



Draw the Lines

ESSENTIAL QUESTION:

Where Am I?

I HAVE:

One hour

TYPES OF ACTIVITIES:

- Parts of speech practice
- Teamwork
- Peer to peer feedback
- Time management
- Out of our seats

MATERIALS:

- One copybook per group
- Writing utensils
- Access to school building
- Student direction handout

KEEP IN MIND:

You may want to provide each group with a hall pass while they are completing their maps and warn your colleagues you will have students in the hallways during class.

You should stress to the students how you expect them to behave while in the building.

If any student is unable to walk around the building completing these maps you should come up with a fun role they could play back in the classroom.

Lesson Title: Can you tell me how to get to...

STEP-BY-STEP:

Split class up into groups of 3-5 students and appoint Team Captains

Ask for a volunteer to give directions aloud how to get to the nearest water fountain to the classroom. When they are finished ask the rest of the class if the student left anything out or if anyone had any suggestions of what could be added to increase the chances that they person you are giving directions to doesn't get lost.

Tease out of the students that precise verbs (ex: 'go down the stairs' vs 'walk down one flight of stairs and open the double doors to your left') and vivid adjectives (ex: 'go halfway down the hall' vs 'you should pass by 20 sky blue lockers') help to guide someone accurately and pointing out landmarks that signify when they've gone too far to avoid getting lost.

Give each Team Captain a different location throughout the building and tell them to ONLY show the destination to their teammates. Teams will be creating a list of directions on how to most accurately arrive at their given destinations. Distribute **Student Handouts** and dismiss them to complete the task.

Students have 20 minutes to complete their directions, Team Captains should appoint a scribe and time keeper to make sure they are back in the room on time and well-behaved in the hallway.

Once re-assembled back in the room tell groups to give their directions to another group and have them follow their directions. Groups should note how long it took them to complete and where they ended up. (No longer than 10 minutes to complete)

Once re-assembled back in the room, groups should complete the **Feedback Form** for the group whose directions they took.

IT WENT WELL! EXTENSION ACTIVITIES:

Homework: Draw a map from above of the school building and mark the path you took to get to your destination today.

Start the following day's lesson with a Journal Prompt: What made the directions you either gave or took yesterday effective? What should you keep in mind when giving directions to someone else?

See extension lesson in TWO DAY lessons on PA geography.



Draw the Lines

Can You Tell Me How to Get to... student handout

Name: _____ Date: _____

YOUR DESTINATION IS:

Criteria for Students:

- *Directions must be written in complete sentences.*
- *You should use precise verbs and accurate adjectives for each part of the voyage.*
- *Directions must include at least TWO warnings if a person has gone too far.*
- *You may use LEFT and RIGHT or NORTH, EAST, SOUTH, WEST when giving instructions of where to turn (you may use a compass on your phones if you'd like)*

FILL IN YOUR DIRECTIONS BELOW:



Feedback Form:

Destination: _____

How long did this take us?

Parts that were confusing:

Parts that were clear:

Any suggestions?