Yo Ho, Yo Ho, A Pirate's Map for Me: An Original Story

A lesson combining reading, writing, and mapmaking with a pirate theme.

Author: Sandy Martinez
Grade Level: K-3
Duration: 2-4 class periods

National Geography Standards

ELEMENT ONE:
THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Arizona Social Studies Standard

Kindergarten
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood)

Grade 1
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 3 Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend

Grade 2
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend)

Grade 3
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and legend

Arizona Language Arts Standards

READING STANDARDS: FOUNDATIONS
Grade K
Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 1 Sequentially follow a two or three-step set of directions using picture clues
PO 2 Identify signs, symbols, labels, and captions in the environment

Grade 1 and 2
Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 1 Identify the topic of expository text, heard or read.
PO 2 Answer questions expository text, heard or read

Concept 2 Functional Text
PO 1 Follow a set of written multi-step directions with picture cues to assist
PO 2 Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.

Grade 3
Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 1 Locate facts in response to questions about expository text
PO 5 Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text

Concept 2 Functional Text
PO 4 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.

WRITING STANDARDS:
Grade K, 1, 2 and 3
Strand 2 Writing Components
Concept 5 Sentence Fluency
PO 1 Write simple sentences

Overview

Teachers can use fiction and non-fiction literature in order to bring geographical concepts to the

students' levels of understanding. Reading engaging books about pirates, treasures, and mapmaking is an easy way to hook kids into geography.
Yo Ho, Yo Ho, A Pirate’s Map for Me

**Purpose**

When mapmakers draw maps, they first must decide what to include on their maps and what to leave out. They make these decisions based on who they think is going to use their maps and for what purpose. Children will be provided a glimpse of mapmaking by understanding the importance of putting a title on maps, as well as using a compass rose and legend.

**Materials**

- Two original books (see student files for this lesson)
- Lots of pirate books (for extensions). Two suggestions are: *Pirate School* written by Cathy East Dubowski and Mark Dubowski and *Edward and the Pirates* by David McPhail.
- Vis-à-vis markers/overhead transparencies
- Laminated map of world
- Rand McNally laminated term maps with definitions on reverse side - especially words such as island, bay, hill, river, stream, volcano, cave, harbor
- Manila construction paper and 1" graph paper
- Colored pencils/regular lead pencils

**Objectives**

Students will be able to:

- Distinguish land from water on a map, locating islands around the world.
- Understand the compass rose acronym NEWS—Never Eat Soggy Waffle.
- Apply acronym (NEWS) to a compass rose on a map.
- Draw an island, name it, and include five geographical features that they choose.
- Write a sentence or two describing their treasures and where they are hidden. (Older students could write a paragraph.)
- Read Blackbeard with 90% accuracy in decoding, and 100% in comprehension.

**Procedures**

**SESSION ONE**

BEFORE CLASS: Copy the story "Blackbeard" on chart paper or transfer onto an overhead (original story included).

1. Read the story together. Brainstorm with children to determine what they know about maps and who uses them. Ask, "Why do you think pirates may have used maps?" (If *Edward and the Pirates* is used, the children will learn that many pirates could not read.)

2. Discuss the use of verbal directions vs. written directions vs. picture directions. A map is easier to use than written directions because it is a simple picture showing the location of things. However, without a legend, directions, or landmarks even picture maps are difficult to read.

3. Take the children to the playground and teach Never Eat Soggy Waffles (NEWS) using landmarks on the playground, streets nearby, and more.

4. Using a large laminated world map, explain the compass rose.

5. Explain the colors on the map as they relate to land and water. Have children locate islands as land surrounded by water.

6. Discuss the Caribbean Sea as a place with many islands, and a favorite place for pirate hideaways. Pick a place where latitude and longitude intersect. Describe the imaginary lines as simply as possible.

7. Share book entitled *This is an Island*, from the Windows on Literacy series. Discuss geographical features that could be found on islands.

8. Using overhead projector and vis-à-vis markers, draw an island based on the classroom. Name it. Brainstorm landforms and water features, and show them where to put the pictures in the legend. Draw in the features. Tell them that next time they will all be drawing their own treasure maps. Therefore, they need to be thinking of a good shape for their own island, a name for their island, and whether or not they want mountains, hills, desert, waterfalls, lakes, rivers, etc.
SESSION TWO

1. Review the activities from the day before. Tell them: "Today you will be pirates. It will be your job to draw a map to remind you of where you buried your treasure."

2. Have each child draw an island on graph or construction paper. Encourage them to be as imaginative as they can.

3. Make sure they include a compass rose on their maps.

4. Discuss the need for a legend on their maps. Have children draw features on their maps and have legends that describe these features.

5. Have the geography term maps available at this time to which additional geographical features can be referred.

6. The title of their maps will be the name of their island.

7. While they are drawing, have students think about where their treasures will be hidden, and what their treasures will be. (What will be in the Treasure Chest?)

8. Students should decide where to hide the treasure and mark the spot.

9. Make the maps look old by tearing the edges a little, putting little holes on parts, and blotting them with damp teabags. The maps must be lightly colored, so that features and terms are easily visible.

10. Have children write a sentence to tell what is in the treasure chest hidden on their own island.

NOTES ON THE BOOKS INCLUDED WITH THIS LESSON (Blackbeard and Looting)

The books are ready for printing. The books are designed to allow space for illustrations.

The books can be used for shared reading, guided reading, and independent reading. Look for synonyms, antonyms, homonyms, rhyming words, compound words, and other parts of language you are teaching.

Assessment

1. Each child will complete a copy of the book entitled "Blackbeard," correctly drawing pictures to match the story.

2. Each child will read "Blackbeard" with 90% accuracy in decoding and 100% accuracy in comprehension.

3. Each child will complete a map, with a compass rose, and label five features as noted in the objectives.

4. Each child will complete a sentence strip to describe the contents of the treasure chest.

Extensions

Dress as pirates for a day, and go on a real treasure hunt with clues and a map. Children can wear bandanas and old donated jewelry. Eyepatches can be made from black felt. Hooks can be fashioned from children's plastic hangers and long sleeved shirts.

Sing the song "Old Man Blackbeard" to the tune of "Old Macdonald."

Copy the book, "The Twelve Days of Looting", and have children illustrate the pages of the book.

Sources

The following books are available from National Geographic Windows on Literacy: Zoo Map written by David Tunkin and The Key to Maps by Harley Chan.

Purchasing information is available by calling 1-800-368-2728 or visiting the web site, www.nationalgeographic.com/education