

MAPPING THE LOCAL COMMUNITY

Performance Standard 17A.D

Draw a map to go with a set of written directions to get to a location in a community accordingly:

- *Knowledge*: Identify locations on a map following symbols and directions (e.g., north, south, east, west).
- *Reasoning*: Analyze the written directions and create a map.
- *Communication*: Produce a map that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand, locate, describe, and explain places, regions, and features on Earth (17A)*, students should experience sufficient learning opportunities to develop the following skills:
 - Create a map of the local community containing basic elements (e.g., lines, points, symbols).
 - Use written directions to create a map.

Note: this assessment should not be done until students have had time to practice and develop the necessary skills. Provide students experience using basic map reading skills, including directions, distance, and symbols. They also need to understand the grid system used to lay out towns and cities in many areas in the United States. Practice following directions in the schoolyard. Give at least four directions to get to a new place (e.g., walk five steps east). Practice making maps from oral and written directions, focusing on compass rose. Intermediate directions as well as cardinal directions.

2. Provide each student a copy of the “Mapping the Local Community” task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask students to use Linda’s directions to draw a map that can be used to go from Linda’s school to Central Park. Students should label the streets, as called for in the directions, and identify the location of the park.
4. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The identification of locations on the map were complete and correct.
 - *Reasoning*: The directions were transferred to the map completely and accurately; the location of Central Park on the map was correct.
 - *Communication*: The map was well-organized (i.e., realistic and proportional) and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Resources

- Copies of “Mapping the Local Community” task sheet
- Social Science Rubric

Time Requirements

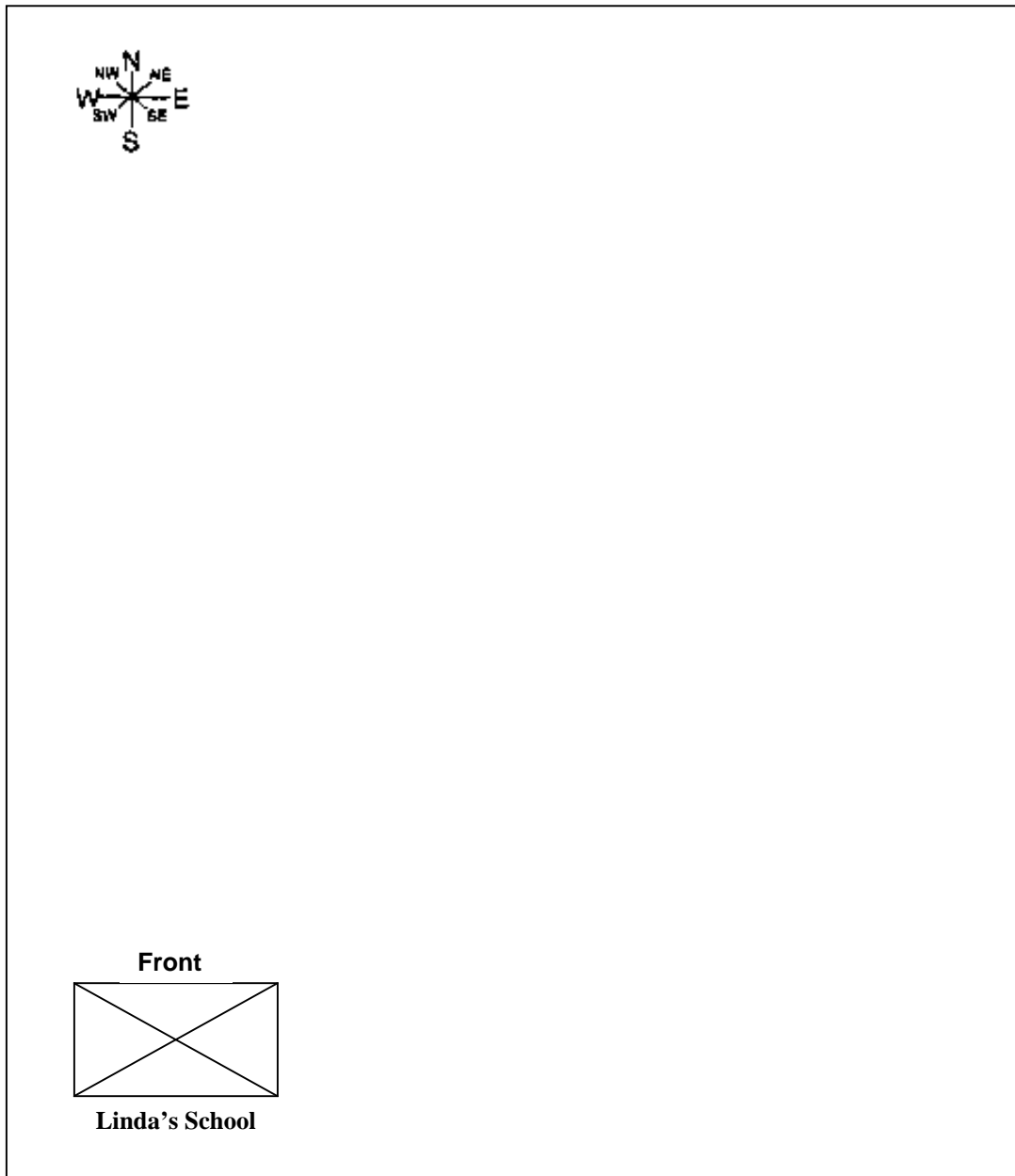
- 20 minutes

MAPPING THE LOCAL COMMUNITY

Linda gives you the following directions to go Central Park from her school, which is located on the southwest corner of Lincoln Street and Main Street:

1. Leave from the front of the school and turn east on Main Street.
2. Cross Lincoln Street and walk three blocks to Jefferson Street.
3. Cross Main Street and go north for three blocks until you get to Chestnut.
4. Central Park is located on the northeast corner of Jefferson Street and Chestnut Street.”

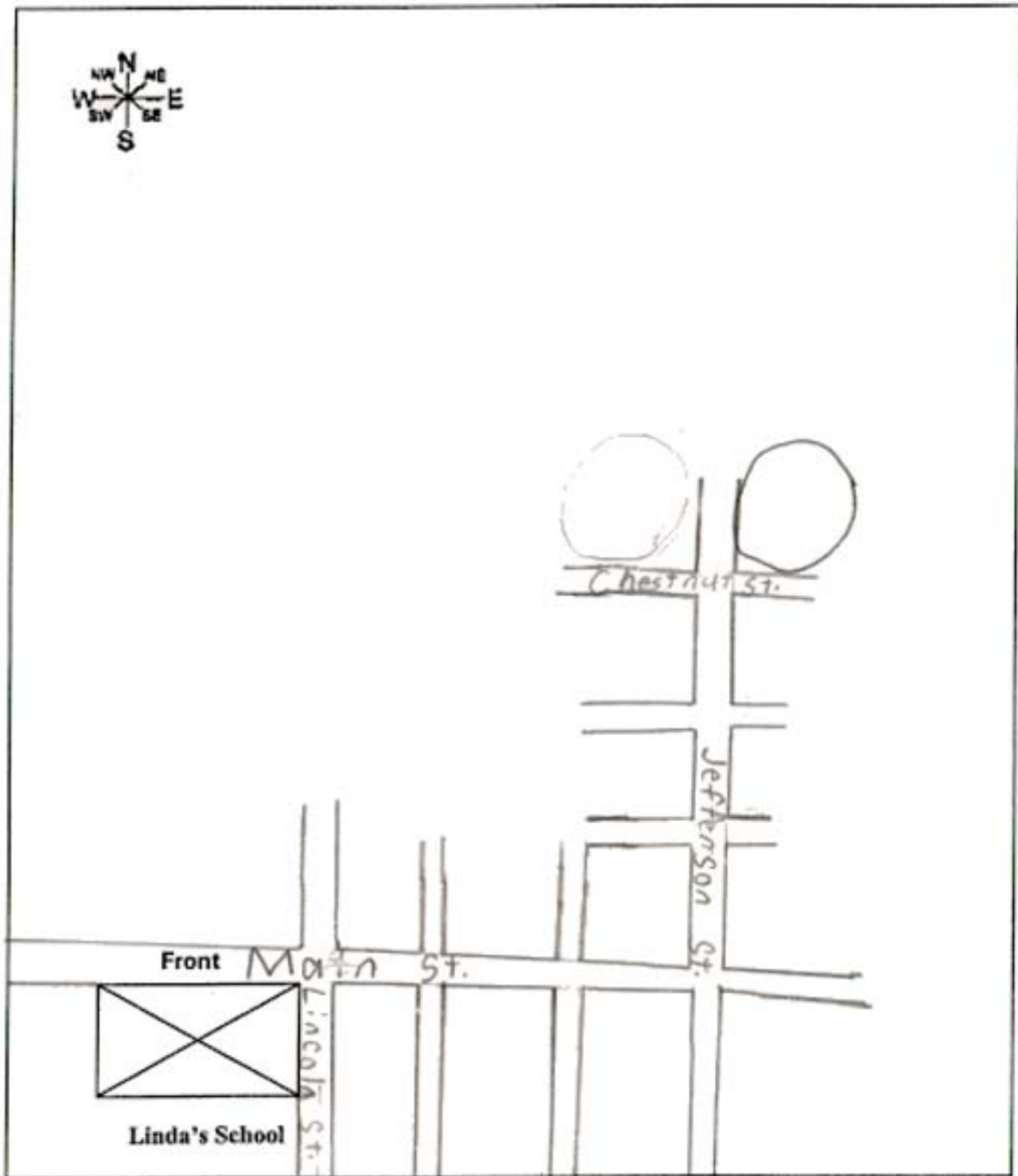
In the space below, use Linda’s directions to draw a map that shows where Central Park is located. Label the names of the streets and draw a circle to represent Central Park.



Mapping The Local Community

A good friend, Linda, gives you the following directions for how to go from her school to Central Park:
"My school is located on the southwest corner of Lincoln Street and Main Street. Leave from the front of the school and turn east on Main Street. Cross Lincoln Street and walk three blocks to Jefferson Street. Cross Main Street and go north for three blocks until you get to Chestnut. Central Park is located on the northeast corner of Jefferson Street and Chestnut Street."

In the space below, use Linda's directions to draw a map that shows where Central Park is located. Label the names of the streets, and draw a circle to represent Central Park.



"Exceeds"

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