Do we need paper maps and globes?

Supporting Questions

1. What do you do when you don't know how to get somewhere?
2. How do paper maps and globes help us find what we are looking for?
3. How do electronic maps make finding places easier?
### Do we need paper maps and globes?

| Inquiry Standard | SSKG2: The student will explain that a map is a drawing of a place and a globe is a model of the earth.  
| a. Differentiate land and water features on simple maps and globes.  
| b. Explain that maps and globes show a view from above.  
| c. Explain that maps and globes show features in a smaller size. |

| Staging the Compelling Question | The students will watch the video in which a boy tells about a time he got lost in the grocery store and then consider what they would have done in that situation. |

<table>
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<tr>
<th>Supporting Question 1</th>
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<th>Supporting Question 3</th>
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<td>Students complete page 7 in the Kid Power Coloring Book. They will turn and talk to share a time when they were lost. The whole class will gather to share out the experiences of their partners from the turn and talk.</td>
<td>The students will draw a map of their bedroom, classroom, school, or neighborhood.</td>
<td>The student will perform a Google maps search of his address, and then request directions to school from home.</td>
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Source B: Map of My Heart  
Source C: Google Maps  
Source D: Map of Cobb County Schools  
Source E: Six Flags Over Georgia Park Map  
Source F: Legoland of Atlanta | Source A: Google Maps |

### Summative Performance Task

ARGUMENT
Now that your parents have maps on their phones, are paper maps and globes still necessary? Construct an argument, and explain with some evidence from the formative tasks, how in your opinion, whether or not paper maps are still necessary.

EXTENSION
Students will use a microphone to present their argument to their peers.

### Taking Informed Action

UNDERSTAND
Identify when paper maps or globes would be the most practical or appropriate guidance tool versus electronic GPS.

ASSESS
Create a T-chart Picture of GPS and Paper Map applications.

ACTION
Students will conduct a formal presentation of the T-chart of map applications.
Overview

Inquiry Description

The students will be able to identify situations in which either maps or GPS are the most appropriate tool for navigation guidance. This is important because online guidance systems are so prevalent that some children might deem paper maps as outdated or unnecessary. The IDM builds capacity by starting with identifying situations in which guidance is required. It then has students explore times when either electronic maps or paper maps are the most appropriate guidance tool. The formative tasks were chosen to give students the opportunity to interact with the various methods of guidance. The sources were chosen with the developmental level of the students in mind. This IDM will take 4-5 days to complete.

Structure

The first formative task begins with the big picture of the need for guidance. The next formative task leads the student to look at situations in which paper maps would be the most appropriate method of navigation. The third task looks at situations in which GPS would be the most fitting. The tasks give students exposure to both experiences and builds their capacity for analysis.
## Staging the Compelling Question

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<td>• <strong>Source A</strong>: &quot;Know What to do if You Get Lost&quot; video</td>
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### Staging the compelling question

Watching the video will help the students see the relevancy of the topic, and to begin to identify situations in which guidance or maps would be helpful. It will also provide opportunities for students to engage in discussion with their peers.
Compelling Question

| Featured Source A | "Know What to do if You Get Lost" video |

**Excerpt**

A boy tells about a time he got lost in the grocery store. Students should consider what they would do in that situation.

**Source:**
https://www.youtube.com/watch?v=fFU7c7D8X6A

Wonder Grove Kids video on You Tube
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The question prompts students to brainstorm possible reactions to being lost. They will also recognize the need for guidance of one form or another.

**Formative Performance Task**

The students will discuss their experience of being lost, and then talk about options available to them in those situations. They will begin to understand the necessity for guidance.
Excerpt

www.kidpower.org

Choose KidPower Coloring book page 7 (PDF page 8). Copyright prevents a direct link to the page.

Source:
www.kidpower.org
# Supporting Question 2

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- **Source E**: Six Flags Over Georgia Park Map  
- **Source F**: Legoland of Atlanta |

The tasks prompts students to determine when someone might use a paper map or a globe. They will do a close reading of several examples of paper maps. They will identify important parts of a map and their uses. They will also locate various locations on a globe.

**Formative Performance Task**

The student created map will include pictures and labels for one area that is relevant to them, such as their bedroom, classroom, school, or neighborhood. The student will create this map as a view from above to show where items or places are located in relationship to other items or places.
| Featured Source B | Map of My Heart |

**Supporting Question 2**

**Map of My Heart**

Sara Finelli, author
Excerpt

Looking at an electronic version of a map. The students will explore Google Maps to find specific places in Belfast (school, the library, their house... ect.)

Source:
https://www.google.com/maps/@42.4329167,-78.146054,11
Supporting Question 2

Featured Source F
Legoland of Atlanta
Supporting Question 3

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The question prompts students to identify situations in which electronic navigational maps are the most appropriate. They will understand why someone would choose to use navigation on their phone, rather than use a paper map.

**Formative Performance Task**

Students search for their home address on Google Maps. (Print the map-optional) They will identify locations around their home to recognize that the map is an overhead view of their home, including surrounding buildings and streets. They should be able to state that the map can help them find their way from one location to another. In this case the student finds directions from home to school. The students will explore how this method might be more reasonable or appropriate to use than a paper map.
Excerpt

Search address page

Source:

https://www.google.com/maps/@32.6781248,-83.1782978,16
Arguments:
Do we need paper maps and globes?

Argument
Now that your parents have maps on their phones, are paper maps and globes still necessary? Construct an argument, and explain with some evidence from the formative tasks, how in your opinion, whether or not paper maps are still necessary.

Extension
Students will use a microphone to present their argument to their peers.

Argument
The students will take into consideration the exploration of situations in which maps are required, and experience using real picture maps of places that are relevant to their lives, and form an opinion about whether paper maps are still necessary or not. The students will present an oral argument that states their opinion.

Extension
The students will be videotaped presenting their argument that can be shared with others.
Taking Informed Action

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<td>Assess</td>
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Students present their T-chart to the principal, a parent, or board of education, to justify whether or not maps and globes skills should be taught in schools. They will explain when certain maps are more appropriate by sharing the contents of the T-chart.