INTERNATIONAL
TENNIS HALL OF FAME

North American Geography

Lesson 1: Map Skills

Unit Overview: As students work through the activities in this unit they will be introduced to the United States in general, different regions of the United States, map symbols, Hall of Famer Jack Kramer, and his Barnstorming Tour of the 1950s. They will explore, through varied learning experiences, the significance of Kramer's tour to the game of tennis while learning about different parts of the country. The activities that accompany this unit are geared towards the students' multiple intelligences and will provide academic challenges at multiple levels of cognitive complexity while satisfying the goal of working towards mastery of grade appropriate common core standards of Literacy, Geography, and Mathematics.

Objectives:
Students will be able to-

- Gain background knowledge through vocabulary activities and comprehension activities (such as guided questioning and using appropriate graphic organizers) the geography of the United States and its regions, along with what it was like in the 1950s.
- Form an understanding of the contribution that Jack Kramer made to the sport of tennis.
- Demonstrate what they have learned about the geography of the United States, map skills, Jack Kramer and his significance to the game of tennis, and his place in history by successfully completing guided questioning activities, group organizers, and by taking part in meaningful classroom discussions.

Common Core Standards:

CCSS.ELA – Literacy RI 4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA – Literacy RI 4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or

interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA – LiteracyW.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA – LiteracyW.4.7 -Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.3.MD.1 – Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

CC.3.MD.5 – Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement.

CC.4.MD.4 – Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Rhode Island Department of Education Standards

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.

G 1 (3-4) – 1 Students understand maps, globes, and other geographic tools and technologies by:

-accurately using maps to identify locations.

-identifying relationships between time, space, and distance.

-organizing information about people, places, and environments in a spatial context (e.g., the school is to the east of the store; the house is northeast of the mountains).

G 1 (3-4) –2 Students identify the characteristics and features of maps by:

-applying map skills to represent a location (e.g., design a map).

-identifying and describing locations.

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2 (3-4) – 1 Students understand the physical and human characteristics of places by:

-explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).

- explaining how natural/physical features and human-made features makes a place unique.

G 2 (3-4) –2 Students distinguish between regions and places by:

- defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).

- explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).

Grades 3 and 4 Mathematics: Measurements and Data

-Solve problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects

-Geometric measurement: understand concepts of area and relate area to multiplication and addition

Lesson Time Suggested: One class period

Possible Sources:

- *The Complete Book of Maps and Geography: Grades 3-6* by American Education Publishing
- *Smart About the Fifty States (Smart About History)* by Jon Buter, et. al.
- *National Geographic Kids United States Atlas* by National Geographic

Materials Needed:

- Vocabulary Builder #2
- Large neighborhood map with compass rose
- Two neighborhood map worksheets
- Different colored markers

Vocabulary:

- compass- an instrument used for navigation and location to points (north, east, south, west, northeast, northwest, southeast, southwest)
- map key or legend- included in the map to help you "unlock" the meaning of the map
- population- all of the people that live in a specific area (town, city, state, country, etc.)

Lesson & Activity

Teaching/Model

1. Vocabulary Builder: Each student will receive a Vocabulary Builder graphic organizer. The teacher will read each word and ask the students to fill in bubble 1 if they have never heard the word before, bubble 2 if they have heard the word but are unsure of the definition or bubble 3 if they know the word and can give the definition and use it in a sentence.
2. The teacher will work collaboratively with the students to come up with a working definition of the words on the graphic organizer and a sentence using the words as they pertain to the lesson at hand.
3. The teacher will present a large black and white neighborhood map to the class, and the class will have the same map as a handout. The class will go over the compass on the map and each of the directions, the map key or legend, the population dots, and the roads on the map.
4. The teacher will have the students use different colored markers to identify certain roads, populations of cities, lakes, mountains, and camping areas on the map.
5. **Students who exceed or meet expectations:

    a. Students will work independently to answer the questions on the worksheet.
    b. Students will take home a second neighborhood map worksheet to complete on their own
6. **Students who partially meet or do not yet meet expectations:
    a. Students will work in groups to answer the questions on the worksheet
    b. Students will then get the second neighborhood worksheet and use the same colored markers to identify roads, populations of cities, lakes, mountains, and camping areas on the map.
    c. Students will independently answer the questions on the worksheet.

Name _____

Map Skills worksheet 5

Map Skills

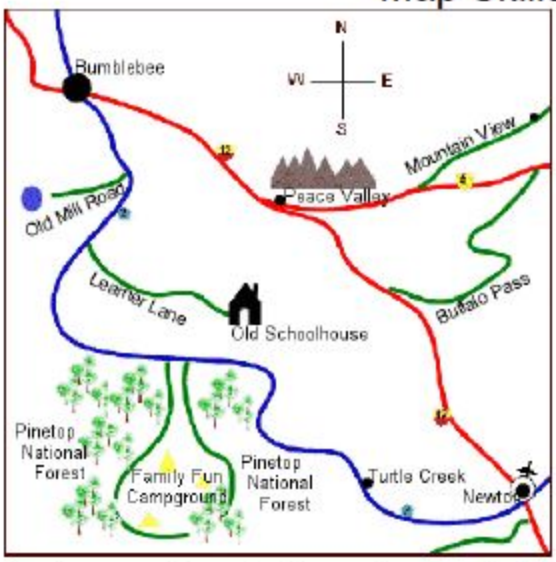
Answer the following questions using the map and legend on this page.

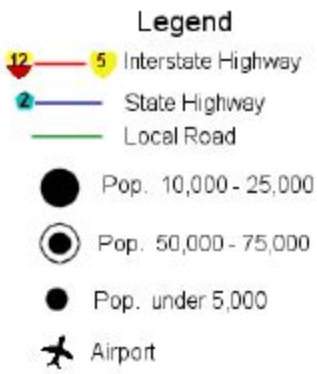
1. What city is located along Interstate 71? _____
2. Is Lower Lake Road north or south of Lake Springs Road? _____
3. What is the population of Third Fork? _____
4. In which direction does Interstate 71 run? _____
5. What local road you would take to get from Friendly Corner to Third Fork? _____
6. What is the population of Junction City? _____
7. Is the lake north or south of Friendly Corner? _____
8. What road would you travel on to get from Quiet Valley to the airport? _____
9. Is the lake east or west of the mountains? _____
10. In which direction would you travel to get from the airport to the mountains? _____
11. Is Third Fork east or west of the campgrounds? _____
12. Which interstate takes you from Junction City to Friendly Corner? _____

Map Skills
Item 3324

Name _____

Map Skills





Use the map and legend on this page to answer the following questions.

1. Do you take the Interstate or the State Highway to travel from Bumblebee to Peace Valley?

   _____

2. What is the name of the road that runs from Interstate Highway 12 to Interstate Highway 5?

   _____

3. Is Turtle Creek north or south of Peace Valley?

   _____

4. What is the name of the Interstate Highway that connects Bumblebee and Newton?

   _____

5. What is the population of Newton? _____

6. In which direction would you travel to get to the old schoolhouse from Newton? From Bumblebee?

   _____

7. Give directions for the quickest route from Bumblebee to the Pinetop National Forest.

   _____

8. From what local road do you have access to Interstate Highway 12 and Interstate Highway 5?

   _____

9. Is Family Fun Campground in the forest or in the mountains? Where would you rather camp?

   _____