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| MondaySeptember 19 | Objective: Students will demonstrate knowledge of maps and parts of a mapStandard: 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.Activity: School Map projectAssessment: Students will create a sketch of the school (Final Project due Thursday) |
| TuesdaySeptember 20 | Objective: Students will demonstrate knowledge of the different parts of a mapStandard: G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scalesActivity: School Map ProjectAssessment: Students will submit a map of the school complete with map key and other parts of a map |
| WednesdaySeptember 21 | Objective: Students will show their prior knowledge on map skills by competing in a latitude and longitude Battle Ship game as review. Standard: G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scalesActivity: Latitude and Longitude Battle Ship map skills review gameAssessment: Exit slip questions on map skills |
| ThursdaySeptember 22 | Objective: Maps are representations of places.  A map is not the place. People who create maps select and organize the features of territory to include in their maps.  People’s purposes, knowledge, and perspective (or point of view) shape their maps. People’s maps of the same place can look very differentStandard:*7-G1.2.2:*Explain why maps of the same place mayvary as a result of the cultural or historical background of the cartographer.Activity: Map Gallery WalkAssessment: Students will answer several “Quick Write” questions |
| FridaySeptember 23 | Objective: Students will investigate the past by framing problems to study, selecting and analyzing available evidence, organizing their information and creating the account.Standard: H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).Activity: Write an account of the first day of school; what is important and what isn't.Assessment: In writing journal, explain why each of the four tools historians use are important |