

The ESL unit I have planned based around the Geographical practice of making and using maps and giving/interpreting directions. I have decided to break the use of maps up into 5 key areas that are necessary for giving directions and understanding orientation. These include: 1) a general overview and key components of maps, 2) Using Map Scales, 3) Cardinal Directions, 4) Landmarks, and 5) Relative location.

I feel that this lesson is practical for all ages/groups/speakers because it is a necessary skill to develop. These lessons should be taught to a 1st-4rd grade classroom and is ideal for second language learners or students who are new to the school. I believe certain parts of this unit could be useful to help new students feel comfortable in their new environments. Because the practice of geography is universal, this lesson can be applied to any SES school with students of any cultural background.

The reason I chose this topic for my ESL unit is that I not only find it useful, but I also see it as something that my students will see as directly related to their lives and fully applicable. I believe students will be more engaged in a lesson if they see the purpose behind it. I also tried to design this unit so that I could include a wealth of vocabulary that students will commonly use while not requiring literature or writing for every lesson. I think this is too visual of a subject area to be taught through the use of text. Regardless of this, I understand the importance of vocabulary development and hope to build my students' lexicon through hands on experiments and manipulation of the subject matter.

After the completion of this unit, I want my students to be able to understand and properly give directions to other people. I also want them to feel comfortable orienting themselves, and to be active observers of their environment. I hope that my students will

develop an understanding and comfort level for the geographic terms that they will use on a daily basis in their lives.

I believe that to achieve my aforementioned goals, I will need to incorporate many elements of the environments around my students. Since these lessons will be taught in the classroom, using the objects and spaces available to me is important. I also plan in incorporating areas of the school so that students can see how maps are used on a slightly larger scale. I want my setting to allow my students to explore freely and use different concepts (measurement, direction, scale) in real world applications. I also plan on extending the work to the students' homes so they can further see the practical application of what they are learning (ex. lesson 2: Scales).

Depending on the grade level, students will have different experiences with directions in both a formal and informal manner. I think most students will understand why directions are important to understand, but for those who don't, I would provide as many real-life examples of directions and orientation as I could supply. In order to assess student understanding, I would begin each lesson with discussing what they understand about a directions or examples of the use of directions that they have seen. I also would make sure to use word walls, and KWL approaches to determine and monitor what students are learning. For example, the fifth lesson on relative location is very vocabulary intensive. There are many terms that are used to describe the location of two objects relative to each other. To graphically represent this, I would brainstorm with students about different words that can be used. As we developed a list of words, I would write them down and then draw a picture to symbolize what the word means. I would also use a total physical response by having a student(s) stand in the middle of the classroom,

before positioning myself in different locations around them, while prompting the class to describe my location relative to the other student (between, behind, in front of).

A brief overview of the lessons follows:

	Lesson 1: Map Parts	Lesson 2: Map Scales	Lesson 3: Cardinal Directions	Lesson 4: Landmarks	Lesson 5: Relative Location
Description:	Introduction to map types/parts/terms	Using scales to determine distance	The introduction of the 4 main cardinal directions	What landmarks are and how they can be used	How to describe things as they are related to other things.
Materials:	Maps, butcher paper, transparencies	Ruler, yardstick, measuring tape, map with scale	Clock Picture, Rulers, Compass Picture, Compass, Large Labels of N/S/E/W.	School maps	Word wall, fictional map (campground worksheet)
General Procedure	Discuss map types/examples. have students relate maps they have seen. Review map parts and create running word bank.	Review map parts, introduce scales, introduce measurement tools, free experimentation with measurement tools.	Review, Finish making scales from homework, introduce CD's. Pair work desc. Items in home. NESW mnemonic device activity.	Review CD, provide school map. Discuss objects students know in diff. parts of school. Take school tour, regroup and list landmarks.	Review CD and LM. Brainstorm relative directions terms. Group activity: where am i? Campground worksheet
Extension:	Have students create a basic map of their homes.	Have students make a map of their rooms using measurement tools. Instruct them to include 3 items from their room and their distance from beds.	If time: relate cardinal directions to clock directions	Have students write down some landmarks they see going to/from school.	Emphasize transition of lessons. Discuss use of maps in daily lives. Conclude KWL