



## Map & Directions Lesson Plan

This lesson plan incorporates custom maps of major European destinations and accompanying activities that you can use to teach your students basic communication and navigation skills. This is a fun and easy way to teach directional terminology and to practice giving and receiving directions.

***If you and your students are participating in a WorldStrides travel program***, this is a perfect way to generate excitement, while also providing your students with practical knowledge for their trip. Discussion prompts included at the end can be used to wrap up the lesson by getting students to think about what kinds of places they will experience on their travel program and anticipate what kinds of interactions they can prepare for.

***If you are NOT participating on a WorldStrides travel program – no worries!*** These activities are not dependent on travel and can be used in any foreign language classroom. Optional extension activities that are directly related to travel participation are clearly indicated.

**Activity Applicable to:** Foreign Language: Spanish, German, French – adaptable to others

### **Objectives:**

Students will understand that

- The ability to communicate with others in their native language can facilitate meaningful connections and authentic learning.

Students will be able to perform the following in the target language:

- Give directions from one point to another.
- Understand and receive directions.

### **Prior Knowledge:**

Students will build on prior vocabulary and grammar skills, such as cardinal directions, greetings, transition phrases, and prepositions to ask for and receive directions.

### **Representative Standards:**

The following standards alignment is intended to demonstrate the universal applicability of this lesson and long-term skills, knowledge and understanding that students gain as a result.

### ACTFL World Readiness Standards for Learning Languages:

#### **Communication**

- **Interpersonal** – learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive** – learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational** – learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### **Connections**

- **Making Connections** – learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.



### Comparisons

- **Language Comparisons** – learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

### Communities

- **School and Global Communities** – learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

## Common Core College and Career Readiness Standards:

### Reading

- CCSS.ELA-LITERACY.CCRA.R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.6 – Assess how point of view or purpose shapes the content and style of a text.
- CCSS.ELA-LITERACY.CCRA.R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Writing

- CCSS.ELA-LITERACY.CCRA.W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Speaking and Listening

- CCSS.ELA-LITERACY.CCRA.SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NOTE: Other standards may apply in your state or district.**



## Lesson 1: Where do we go from here?

### Introduction

This lesson is designed to give your students the vocabulary and phrases they will need to navigate urban landscapes with confidence, using the target language.

### Materials

WorldStrides city maps (1 per student):

[Paris Map](#)

[Madrid Map](#)

[Berlin Map](#)

### Vocabulary

*Suggested essential terms provided here in English. For beginners and novice learners, these terms will need to be translated into target language (TL) to provide a language base. For more advanced students, you might want to let them translate the terms on their own.*

**Directional terms:** *north, south, east, west, northeast, northwest, southeast, southwest, left, right, straight ahead, up, down*

**Prepositions:** *next to, close to, near, beyond, before, over, behind, around, “to the left/right” vs. “on the left/right”*

**Action words:** *turn, go, look, walk, keep going*

**Transition words:** *first, then, next, later, finally*

***What other vocabulary can you add to this list?***

### Other useful phrases:

*Excuse me.*

*I can't find...*

*Please and thank you.*

*I'm looking for...*

*Do you know where...?*

*You're welcome.*

*Where is the...?*

*Can you help me find...?*

### Instructions

For this activity, students will roleplay as tourists in a new city. Place students in pairs. Student A is the tourist and Student B is a resident of the city.

Give each student a copy of the map (Madrid, Berlin, or Paris). Using the landmarks in the map, have students practice asking and answering questions about how to get from one location to the other.



Allow students to study the maps and encourage use of suggested vocabulary (and any others you may want to add) when giving directions.

### **Sample Dialogue (Spanish – Madrid)**

Student A (tourist): *Hola, buenos días.*

Student B (local): *Hola*

Student A: *¿Dónde está **la Plaza Mayor**?* (basic) *¿Perdoname, me puedes decir la dirección a **la Plaza Mayor**?* (advanced)

Student B: *¡Sí, claro! Desde **el Museo del Prado**, sigue recto por **la Carrera de San Jerónimo**, pasa **la Puerta del Sol** y **la Plaza Mayor** está a la izquierda.*

Student A: *¡Muchas gracias!*

Student B: *¡De nada!*

This can also be a good opportunity for exploring differences in dialect – e.g. Latin American vs. Castilian Spanish – and regional slang. Consider some unique examples below!

### **Extension for traveling groups**

Ask students to brainstorm other sites that are not on the map that they may want to (or need to) visit during their travel program and list reasons why (this and additional questions are also included in the Class Discussion section at the end of this lesson plan). If conducting class discussion in English, encourage students to look up the names of the locations in the target language, as well as any variations in the local dialect.

For example: A corner store in Madrid is called an *alimentación*. In Berlin, you will find *Spätis*, which are known to stay open late into the night. If you are in the mood for vintage shopping, you may also want to visit the famous *Mauerpark Flohmarkt* in Berlin, *Marché Bastille* in Paris, or Madrid's Sunday market, *El Rastro*.

### **Lesson Resources**

Berlin slang: <https://theculturetrip.com/europe/germany/articles/9-berlin-slang-words-worth-knowing/>

Paris slang: <https://theculturetrip.com/europe/france/paris/articles/15-french-slang-words-to-make-you-sound-like-a-local/>

Madrid/Spanish slang: <https://www.fluentu.com/blog/spanish/spanish-slang/>



## Lesson 2: Map Halves

This lesson idea is based on a communication exercise in which one person describes an image or painting and their partner – who cannot see the image – must draw what is being described. The goal is that the resulting drawing will match the actual image as closely as possible. In this variation, instead of a painting or image, your students will be describing and drawing a map of Madrid, Berlin, or Paris. You can do this activity without the students having seen the maps before, however, due to the complexity of the cities in question, it is recommended that your students at least be somewhat familiar with the maps beforehand.

### Materials

- Copy of WorldStrides city map (1 per group)
- Blank sheets of paper cut in half (1 per group)

### Preparation

Cut maps in half and label top halves 'A' and bottom halves 'B'. Each student will need one half of the map and one half-sheet of blank paper

### Instructions

Place students in pairs and have them sit face to face.

One student in each pair will have the 'A' half of the map, while the other student has the 'B' half. Each student should also have a blank half-sheet of paper.

Students will take turns describing their half of the map with as much detail as possible to their partners. The goal is for their partner to re-draw the map on the blank sheet of paper as accurately as possible without being able to look at it – so encourage students to be descriptive!

Give students 10-15 minutes to complete their maps.

When time is up, take the two drawn halves of the map and put them together. Compare with the original city maps to see how accurate they turned out.

You can award a prize to the group that was best able to use their communication skills to create the most accurate maps.



## Discussion Prompts for Traveling Groups

Use the following questions as a worksheet for your students, as prompts for a class discussion, or put students into groups and have them prepare a presentation based on each prompt/question.

1. Think about slang that you use in your normal speech and compare with slang terms you have learned or read about in the target language you are studying. Consider the following questions: What purpose does slang serve? How do most slang words and phrases develop? How do you think the use of slang terms will affect your travel program?
2. Outside of the landmarks included on the map, what are some other sites from your itinerary that you are excited about?
3. Can you think of other sites not included in your itinerary that you might visit while on your travel program? Why might it be important to know the names of these locations in the local language and ask for directions?
4. Even if many people in your destination speak English, why is it important to speak the local language whenever possible? If you have prior travel experience to a foreign country, what were some benefits of speaking the local language? Or, conversely, what were some things you may have missed out on because you did not speak the local language?

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