

NEH Hudson River Workshop Lesson Plan 2011

Teacher: Cheryl Ng

Subject: Social Studies

Grade Level: 1st Grade

Summary:

This lesson teaches students to recognize a map. Students will be able to understand what a map is used for and identify specific points on a map. Students will be able to identify Manhattan, the East River, and the Hudson River on a map. Students will also compare and contrast the differences between a current Hudson River map and a map of the river from long ago.

The Hudson River now and long ago

Cheryl Ng - PS 105/K, NYC
SUBJECT: Social Studies
Grade Level: First grade

NYS Social Studies Standards 3 GEOGRAPHY

Student Performance Indicators:

- 3.1a: study about how people live, work, and utilize natural resources
- 3.1b: draw maps and diagrams that serve as representations of places, physical features, and objects
- 3.1c: locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians

[New York City K-8 Social Studies Scope & Sequence \(Curriculums\)](#)

Grade 1 - MY FAMILY AND OTHER FAMILIES: NOW AND LONG AGO

UNIT 1: FAMILIES ARE IMPORTANT

UNIT 2: FAMILIES, NOW AND LONG AGO

UNIT 3: FAMILIES IN COMMUNITIES

UNIT 4: THE COMMUNITY

ESSENTIAL QUESTIONS: Why are families important and how do they influence who we are?
How do families grow and change over time?
What is a community?
How do communities provide for families?

UNIT 2: Looking at Change: Types of homes, buildings, and architecture

LESSON PLAN: The Hudson River now and long ago

OBJECTIVES:

1. The students will be able to recognize a map.
2. The students will be able to locate places on a map.
3. The students will be able to define a map as a picture of a place.

PERFORMANCE EXPECTATION: The students will identify the Hudson River, the East River and Manhattan on a [recent Hudson River map](#) and describe the differences between the two Hudson River maps from now and long ago.

MATERIALS: [The nineteenth century Hudson River map](#), a [recent Hudson River map](#), a giant floor map of New York City, and the book of [New York then and now: 83 Manhattan sites photographic views](#) by Edward B. Watson and Edmund Vincent Gillon.

PROCEDURE:

1. Introduction: Warm up by share reading the book, [New York then and now: 83 Manhattan sites photographic views](#). Then discuss the historic photographs and the images of the modern cityscape by comparing both. Tell the students that we are going to be locating and recognizing places on a map.

2. Development: Using PowerPoint on a smart board, show the class a recent map of the Hudson River and review with them how a compass rose indicates the directions. Have the students use the

compass rose on the map to explain where is north, east, south and west and their abbreviations. Then have the students study the map. Ask them, "Can you find the Statue of Liberty on this map? And what about the Empire State Building?" Next, ask a student to stand up in front of the smart board, have the student facing the map with his/her right arm pointing up by bending the elbow, also extending out his/her left arm pointing upper left. Ask the students to compare his/her gesture to the map. Ask them, "Do you see that his/her head is on Manhattan and the East River on his/her right arm and his/her left arm is representing the Hudson River? Then let them identify and locate the Hudson River, the East River and Manhattan on the map. The next slide of the PowerPoint show the students the nineteenth century Hudson River map. Bring their attention to the details on the map of New York City long ago.

3. Closure: On the next slide put the two maps side by side, and have the class discuss what they see on the maps. Bring the students' attention to the differences between them. Explain that things change over the time, including types of homes, buildings, architecture and even the shorelines.

ASSESSMENT: Provide drawing paper and crayon to each student and have them draw the New York City map with a symbol of the compass rose. The teacher will take notes and observe the children whether or not if they can correctly identify places such as the Hudson River, the East River and Manhattan on the map. For those students who are having trouble drawing the shape of New York City on the map, remind them of the volunteer's gesture, explain to them one-on-one, and help them.

ADAPTATION/EXTENSIONS: Continue learning about maps by having the students take turns tossing a bean bag or dropping an object such as a cube onto a giant floor map of New York City. Next, have the students identify the five boroughs of New York City.

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