



**TITLE**

# GEOGRAPHY, THE COMPASS, AND NAVIGATION:

GRADE LEVEL: 4TH GRADE- 6TH GRADE

**DISCIPLINE:** Social Studies, Science

**TOPIC:** How to read/understand maps, defining linguistics, and understanding how compasses aid in navigation

**STANDARDS:** (Common Core) CCSS.ELA-LITERACY.RST.6-8.3 | CCSS.ELA-LITERACY.RST.6-8.7 | CCSS.ELA-LITERACY.RST.6-8.4, | CCSS.ELA-LITERACY.RH.6-8.7 | CCSS.ELA-LITERACY.RH.6-8.3  
NCSS standards: Culture and Cultural Diversity; Time, Continuity, and Change; People, Places, and Environments; Science, Technology, and Society, Geography

**OBJECTIVES:**

- Understand essential elements of maps, compasses, and navigation
- Explore how maps can be used to understand our world through the example of geographically close and linguistically related languages
- Understand the diversity of languages spoken in india

**ESSENTIAL QUESTIONS:**

- What are maps and what are their uses?
- What are the different parts of a map?
- What is linguistics?
- What languages are spoken in India?
- What are compasses?
- Where did compasses come from?
- What is magnetism?
- How is the Earth like a magnet?
- How can students combine the ideas of geography and scientific principles of the compass?

**THIS LESSON PLAN FOCUSES ON:**

[\(Common Core\) CCSS.ELA-LITERACY.RST.6-8.3](#)  
[CCSS.ELA-LITERACY.RST.6-8.7](#)  
[CCSS.ELA-LITERACY.RST.6-8.4](#)  
[CCSS.ELA-LITERACY.RH.6-8.7](#)  
[CCSS.ELA-LITERACY.RH.6-8.3](#)

NCSS standards: Culture and Cultural Diversity; Time, Continuity, and Change; People, Places, and Environments; Science, Technology, and Society, Geography

**CLASSROOM HOURS NEEDED:**

2 days of 45-60 minutes to go through the workbook as a class, plus 60-90 minutes for the activities

**FINAL ASSESSMENT TYPE:**

"Let's Make a Map" and "Let's Make a Compass" Activities

**MATERIALS NEEDED:**

[Student Workbook](#)  
[Glossary of Terms](#)

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## INTRODUCTION:

This lesson will expose students to geography and mapmaking, the compass and magnetism, and navigation. Students will explore how maps can be useful for making sense of the world by exploring the development of languages in southern India and their influence on each other due to geographic proximity.

**Note:** Each section of the lesson (detailed below) can be taught on different days or all at once

### PART 1: WHAT ARE MAPS AND WHAT ARE THEIR USES? (25 MINUTES)

- Instruct students to progress individually or in pairs through slides 3-6 of the student workbook (10 minutes) On slide 7, lead the students in the activity: (15 minutes)
- Have students imagine the classroom as the sea, with obstacles of chairs in desks.
- Have students draw a map for their classmates of the classroom with different arrangements of desks and chairs Have one student (the "navigator") leave the room and arrange the chairs/desks like they are drawn on one student's map
- Outside of the classroom, show the student the map Instruct the navigator to put on a blindfold, enter the classroom, and navigate based on what they remember from the map
- Repeat with multiple maps and navigators.

### PART 2: WHAT ARE THE DIFFERENT PARTS OF A MAP? (20 MINUTES)

- Instruct students to progress individually or in pairs through slides 8-11 of the student workbook (10 minutes)
- Guide students in completing the interactive activity on slide 12 and checking their answers on slide 13 (10 minutes)

### PART 3: WHAT IS LINGUISTICS? (20 MINUTES)

- Instruct students to progress individually or in pairs through slides 14-16 of the student workbook (10 minutes)
- Guide students in completing the interactive activity on slide 15 (5 minutes)
- Bring the class together and guide the students through pronouncing the words and discussing the questions on slide 17 (5 minutes)

### PART 5: WHAT ARE COMPASSES? (10 MINUTES)

- Instruct students to progress individually or in pairs through slides 26-28 of the student workbook

### PART 6: WHERE DID COMPASSES COME FROM? (15 MINUTES)

- Instruct students to progress individually or in pairs through slides 29-32 of the student workbook (10 minutes)
- Guide students in completing the interactive activity on slide 32
- Bring the class together to review the main ideas of the section and introduce the next section on slide 33 (5 minutes)



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<p><b>PART 7: WHAT IS MAGNETISM? (10 MINUTES)</b></p>	<ul style="list-style-type: none"> <li>• Instruct students to progress individually or in pairs through slides 36–38 of the student workbook (5 minutes)</li> <li>• Guide students in completing the interactive activity on slide 35</li> <li>• Bring the class together to review the main ideas of the section and introduce the next section on slide 36 (5 minutes)</li> </ul>
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**WORKBOOK SCHEDULE CONT.:**

<p><b>PART 8: HOW IS EARTH LIKE A MAGNET? (10 MINUTES)</b></p>	<ul style="list-style-type: none"> <li>• Instruct students to progress individually or in pairs through slides 33–35 of the student workbook (5 minutes)</li> <li>• Guide students in completing the interactive activity on slide 38</li> <li>• Bring the class together to review the main ideas of the section and introduce the activity on slide 39 (5 minutes)</li> </ul>
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<p><b>PART 9: LET'S MAKE A MAP! (45 MINUTES)</b></p>	<ul style="list-style-type: none"> <li>• Guide students through the Let's Make a Map! activity instructions on slide 39.</li> <li>• Provide students with paper and markers, colored pencils, or crayons. (30 minutes)</li> <li>• Bring the class together for the discussion on slide 44. (15 minutes)</li> </ul>
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<p><b>PART 10: LET'S MAKE A COMPASS! (35 MINUTES)</b></p>	<ul style="list-style-type: none"> <li>• Guide students through the National Geographic activity linked on slide 43.</li> <li>• Provide students with a needle, cork, and tray of water. (20 minutes)</li> <li>• Bring the class together for the discussion on slide 44. (15 minutes)</li> </ul>
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<p><b>ACTIVITY AND TAKE-HOME:</b></p>	<p>The final two modules contain activities wherein students will make their own maps and compasses as they learn to navigate the world. These activities have 11 steps in the workbook linked and any work not completed should be done at home.</p>
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