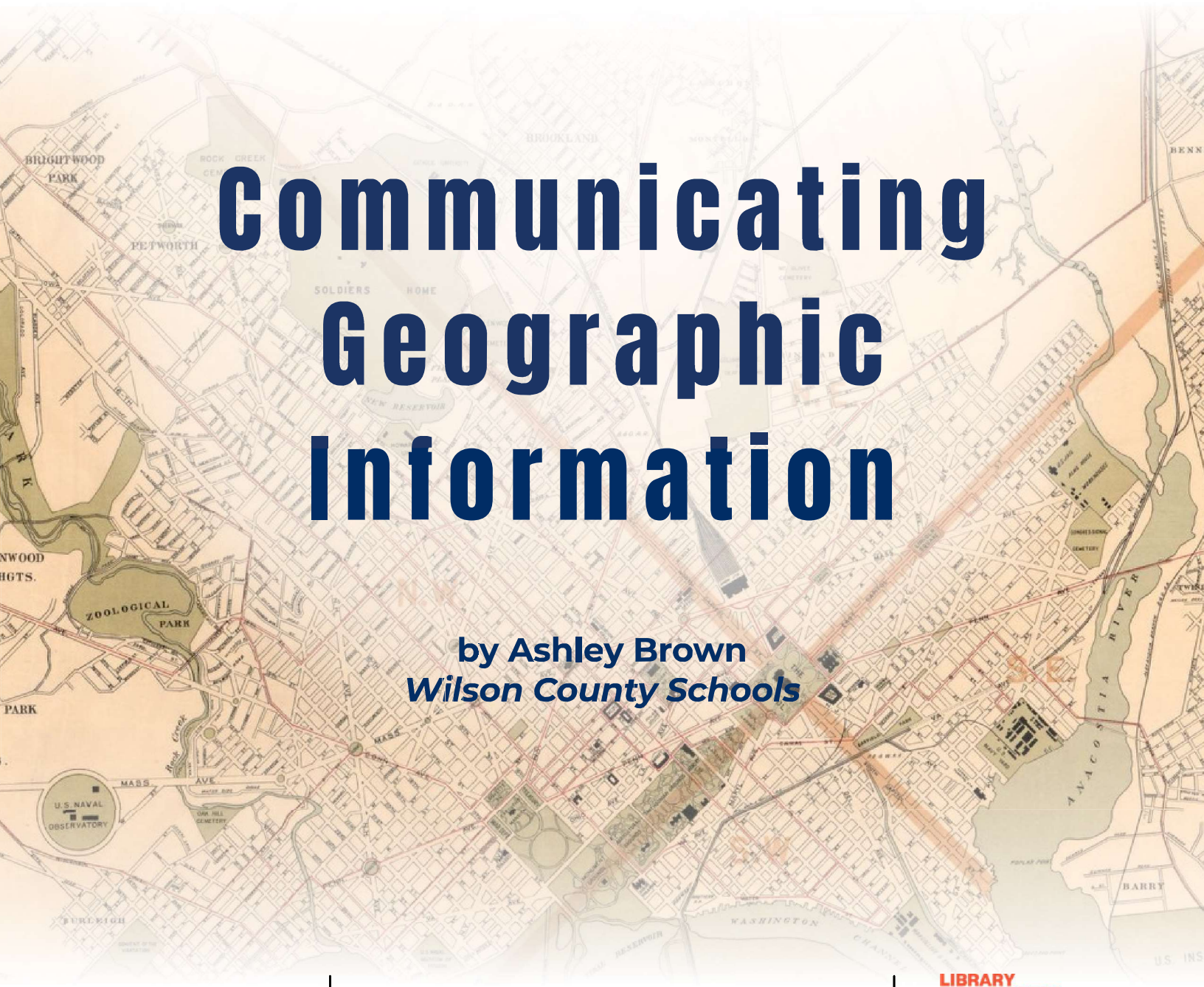
TN Standard 5.34 Social Studies

Mapping Student Possibilities: Navigating Primary Resources

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Communicating Geographic Information

by Ashley Brown
Wilson County Schools

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.

TGA

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES Regional Partner

Communicating Geographic Information	
Grade Level:	5th
Duration Time:	90 minutes: 3 days (two 30-minute lessons, one 30-minute class for presentations)

Brief Lesson Overview
Students will examine various ways people communicate geographic information by sorting real-life situations into categories: maps, aerial photographs, GPS, graphs/diagrams.

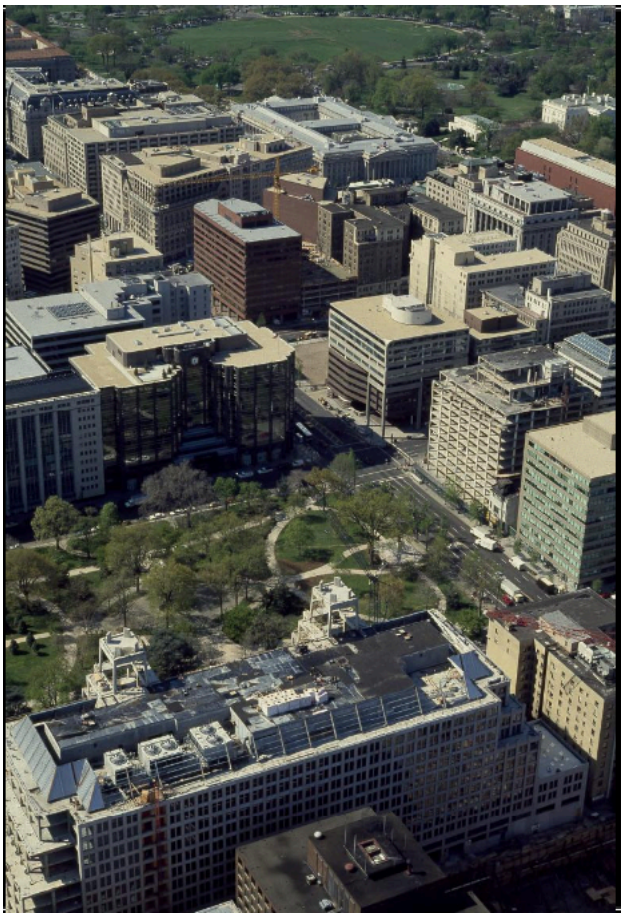
Standard:
5.34 Examine various ways people communicate geographic information (e.g., maps, aerial photographs, GPS, graphs/diagrams).
Success Criteria: I will know I am successful when I can...
• Determine which geographic information is needed in a specific situation in order to communicate effectively. • Describe why that way is the most effective for that situation.

Assessment : Formative and Summative
Day 1 Formative: Exit Ticket Geographic tools help us understand and communicate information about the world. For each tool listed below, describe a specific scenario where using that tool would be the most effective choice. Map: _____ Aerial Photograph: _____ GPS: _____ Graph or Diagram: _____ Answers will vary: *Example: map - driving across the city vs. GPS - driving across multiple states, aerial photo to see where 3 bodies of water converge, graphs/diagrams to understand climate in a certain area during a specific time of year* **Day 3** Summative: Research Presentation (Canva, Google Slides, or poster)

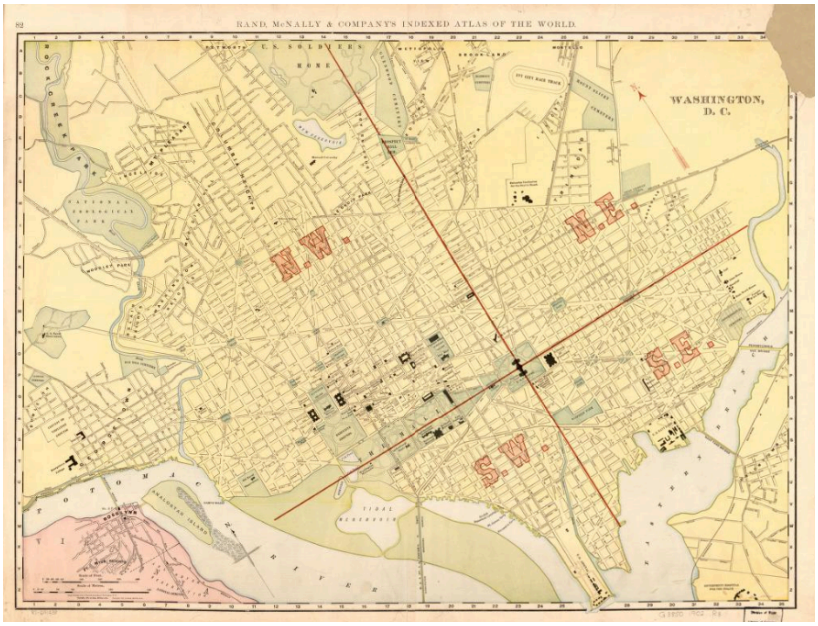
Resource Materials:

- Primary Source Analysis Tool (LOC)
- Images of geographic information based on Washington, D.C. (included below and link)

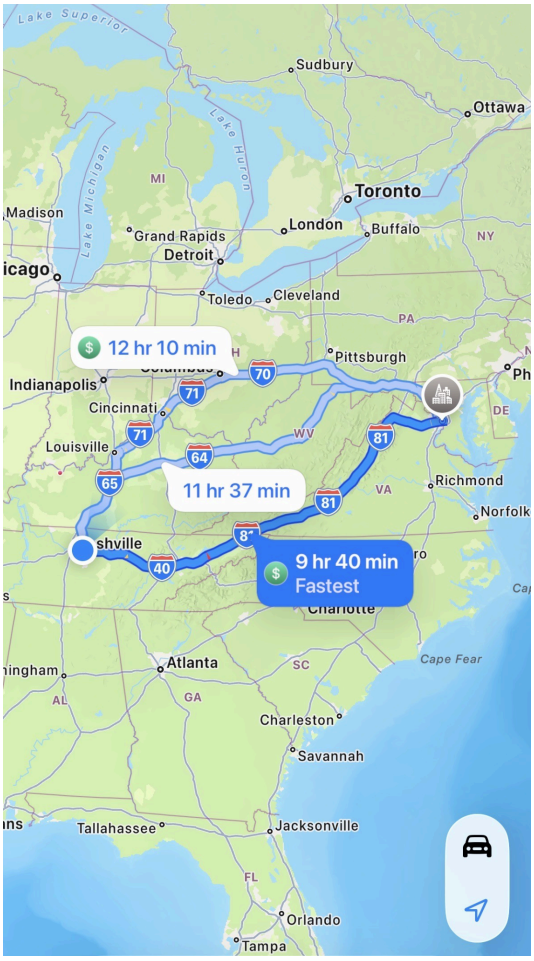
Aerial Photograph of Washington DC (LOC)

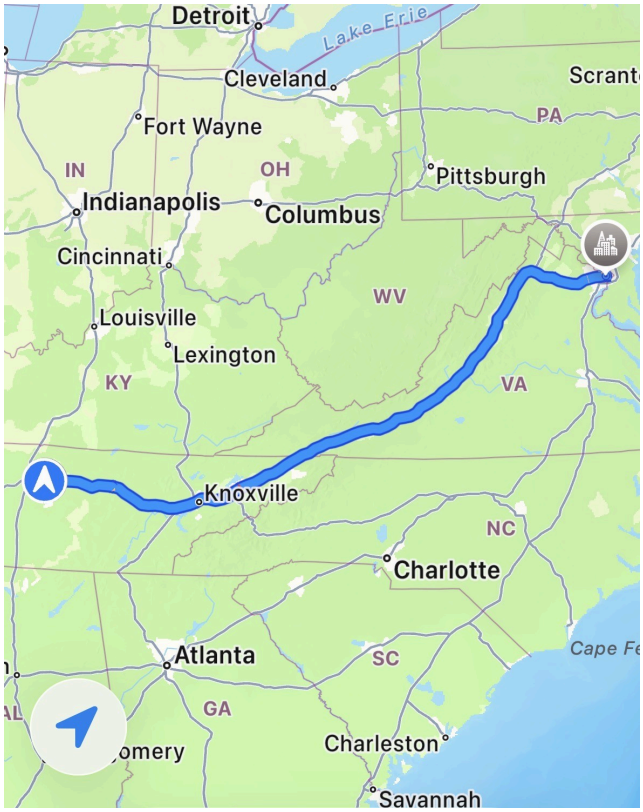


Map of Washington DC (LOC)

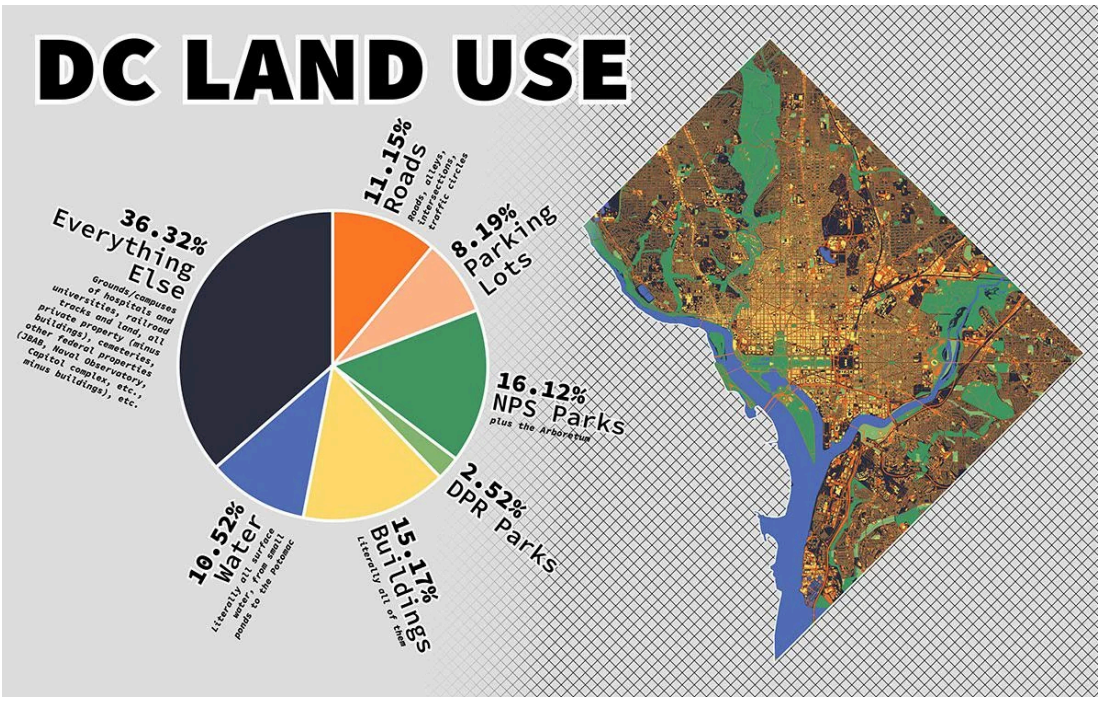


GPS from Nashville, TN to Washington, D.C.

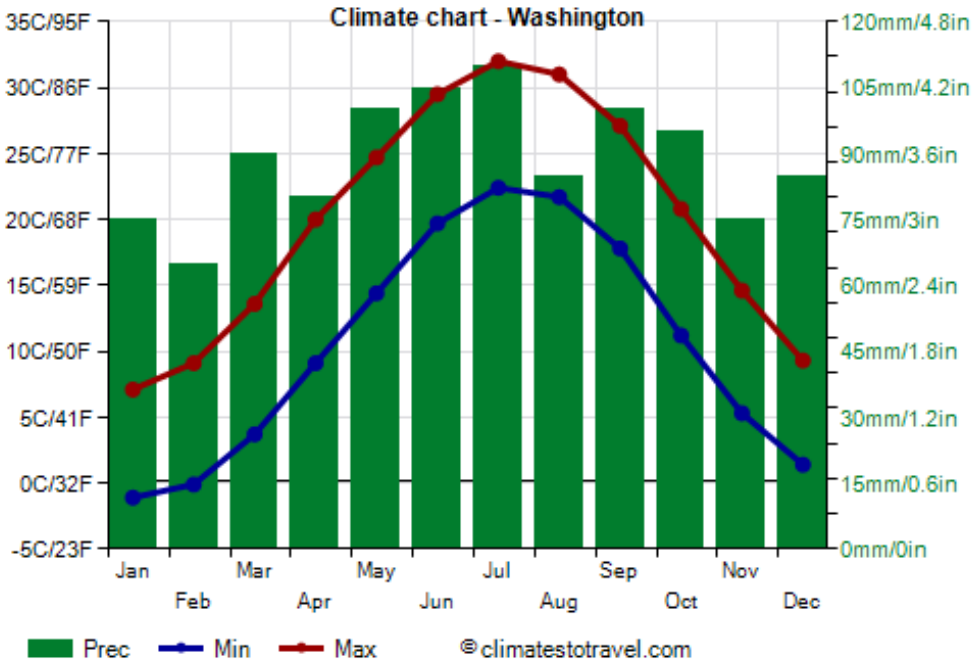




Graphs/Diagrams showing land use in Washington, D.C.



Graphs/Diagrams showing climate patterns for Washington, D.C.



Other Materials:

Chromebook/Computer for research
Paper
Pencil
A way to share their presentation with the class. For example, a ViewSonic to display their images while they're presenting.

Cognitive Interest Cue: 5 minutes each day

Day 1:
You are going on a hike in the Rocky Mountains where there is zero cell phone service. On a sheet of paper list items you would be sure to bring with you so you do not get lost.

Possible answers:
map, satellite GPS, compass

Day 2:
On a sheet of paper list the 4 ways we communicate geographic information. Jot down how you have used one of these recently.

Possible answers for recent use:
My family and I drove to Chicago this summer and we used our car's GPS to get to our hotel. Last weekend my mom and I went hiking in the Great Smoky Mountains. We didn't have great cell service, so we took a picture of the trailhead map.

Instruction: 20 minutes per day

Day 1

- Give students access to the images of geographic information for Washington, D.C. in color (via Google Classroom, Schoology, displayed on the front board, etc.) and a copy of the Primary Source Analysis Tool handout. Students will number the handout 1-4 since they will be observing and analyzing 4 types of ways one can communicate geographic information.
- With their small group, students will analyze each image and discuss what they see and how they would use this to communicate.
- For each type of communication tool (aerial photo, map, GPS, graph/diagram), students will complete the handout based on their analysis.
    - This work should take 10-15 minutes
- Ask students to share their observations and ideas about how these are effective ways to communicate geographic information.
- Students will complete the Exit Ticket independently.

Day 2: Rubric

- Create heterogeneous groups of 3-4 students.
- Each group will be assigned one of the modes of communication.
- They will conduct research on their assigned mode, and create a presentation about how that mode is used to communicate geographic information.
- This can be created on Canva, Google slides, or a poster.
- Students need to include 2-3 images of their mode to fully demonstrate how they would use it to communicate information effectively.
- They may not use Washington, D.C. since that was the model used in class for each mode.
- Utilize the scaffolds below to guide your students' thinking.

Suggested Scaffolds

Recall & Identification

- Which geographic tool uses satellites to give real-time locations and driving directions?
- What is the main difference between using an aerial photograph and a map?

Application & Comprehension

- Imagine you are planning a road trip to a national park you've never visited. Which tool—a GPS, a bar graph, or a diagram—would be the most helpful to guide your driving route, and why?
- If a news reporter wants to show how much rain fell in different cities over a week, would they use an aerial photo or a graph? Explain your choice.

Strategic Thinking & Analysis

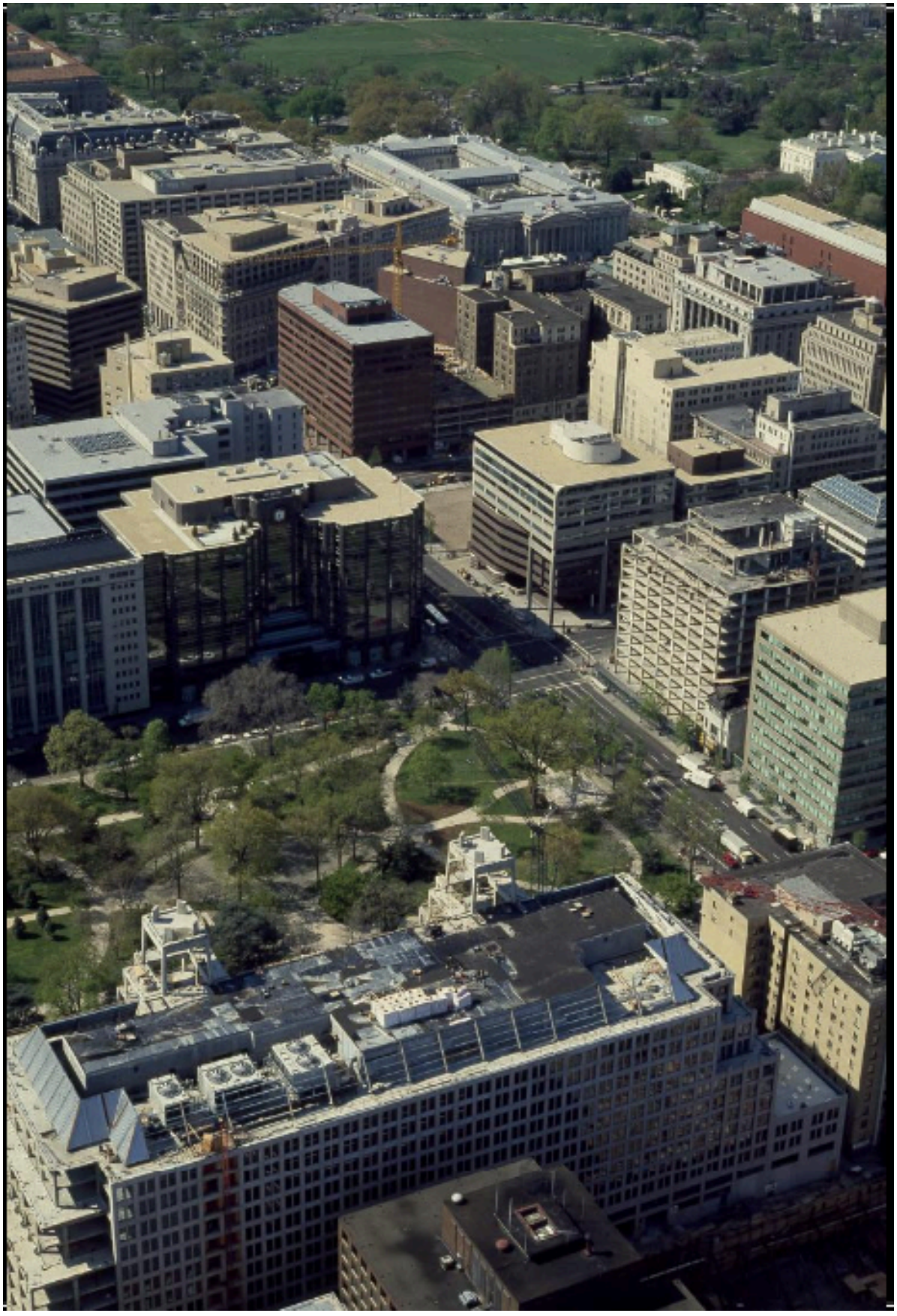
- A city planner wants to build a new park. They decide to look at both an aerial photograph of the neighborhood and a geographic map showing property boundaries. What unique information does the aerial photo give them that the map might not show?
- Compare using a satellite-based GPS system versus using a traditional printed map. What is one advantage and one disadvantage of relying solely on GPS when exploring an unfamiliar area?

Extension or Cross-Curricular Opportunities

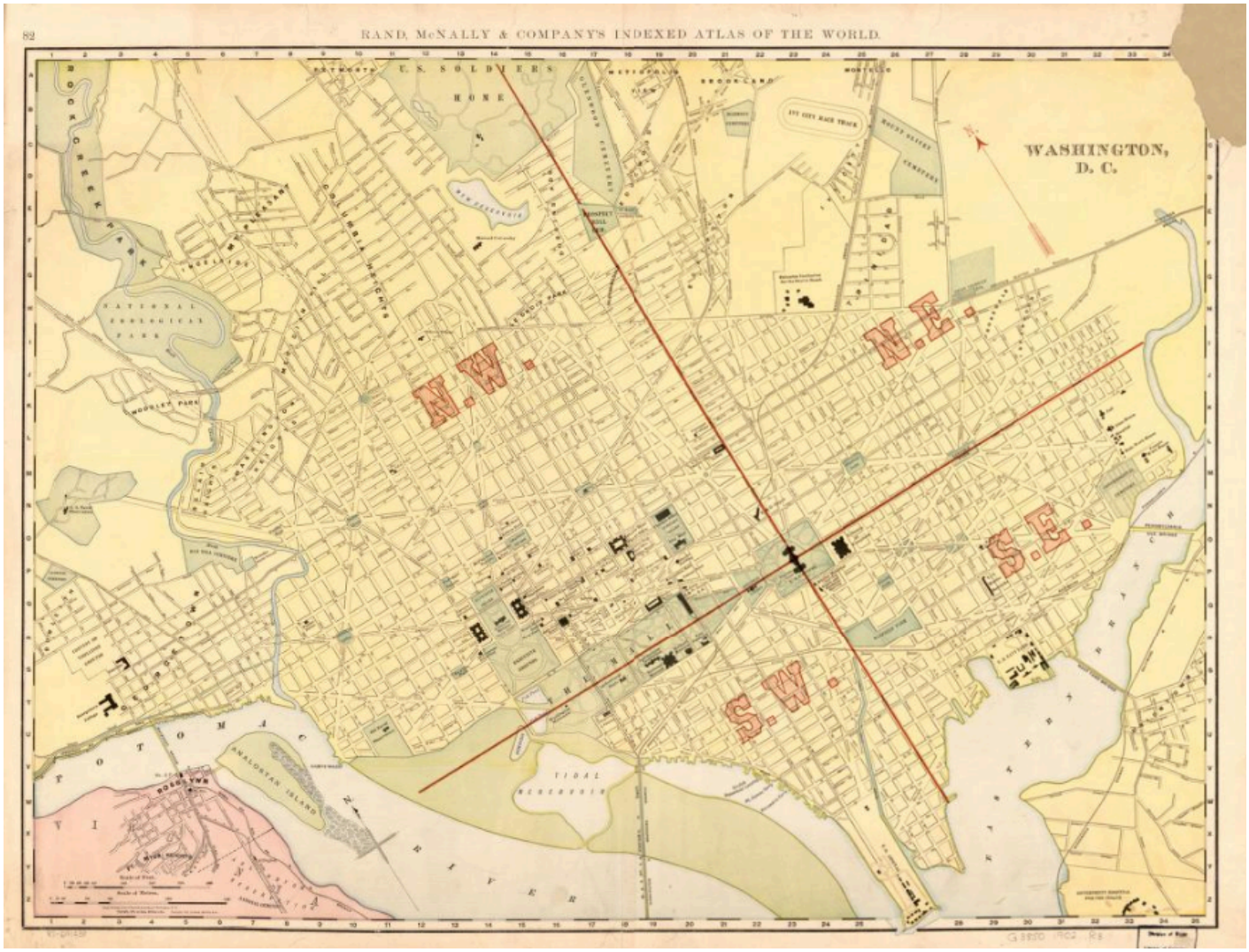
Math: Calculate real-life examples of traveling from one city to another by using maps. How long will it take to get there if you're traveling 55 miles per hour? How long in minutes? In seconds? If you changed your speed from 55 mph to 70 mph, how would that affect your time?
Science: Have students conduct research on weather systems and patterns in their area using graphs and diagrams. Compare aerial photos of that same area 15 years apart. How have the weather patterns impacted the land?
ELA: Opinion essay: In your opinion, which of the four ways to communicate geographical information is the most effective?

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Geographic Content & Explanation	Thoroughly and accurately explains how the assigned mode communicates geographic information	Explains how the mode communicates geographic information clearly with minor details missing.	Explanation is vague, unclear, or relies too heavily on class scaffolds without deeper original thought.	Minimally explains the mode, misses the core geographic concept
Visual Evidence	Includes 2–3 highly relevant images that clearly demonstrate effective geographic communication for the assigned mode.	Includes 2–3 relevant images, though 1 may not strongly support the explanation.	Includes only 1 relevant image, or images lack clear connection to the assigned mode.	Includes no images, or images are entirely irrelevant to the assigned mode.
Presentation Quality	Presentation (Canva, Slides, or Poster) is exceptionally organized, readable, and visually engaging.	Presentation is organized and easy to read with neat visual components.	Presentation is somewhat messy, disorganized, or difficult to read.	Presentation appears rushed, unfinished, or severely lacking organization.

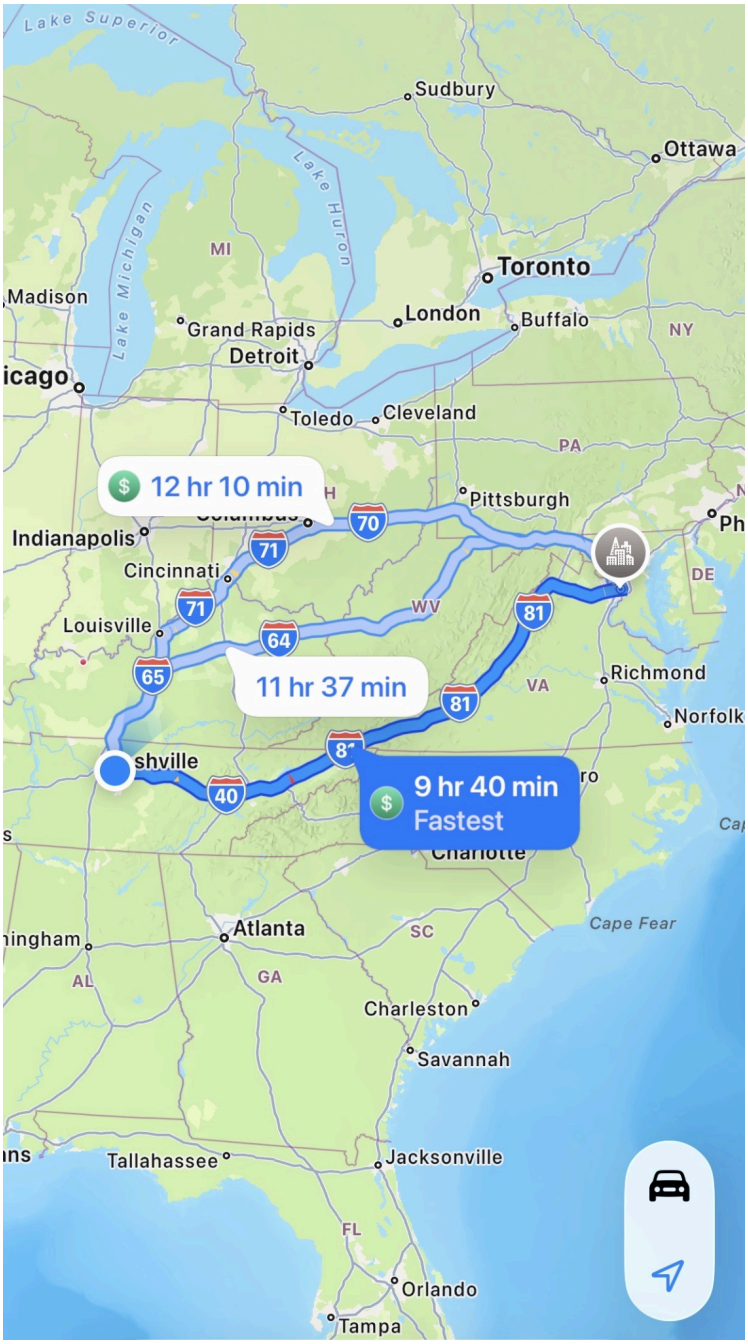
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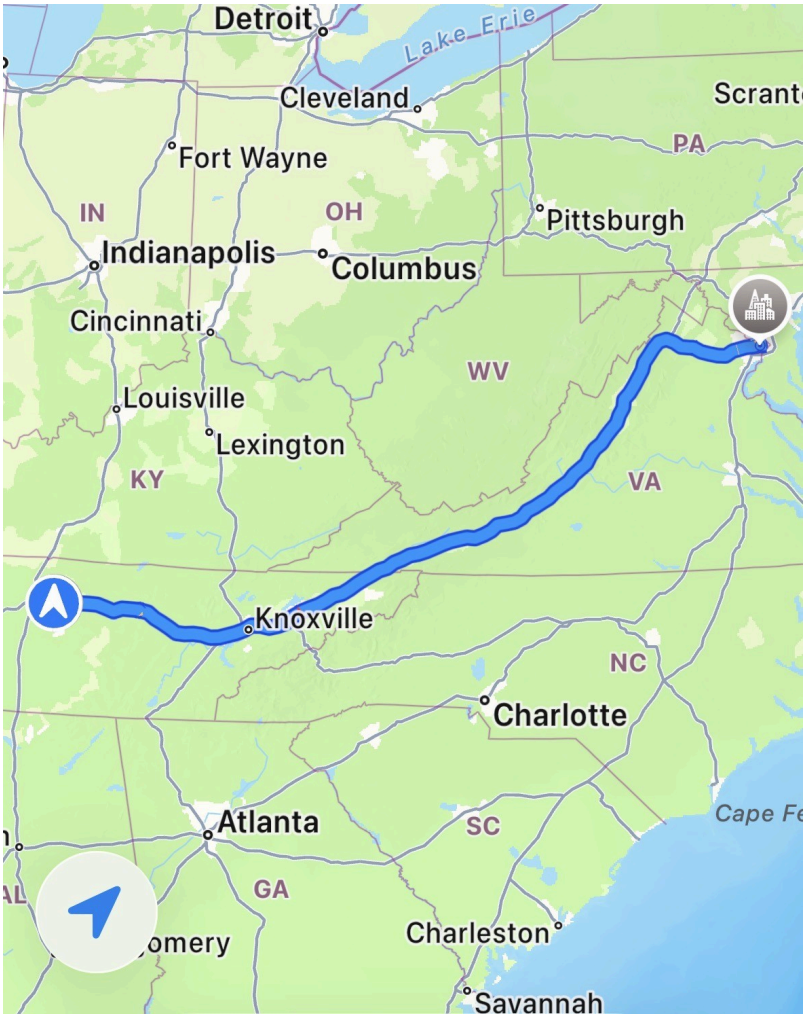


Map of Washington DC (LOC)

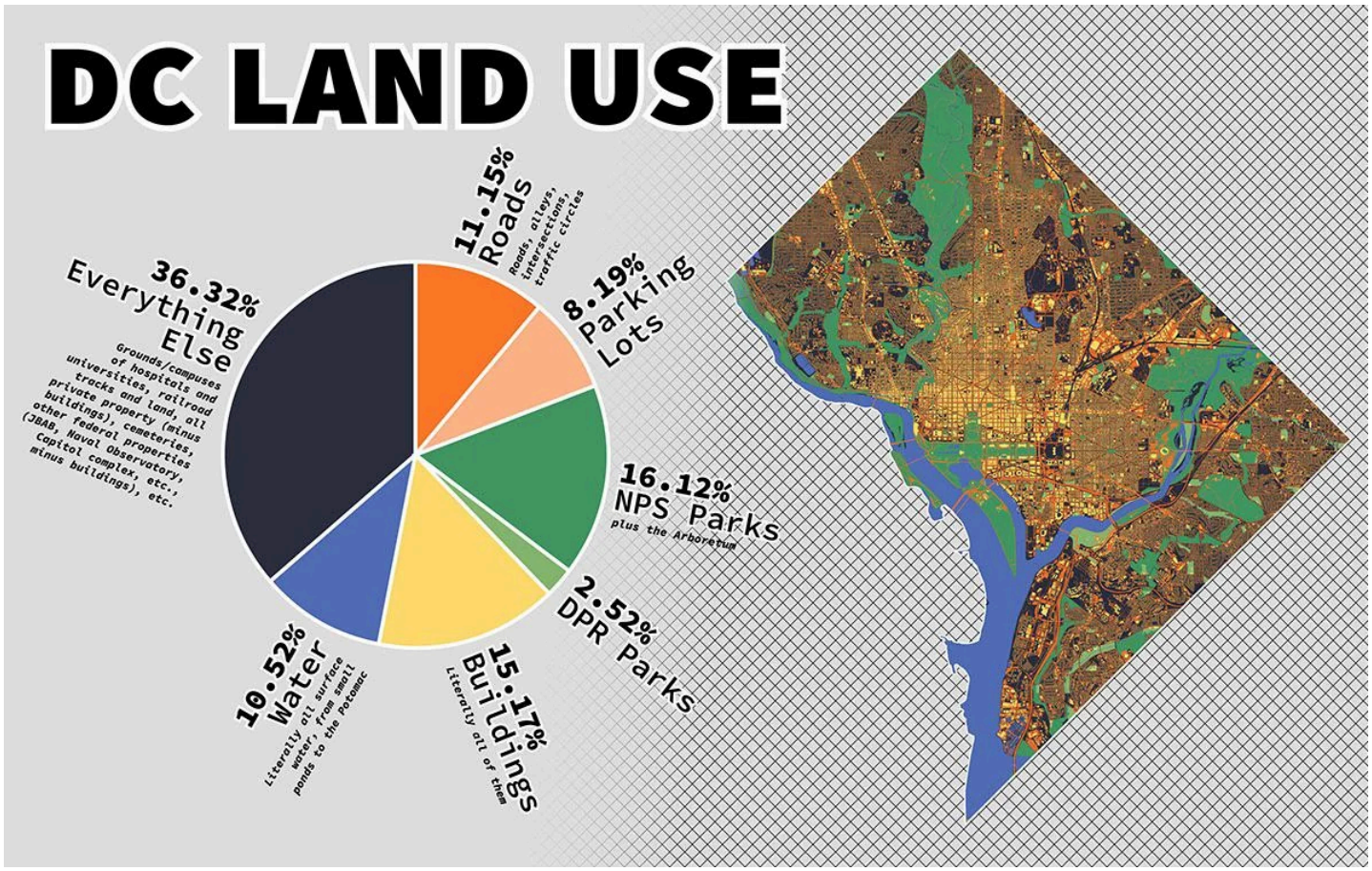


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