Utah Valley State College  
Teacher Education Program  
Map Lesson Plan/Intro to Summative Assessment #2  

Name: Erica Fordiani  
Date: November 2008  
Time: 1 ½ hours

Grade Level: 4  
Subject: Social Studies  
Cooperating Teacher: Kristin Wright

I. Utah State Core Curriculum Standard(s)  
   a. Understand: Standard 1—Students will understand the relationship between the physical geography in Utah and human life.

II. Lesson Objective(s)/Goal(s)  
   a. Know: Classify major physical geographic attributes of Utah.  
   b. Do: Identify Utah’s landforms using a variety of geographic tools.

III. Preparation (teacher materials, student materials, etc.)  
   a. Teacher: 5 Utah maps, pictures from a family trip in Utah, two slides from power point of Poster Questionnaire and summative Travel Poster Rubric, plan size and composition of groups  
   b. Student: map quiz for each student, lyrics to song, pencil, exit card  
   c. Vocabulary: tourism, landforms, compass rose

IV. Technology Use:  
   a. CD player, projector hooked up to laptop

V. Instructional Procedures:  
   a. Sing “Utah, This is the Place” song  
   b. Hook: Explain that you experienced a fun trip and want to share some of your photographs (on blog-use projector).  
      i. Encourage students to guess where you went on your vacation and then give them the answer.  
      ii. Ask students, “Where have you traveled in Utah?” Record their responses. Discuss favorite vacation spots.  
   c. Pre-assessment—Ask, “How might map skills benefit you and your family? How can a Utah map help you learn about landforms?”  
   d. Explain the task.  
      i. Divide students into five groups and distribute Utah maps.  
      ii. As class to locate the map key or legend. Locate and discuss compass points (rose), freeway and road designations, and your own community.
iii. Point out any information from quiz ahead of time that students might be confused about.
e. Identify critical social skills.
   i. Remind students of the importance of supporting each other when working as a group. Positive, supporting behaviors include eye contact, praise and leaning forward.
f. Monitor and provide descriptive feedback during group work.
g. Ask each group to summarize/Evaluate.
   i. Start with number one on the quiz. Choose a group to offer their answer/summary to the question. As class goes over the answer have groups evaluate how they did by scoring their quiz and writing in the correct answer.
h. Assess group process.
   i. Discuss the map quiz experience with the class. Ask students to write on an exit card the positive and negative aspects of the group process.
i. Formative assessment—Observe engagement and participation of students in groups work settings. Watch for correct and incorrect responses while going over answers.

VI. Activity/Introduction to Summative Assessment:
a. For the next three weeks we will be learning all about Utah’s regions, population, landforms and how to use a map. You will have the opportunity to spend class time looking through many travel brochures of natural places outside in Utah like Lake Powell or Bryce Canyon and decide and plan where you want to go on a trip. I want this place to be somewhere where you have never traveled to before. You will each make a travel poster that tells about your location with information like, interesting facts, and things to do. We will present our travel destinations to the other fourth grade classes in three weeks on the last two days I’m here with you. It will be like we are on the travel channel with a show called Travel Utah Today. I need your help to think of a funny travel related commercial we can act out during the travel show as well so be thinking! Your travel posters will be graded on these elements: (show transparency of Poster Questionnaire and Poster Rubric. Post Rubric up in class for student reference. Remind students to refer to often.)

b. Your job today is to spend 15 minutes looking at the maps and travel brochures and to take notes of names of places that look interesting to you that you might want to look into more as a place to travel to.
   i. Note to teacher:
      1. Give students a total of 2 hours, broken up into class periods, to work on their Travel Posters. They may use the travel guides you have available in the class to find information to complete the Travel Questionnaire (attached) and for cutting out pictures needed.

VII. Accommodation(s) for Diverse Learner(s): Group work done in peer setting. Visual guides—map.
VIII. Evaluation of Student Progress:
   a. **Pre-assessment**—Ask, “How might map skills benefit you and your family? How can a Utah map help you learn about landforms?”
   b. **Formative assessment**—Observe engagement and participation of students in groups work settings. Watch for correct and incorrect responses while going over answers.
   c. **Post assessment**—Students will be able to identify Utah’s landforms and their locations by completing a mapping quiz.
Utah Map Quiz

Name______________________________________________

1. What town sits at the entrance of Zion National Park?

2. What states meet at Four Corners?

3. In what national park do the Green and Colorado Rivers meet?

4. What two towns sit on the shore of Bear Lake?

5. Which lake sits on the Utah Arizona boarder?

6. Name the Great Salt Lake’s largest island.

7. Which large lake is closest to Payson?

8. Find the High Uinta Wilderness (mountain range running East to West). How tall is Kings Peak (the highest point in Utah)? ________________________________
Utah Map Quiz (KEY-12 points)

Name______________________________________________________

1. What town sits at the entrance of Zion National Park? (1) **Springdale**

2. What states meet at Four Corners? (4) Utah, Arizona, Colorado, **New Mexico**

3. In what national park do the Green and Colorado Rivers meet? (1) **Canyonlands**

4. What two towns sit on the shore of Bear Lake? (2) **Garden City, Fish Haven**

5. Which lake sits on the Utah Arizona border? (1) **Lake Powell**

6. Name the Great Salt Lake’s largest island. (1) **Antelope**

7. Which large lake is closest to Payson? (1) **Utah Lake**

8. Find the High Uinta Wilderness (mountain range running East to West). How tall is Kings Peak (the highest point in Utah)? (1) **13,528**
4th Grade Utah Travel Guide/Poster Questionnaire

Hi, my name is__________________________________________________________________

For my trip I have chosen to travel to__________________________________________________________________________

When we get there you will see these landforms:___________________________________________

You can find my landform in the: (circle) a. Rocky Mountain Region of Utah
b. Colorado Plateau Region of Utah c. Basin and Range Region of Utah

Three interesting historical facts about ____________________________________________ (your place):

1.__________________________________________________________________________

2.__________________________________________________________________________

3.__________________________________________________________________________

Three activities you can do when you are there:

1.__________________________________________________________________________

2.__________________________________________________________________________

3.__________________________________________________________________________

One way in which the physical geography of_________________________________ (your place) affects humans in Utah is by:

__________________________________________________________________________

__________________________________________________________________________

One way in which humans have changed or modified the physical geography of_________________________ (your place) is by:

__________________________________________________________________________

__________________________________________________________________________