**Is There a Map in That Story? Nussbaum’s Island**

Students will read a story and then utilize their geography skills by plotting selected items on the map. Students will then use math skills to measure distance from various points on their map.

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**Grade Level**  
6-7

**Duration**  
2 class periods

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**National Geography Standards**

**Element Four: Human Systems**


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**Arizona Geography Strand 4**

**CONCEPT 1 World in Spatial Terms**

GRADE 6 and 7

PO 1 Construct maps, charts and graphs to display geographic information.

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**Arizona Math Standard**

**STRAND 4 Geometry and Measurement**

**CONCEPT 4 Measurement**

GRADE 6

PO 3 Determine a linear measurement to the appropriate degree of accuracy

PO 11 Determine the actual measure of object using a scale drawing or map

GRADE 7

PO 2 Measure to the appropriate degree of accuracy

PO 8 Compare estimated to actual lengths based on scale drawings or maps

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**Overview**

The student will be able to read and interpret a written selection, analyze it, and place elements from the reading in a logical order. The student will identify and use the map elements found in the story, organize the information and construct a map of the description of the place. The student will estimate distance and measure distance on a map.

**Purpose**

This lesson reinforces reading and math skills while allowing the student to apply their understanding of the geographic tools. Students will create a map determine distance and scale.

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**Materials**

- Class set of the geographic description of Nussbaum’s Island (Hey Little Buddy)
- Blank 8 x 11 paper
- Measure the Distance worksheet
- Large sheets of art paper
- Colored pencils
- Example for guided instruction
- Map check sheet
- Student Checklist

- For teacher who do not know the basic elements of a map, view DOGSTAILS found at:  
Is There a Map in That Story? Nussbaum’s Island

Objectives
The student will be able to:

1. Read and interpret a written selection, analyze it, and place elements from the reading in a logical order.

2. Identify and use the map elements found in the story, organize the information, and construct a map of the description of the place.

3. Estimate and measure using a map scale.

Procedures
1. The teacher introduces/reviews the concept of DOGSTAILS to the students.

2. The teacher guides the students through a paragraph, as they map on the board the description in the paragraph.

3. The teacher will distribute the description of the island and have the class read the passage. Once the teacher has clarified any questions, the students will re-read the story and plot a rough draft of the map.

4. The students will use the checklist to be sure they have plotted all the elements. Be sure that students have a scale on their map.

5. Once the students have plotted the rough draft and are satisfied that it is accurate they will proceed with a finished product.

6. The final product should be in color and contain all the elements from the story.

7. Have the students measure distance on their map by using the scale they have created on their map. The distances will vary with each students scale.

8. Collect both the rough draft and the final product and the worksheet.

Assessment
Geography: Grade the map by checking to be sure that each student has included the key elements of a map, including scale. Students should also use the checklist to verify that they have plotted each of the landmarks on their map. Mastery is considered accurate depiction of 28 out of the 35 requirements.

Math: The student assessment is “Measure the Distance” worksheet. Have the students measure distance on their map by using the scale they have created on their maps. The distances will vary with each student’s scale. Each question is worth 5 points. Mastery is 16 points or higher.

Extensions
The students could write a story of their own, exchange stories and have their peers draw maps from them.