LESSON 1

Introduction to Maps

Objectives:
- Students will learn mapping vocabulary.
- Students will learn to draw longitude and latitude lines on a world map.
- Students will locate countries and states on maps when given map coordinates.

Materials Needed:
- Blank U.S. and world maps
- Worksheets: Where In the World, Where In the U.S., Introduction to Maps
- Textbook
- Pen or pencil

Lesson Plan:
1) Introduce mapping vocabulary to students.
2) Have students practice vocabulary by filling in their maps with the vocabulary and the lines that correspond with the vocabulary.
3) Show students how to use lines of longitude and latitude to locate countries. Pick a country and find the coordinates. Then give students coordinates and see if they can locate the country on their map. (A whole-class activity)
4) Give students individually “Where In the World and Where In the U.S.” worksheets to practice.
5) For homework the students will do the crossword vocabulary review.

Assessment
Observe students' participation in the activity. Evaluate student's map-making skills and calculation. Grade and correct the crossword homework activity.

National Standards
Mathematics
- NM-NUM.9-12.1
- NM-MEA.9-12.1-2
Social Science
- NSS-G.K-12.1

ESL Standards
Goal 1, Standard 1, 3
Goal 2, Standard 1, 2, 3

Applicable LL Strategies
Indirect Social Strategies-Asking questions, cooperating w/others
Memory Strategies-grouping, re-classifying, placing new words in context, employing action
Cognitive Strategies-repeating, recognizing using formulas and patterns, practicing naturalistically, receiving and sending messages
Compensation Strategies-all
LESSON 2

Objectives
- Reinforce vocabulary from Lesson 1
- Check for understanding and knowledge of vocabulary (listening activity)
- Practice coordinates and coordinate relationships through game activity (Battleship)

Lesson Plan

- The classroom has been labeled with longitude and latitude lines (see example)
- Students are giving a coordinate as they enter class and are to sit in the corresponding location/seat in the room. The teacher checks that everyone is the right seat. This seating arrangement is used to review the vocabulary from Lesson 1.
  
  Teacher might say: “Who is sitting on the equator?”
  “Who is sitting at 20° S 120°E?”
  “Where is (student's name) sitting?”

- LISTENING ACTIVITY
  Students are given a blank world map and colors. The students listen as the teacher instructs how to color the map.

  1. color the prime meridian purple
  2. Draw a zigzag through the equator
  3. Color the N E hemisphere red
  4. Color the tropic of cancer yellow
  5. Put a black dot on 23.5° S 0°E
  6. Color any 5 longitude lines green
  7. Color the S E hemisphere blue
  8. Color the SW hemisphere orange
  9. Color the NW hemisphere brown
  10. Color the tropic of cancer black

- Students play Geography Battleship with a partner to practice saying and finding coordinates

National Standards
Mathematics
- NM-NUM.9-12.1
- **NM-NUM.9-12.3**
- NM-MEA.9-12.1
- NM-MEA.9-12.2

Social Sciences
- NSS-G.K-12.1
- NSS-G.K-12.2
**ESL Standards**

- Goal 1-Standard 1,2,3
- Goal 2-Standard 1,2
- Goal 3-Standard 1,2

**Applicable LL Strategies**

Indirect Learning
- Social Strategies-cooperating w/others, asking questions

Memory
- Reviewing well

Cognitive Strategies
- Repetition
- Recombining
- Practicing Naturalistically-role playing, games
- Receiving and Sending Messages

Compensation Strategies
- All
Objectives
Reinforce vocabulary
Provide communicative practice with vocabulary and locating places using coordinates
Introduce scale
Practice using and calculating scale with maps

Lesson Plan
• Students are given new coordinates for their seating assignment
  Check for correctness
• The rules of $25,000 Pyramid are explained and modeled
• Students play $25,000 Pyramid with a partner to practice and review
• Students are introduced to scale (see introductory lesson)
• Students practice finding and calculating scale with worksheet “Using Scale in the Classroom”

Assessment
Observe students participation on $25,000 Pyramid game. Check for understanding by asking questions after introducing scale. Evaluate student worksheet

National Standards
Mathematics
• NM.9-12.2
• NM.9-12.4
• NM-NUM.9-12.1
• NM-NUM.9-12.2
• NM-NUM.9-12.3
• NM-MEA.9-12.1
• NM-MEA.9-12.2

Social Science
• NSS-G.K-12.1

ESL Standards

Goal 1-Standard 1-3
Goal 2-Standard 1,2
Goal 3-Standard 1

Applicable LL Strategies
Indirect Strategies-Social Strategies-Asking Questions, Cooperating w/others
Memory Strategies-Associating and Elaborating, Reviewing
Cognitive-Recognizing and Using Formulas and Patterns, Practicing Naturalistically-games
Compensation Strategies-All
Lesson 4: Map Scale & World Maps

Key points:
The scale of the map is the relationship between a distance on the map and actual distance on the ground.

Lesson Objectives:
• Students will review longitude and latitude.
• Students will review scale and what it does.
• Students will learn how to use the scale on a map to determine distance and to measure the size of objects.

Materials needed for this lesson:
• A map of the world
• Paper and pencil.

Lesson Plan:

Review:
1. New Seats according to the longitude and latitude of the classroom.
2. Do cooperative learning classbuilding activity, Find Someone Who.

1) Begin by asking the students if the map shows the world in its actual size. The answer, of course, is no. Explain that the size of the world and everything on it has been proportionately reduced to fit on this paper. To find out how much smaller this illustration or a map is than the actual world, we refer to the scale. The scale on a map is usually located in the legend.

2) Continue the discussion by telling the students that the scale of a map is in proportion to the area it represents. Point out the scale in the legend of the map. On the map, have students figure out the proportion. Tell the students this means that 1 inch on the map represents 2000 miles on the ground.

3) Explain to the students that one reason people use maps is to find the distance between two places. Demonstrate how they can use the scale to measure the distance between two points. Take a piece of string and follow the path between two points, marking the lines with your fingers on the string to show the total distance. Take the string and count how many times the scale will go along the marked line on the string. Use repeated addition or multiplication to determine the distance.

4) Have the students use the scale to determine the distance they would have to travel if they were going to Paris, France this summer. Have the students travel to different countries around the and let the students develop a list of distances between these areas and Kansas City.

5) Select a few countries on the map. Have the students use the scale to determine the size of these countries. Next, help them draw the counties on a sheet of blank paper at a smaller scale.

Assessment:
Observe students' participation in the activity. Evaluate students’ map-making skills and calculation.
National Standards:

*Social Science:*
- NSS-G.K-12.1
- NSS-G.K-12.2
- NSS-G.K-12.3

*Math*
- NM.9-12.1
- NM.9-12.4

**ESL Standards**
- Goal 1, Standard 3
- Goal 2, Standard 1, 2, 3

**Applicable LL Strategies**
- Indirect Social Strategies-Ask questions
- Memory Strategies-Associating and Elaborating, Placing New Words in Context, Using Memory strategies for retrieval
- Cognitive Strategies-repeating, recognizing and using formulas and patterns
- Compensation Strategies-all applicable
LESSON 5

VOYAGE AROUND THE WORLD
SCAVENGER HUNT

Objective
To research and chart the shortest course to circumnavigate the globe.

Materials
• Student copy of Voyage Around the World activity sheet
• World map, globe or atlas with a scale
• Small tacks, pins or self-stick notes (for marking locations)
• A 12-inch piece of string (for measuring distances)

Procedure
1. Organize students into groups and distribute activity sheets and materials to each group. Explain that the challenge is to research and chart a course that takes them to each Checkpoint Destination on their way around the world once. Have students review the Nautical Rules and Checkpoint Destinations before beginning. (You may delete or change Checkpoint Destinations to best suit your students’ abilities.)
2. Have students research locations that match the Checkpoint descriptions, plot these locations on a map, record the latitude and longitude for each, and plan their course from one location to the next. Then have them estimate the distance between locations, using the string and map scale.
3. When teams have completed their routes, have them create a log describing what they saw or did at each Checkpoint.

National Standards
Mathematics
• NM-NUM.9-12.1-3
• NM-MEA.9-12.1-2
• NM.9-12.2

Social Science
• NSS-G.K-12.1
• NSS-G.K-12.4

Language Arts
• NL-ENG.K-12.1
• NL-ENG.K-12.4
• NL-ENG.K-12.5
ESL Standards
Goal 1-Standards 1-3
Goal 2-Standards 1-3
Goal 3-Standard 2

Applicable LL Strategies

**Indirect Social Strategies**-asking questions, cooperating w/others

Memory Strategies-Associating and Elaborating, Applying images,
Cognitive Strategies-Formally practicing w/writing systems, recombining, practicing naturalistically, translating
Compensation Strategies-All
LESSON 6 & 7

CREATE A GLOBE

Objectives
Students create a globe from common materials. Students demonstrate ability to follow directions and knowledge and placement of longitude and latitude.

Materials
- Large plastic bowl
- Flour
- Water
- Salt
- Spoon
- Plastic wrap or another cover for bowl
- A globe
- Newspaper
- One small bowl per group
- Balloons (one per student)
- Tissue and construction paper
- Scissors
- Markers
- World maps (optional)
- Glue

Lesson Plan
This lesson should be completed over two days.

Day 1
- Prepare the papier-mâché mixture in a large bowl by combining 1 part flour, 2 parts water, and 1-2 tablespoons of salt. Mix well to a consistency of thick glue. Cover the bowl to prevent the mixture from drying out.
- Tell students they are going to work in small groups to create their own globes.
- Arrange students into small groups. Have students cover their desks with sheets of newspaper.
- Distribute balloons, papier-mâché mixture in small bowls, and blue tissue paper. Let students blow up their balloons.
- Students cover the balloons with the papier-mâché mixture and then put blue tissue paper over the papier-mâché mixture. Let the globes dry overnight.

Day 2
- Tell students to get in their groups. Distributes the construction paper, scissors, glue, and markers to each group.
• Tell students to look at the globe or world map. Have student cut out, color, and label the continents and glue them onto their globes. With markers, have students draw in and label the longitude and latitude lines.

**Assessment**
Evaluate students’ participation and ability to follow directions to complete the Activity.

**National Standards**

*Social Sciences*

• NSS-G.K-12.1
• NSS-G.K-12.2

*Visual Arts*

• NA-VA.K-12.1
• NA-VA.K-12.6

**ESL Standards**

**Goal 1-Standard 1,2**
Goal 2-Standard 1
Goal 3-Standard 1,2

**Applicable LL Strategies**

*Social Strategies-Asking questions, Cooperating w/others*
Memory Strategies-Using imagery, Employing action, TPR
Cognitive Strategies-Practicing naturalistically, repeating
Compensation Strategies-all
LESSON 8

Objectives
Individual Activity to review and practice scale
Calculate scale on Kansas City Metro Map and United States map

Lesson Plan
- Remind students how to calculate scale
- Give students a map of Kansas City Metro area and the Kansas City Metro Area Map Activity Worksheet
- Students work on worksheet to calculate distances in the Kansas City area using scale
- Give students a United States map and find the distances between major U.S. cities (baseball cities) in preparation for future lesson activities

Assessment
Evaluate calculations of the Kansas City Area Map Activity Worksheet and distances between U.S cities.

National Standards
Mathematics
- NM.9-12.2
- NM.9-12.4
- NM-NUM.9-12.1
- NM-NUM.9-12.2
- NM-NUM.9-12.3
- NM-MEA.9-12.1
- NM-MEA.9-12.2

Social Science
- NSS-G.K-12.1

ESL Standards
Goal 1-Standard 3
Goal 2-Standard 3
Goal 3-Standard 2

Applicable LL Strategies

Memory strategies-employing action
Cognitive strategies-repeating, formal practice, practicing naturalistically
LESSON 9

Royals Internet Day

Objectives
- Use the internet to familiarize students with the Royals baseball team and schedule to prepare the students for their upcoming project
- Increase understanding of culture and multicultural perspectives through listening and reacting to the baseball song “Take me out to the ball game”
- Build on and expand students’ knowledge of Information Technology systems

Lesson Plan
- Students are given the worksheet “K.C. Royals Website Information Scavenger Hunt”
- Students go to the Royals website and read and follow directions on worksheet. Students explore the website to answer the questions.
- After completion of worksheet, have students share what they learned
- Students will learn the song “Take Me Out to the Ball Game”
- Students will write a brief reaction (paragraph or less) to the song and how it makes them feel

Assessment
Teacher will check for understanding and give individual help as students are working on computers. Teacher will evaluate the website worksheet for correctness and check for understanding by having students share what they learned. Teacher will observe students’ participation. Read and post reaction pieces for the class to read.

National Standards
Technology
- NT.K-12.1
- NT.K-12.2
- NT.K-12.3

Fine Arts
- NA-M.9-12.7

Social Science
- NSS-G.K-12.1
- NSS-G.K-12.4

Language Arts
- NL-ENG.K-12.4

ESL Standards
Goal 1-Standard 2,3
Goal 2-Standard 2
Goal 3-Standard 2,3
Applicable LL Strategies
Memory strategies-Grouping, Associating and Elaborating, Applying Images and Sounds
Cognitive strategies-formal practice, repeating
Compensation strategies-all
LESSON 10

ROYALS ROAD TRIP

Objectives

• Group activity designed to help students correctly read a map scale and locate baseball cities on an U.S. map.
• Use a map scale to calculate the number of miles covered by the Royals Baseball team on a particular road trip.

Materials Needed

• Royals Road Trip Worksheet
• Royals Schedule
• Computers with internet access
• Copies of U.S road maps
• Paper
• Pen or pencils

Lesson Plan

• Help students find the Royals game schedule on the internet.
• Hand out U.S. maps, and challenge students to trace the route the Royals will take on the road trip. Have students use the scale of miles to figure out the number of miles the team will cover in that trip.
• Students will label the map with each city the Royals play in including the longitude and latitude of each city.

Assessment

Observe students' participation in the activity. Evaluate student's map-making skills and calculation.

Standards

Technology
• NT.K-12.1
• NT.K-12.2
• NT.K-12.3

Social Science
• NSS-G.K-12.1
• NSS-G.K-12.4

Mathematics
• NM-NUM.9-12.1-3
• NM-MEA.9-12.1-2

ESL Standards
Goal 1-Standards 1-3
Goal 2- Standards 1-3
Goal 3- Standards 1, 2

Applicable LL Strategies
Indirect Social Strategies- ask questions, cooperating with others
Memory Strategies- associating and elaborating, employing action
Cognitive Strategies- repeating, recombining, practicing naturalistically
Compensation strategies- all
Lesson 11:
Directions for Baseball Review Game

Objectives:
- Students finish Royals Road Trip Project.
- Students review terminology from the longitude and latitude unit.
- Students to become familiar with the rules of the game of baseball.

Set-up:
1. Draw a baseball diamond on the board large enough for everyone to see.
2. Divide the class into 2 teams. Have them create their team name and mascot.
3. Each team will need a “man” (can be a piece of paper with team name on it and tape or a magnet on the back).
4. There also needs to be a scoreboard that keeps track of the total points as well as strikes.
5. Teams will take turns answering review questions.
6. For every question answered correctly, the team will move their man one base. For every incorrect answer, they will get an out. Three outs and the other team is “up to bat”. The teacher can make a limit as to how many runs can be made in each inning and you can also give value to the questions by making them a one, two, or three base hit or a homerun.
7. Put a map up on the board for students to use to answer any map questions.

National Standards
  Social Science:
  - NSS-G.K-12.1
  - NSS-G.K-12.2

ESL Standards
  Goal 1, Standard 1, 2, 3
  Goal 2, Standard 1, 2
  Applicable ELL Standards
  Indirect Social Strategies-Ask questions
  Memory Strategies-Associating and Elaborating, Placing New Words in Context, Using Memory strategies for retrieval
  Cognitive Strategies-repeating, recognizing and using formulas and patterns
  Compensation Strategies-all applicable
LESSON 12

FIELD TRIP TO ROYALS GAME!!

Objective
- Use information learned in class about baseball and the Royals to enjoy, watch, and understand the game.
- Give students a multicultural perspective with regard to sport activities
- Reward students for their hard work.

Lesson Plan
- Go to Kauffman Stadium
- Find your seats
- Get your drinks and hotdogs
- Watch the game
- Sing “Take Me Out to the Ball Game”
- Have fun!

Suggestions
- Allow students to work together in school to research, plan and order tickets online for the trip
- Allow students to find their seats without teacher aid
- Give students a sheet with the basic rules of baseball
- Introduce students to baseball scoring and statistics

ESL Standards

Goal 1-Standards 1-3
Goal 2-Standards 1-3
Goal 3-Standards 1-3
Kansas City Metro Area Map Activity

Directions: As a class, you have already located where your school is and marked that spot with a red dot. Using the Kansas City map, answer the questions below about the area of Kansas City in which you live and go to school.

Estimate as best you can where you live on this map. Mark that spot with a blue dot.

Using the scale provided, estimate how many miles long the quickest route is from your home to school? (Hint: You might have to calculate several different ways to see which is shortest)

Locate the major streets in your area. On what street is your favorite restaurant (fast food or otherwise) located? Estimate its distance from your home.

Today you went shopping for a gift for your best friend’s birthday at Oak Park Mall in Overland Park, KS. Unfortunately, they didn’t have what you were looking for. Somebody suggested that you travel over to Bannister Mall near Raytown, MO to find what you’re looking for. How far do you have to go? (Note: Points of Interest are marked by a small square.)

You and your friend are going to New York for the summer and are flying out today from Kansas City International Airport. How far will you have to travel to get to the airport from your house? (Use the Interstate Highways as much as possible)
Extra Credit: If you travel at an average of 65 miles per hour for the entire trip to the airport, what time will you have to leave for your 9:00 a.m. flight, assuming you want to get there exactly 2 hours beforehand?
Planning The Royals Next Road Trip Worksheet

Directions:
Type in the URL for the Kansas City Royals Website which is: http://www.kcroyals.com.
Locate the weekly schedule for the Royals via the “schedule” thumbnail at the top of the homepage. Once there, pick a road trip (grouping of consecutive road (away) games with no home games in between) of not more than 7 and not less than 4 games at any point within the Royals season schedule. Write that schedule including dates below. In addition, estimate and then enter the latitude and longitude of each city next to the city name in your list below.

Using the map of the United States included with this worksheet, use your pencil to trace the highway route you would use to travel from city to city on your road trip. In the space below, write down each leg of the trip and the date of travel, leaving a line for each leg. Ex. 5/1/02, Toronto to Cleveland. Leave mileage blank for now.

<table>
<thead>
<tr>
<th>Date</th>
<th>From</th>
<th>To</th>
<th>Mileage</th>
</tr>
</thead>
</table>

Note the scale provided on the map. Using the scale, estimate as accurately as possible the distance for each leg of the trip. Add the mileage of each leg to the chart above. Once you have each leg’s mileage, calculate the total mileage for the entire road trip, and enter it below. Remember to show your work. Use the back of the sheet if needed.
KC Royals Website Information Scavenger Hunt

Directions:
Type in the URL for the Kansas City Royals which is: http://www.kcroyals.com. In your groups, look for the answers to the following questions about the Royals baseball team which are contained within this website and its links.

1. What year did the Kansas City Royals join the Major Leagues?
2. What year did Kauffman Stadium and the Royals host the Major League All-Star Game?
3. What year did Royals great George Brett retire?
4. Which Royal won the Cy-Young Award in 1989?
5. What year was Royals infielder Mike Sweeney born?
6. What city and state is the Royals Minor League Triple A (AAA) Team located?
7. How many light bulbs does the scoreboard at Kauffman Stadium have?
8. Name one player from the Royals who is currently on the Disabled List (DL) with an injury.
9. Who is the pitching coach for the KC Royals?
10. From the main or “home” page, find the “stats” section and go there. By which statistic are the players sorted from most to least? (Hint: If you don’t know the abbreviation, check out the bottom of the page on the left)
11. Note to the left of the player’s statistics the various criteria for sorting the statistics. Report on who leads the National league in Doubles. Which team does he play for?
12. In your own words and in a paragraph or less, summarize a news article under the “Royals Coverage” heading of the homepage.
Answers:
1. 1969
2. 1973
3. 1993
4. 1989
5. 1973
6. Omaha, Nebraska
7. 16,320
8. Check website for current injuries
9. Al Nipper
10. At-Bats (AB)
11. Check website for current leaders
Introducing scale

Ask students to look at a map we have used recently. Call their attention to the scale on the map. Ask them if they can guess as to what it is used for. Introduce definition.

Definition: Something divided into regular spaces as a help in drawing or measuring

Provide simple exercises on chalkboard to give them practice with the concept. Draw two points on the board and connect them with a straight line. Draw a simple scale to the side, and ask for a volunteer to come up and figure out how far they are away from each other. Tell the student that they can use anything in the room to achieve his/her goal. Watch the student carefully and while the student is working, stop him/her whenever you see them use a technique that is essential to determining distance with a scale. For fun, you might make the scale’s unit of measurement some gibberish word. Ex. Drachmas, Floptoids, etc.