

Social Studies Unit Planner

Title: Where is Rosie? — An Introduction to Mapping

Grade One

Step 1: What essential questions do we want to answer?

In the end what do we want our kids to know and be able to do?

- What are landmarks and places in a community?
- Why are they significant?

Step 2: What outcomes are we addressing in this unit?

General Outcome—students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes:

Values and Attitudes:

- Value self and others as unique individuals in relation to their world:
 - Appreciate belonging to groups and communities (1.1.1.a).
 - Appreciate multiple points of view (1.1.1.b)
 - Demonstrate respect for their individual rights and the rights of others (1.1.1.c).
 - Recognizing and respecting how the needs of others may be different from their own(1.1.1.d)
- Value the groups and communities to which they belong :d
 - Demonstrating a willingness to share and cooperate with others (1.1.2.a).
 - Appreciate how their actions affect others (1.1.2.b).
 - Demonstrate willingness to resolve issues and/or problems peacefully (1.1.2.c).
 - Assume responsibility for their individual choices and actions (1.1.2.d).

Knowledge and Understanding: Distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry (1.1.5).

- What are some familiar landmarks and places in my community?
- Why are these landmarks and places significant features of the community?
- Where is my community on a map or on a globe?
- What are some differences between rural and urban communities?

Skills and Processes:

Develop skills of geographical thinking (1.S.3):

- Use a simple map to locate specific areas within the school and community.
- Ask geographical questions, such as asking for directions.

Develop skills of critical thinking and creative thinking (1.S.1):

- Examine ideas and information from varied sources
- Compare and contrast information from similar types of electronic sources

Develop participation as a democratic practice (1.S.5)

- Demonstrates skills of cooperation, conflict resolution and consensus building (1.S.5)

Step 3: How will we answer the questions?

Teacher (with students, when appropriate) will generate learning activities in order to answer the inquiry questions.

- Kick off activity: read *Rosie's Walk* and watch video (Pat Hutchins, 1970).
 - o Discussion ideas:
 - Difference between Rosie's yard and your yard
 - Compare and contrast book with video
- Outline the path of Rosie's walk: discussion with a list, pocket chart, or graph
 - o Sequencing
 - o Identify landmarks (list)
 - o Differentiate between urban and rural
 - o Point out prepositions (above, around, under)
 - o Discuss criteria of what a good map looks like (ownership of assessment)
 - o Discuss criteria of what good group work is
- Pair up to draw the path that Rosie followed:
 - o Give them a cut-out of the chicken coop and a blank 11x17 page
 - o Put the landmarks on the page
 - o Engineered pairs set about
 - o Stop for a gallery walk
- Regroup
 - o Share
 - o Assess their own performance according to the criteria list
 - o Peer assessment of path
 - o Assess their own performance in their group

- Redraw where necessary
 - After sharing, some children will want to redraw
 - Opportunity provided
- Those who finish early: journal their experience, write the story, do the map on Kid Pix

Step 4: How will we know we have learned?

- Teacher checklist for some objectives: fill the page, path must clearly indicate travel, arrow indicates direction
- Self-assessment of path according to criteria set by class
- Peer-assessment of path according to criteria set by class

Step 5: What modifications might we need to make to this lesson to meet the needs of all learners?

- Teacher creates a path.
- Teacher creates landmarks to cut and paste.
- One-on-one assistance when necessary
- Extension: computer to redraw map (KidPix)

Step 6: What resources will we use?

Colleagues, reference books, audio-visual materials, related literature, music, art, internet and guest speakers.

- *Rosie's Walk*: book and video
- Sequencing cards
- Template of path and cutouts
- Chart paper/Proxima/Smart Board
- Assessment checklist
- Nelson *Assessment Blackline Master 2* or Pearson *Outil d'évaluation 1-3*

Step 7: Reflection:

What worked well?

What will I do next time?

What do I need to keep

Questions to inspire critical thinking:

Why is the haystack (the pond, the beehives) significant to the community? To Rosie? In the story?

What is the difference between urban and rural?

Ask questions to tie in to science (needs of plants and animals).

Background preparation to lesson:

- Read Rosie's Walk
 - Talk about prepositions
 - Language
 - What happened (story plot, characters, setting)
- Practice working in groups and group-work criteria

Follow-up to lessons:

- Fieldtrip: walk or bus around town to look at landmarks in real life
- Powerpoint presentation: photos of local landmarks
- Internet search at school: community website(s)
- Postcards, photos, pictures of local landmarks
 - Could be brought in by students—drawings or photos—ask parents to help students find significant landmarks and places in our community.
 - Family activity: go out this weekend and find a landmark.
 - Be able to talk about why it is a landmark.
 - Be able to talk about why they thought it was significant.
 - Discuss landmarks and places and their significance
- Use a simple map of their own community to find landmarks
- Rewrite the story—different character or location