

**Performance Task Title:** Mapping My Favorite Place (TODALS)

**Grade level:** 3      **Class/Subject Area:** Social Studies (Geography)      **Date:** 7/26/2016

**Standard:** (3.3.1.1.2) Use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

**Grade-level expectations:** Students will create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.

**Curriculum unit:** Geospatial Skills

**Performance task scenario (hook to motivate the students):**

Begin class by telling the students I am going to draw a map of our town on the smartboard using only their directions. At some point it will become apparent that what I am drawing looks like nothing like a map of our town. So I will engage them in a brief discussion of what would make the map easier to read and more accurate. I will guide the discussion toward our "map basics" discussed in a previous lesson. I will then challenge the class to produce a better map of our town using the map basics skills we reviewed.

**Group work:** Together the class constructs a large map of our town (Willow River). Each of the six groups is assigned one of the TODALS map basics upon which to concentrate (title, orientation, date, author, legend (key), and scale)

**Individual work:** Each student will individually create a map of their favorite place (home, park, etc) and share their map with their respective group.

**Differentiation:** Students will be allowed to choose the format upon which they will create, display, and discuss their map (poster board, shadow box, google earth).

**How can you adjust the content, process, or product to support struggling students?** Process can be adjusted to include one-on-one support, stronger peer pairing, and allowing for extra time. Product modifications could include requiring fewer criteria (TODALS) to be met to meet the standard upon final assessment.

**How can you adjust the content, process, or product to challenge students to extend their thinking?** Additional criteria can be added to the rubric to reflect higher level thinking skills. Could include presenting their map to the class as a whole.

**Assessment:** Students will create a map depicting their favorite place utilizing TODALS map basics (title, orientation, date, author, legend (key), and scale).