

# Around Town

Program Name

Middletown

Staff Responsible for Lesson

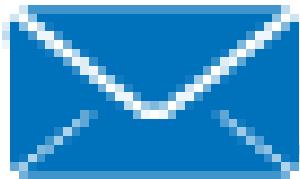
Jennifer Edwards

Technology	Study / Life skills	EL-Civics	Career Pathways																	
		<b>X</b>																		
Date(s) Used				October 12, 2010																
Civics Category				II. Civic Participation																
Civics Objective				II. 5. Community Resources – Directory: Identify, locate, and map important places in the community and list services available and/or importance of each location.																
Time Frame to Complete Lesson				60 minutes																
EFL(s)				High Intermediate – Low Advanced (4-5)																
Standard(s)/Components of Performance				Listen Actively Speak So Others Can Understand Read with Understanding																
Benchmark(s)				L.4.4 – Respond appropriately to questions and two-step directions from various listening situations L.5.1 – Demonstrate some comprehension of less familiar topics and vocabulary and authentic listening sources. S.4.1 – Participate in conversations on familiar topics S.5.1 – Communicate in a variety of contexts related to daily life and work R.4.6 – Complete a task R.5.1 – Comprehend simple graphs, charts, diagrams, and paragraphs R.5.6 – Complete a task (e.g. follow multi-step directions on familiar topics)																
Materials				<i>Around Town</i> handout Current map of your city I used Oxford city map – available online <a href="http://www.cityofoxford.org/Page.asp?NavID=1154">http://www.cityofoxford.org/Page.asp?NavID=1154</a> Paper, pencil																

Activities	<ol style="list-style-type: none"><li>1. Survey the class (fist to five scale) to see how well students can find their way around town. (Fist means not at all; five fingers indicates that they are experts.)</li><li>2. Distribute <i>Around Town</i> handout. Review vocabulary words with the class: map, legend, scale, municipal, block, destination, directions, etc. Answer questions as needed.</li><li>3. Distribute street map. Ask students to locate the legend. Call attention to the symbols and the important city buildings included on the map (hospital, municipal building, library, police department, fire department, post office). Students should locate each on the map. Students share what they know about each of these city buildings -- - what happens there? --- and the teacher can explain the services or resources available at each. Locate your school/center on the map.</li><li>4. Students write directions from the classroom to a place on the map. They should indicate approximate distance, directions, and specific street names to make the directions as clear as possible.</li><li>5. After they have written directions, they will read their directions to a partner. The partner will follow the directions on a map to see if he/she can correctly identify the destination.</li><li>6. Finally, ask the students to locate other important places in Oxford on the map (grocery store, their homes, schools, and work). Check to be sure students have located places correctly. If they have questions about locations (Where is the pediatrician? Where is the park?), the teacher can show them the location(s) on the map.</li><li>7. Encourage students to use the maps this week to find their way around town and visit some of the locations we discussed.</li></ol>
Assessment/ Evidence	Written directions that are detailed enough for a partner to follow correctly.
Reflection	This lesson went very well. However, students struggled with writing directions because we had not reviewed terms such as <i>turn left</i> , <i>turn right</i> , and <i>go straight</i> . Don't forget to start with the basics!!!

1. Key vocabulary:

- a. Map
- b. Directions
- c. Legend
- d. Scale
- e. Destination
- f. Block
- g. Mile
- h. Municipal building
- i. Community
- j. Route



2. Locate our classroom on the city map.
3. Choose one of the city locations marked on the map (hospital, library, post office, court, municipal building, fire department, school).
4. Write directions from our classroom to the city location of your choice. Be sure to use specific information (street names, number of blocks, etc.) that would help a traveler reach the destination.
5. Read your directions to a partner. **Do not name the destination in your directions.** Your partner will follow your directions on the map as you read.
  
6. Did your partner find the correct destination on the map?

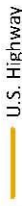
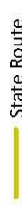






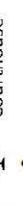
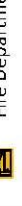
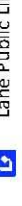



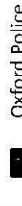
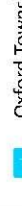
YES

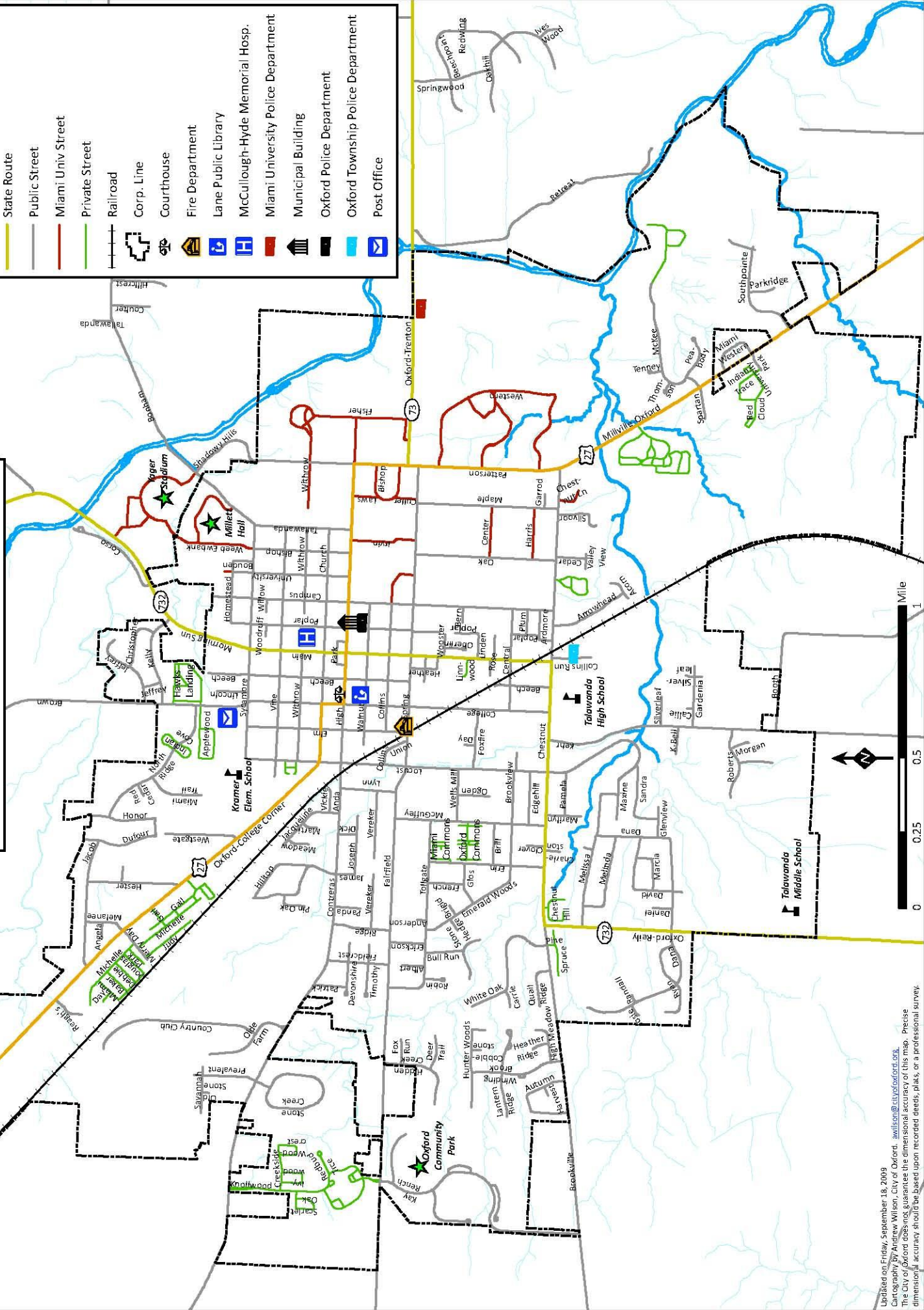
NO

If your partner finds the correct destination on the map, you wrote clear directions. If your partner did not find the correct destination, review your directions with the partner and make corrections as needed.

# Oxford Street Map

## Legend

-  U.S. Highway
-  State Route
-  Public Street
-  Miami Univ Street
-  Private Street
-  Railroad
-  Corp. Line
-  Courthouse
-  Fire Department
-  Lane Public Library
-  McCullough-Hyde Memorial Hosp.
-  Miami University Police Department
-  Municipal Building
-  Oxford Police Department
-  Oxford Township Police Department
-  Post Office



Updated on Friday, September 18, 2009  
 Cartography by Andrew Wilson, City of Oxford. [awilson@cityofoxford.org](mailto:awilson@cityofoxford.org)  
 The City of Oxford does not guarantee the dimensional accuracy of this map. Precise dimensional accuracy should be based upon recorded deeds, plats, or a professional survey.