Social Studies Standards:
6.1.4.B.1, Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
6.1.4.B.2, Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Social Studies Standards (Active Citizenship in the 21st Century)
6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

Cross Curricular Standards:
Technology Standards:
21st Century Skills:
X Creativity and Innovation
X Critical Thinking and Problem Solving
X Communication
X Collaboration

Essential Questions:
What can I discover by looking at a map?
What kind of map should I use?
How can a map key help me?
How do landforms, climate & weather impact where and how people live?
How do we impact the environment in NJ and the US?

Enduring Understandings:
Knowing how to read maps helps people better understand the world.
There are different kinds of maps for different purposes
Landforms, climate & weather impact our lives.
We impact the environment.
Other countries may deal with common issues differently.
### How do students from other countries deal with common issues?

**Vocabulary:**
- location, mountain range, hemisphere, equator, map, nation, border, continent, globe, map title, map symbol, map key, distance scale, compass rose, cardinal directions, landmarks, historical

### Social Studies Skills:

**Chronological Thinking (CH)**
- Place key historical events and people in historical eras using timelines.
- Explain how the present is connected to the past.

**Spatial Thinking (SP)**
- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions and environments.

**Critical Thinking (CR)**
- Distinguish fact from fiction.
- Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

**Presentational Skills (PS)**
- Use evidence to support an idea in a written and/or oral format.

### Learning Targets

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> B.1, B.2, B.3, B.4, B.5, B.10</td>
<td>Introduce different kinds of maps to students using Promethean board, paper maps, globes.</td>
<td>Harcourt “Where on Earth Is Your Community” Pgs 34 to 47</td>
</tr>
<tr>
<td>Determine the information that different types of maps have (at a state level): Borders, resources, political, physical,</td>
<td>Explain the different parts of a map and their importance and use.</td>
<td>BrainpopJr “Reading Maps” BrainpopJr go to “Lesson Ideas” for reading maps</td>
</tr>
<tr>
<td></td>
<td>Create a map of the classroom, school or community making sure to use all the parts of map.</td>
<td>Brainpop “Latitude &amp; Longitude” Brainpop “Map Skills”</td>
</tr>
<tr>
<td></td>
<td>Students can be given a location in school to get to from their classroom and make a map being sure to</td>
<td>BrainpopJr “Landforms”</td>
</tr>
</tbody>
</table>
landforms, culture, population.

Physical Maps – use to determine:
- Map of US showing borders between Canada, Mexico, United States, Atlantic and Pacific

Political Maps – use to identify:
- Identify Democrat & Republican voters for president by state & the US

Resources Maps – use to identify:
- Resources (mines, farming, forests, fish)
- Jobs people have that connect to resources

Students will discover that students in other countries may have different issues than students in the United States and the way students from other countries deal with those issues may include all the parts of a map (Harcourt p.42). This could be done as a group activity. Then each group would switch their map with another group and follow the map to the destination. This allows students to discover if they have created their map correctly.

Show students what a Global Positioning System (GPS) is. Use GPS for directionality and mapping locations. Students work in groups to identify various locations across the United States. Students will then use the positioning system to map out directions. Compare the directions to Google Maps, Map Quest, and Yahoo Maps.

On Promethean board pull up Google earth and show students where their home is located and where the school is located to show where they are in the universe. Show and record latitude & longitude for each student. Students will then be given multiple points of longitude and latitude and will have to work in pairs/groups to determine the location.

Compare and contrast physical and political maps. Give students copies of both types of maps and have them explain how they are different and the same. Show both maps on Promethean board and compare and contrast.

Give students blank map of US with borders & map of have students label states, oceans, and bordering countries. Keep for study guide. Students will be given a blank US map & will label at least 25 of them correctly (test/quiz grade).

Introduce students to a resource map, discuss the different types of resources on the map, and what

GoogleEarth
Global Positioning System
MapQuest
Google Maps
Yahoo Maps

www.nj.gov/nj/about/maps/

History of Mt. Holly packet
Contains historical facts about Mt. Holly
Can also be used to create a timeline

Book Suggestions:
The Little Island Margaret Wise Brown
Mountains Seymour Simon
All the Places to Love Patricia Maclachlan

Mapping Penny’s World Loreen Leedy
There’s a Map on My Lap! All About Maps Tish Rabe

As the Crow Flies A First Book of Maps Gail Hartman

People of New Jersey Mark Stewart
All Around New Jersey – Regions and Resources Mark Stewart
differ from how a student in the United States may deal with the same issue.

Goods and services are provided through the resources. Students will work together to determine the jobs people have that are connected to those resources.

Discuss other jobs and their importance to the community and how they may have an interdependence to each other.

Have students list 5 NJ resources and the jobs people have that are connected to them. (Quiz grade)

Students will choose a National Landmark to research and find 5 facts related to that landmark. They will present their research to the class.

Students will have their own e-mail accounts and be able to write to students in different countries and/or states. They will be able to compare and contrast similar and different issues that occur.

Assessments:

**Required:**
Projects: Create a Map Project (rubric provided)
Writing: e-pals
Interactive notebook: students will reflect on learning throughout the school year. (rubric is provided)

**Additional / Optional:**
Test/Quiz: Compare/contrast physical & political maps, United States Map, Resources quiz
National Landmarks Project

**Modifications:**
Additional time as needed, modified tests, modified assignments, small group instruction & support, test review, study guide, modify
homework/class work