TN Standard 5.33 Social Studies

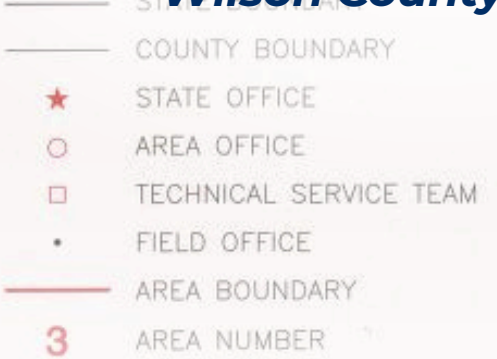
Mapping Student Possibilities: Navigating Primary Resources

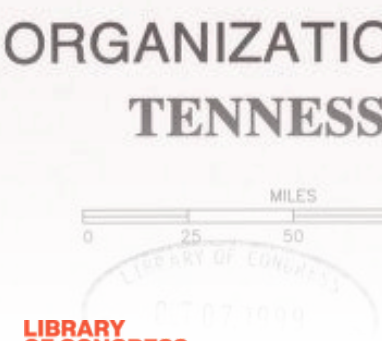
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Location, Location, Location!

by Amber Cummings
Wilson County Schools





TGA

This is an Open Educational Resource (OER) designed to provide inquiry-based lessons aligned with Tennessee 5th grade Social Studies Standards. This project bridges the gap between the new state standards and actual classroom implementation. Each lesson will help students transition from passive readers to active geographers, fostering the critical thinking and civic literacy essential for the next generation of Tennesseans. The Tennessee Geographic Alliance, Tennessee Council for the Social Studies, and Wilson County Schools Social Studies Department were instrumental to the process.

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES Regional Partner

5.33-Location, Location, Location!	
Grade Level:	5th
Duration Time:	45-55 minutes

Brief Lesson Overview
In the previous lesson, students used the Library of Congress Teacher's Guide to Analyzing Maps to examine a historical map. In this lesson, students continue using the same inquiry process but shift their focus from what a map shows to how a map helps us locate places.

Standard:List the full standard including standard number
5.33 Use cardinal directions, intermediate directions, map scales, grids, latitude and longitude to locate absolute and relative locations.
Success Criteria: I will know I am successful when I can…
1. Use **cardinal and intermediate directions** to describe relative location. 2. Use a **map scale** to estimate distance. 3. Use a **grid, latitude, and longitude** to locate a place.

Assessment : Formative and Summative
Skills Practice

Resource Materials:(Include links sources-at least one source MUST be from the Library of Congress)
***Digital copies of the maps used in this lesson would provide students with a closer look at the maps. Additionally, directly connecting to the LOC site allows the user to zoom in and out while not distorting the map.** **Tennessee US Department of Agriculture Map** United States Natural Resources Conservation Service, and U.S National Cartography And Geographic Information Systems Center. Organization map, Tennessee. [Fort Worth, Tx: USDA, NRCS, National Cartography & GIS Center ; Nashville, Tenn.: State Conservationist, distributor, 1994] Map. https://www.loc.gov/item/2001623606/. Map Scale Lesson for Kids https://study.com/academy/lesson/video/map-scale-lesson-for-kids.html

Library of Congress Teacher's Guides and Analysis Tool (see Analyzing Maps)
https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/

Other Materials: (anything else a student would need to complete this lesson)

- Student Handouts:
- Double sided copy of the map of "Organization Map of Tennessee" regions and the "World Latitude Longitude" practice sheet. Have students work with partners to practice their map skills after modeling each tool, or all at the end of the lesson https://canva.link/ijzp57ule5e73vm
- "Location Location Location" student notes page https://canva.link/d9zp6pq5vyefxp8
- Pencil
- Sticky notes or index cards to use for measuring scale
- Rulers can be used to help students with Latitude and Longitude
- Student white boards and dry erase markers for sharing answers in "skills practice" section

Cognitive Interest Cue:

This is a quick review of the concept of region from the previous lesson. **Ask students if they remember why the Tennessee flag has 3 stars. This is the first question of the student note page, and slide 3. Turn and share their answers with a partner. Review using the slides on the three regions of Tennessee and region review slides**

Instruction: Step by step procedures for lesson

Part 1 — Review: What Is a Region? (slides 4-5) This is the choice for the review concept from the previous lesson since students will be using a Tennessee regions map to practice map skills in this lesson.

ASK: "What do you notice about how this map divides or groups places?"
"Why might a geographer group places together into regions?"

Quick review: A region is an area that has something in common.
Then have students identify the regions shown on the map. Discuss what are some characteristics of each of the regions:

East - Mountainous and rugged, featuring the Great Smoky Mountains and the Appalachian chain.
Middle - Rolling hills, the Nashville Basin, and the Highland Rim, bounded by the Cumberland Plateau.
West - Flat plains, low-lying fertile soil, and rich farmland stretching between the Tennessee River and the Mississippi River

(slide 6) ASK: "If I tell you that a county in Tennessee is in a particular region, does that tell you exactly where the county is?" Thumbs up or thumbs down?
"So what else might we need to describe a location? How can we get even more specific?"

Part 2 — Direction: Which Way? (slide 7)

Share the Compass Rose with students and have them start with the Cardinal Directions, filling in their notes on the handout. Then intermediate directions.

Let students know that map creators often will only provide an indication for the North (as in the map we will use in this lesson), so it is important that students know all of the directions.

ASK: "Why do we need intermediate directions?"

Possible explanations:
They bridge the gaps: Cardinal directions only point in four main ways. Intermediate directions fill in the diagonal spaces so you can point toward *eight* directions instead of four.

They make maps far more accurate: Real roads, rivers, and cities don't move in perfectly straight up, down, left, or right lines. Saying a town is Northeast tells you exactly which way to travel so you don't get lost.

They save time: Instead of having to walk North and then make a sharp right turn to go East, an intermediate direction lets you walk in a straight diagonal line straight to where you want to go.

Remember that intermediate directions always start with North or South first (just like latitude and longitude).

Share with students great ways to remember cardinal directions:

- Never Eat Soggy Waffles
- Never Eat Slimy Worms
- Never Eat Sour Watermelon
- Naughty Elephants Squirt Water
- Nobody Eats Spider Webs

Complete the compass rose of the student handout and have students create their own memorable saying and share it with the class.

Part 3: — Location: Where?
Introduce Relative location. (slide 8)
This is a relatively easy concept for students to understand using examples in the classroom. Have students practice with the transitions on the slide and points on the map.

Ask for volunteers to describe their relative location in the classroom after completing the notes page, or the locations of various rooms in the school building that everyone is familiar with.

Introduce Absolute Location. (slides 9-12)
This begins with a review of latitude and longitude. Students can remember which is which by:

1. "Lat = Flat" (Latitude)
Think of Latitude lines like the rungs of a ladder. They run flat from side to side (east to west) and measure how far north or south you go from the Equator.

2. "Long = Tall" (Longitude)

Longitude lines are long—they stretch all the way up and down from the North Pole to the South Pole. Picture a long giraffe neck, or imagine opening your mouth wide to say "LONG-itude."

Direct students to complete the notes page on Absolute Location. Press the "U" key in the Canva presentation to "close the curtain" on the slide and see what students can complete from the context clues and from memory. Give them a minute and press the "U" again to allow them to check their notes.

Check for understanding through the "Turn and Talk" on slide 13. Have partners share their quick conversation with the class and redirect any misconceptions.

Part 4: — Scale: How far? (slide 14)

Emphasize to students that a map isn't just a small drawing; it's a *mathematically accurate* miniaturization of reality. Every feature on the map shrinks by the exact same factor.

Video: "Map Scale Lesson for Kids" is a 3.23 minute video explaining map scales. This short video really helps drive home this concept.

Model for students how to use a sticky note or note card to track and to measure distance using the scale.

Have students complete the Map Scale questions on the notes page. Model for students how to arrive at the correct answer as needed.

Notes Page Scale Answers
Question 1 Answer: 20 miles. Since 1 inch equals 5 miles, you multiply 4 inches by 5 miles per inch ($4 \times 5 = 20$**).**
Question 2 Answer: Without a scale, you wouldn't know how far apart places actually are or how long it would take to travel between them.

Part 5: — Skills Practice (slide 15+)
Students should have printed copies of the maps to refer to as the questions are projected on the screen.

Suggested Scaffolds
Have students work with a partner in order to practice these skills. Instead of saving the "Skills Practice" for the end of the lesson, chunk into smaller pieces and move the skills practice slides for each section to right after each new concept. For struggling students, provide model sentence starters.
Extension or Cross-Curricular Opportunities
Have students use the map to create coordinate quiz questions with a partner or to share with a partner. Provide each student with a sticky note and have each write coordinates for a new location, along with the answer. Use the student coordinates throughout the week as quick quiz questions.

Key - Skills Practice

Slide 16 Cardinal and Intermediate Directions

- **What 2 counties are directly North of Williamson County? - Davidson and Cheatham**
- **Which state makes up the Southeastern border of Tennessee? North Carolina**
- **Which county is the most Northeastern in Tennessee? Johnson**
- **Which state makes up the majority of the Southern border of the West Tennessee region? Mississippi**

Slide 19 Relative Location

- **This region is to the East of the Arkansas state line, and West of Fayette County. Shelby**
- **This is the only county that borders both Georgia and North Carolina. Polk**
- **This county is just North of Dickson County and South of the Kentucky border in Middle Tennessee. Montgomery**

Slides 21-23 Longitude and Latitude

- **What two continents does the equator cross? Africa and South America**
- **What continent lies completely north of the equator and east of the Prime Meridian? Asia**
- **On what continent would you find a place with a latitude of 20° N and a longitude of 0°? Africa**
- **What continent lies 60° N, 120° W? North America**
- **Identify the city that lies closest to each pair of coordinates:**
- **30°N, 90°W - New Orleans**
- **30°N, 30°E - Cairo**
- **60°N, 30°E - Leningrad**
- **30°N, 120°E - Shanghai**

Slide 25 Map Scale

- **If I travel 100 miles West of the state capital, I am at the Northern border of which county? Cumberland**
- **What is the approximate length of the southern border of Tennessee? 350 miles**
- **What is the distance from the state capital, to the field office in your county? Answers will vary**

U.S. DEPARTMENT OF AGRICULTURE

NATURAL RESOURCES CONSERVATION SERVICE



LEGEND

- STATE BOUNDARY
- COUNTY BOUNDARY
- ★ STATE OFFICE
- ○ AREA OFFICE
- □ TECHNICAL SERVICE TEAM
- • FIELD OFFICE
- AREA BOUNDARY
- 3 AREA NUMBER

ORGANIZATION MAP

TENNESSEE

MILES

0 25 50 75 100

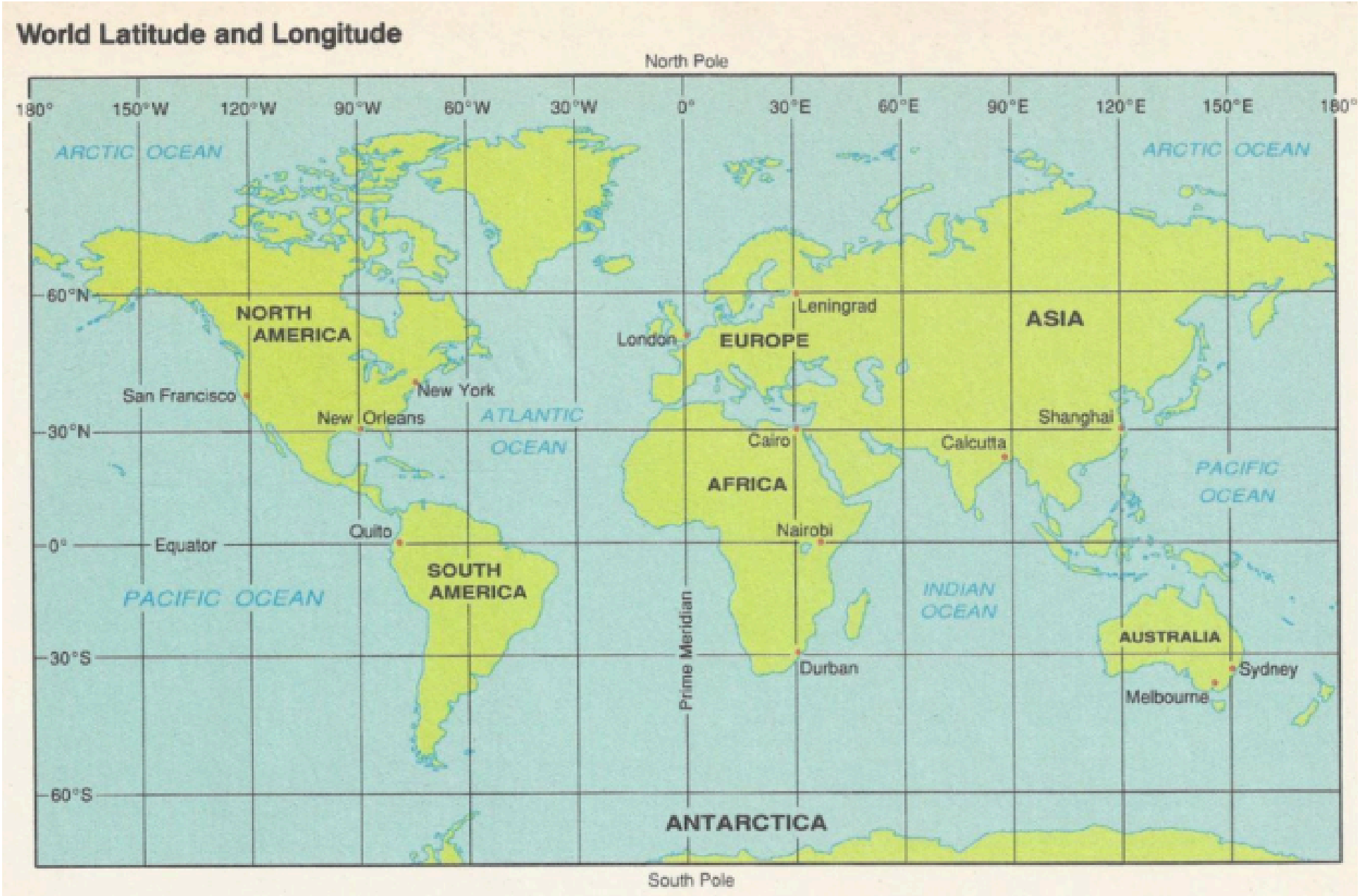
SOURCE: USGS 1:2,000,000 DLG DATA AND
INFORMATION FROM NRCS FIELD PERSONNEL.
LATITUDE AND LONGITUDE GEOGRAPHIC COORDINATE SYSTEM.

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OCT 07 1999
GEOGRAPHY & MAP DIVISION

REVISED MARCH 1994 1007051

United States Natural Resources Conservation Service, and U.S National Cartography And Geographic Information Systems Center. Organization map, Tennessee. [Fort Worth, Tx: USDA, NRCS, National Cartography & GIS Center ; Nashville, Tenn.: State Conservationist, distributor, 1994] Map. https://www.loc.gov/item/2001623606/.

World Latitude and Longitude



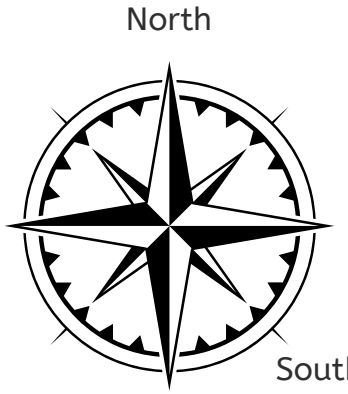
www.teched-resources.org/WORK_STATIONS/SOCIAL-STUDIES/LATITUDE-LONGITUDE/latitude_and_longitude_worksheet.pdf

LOCATION LOCATION LOCATION!



What do the 3 stars on the flag of Tennessee represent?

Finish filling in the compass rose with both <u>cardinal</u> and <u>intermediate</u> directions.



How can we remember the order? Can you think of a NEW sentence to help you remember?

N _____ **E** _____ **S** _____ **W** _____

N _____ **E** _____ **S** _____ **W** _____



Can you describe your RELATIVE LOCATION in the classroom? Give 3 descriptors.

1.

2.

3



ABSOLUTE LOCATION:

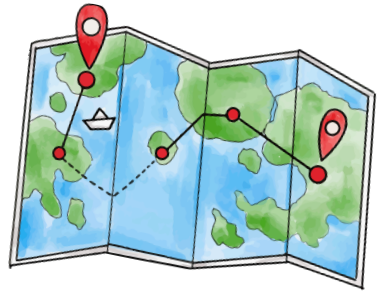
Lines of _____ measure distance North and South of the _____.

Lines of _____ measure distance _____ and _____ of the Prime Meridian. When providing the coordinates of latitude and longitude, _____ is listed first.

MAP SCALE:



If 1 inch on a map represents 5 miles in real life, how many real-life miles would equal 4 inches on the map? Explain to a partner how you found your answer.



Imagine a map that has no map scale at all. What problem would someone have when trying to use that map to plan a road trip?