Where Am I?

Lesson Overview: We will explore a map of Michigan and the surrounding Great Lakes. We will discuss the various types of boats that can be found on the Great Lakes. We will learn about the importance of knowing our directions through interactive games and creating a compass rose.

Sources Consulted:


National Heritage Academies: Teacher Created Materials Inc.

National Heritage Academies Website: https://my.heritageacademies.com/C5/Social%20Studies/Social%20Studies%20Pages/1st%20Grade%20Geography.aspx

Learning Objectives:

At the end of this lesson, students will be able to...

1. Explain why there are large boats on the Great Lakes---where they are going and what they are carrying.
2. Read a map of Michigan and become familiar with map keys and a compass rose.
3. Create a compass rose.

State Benchmarks Addressed:


- Geography
  - Interpret a map using its features (cardinal directions, key)
  - Identify and locate specific bodies of water
- My School & Community
  - Describe the physical features of various places on Earth, including the local community.

Materials Needed:

- Book: I Know Where the Freighters Go
- Map of Michigan (I will use a map of: The Great Lakes & St. Lawrence Seaway System).
- Worksheet Form A - 3 Pages (class set) cut outs to create compass rose
- 12x18 construction paper for each student (to glue created compass rose onto)
• Crayons and scissors
• Journals
• Worksheet Form B (class set) Map and Globe Assessment

New Vocabulary:

  o **Compass rose:** a circle printed on a map or chart to show direction—N, S, E, W
  o **Freighter:** Ship for transporting

Focus Questions:

- After reading the book *I Know Where the Freighters go*, what do we think a freighter is?
- What kinds of boats travel on the Great Lakes? Why is it important to have boats?
- Who and what travel on the boats?
- How do the boats know where to go? What tools can a captain of a boat use to find their way?

Classroom/Field Activities Procedure:

1. Teacher will read *I Know Where The Freighters Go* to the class. As we are reading we will stop and discuss the illustrations. We will point out any new vocabulary (ex. trek). We will create a list of different types of boats.
2. Next teacher will discuss with the class the importance of transportation on the water. As a class, students can look at the list created of different types of boats and write down the duties of those boats. For ex. A freighter carries goods to and from ports, a boat for the coast guard keeps you safe etc.
3. Now the teacher will ask the students: How do the boats know where to go? What tools can a captain of a boat use to find their way? Explain the importance of mapping and the compass rose so the captains know where to travel.
4. Next introduce the Compass Rose and its 4 main directions (N, S, W, E). Draw a picture of the compass rose on the whiteboard and have students draw a compass rose in their journals.
5. Point out to the students the (labeled signs in the classroom) the 4 directions on the walls of our classroom. Have all the students move to the west side of the classroom. Then have all the students move to the East side etc.
6. Next Play a game, called Directions from the Captain (altered from 4 corners). Choose one student to be the captain (she is blind folded). The other students are chosen to stand in one of the 4 directions in the classroom. The captain states one direction and the students standing in that direction must sit down. The remaining students choose to stand any 4 directions again and the captain states another direction. The captain continues to state directions until only one student is left standing. The remaining student can be the next captain and the game can start over.
7. Have students refer back to their compass rose in their journals. Now teacher can explain the 4 additional directions on a compass rose (NW, NE, SE, SW). Teacher can fill in their compass rose on whiteboard and student can do the same in their journals.

8. If desired the class can play Directions from the Captain using all 8 directions found on a compass rose.

9. Pass out a larger sheet of construction paper to each student and the paper materials (Worksheet Form A -3 papers) needed to create the compass rose. Students can color and create their own compass rose by following the directions and pictures on worksheet form A and looking at teacher sample.

10. Next show the students a map of Michigan (or the Great Lakes & St. Lawrence Seaway). Students can look at their compass rose to help with the next teacher directed activity. Call students up to the map and have them point to a city or port in West Michigan, South Michigan etc. Teacher may ask various questions such as which Great Lake is in the North part of Michigan, the West part of Michigan?

Assessment:

1. Teacher can do a visual around the room assessment using a checklist and asking questions such as point to the north end of your desk, etc.

2. Students can write in their journal a type of boat they would like to travel on and where they would travel.

3. Worksheet Form B – Students will be able to complete the Compass Rose. Note Students will receive a 3.0 (grade level) if they correctly fill in N, S, W, & E. Students will receive a 4.0 (above grade level) if they correctly fill in N, S, W, E, SW, NW, NE, and SE.