

# K-1 Amistad

Content Area: **Social Studies**  
Course(s):  
Time Period: **September**  
Length: ...  
Status: **Published**

## **NJSLS Social Studies**

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**SOC.6.1.2.GeoHE.2** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

**SOC.6.1.2.GeoHE.3** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

**SOC.6.1.2.GeoHE.4** Investigate the relationship between the physical environment of a place and the economic activities found there.

**SOC.6.1.2.GeoSV.3** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).

## **Rationale & Transfer Goals**

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This is a skill-based unit whereby, teachers will introduce the students to the historian's craft, interpretation, and narration. This will establish the concept of point-of-view through skill-based learning. This unit will reinforce the skills of interpreting and reading maps, census data, graphs, charts, timelines, primary sources, and secondary sources. These skills apply to all genres of history: social, political, economic, environmental, and cultural. They also apply to intellectual, scientific and technological history. It is important for students to understand an author, individual or institution with a point-of-view is subject to scrutiny when historical materials such as maps, census data, graphs, charts, timelines, primary sources, and secondary sources are created. Therefore, students should question the sources and pose their own questions or analyses.

## **Enduring Understandings**

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Basic geography skills will assist and enable students to comprehend the world in spatial and cultural terms. An understanding of directional standards will promote a future application of geography to the study of migratory patterns, cultural integration and diffusion, and social trends throughout United States and World history.

## **Essential Questions**

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- Did the inhabitants of a region create the names given to places, or did the map creators assign the place names?
- What are the boundaries indicated on the map, and whose purpose do they serve?
- Do the inhabitants of the region recognize these boundaries, or are they artificial ones that disregard the culture, politics, and economics of the area? • Who is represented on the maps, and who and or what is omitted? Is this important; and if so, why?

## **Content- What students will know**

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- Cardinal directions and the use of cardinal directions to identify geographic locations in relationship to other geographic locations.
- How the position of the sun establishes the cardinal directions.

## **Skills- What students will be able to do**

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- Cardinal directions to a familiar place.
- Read maps of familiar places
- Locate familiar places on a given map

## **Instructional Activities - How we teach content and skills**

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- The teacher will create a treasure map of the classroom for each student. The map should not have any picture representation, but rather the cardinal directions and an approximate number of paces (e.g., seven paces north, three paces west, etc.)
- Desks and chairs may be moved to create paths and obstacles
- The teacher should place two prizes for each student somewhere in the room labeled with each student's name.

- In addition, the teacher will write an instruction sheet for finding north using the position of the sun.
- One final preparation note; there must be a world map in the classroom.
- At the beginning of the lesson, the teacher should ask the students what time it is. Then the teacher will ask the students where the sun is at this very moment. The teacher will inform the class the sun rises in the east, sets in the west, and is directly overhead at noon. With that information the class will determine east and west.
- The teacher will then draw a compass rose on the board and explain how it works. The students will indicate by a show of hands where to place the E and the W. The teacher will provide the positions of north and south. The students will sing the Cardinal Directions Song (see resources below). As the teacher is singing, he or she should point in the proper directions according to the directions the class established. The second time through, the students should be asked to point as well.
- The teacher will then highlight the world map and engage in a quick exercise of determining the cardinal directions from various locations. (e.g., Africa is \_\_\_\_ of the United States [east]). The teacher should mention the continent of Africa and some countries on the continent. Once that is complete, the teacher will return the students' attention to the position of the sun. The teacher will ask, "If east is in a particular position, where is north?" Once the students provide the correct response, the teacher will place a big "N" in the north position. That is the only cardinal direction given in this lesson.
- Students will be given their treasure maps and allowed to begin the treasure hunt using only their maps. • Once students have found their treasure, they can return to the starting point.
- The teacher will circulate the room providing assistance as needed
- Once the entire class is finished, the teacher will review what the students learned.
- Since the students have two prizes, the teacher will let them know they can keep one for themselves. The second prize is for their homework assignment.
- Students will now get the Instruction Sheet the teacher has prepared. They are to go home and create a treasure map for their parents using only paces and the cardinal directions. The second prize is for their parents. Parents will sign the treasure map and the student will return the map to the teacher by an assigned date.

### **Evidence/Assessment - How we know students have learned**

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- project rubric
- quiz on the information
- class participation
- formal test

<http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/4525/7696>

## **Spiraling for Mastery**

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**Content or Skill for this Unit**  
**Instructional Activity**

**Spiral Focus from Previous Unit**

Directions and map skills

## **Key Resources**

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- <http://www.njamistadcurriculum.net/history/unit/social-studies-skills/navigations/3455>
  - HMHonline.com - Teacher resource program

## **21st Century Life & Careers**

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**WRK.9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

## **Career Readiness, Life Literacies, & Key Skills**

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**TECH.9.4.2.CI.1** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**TECH.9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

**TECH.9.4.2.GCA.1** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).