**1st Grade** [**Maps and Geography Inquiry**](http://www.c3teachers.org/inquiries/maps-and-geography/)

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| Can My Life Fit on a Map? |
| **Staging the Question: Brainstorm the components of the term “my life.”**  |
| **Social Studies Practices** |  **Gathering, Using, and Interpreting Evidence Civic Participation Geographic Reasoning**  |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| What are map symbols and how do I use them? | What are cardinal directions and how do I use them? | What are the other tools on a map and how do they work? | How can I make a map of a real-life place? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Identify three or four map symbols and explain how and why they are helpful.  | Write a paragraph describing how to locate an object in the classroom using directional vocabulary.  | Complete an I Notice/I Think chart drawing inferences about the purpose of map features.  | Based on a walking tour of the block or surrounding area, make a map of the area around the school.  |
| ***Integration of Inquiry Process and Skills*** |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
| Connect: Connects ideas to own interests about the components of the term “my life” and the concept of mapping.Graphic Organizer: [Connect#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | Connect: Connects ideas to own interests about directions and the vocabulary used to identify where things are. Graphic Organizer: [Connect#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about other tools on a map and how they work. Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about making a map of a real-life place. Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) |
| Wonder: Formulates questions related to listening activities about what map symbols are and how they are used.  | Wonder: Formulates questions related to listening activities about what cardinal directions are and how they are used.  | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about other tools on a map and how they work.  | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about making a map of a real-life place. |
| **Investigate: Uses materials provided** **to find answers to questions posed** about what map symbols are and how they are used by watching a video on symbols and maps and examining an image bank of photographs and maps. | Investigate: Distinguishes between fact and opinion about cardinal directions and how they are used while reading an article introducing the cardinal directions on a compass rose and examining an image bank of cardinal directions.Graphic Organizer: [Investigate#6](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate6) | Investigate: Interprets information represented in illustrations while examining an image bank of maps and map features. | Investigate: Finds facts and briefly summarizes them to answer research questions while reading an article on how to make maps and watching a video of how to create a map of a neighborhood around a school. Graphic Organizer: [Investigate#7](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate7)[C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_1_Maps_and_geography.pdf)  |
| Construct: Identifies three or four map symbols and explains how and why they are helpful.  | Construct: Draws a conclusion about the main idea with guidance. **Graphic Organizer :**[**Construct#2**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct2) | Construct: Completes the L portion of the K-W-L chart with what new ideas were learned. | Construct: Draws a conclusion about the main idea with guidance.Graphic Organizer:[Construct#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct2) |
| Express:  | Express: Writes a paragraph describing how to locate an object in the classroom using directional vocabulary. | Express: Completes an I Notice/I Think chart drawing inferences about the purpose of map features. | Express: Based on a walking tour of the block or surrounding area, makes a map of the area around the school. |
| Reflect:  | **Reflect:**  | Reflect:  | Reflect: Identifies own strengths and sets goals for improvements. Graphic Organizer: [Reflect#3](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect3) |
| Summative Performance Task: *Argument:* Can my life fit on a map? Construct an argument supported by evidence that addresses whether or not all the parts of your life can fit on a map. *Extension:* Pick another place that is an important part of your life and research the natural and manmade features in and around it. Make another map showing this place and include a title, symbols, map key, and compass rose. |