

Instructions for Chaperones

Hear, Here: Mapping La Crosse Field Trip

Background and Purpose of Riverside Park Field Trip

Students will learn about the key components of maps before taking this field trip. The trip will allow students to apply their recently learned knowledge about maps to a real location of familiarity to them. This interactive exercise will help them back strong connections to what they've learned, as well as to their own surroundings.

Coming into the field trip, students should have already added the following components to their maps: a title, outlines and labels of the general landscape (the Mississippi and La Crosse Rivers and Riverside Park/land), main roads, a compass rose, a legend/key (this will be primarily completed during the field trip), author name, and the date the map was created. If the students are missing these components, please inform the instructor. Their maps should be checked for completion before departure.

Students will be looking for several features to add to their maps while in Riverside Park. These features are listed below. As a chaperone, your primary responsibility is to help guide students to the locations of these features. Our goal is to keep students safe while in a public place while also helping them with the new skill of navigating using a tangible map. You will also answer questions students might have about the *Hear, Here* stories, which features are needed, and how to add these features to their maps using effective symbols that are explained in their legend/key.

Primary Learning Objectives: Wisconsin State Standards

SS.Geog1.a.4-5: Social Studies-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: Social Studies-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.

Materials Needed

- List of students in your group
- Maps-each student should bring their map from the previous lesson
- Chaperone map of Riverside Park
- “Features to Include on Maps (Handout)” for each student in your group
- Copies of “Riverside Park *Hear, Here* Stories” document
- Extra writing utensils
- Cell phone for emergencies

Features Required for Maps

You will need to help the students locate and include these features on their maps. Below are what they are required to find during the field trip:

- At least **two** of the three *Hear, Here* stories
 - See the attached map to locate these stories
- At least **one** element from **each** of the two stories
 - Some potential elements could be:
 - **Shawn**: a barge, people walking on the riverwalk, the Radisson hotel, the bridge, “This Park Closes at 11:00 PM” sign
 - **Sarah Jane Fellows**: banana crate (on the river, or a boat with bananas), rooms under main streets, warehouse with green and white ropes, black widow spider, snake
 - **Mai Chao**: people sitting by the river, “A Simpler Time” statue, the Julia Belle Swain (steamboat), a heart, the sun or moon (Note: this poem may encourage students to think more abstractly about what they can add to the map)
- At least **two** monuments or statues
 - Some statues/monuments in the park include: “A Simpler Time”, “Hiawatha”, “Riverside Eagle”, the fountain, the war memorial, and the Nathan Myrick historical marker
- **One** place of significance to you
 - Encourage students to discuss these ideas together
- The International Friendship Gardens
 - The gardens are located to the north east of the main park, next to the Riverside Museum and La Crosse County Convention & Visitors Bureau