul style="list-style-type: none"> ✓ Blank maps of the U.S. ✓ Crayons ✓ Reading textbook with <u>The Story of Owney</u> ✓ <u>Owney, the Traveling Dog</u> by Lynn Hall ✓ Handout: "Maps"
MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS	
<p>Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p> <p>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</p> <p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p>	

SUGGESTED PROCEDURE

Suggested Procedure

The teacher will give a pre-assessment about students' understanding of maps. The anticipation guide, "Maps", will be passed out to students. The teacher will read each statement and students will mark an answer for agree or disagree. A whole group discussion of statements will follow the activity.

The teacher will use the SQ3R literacy strategy as the before, during and after reading strategy. [SQ3R stands for survey, question, read, recite, and review.] The teacher models SQ3R with The Story of Owney, a non-fiction social studies link article in the Houghton Mifflin reading text, Delights (2003). [If this book is unavailable, access the Smithsonian National Postal Museum website for other articles.] Using a large sheet of chart paper or the board, survey the article together as a group. Identify the title, look at the pictures and read the captions. Next, look at the map in the book and study the key or legend. Then, find the compass rose, do a brief check of directions on the map, and read labels to find cities and states pertaining to the article. A brief introduction of map scale could be done at this time. Provide some time for students to look at classroom maps of the United States and locate the map scales. Discuss why the scales are important.

Post two questions on chart paper or the board that students will discuss after the reading.

1. What do you think was the most amazing part of Owney's travels?
2. Why did the mail clerks like having Owney aboard a train?

After the article is read, place students in small groups to discuss the article. A whole group discussion of questions from the article will follow the small group discussion. As a class, provide time to practice map skills by tracing Owney's adventures on the map from the article, paying special attention to the use of the compass rose. The teacher will circulate around the classroom and monitor students' map skills. Next, the teacher will provide a blank U.S. map for each student. The students will write their name, a title for their map (such as "Owney's Travels"), and the date. They will complete the map key, add the compass rose and label states and cities Owney traveled. (Students will have added TODALS to their map—title, orientation or compass rose, date, author, key or legend, and scale.) As a group, students will share their maps and review cardinal directions.

The teacher will read aloud the story, Owney, the Traveling Dog, by Lynn Hall. The before reading strategy is key word categorization. The teacher will list vocabulary words on the board including depot, gangplank, passport, fame, freight car, and distant. Students will categorize the words independently on a blank sheet of paper. Place small groups of students together to discuss their word groups. Follow this activity by bringing the whole group together. The teacher will praise creativity in students' categorizing. Then the teacher reads the story to the entire class.

The after reading strategy is double entry journal. Students will fold a blank piece of paper in half. On one side of the fold, they will choose a place that Owney visited and write a description of what he might have seen and how he might have felt during his trip. The teacher will instruct the students to refer to the vocabulary list on the board to help them. On the other half of the paper, students will draw a picture to accompany their writing.

Using the map from the first Owney article, add any new symbols to map keys and plot any new routes that Owney took paying careful attention to use the compass rose. At this time, the class will find Minnesota on their maps and color the state. They will also label and add any new map symbols associated with the state of Minnesota and include them in their key. Students will locate and mark their town on the map and share their map symbol ideas with the whole group. Working with a partner, students will then review the cardinal directions using their town as a reference point to locate places and identify directions Owney traveled. A whole group discussion will follow.

At the end of this lesson distribute another copy of the anticipation guide handout entitled "Maps". The teacher will read each statement and students will mark agree or disagree. Allow time for whole group discussion of results. Students will compare their answers to their pre-assessment answers.

Extensions

1. Use the information at the Smithsonian National Postal Museum to duplicate or extend the lesson. The article, "Story of Owney, Mascot of the Railway Mail Service", summarizes Owney and his importance. A map of his travels is included at the website that can be easily accessed. Also included at the website link (located under Website Resources) are the map of Owney's travels, an interactive map of Owney's travels, a power point, a video, a reading list, activities, Owney's song, and a variety of links and materials.
2. To learn more about mapping consider using one of the following additional books to read:
 - Me on the Map by Joan Sweeney
 - Where Do I Live by Neil Chesnow
 - Mapping Penny's World by Loreen Leedy

3. Identifying Owney's global travels would extend this lesson. The teacher will use globes and world maps to have students identify and label the countries and places that Owney visited. Students will review their understanding of the map key, scale and compass rose on the world map and how places are represented on the globe.
4. As a culminating activity for this lesson, students may write a letter to a grandparent or family member to identify what region or country their ancestors migrated to or immigrated from. As an introduction, the teacher will read Watch the Stars Come Out by Riki Levenson. The class will then discuss immigration to America. After identifying their ancestors' origin, students will locate, label, and color appropriate places on a blank world map identifying where their ancestors originated. They will then find Minnesota and do the same. Next, the teacher will form small groups to practice cardinal directions on their world maps, paying careful attention to use the compass rose. A whole group discussion will follow to discuss ancestor origins. The class will then find these places on a globe and discuss directions that their ancestors took to the United States.

Assessment

Map of Owney's travels
"Maps" anticipation guide

Website Resources

"Owney: Mascot of the Railway Mail Service" at Smithsonian: National Postal Museum
<https://postalmuseum.si.edu/exhibits/current/moving-the-mail/mail-by-rail/owney-mascot-of-the-railway-mail-service/all-about-owney/index.html>

Name: _____

Maps

Agree

Disagree

_____ A map is a special drawing of a place or area. _____

_____ A symbol is a picture that represents an object. _____

_____ A map key explains what each symbol found on the map means. _____

_____ A compass rose is a symbol that shows direction on a map. _____

_____ A cartographer is a mapmaker. _____