Notable Trade Book Lesson Plan: *Show Way*

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Abstract

"All the stuff that happened before you were born is your own kind of *Show Way.*" This Newberry Award winning book can be used for many different types of activities. In this lesson, *Show Way* is used to teach map symbols.

| Book Summary: | Based on author Jacqueline Woodson’s own family, *Show Way* tells the story of African American women across seven generations, from slavery to freedom, through segregation, freedom marches, and the struggle for literacy. The *Show Way* was a quilt map for slaves to follow to freedom was a tradition passed down by the women in Woodson’s family as a way to memorialize the accomplishments of the past and celebrate the freedom to pursue the future. |
| NCSS Standards: | *III People, Places, & Environments Performance Standards:*  
  a) refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; b) create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs; c) use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems, map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps. |
| Materials: | At least one copy of *Show Way*, chart paper, marker, map (for each student):  
  ● pencil  
  ● clipboard  
  ● paper  
  ● quilt (for each group of five students):  
  ● felt- one yard for each group of five students  
  ● fabric scraps (assorted)  
  ● one blunt needle for each group  
  ● Embroidery Yarn  
  ● Fabric Glue  
  ● Scissors |
Objectives:

1. Using a chart, students will compare symbols on a Show Way to symbols on a neighborhood map.
2. Students will define symbols on a map as objects that represent a landform or landmark.
3. Students will identify the concept of "map" as a) a drawing of a route or region made showing the location of a place or how to get there; b) a visual depiction that shows all or part of the Earth’s surface including geographic features, urban areas, roads, and other details.

Procedures:

**Exploration/Introduction**

1) Ask, "Have you ever drawn a map for someone or given them directions to a certain place? What did you include on your map? Discuss.
2) Working with a partner, students will list things to be included on a map.
3) Share with the class and make a class chart.

**Lesson Development**

1) Read the book Show Way.
2) After reading the book, review the pages of quilts and discuss the "symbols" in the quilts.
3) Revisit the chart to compare the Show Way to the list. (They may have included things such as map key on the list and may not understand why they were not included on the quilts.)
4) Take students on a walking tour of the school and have them create a map as an explorer would by using symbols to indicate landmarks, i.e., a crayon for the Art room. They are to draw a route to a specific location such as the office or playground.
5) Have students revisit the chart and possibly add some things to their maps.
6) Have students write the directions that they would give someone using their maps. Share maps.
7) Ask, "Can you tell me what symbols on a map are? Generate a definition for symbols including objects that represent a landform or landmark.

**Expansion**

1) Tell students that they will be working in groups to create their own Show Way.
2) Have students re-examine the book for ideas for their quilts.
3) Have students plan and create their Show Way. Share.
4) Have students complete the following chart:
### Symbols

<table>
<thead>
<tr>
<th>School Map</th>
<th>Show Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
<td>Symbol</td>
</tr>
<tr>
<td><strong>What it represents</strong></td>
<td><strong>What it represents</strong></td>
</tr>
</tbody>
</table>

5) Have students compare the symbols on the map to the *Show Way*.

6) Lesson Summary: Have students briefly summarize the activities of the lesson. Ask students to describe the concept of map symbol.

### Assessment:

1) Students define map symbols as objects that represent a landform or landmark.

2) Students are able to identify symbols on their maps and *Show Way*.

### Suggested Extension Activities:

1) Students read other books on *Show Way* and other types of quilts.

2) Students interview quilt makers.

3) Students visit internet sites depicting *Show Way* and other types of quilts and maps.

### Additional References and Web Links:

- NPR: 'The Quilts of Gee's Bend'
- Jacqueline Woodson: Picture books

Follow our process of making our own *Show Way* in the pictures below.

![Figure 1: Locating a symbol (crayon) to use for the Art Room at school](image-url)
Figure 2: Selecting fabric and symbols for quilt squares

Figure 3: Completed symbol maps of the school
Figure 4: Assembling our quilt

Figure 5: Sewing the path to freedom
Figure 6: Our Show Way