

Discipline: Geography
Standard Category: Basic Geographic Literacy
Lesson Focus: Location of places

Suggested Level:
Intermediate

PA Standard(s):	Related TESOL Standard(s):
7.1.3B: Identify and locate places and regions.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Lesson Focus:
Location of places

Teaching Strategies:
Whole group instruction

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none"> Locate the cardinal directions on a compass rose 	Students will be able to: <ul style="list-style-type: none"> Write in the cardinal directions on a compass rose. Recall community vocabulary, which is related to the map. 	Students will be able to: <ul style="list-style-type: none"> Write in the cardinal directions on a compass rose. Recall community vocabulary, which is related to the map. Apply knowledge of cardinal directions to other maps.

Assessment Strategies:
Teacher observation

Conversation

Written assessment

Oral response

Materials:

1. A poster or overhead transparency of a compass rose
2. Worksheet of a compass rose without directions
3. Simplistic map of local community
4. Picture/vocabulary cards of locations that match the map of the local community
5. An area with floor space.

Procedures: (ELL suggestions are written in italics)

1. Introduce direction words (North, South, East, West, Northeast, Southeast, Northwest, and Southwest)
Have a visual aide, such as a compass rose poster or overhead transparency to clearly display the concept.
2. Complete a compass rose worksheet.
Use a visual aide so that students are able to follow along as the correct answers are given. Partner a beginning ELL student with

another student who has oral proficiency in English.

3. Display a simple map of the local community that includes a compass rose.
4. Distribute picture cards that match the locations on the map.
Give a beginning ELL student a familiar card so that they may only have to say one word in order to participate.
5. Recreation of the map
 - a. Move the class to an area of the school or classroom where floor space is available.
 - b. Put the compass rose and a few other landmarks on the floor and explain that the students are going to recreate the map in a larger space with their pictures.
 - c. Call students one at a time to stand in the appropriate location according to the map. Have the class help to direct them by using location vocabulary. For example, the teacher might say “Who has the post office card? Is the post office North or South of the school? If I was at the fire department in what direction would I walk to get to the post office? “
Allow other students to participate initially so that the beginning ELL student is able to observe their actions.
6. Adaptations of this lesson.
 - a. If possible, do a version of this lesson more than once, altering the class location. Students may tend to think the front of the classroom is always North.
 - b. Alter the lesson by varying the maps. Once the cardinal directions are familiar, use the same concepts with states, Countries, and continents.

Assessment:

Beginning

- Teacher observation and conversation concerning the recognition of cardinal directions

Intermediate

- Complete a written assessment of a blank compass rose.
- Oral or written assessment of community vocabulary through the use of flash cards or a quiz that is based on pictures.

A word bank may be necessary for the community vocabulary.

Advanced

- Complete a written assessment of a blank compass rose
- Oral or Written assessment of community vocabulary through the use of flash cards or a quiz that is based on pictures.
- Oral assessment of vocabulary: Provide the student with a new map. Have the student verbally answer questions about the map using the learned vocabulary. Apply knowledge of cardinal directions to other maps.