Lesson Plan
TE 401: Social Studies Methods

Prepared by: Rachel Wologo
Collaborating Teacher: Kristen Powell
Date (lesson planned): October 4, 2008
Length of lesson: 50 minutes
Date (To be taught): December 3, 2008
Grade level: 1st grade

Part I: Lesson Overview and Background Knowledge (25 points)

a). Lesson Title: Understanding Cardinal Directions

b). Lesson Abstract: This lesson is focused on cardinal directions (north, south, east, and west) and understanding how to use these in order to describe the location of a place and follow directions. To ensure that students will comprehend this topic, I will begin by having a discussion about their own experiences with directions. I will also read a book that discusses the four cardinal directions and why they are important. Next, I will give the students a fun way to help them remember the order of the cardinal directions and the difference between their right and left. Continuing forward with the lesson, the students will have hands-on learning using the SmartBoard to draw routes on a simple map from one place to another. The students will also have to give the directions in which they took on the route they drew. Through this actively engaging activity the students are developing their spatial perspective and using the map to apply their newly acquired knowledge of cardinal directions. Finally, I will assess the students by having them complete a worksheet. As a result of this lesson, students will grasp the concept of cardinal directions and how they are useful to them in their everyday lives.

c). Lesson Objectives:
1. Use the mnemonics, “Never Eat Soggy Wheat,” to remember clockwise order of cardinal directions, and making the shape of the letter “L” with thumbs and pointer fingers to remember which way is left and right.

2. Interpret simple maps and use cardinal directions (North, South, East, West) to find locations on the maps.

3. Understand how the sun, a compass, and compass rose can be used as tools to determine direction.

d). Grade Level Content Expectations (GLCEs):
Use personal directions to describe the relative location of significant places in the school environment (Michigan Grade Level Content Expectations, I-G1.0.3).
e). Rationale: Teaching about cardinal directions will help give students insight to their surrounding environment. Demonstrating how people use these directions to locate places will illustrate how they find their way around their surroundings. Learning about north, south, east, and west will also help develop their spatial perspective. Students can start to understand the importance of using directions to find places on a map. They can also use directions to gain a global geographic perspective, learning about places far away. Teaching this content is important because it is a concept they will use throughout their everyday lives, both in and out of the school environment. It also helps students develop responsible citizenship by gaining a better knowledge of the world in which they are active participants. Another reason I think this is a significant concept to teach my students is because it is a building block to more complex geography content. For students to move onto higher level thinking, they must have a solid grasp on cardinal directions.

f). Social Studies Content: An important understanding of this lesson is being able to use directions to locate a place on a map. Students will use cardinal directions to find places that are located on a simple map. Students will learn that with the wrong directions, they will not find the correct location and end up somewhere else. They will also learn that different directions can sometimes lead to the same location and that one route may be longer or shorter than another route. This lesson will emphasize the use of cardinal directions and how they are used to find locations.

The four main cardinal directions are north, south, east, and west. Cardinal directions can also include intermediate directions such as northeast, which is between north and east, and northwest, southeast, and southwest. Learning directions starts with the sun. The sun will always tell us which way is east and west because the sun always rises in the east and sets in the west. Now, north and south can be added. If you stand with your left hand pointed to the west and your right hand pointed to the east, then you are facing north. If you stand with your left hand pointed east and your right hand pointed west, then you are facing south. Therefore, you can always find which direction is which by looking at the sun. There is another way to find which direction is which and that is by using a compass. No matter where you are standing on earth, it will point north. A magnetic compass has a small, lightweight magnet balanced on an almost frictionless pivot point. The magnet is referred to as a needle. Imagine that the earth has a huge bar magnet in the middle. Picture that the south-end of the bar magnet is at the North pole. This would cause the compass to point north because when dealing with magnets, opposite ends attract. The current theory about why this happens is that the earth’s core is thought to consist of molten iron. Since the core of the earth has such great pressure, the iron crystallizes into a solid. Convection caused by heat radiating from the earth’s core, along with the rotation of the earth, causes the liquid iron to move in a rotation. It is the rotational forces that are believed to create a weak magnetic force. This explains why a compass always points north.

Cardinal directions can also be found using a compass rose. A compass rose is different from a compass. It is a symbol that can be found on almost every map. It is used to
show which direction on the map is north, south, east, and west. The compass rose has four points. Each point represents north, south, east, and west. The compass rose has existed since the 1300’s. The term “rose” comes from the figure’s compass points, which resembles the pedals of a flower. Initially, the compass rose was used to indicate the direction of winds and was called a “wind rose.” By using the compass rose on a map you can figure out which way you need to go to get somewhere and determine where places are located by describing where a place is in relation to other places, such as the United States is south of Canada and north of Mexico. To remember the order of directions clockwise around the compass rose you can use mnemonics, such as “Never Eat Soggy Wheat.” The letter “N” is north corresponds to the first letter “N” is Never, and so on with south and soggy, east and eat, and west and waffles.

Part II: Knowing Your Students and their Learning Environment (20 points)

a). Who are my students? The students to whom I am teaching this lesson are in a first grade class at Marble Elementary School in East Lansing, Michigan. Most of the students have good behavior. There are a few students who tend to act up when it is about time for lunch and recess. Normally, they can be managed by asking them to stop the inappropriate behavior. If they do not behave the teacher will make them stay in at recess or make a call home. All of the behavioral issues I have seen have been minor ones.

The classroom is very diverse in terms of ethnicity and ability. There are Caucasian, African-American, Indian, Italian, and Mexican students within the classroom. The diversity is not a barrier however, and the teacher makes a point to include all ethnicities and educate the class about each lifestyle. The ability levels range as well, from struggling readers and writers to highly excelling. This also is not a barrier within the classroom and I was quite surprised the see how willing the students are in helping their peers succeed. In addition, there is a range of personalities in the class. There are a few very outgoing and talkative students, a few reserved and shy students and a mixture in between. There are no ESL or special education students in the class.

b). Student knowledge and interests. Recently in social studies my students have been learning what a map is, how to read a map, and what they are used for. When I interviewed a group of my groups, they seemed to have a solid grasp on those concepts. I was originally going to do my lesson on how to use and read a map, but since all already learned and understand that content, I thought I would do a lesson on cardinal directions, which would connect to what they have been learning.

The students showed knowledge of maps and how they are used. They knew that they can be used to find locations and one student said they could also be used to show information, such as weather and population. They also knew that you can use a map to avoid getting lost. When I asked them to point to the park on a map, they correctly pointed to the park symbol. Their misconceptions dealt with directions, personal (left and right) and cardinal directions (north, south, east, west). One student could not correctly point out right and left. As well, she could not tell me in which directions on
the map were north, south, east, and west. On the other hand, some of the students could
tell me the correct information. I thought this would be a good topic to teach because it
was a concept that many of the students were struggling with, yet some children knew the
material. This would allow for the more advanced students help the other students gain
the knowledge on directions and get all the students on the same page.

c). Classroom context. The classroom has a student oriented and efficient layout. The
tables are pushed together to make 3 groups of 8 students and are arranged in a horseshoe
shape. There is a large rug area in a corner, where the teacher reads books and has
discussions with the class. The teacher’s desk is in the far back corner of the room and is
not a predominate piece of furniture in the room. I have never seen the teacher sit at her
desk because she is always walking around the room making herself available to her
students. There are posters containing subject content, as well as classroom rules and
expectations of good citizens hanging all around the room. Student work is always on
display, hanging across the classroom. The room is very inviting and shows that the
students have ownership in their classroom.

The students are grouped at their tables. As I mentioned above, there are three groups of
eight students. They are also grouped when they do centers. There are five groups and
each day they rotate to a different center until they have completed all five centers
throughout the week. Another way they are grouped is during team time. Team time is a
30 minute period where the students rotate in groups to another first grade classroom.
They do this to encourage the children to get to know the other kids in their grade as well
as get instruction from another teacher. Team time is used to teach social studies and
science content. Each teacher is assigned a subject/topic and teaches the same lesson
during the week to four different groups of students.

The class has a lot of management routines, such as attention getters and line up
procedures. When teaching my lesson I will have to keep in mind the strategies the
teacher uses, such as “give me five” and clapping patterns, so that my management
techniques are consistent with the teacher’s. This will allow for less confusion and the
students will already know it means it is time to be quiet and listen. The students have
many resources available to them within the classroom. A big technology resource is the
SmartBoard, which I will be using in this lesson. Other resources include a classroom
library, a school library, librarian, special needs teachers, and computers.

d). Linguistic, social and academic challenges, resources and supports. For advanced
students, I can give them extra reading material to challenge their thinking. I can also
provide them with higher reading levels and encourage them to help their peers if they
see them struggling. For restless children, I can give them smaller tasks that allow them
to learn the material but not have to sit still for long periods of time. I can allow them to
get up and stretch so they can get the giggles out. For shy students, I can encourage them
to participate more by allowing them to have smaller group interaction rather than forcing
them to talk in front of the whole class. I can also give them extra praise on good work
they do in order to increase their self-confidence and sense of accomplishment. There are
no ESL or special education students in the classroom.
Part III: Resources (15 points)

a). Resources, Preparation/Materials: I will be reading the book, North, South, East, and West, by Allan Fowler. I got this book ahead of time from my CT’s social studies resources. For the SmartBoard activity, I had to prepare the slide ahead of time using the SmartBoard software. To do the SmartBoard activity I need the Smartboard, a laptop, and a projector. I had to gather these materials before beginning my lesson. Finally, I prepared the worksheet ahead of time as well.

<table>
<thead>
<tr>
<th>Materials for whole class:</th>
<th>Materials for groups:</th>
<th>Materials to accommodate individual student needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• North, South, East, and West by Allan Fowler</td>
<td>• My lesson did not involve splitting the class up into groups, they worked as a whole class and individually.</td>
<td>• For each activity, I do an example for the whole class so they will not be confused on what they need to do individually.</td>
</tr>
<tr>
<td>• Signs that say north, south, east, west, never, eat, soggy, waffles</td>
<td></td>
<td>• There are not ESL, gifted, or autistic students in my class so I had no need to provide extra resources.</td>
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<tr>
<td>• SmartBoard</td>
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<td>• For some of the struggling readers and writers I spend extra time helping them with activities and gave them a longer wait time when they answered questions.</td>
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<tr>
<td>• Worksheets</td>
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b). Annotated Bibliography:


This article talks about how a compass works and what makes the earth a magnetic field. The reading level from this article is upper elementary and beyond. There are some in depth concepts that would be confusing for younger children. The quality of the content is very scientific and uses evidence to back up claims. There are no biases in this article because the content is strictly scientific facts. This article is related to my lesson because
it explains how a compass works and a compass can be used to find the cardinal direction, north.


This article explains the origins of a compass rose and what it is used for. The reading level for this article is upper elementary and above. There are some difficult vocabulary words throughout the text. The quality of the content is informational and accurate. The authors name and contact information are available. There are no biases in this article because it explains various origins of the compass rose and includes factual information. This article is related to my lesson because the cardinal directions are displayed on a compass rose and a compass rose is a useful tool for finding direction on a map.


This book gives simple explanations of the four main directions and tells how to use the sun to determine direction. The reading level for this book is lower elementary. The quality of this book is good because it gets all the basic facts across in a straightforward manner. The content is correct. There are no biases in this book because it is not taking a stand on an issue and it is factual information. This article is related to my lesson because it talks about the four main cardinal directions and explains how the sun can be used to find those directions.
Part IV: Lesson Procedures (25 points)

a) Lesson Procedures

<table>
<thead>
<tr>
<th>Activity Element &amp; Time (in minutes)</th>
<th>Procedures and management</th>
<th>Students</th>
<th>Academic, social &amp; linguistic adaptations, resources, and support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td>Students coming back from lunch.</td>
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<tr>
<td>Beginning a new subject.</td>
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<td>2 minutes</td>
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<tr>
<td>• As students walk in, direct them</td>
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<td>By making sure students know to quietly wait, I hope to</td>
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<td>by saying, “please quietly find a</td>
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<td>eliminate disruptions from students who might be tempted to do so.</td>
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<td>seat in large group while we wait</td>
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<tr>
<td>for everyone to get back.”</td>
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<tr>
<td><strong>Activity 1</strong></td>
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<tr>
<td>Read <em>We Need Directions</em>.</td>
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<td>5 minutes</td>
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<tr>
<td>• “We are going to begin by reading a</td>
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<td><em>North, South, East, and West</em> by Allan Fowler.</td>
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<td>tell me when you have used directions</td>
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<td>or seen directions before?”</td>
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<td>• Read the book, *North, South,</td>
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<td><em>East, and West</em>, by Allan Fowler.</td>
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<tr>
<td>• Ask students to think about</td>
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<td>connections they have with the book</td>
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<td>while I am reading it.</td>
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<td>• Be sure to stop and point out</td>
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<td>specific pictures and have the</td>
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<td>students answer the questions that</td>
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<tr>
<td>are asked within the book.</td>
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<tr>
<td>• “Can anyone tell me what this is</td>
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<tr>
<td>a picture of? It is a picture of a</td>
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<tr>
<td>compass rose. What does a compass</td>
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<tr>
<td>rose tell us?” Wait for responses.</td>
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<tr>
<td>“Good a compass rose tells us which</td>
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<td>way on a map is</td>
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</table>
north, south, east, and west. Most maps will include a compass rose.”

- “Why is it important to know which way is north, south, east, and west?”
- Point out that north, south, east, and west are labeled on the four walls of the room.
- “What other types of directions could you tell people on how to get somewhere? Left, right, forward, and backwards.”
- “Can everyone show me which is your left hand? Now which is your right hand? Good. If you are having trouble you can use a little trick that I use sometimes. Make an “L” shape with your thumb and pointer fingers. The hand that makes a correct letter “L” that is your left hand. That’s easy to remember because left starts with the letter “L”.”

<table>
<thead>
<tr>
<th>Transition</th>
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<tbody>
<tr>
<td>Students remain seated on the rug.</td>
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<table>
<thead>
<tr>
<th>Activity 2</th>
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<tbody>
<tr>
<td>“Never Eat Soggy Waffles”</td>
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<tr>
<td>10 minutes</td>
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<tr>
<td>Begin by asking the students, how they can remember which way is north, south, east, and west.</td>
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<td>“I have a way for you to remember. The saying is, “Never eat soggy waffles.””</td>
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<tr>
<td>“So when you are looking at a map, North is always at the top,</td>
</tr>
</tbody>
</table>

| - Students will be learning a saying to help them remember how to find which direction is which. |
| - By having the students figure out on their own where the words and directions should go, hopefully they will gain a better understanding. |

| - I will be able to give students a chance to understand the topic by those who learn by listening, as well as seeing pictures of concrete examples for those who learn by doing.
east will be to your right, south at the bottom, and west to the left.”

• “But what if you do not have a map? How will you know which way is which? The book mentions one way you can find the correct directions, but I can think of two ways.”

• Wait for student responses.

• “The first was that the sun always rises in the east and sets in the west. If you know where east and west are, you can find north and south.”

• “The other way is by using a compass. Does anyone know what a compass is? Is it the same as a compass rose? How does it work?” Wait for responses.

• “A compass is different than a compass rose. Remember that a compass rose is a symbol on a map that tells us which way each direction is. A compass is a tool that you can hold or maybe you have seen one in your parent’s car. A compass always points north. So if you have a compass you will know which way is north. By knowing which way is north, you can then figure out the other directions.’

• “This is where the saying, Never eat soggy waffles, comes in. Each word in the saying begins with the same letter of north, understanding and learn how to use the saying as a tool.

• Students will also have the opportunity to interact with one another and physically be involved in the activity.

• Allowing students to participate in this class activity will get them thinking about how they use directions in their everyday lives.

• I will ask all students to raise their hands when they would like to speak so everyone gets a chance to talk, as well as for who want to hold up the signs.
• “A compass would tell us that north is that way. (point to the correct wall). Can someone hold the north sign over by that wall?” Have a student come up and get the north sign and hold it up standing by the correct wall.
• When we are saying our saying, it begins with the word, never. What letter does the word never begin with? Good the letter ‘N’. Which one of the four directions also begins with the letter ‘N’? Good, never. Would someone like to hold the word never in the correct place in the room?”
• “When we are saying our saying, it goes clockwise around a compass rose. Does everyone know which way is clockwise?”
• “So in our saying what word comes next? Good, ‘eat’. Can someone hold the ‘eat’ sign by the correct wall…and so on until all the words are by the correct walls.
• “Now we have to put the directions in the right place. Which way is east, which way is south, which way is west?” Have students hold each sign by the correct walls.
• “Awesome good boys and girls, lets say the saying one last time together. ‘Never eat soggy
waffles’! Now lets say the directions. ‘North, east, south, west’!
• “While we are doing the next activity, Ms. V is going to hang up the signs so you can use them later on if you need help remembering.

Transition 1 minute

• Ask students who are holding signs to quietly return to the rug area and wait for the next directions.
• I will get their attention with, “Bump, bump, badump, bump…..”

Activity 3 Drawing routes and giving directions (using the SmartBoard). 15 minutes

• There will be a simple map of sports stores on the SmartBoard.
• “Okay boys and girls, we are going to use this map to help us locate places, draw routes, and give directions.”
• “This is a map that shows us where different sporting good stores are. We will need to follow the directions and show how to get from one place to another. We will do the first one as a class.”
• “Draw a route from the shoes to gymnastics. Does anyone know what the word route means? It is the path you take to get somewhere. So we want to draw the shortest route so we get there in the least amount of time.”
• I will have a student come up and draw the shortest route from shoes to gymnastics, then ask

• The students will be sitting on the rug in large group facing the SmartBoard, which is at the front of the room.
• They will listen to and watch my examples, then have the chance to come up to the SmartBoard to answer the questions I ask them.

• SmartBoard (with a map of the sporting good stores).
• I will allow all children to have an equal chance in participating. If children are not paying attention, I will call on them to come up so I am getting their full attention.
• This activity will help both visual and audio learners because they must say the directions as well as show me the route on the map.
which directions they went.
  • I will repeat this asking the students to draw different routes to different place about 5 times and have each students tell which directions they took on the route they drew.
  • “Wow you all did a wonderful good showing the shortest route and giving the directions. If someone where to need directions on how to get somewhere you would be able to tell them. Knowing which direction is which and being able to figure it out if you do not know is very important so that you do not get lost!”

<table>
<thead>
<tr>
<th>Transition</th>
<th>Students will return to their seats and wait for the next set of directions.</th>
<th>Students go to their seats.</th>
</tr>
</thead>
</table>

| Activity 4 Directions worksheet. 15 minutes | “Okay boys and girls you are now going to do a worksheet that involves knowing which direction is which and using the compass rose that is on the paper to help you draw pictures in the correct places. You will work alone on this. You may color your pictures when you have answered all your questions. When you are done, you may share with a partner, then find a teacher to check it. After a teacher has checked it you may find a book and read silently to yourself. “ | The students will be completing the worksheet individually then sharing their work with a friend.
  • They answer the questions, and then color the pictures.
  • When they are finished, they find a teacher to check their work and may read a book silently, allowing other students to keep working and minimizing distractions. |
| --- | --- | --- |

<table>
<thead>
<tr>
<th></th>
<th>Scaffolding how they will do the worksheet will prevent mistakes.</th>
<th>Waiting to color until finished will allow students to be productive and get their work completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allowing them to share with a partner when they are done lets them check their work on their own and fix any mistakes.</td>
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</tbody>
</table>
• Do the first question as a class so they know how to do the rest. (This way they have an example to go off of).
• “The first one says to draw an apple orchard to the west of the hens. First we need to find the hens on our map. Can anyone show me where the hens are? How did you know that was the hens? Very good, because the symbol is of hens. You learned about map symbols in team time with Mrs. Armstrong. Now we need to find which way is west, remember you can use the compass rose to help you. Very good. So when you go back to your seats you can draw a picture of an apple in this box (point to the correct box). You may quickly return to your seats.”
• Ask two students to pass out the worksheets.
• The students will have the rest of the time to complete the worksheet.
• I will walk around the room helping students and make sure they are staying on task.

Conclusion:

2 minutes

• “When you think about the questions you just answered, why do you think it is important to read maps and know your directions?”
• Based on answers, lead
• Students can connect the activity to the importance of how to find directions and how to use them to locate places on the map.

• Concluding what we learned in the lesson will help students summarize the information given to they may have.
| discussion to reinforce that it’s important to read maps and know directions so that we can locate places that we need to go to or be able to give other directions when they are lost. | them and connect and store the information for a meaningful learning experience. |
### b) Basis for assessment

**Task:**
- Asking questions during the discussion.
- Having students use the SmartBoard to show where places are located and how to get to those places.
- Completing the directions worksheet.

**Diagnostic features:**
- I will listen to their answers and prompt them to think about their experience with directions.
- I will listen to their directions and look to see if they show the correct route on the SmartBoard.
- I will assess the worksheet by giving them a star if it is correct and showing them what they did wrong if they are incorrect and ask them to correct their mistake.

**Support:**
I can recognize that these are difficult concepts and not all students will know which way is left, right, north, south, east, and west. This is why it is important for me to encourage the students by having signs of each direction on the correct wall and assessing the students on their effort and not purely on accuracy.

### c) Out-of-school learning opportunities to expand and enrich the curriculum outside of class (home assignment):

Students will apply what they learn in school to maps they look at when going on trips. They will be able to realize when they are driving somewhere new their parents look at maps to figure out what directions they need to follow so they do not get lost. If the students ever need to find where a place is located they may look at a map they have at home to find which directions they need to take to get to their destination. Also, if a friend asks for directions, they will be able to tell them detailed and correct directions. Although I will not be assigning a particular assignment to complete at home, students will extend their learning by looking at maps to find where places are located and be able to describe with cardinal direction where a place is.