

Mapping La Crosse, Day 2 (field trip)

Standards

Social Studies

SS.Geog1.a.4-5: Geography-Tools of Geography

Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)

SS.Geog1.c.4-5: Geography- Mental Mapping/Maps from Memory

Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.

Lesson Goals/Objectives

Students will learn about:

- Different features of Riverside Park, a public space in their community.
- How different people use and feel connected to the park and river.

Students will be able to:

- Apply knowledge of the basic features of maps to create their own map.

Instructional Activity/Procedures

1. Day 2 of this lesson takes place in Riverside Park.
2. Before the field trip:
 - a. Have a list chaperones and students in each group. Group size and number will vary, but it is recommended that groups have no more than 4 students. Give chaperones the “Instructions for Chaperones/Volunteers” handout before the trip so they can familiarize themselves with the purpose of the trip and their responsibilities. Include any emergency contact numbers the chaperones may need.
 - b. Ensure that students have their maps that they created during Day 1 of this lesson. Conduct a quick check of the student’s maps to ensure they have all of the required components from Day 1 of this lesson. If they do not, let them know that they will need to add these features and were expected to have them completed before the field trip.
3. Transport students to the park and set up around the bandstand/stage.
4. Explain to the students that they will be adding more features to their maps while at the park. Hand out the sheet titled “Day 2-Features to Include on Maps” that tells them what they need to find and include.
 - a. The “Day 2-Features to Include on Maps” handout is a half sheet and **will need to be cut prior to the trip**. You will get two handouts per page once cut.
 - b. Since not all students will have cell phones, also hand out the “Riverside Park *Hear, Here* Stories” document. This way, they can read the transcripts for the stories if they are unable to call and listen to them.

- i. Note: Tell the students that even if they use the transcript instead of calling in, they still need to locate the signs.
5. Students should be placed in small groups with a chaperone.
6. Allow students time to navigate the park in their groups. Inform students before departing that they should be discussing their maps (i.e. what they are including, how they are labeling/symbolizing components, problems they are having, etc.) with their group.
7. When time is up, groups should meet back at the bandstand/stage.
8. Wrap-up activity
 - a. Have students find a partner in a different group.
 - b. They should share with their partner what they included on their maps, why they included these things, and how they chose to symbolize them.
9. Return to school.
10. Have the students turn in their maps to be graded.
 - a. Optional: students can take their maps home to complete them/add finishing touches and turn them in the next day.

Evaluation

Use the document titled "Mapping La Crosse Activity Checklist and Rubric" for evaluation. The evaluation should be based on whether the students included all of the necessary features, the clarity and design of the map, and its accuracy.

Materials List

1. Maps from Day 1
2. "Features to Include on Maps (Day 2)" handouts (pre-cut)
3. "Instructions for Chaperones (Day 2)" handouts
4. "Map of Hear Here stories" for each chaperone
5. "Mississippi River Transcript Packet" handouts
6. "Mapping La Crosse Activity Rubric"
7. Something for students to write on: clipboards are suggested
8. Writing utensils