

# Cache a GPS and Map it in your Notebook

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Grade Level (Req.): 8th	Content Area (Req.): Language Arts/ Geography	Unit (Opt.): Technical Reading/ Writing
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• Technical Reading</li> <li>• Technical Writing</li> <li>•</li> </ul>		
Time Frame (Req.): 2-3 class periods	<p>Goal (Req.): The students will use technology, reading, writing, and geography to locate a cahce and make a map for others to follow to find the same cache.</p>	
	<p>Objective (Req.): The students will learn how to properly use a GPS device. Students will use latitude and longitude points to locate a cache while taking notes. Students will write up directions and construct a map on how other students can find the cache.</p>	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• GPS device</li> <li>• written instruction guide/booklet</li> <li>• teacher placed cache</li> <li>• coordinates for students to locate cache</li> <li>• instructions- verbally given by teacher</li> <li>• notebook</li> <li>•</li> </ul>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• cache</li> <li>• GPS- Global Positioning System</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Have you ever wanted to hunt for treasure? Do the terms “coordinate points” or “GPS” mean anything to you? If not, you are going to learn a lot today. If you do know the meaning of these words, I will throw in one more for all of you. Have you ever heard the term “cache” before today? Would you like to find a cache? Let’s examine what these terms mean.</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Provide students with a GPS device.</li> <li>2. Provide students with the booklets explaining how to use the device.</li> <li>3. Give students the anticipatory set.</li> <li>4. Give students the longitude and latitude points where the cache is hidden.</li> <li>5. Have students take notes as they search for the cache.</li> <li>6. Have students write up directions for other students to follow to fine the cache.</li> <li>7. Have students construct a map to show the way to the cache.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12</li> </ol>		

<p>15. 16. 17. 18. 19. 20.</p>	
<p>Formative Evaluation (Req.): Monitoring students as the utilize their GPS devices, listening to their conversations, and checking for their understanding by reading what notes they are taking.</p>	<p>Assessment (Req.): Students wil turn in their written directions and their map to be graded by the teacher.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• GE 1., Grades 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</li> <li>• 3. How to analyze the spatial organization of people, places, and envrionments of Earth’s surface.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Human-Envrionmental Interaction</li> <li>•</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): • • • • •	
Other Essential Information (Opt.):	
Other Resources (Opt.): • • • •	