

An aerial photograph of a residential neighborhood, showing a dense grid of houses and streets. The image is dark and has a greenish tint. The text is overlaid on the top left portion of the image.

4th - 5th GRADE  
WRITING LESSON  
*SEARCHING FOR HOME*  
50 MINUTES

Google

# SEARCHING FOR HOME

## WRITING WITH GOOGLE EARTH

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### GOOGLE EARTH USAGE OVERVIEW:

Teachers will **tell the story** of Saroo's journey to find his home using the Voyager Story, [Searching for Home](#). Students will **explore different map features** using Google Maps "Map Style" ([tutorial here](#)) and [Street View](#) to **foster a discussion** of the types of map features Saroo needed to accomplish his goal.

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### LESSON SUMMARY:

- Teachers will **engage** students in the true story of Saroo and his journey to find his family after 25 years.
  - Students will **explore** different types of map features ("clean", "exploration" or "everything") and the specific information each provides.
  - Students will **write** an informative/explanatory essay telling about the different map features and the information each provided to help Saroo accomplish his goal.
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### LEARNING OBJECTIVES:

- Students will **understand** that there are different types of maps and map features used for different purposes.
  - Students will **identify** different map features using [Google Maps](#) Satellite Imagery and Map Styles and determine the valuable information gained from each feature.
  - Students will **write** an informative/explanatory essay telling about the specific map features and the information they provided to help Saroo find his home.
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# SUGGESTED STANDARDS

## GRADES 4th - 5th

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4th GRADE:

[Geography Essential Elements and Standards, Grade 4, World in Spatial Terms, Standard 1](#)- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

[CCSS.ELA-LITERACY.W.4.2](#)- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.RI.4.1](#)- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.4.7](#)- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information

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5th GRADE:

[Geography Essential Elements and Standards, Grade 5, World in Spatial Terms, Standard 1](#)- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

[CCSS.ELA-LITERACY.W.5.2](#)- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.RI.5.1](#)- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.5.7](#)- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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# SEARCHING FOR HOME WRITING WITH GOOGLE EARTH

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LESSON OUTLINE WITH  
ESTIMATED TIME ALLOTMENT:

Introduce- 1 minute  
Explore/Engage- 25 minutes  
Extend- 25 minutes

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MATERIALS NEEDED:

- Access to the Voyager Story, [Searching for Home](#).
  - Access to YouTube videos embedded in the Voyager Story, [Searching for Home](#).
  - Student copies of the Map Features Guide (below) OR teachers can share the Map Features Guide with students using [Google Classroom](#).
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VOCABULARY:

Railway (noun) ([reference here](#))

1. a railway is the system and network of tracks that trains travel on.
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# LESSON PLAN

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## INTRODUCE (1 minute)

Today we are going to follow one man's journey to find his childhood home. Introduce Saroo and his journey using the Voyager Story, [Searching for Home](#).

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## EXPLORE/ENGAGE (25 minutes)

1. [Searching for Home](#) Slide 1: Saroo's journey to find his home began at Howrah Junction, the largest train station in India. Click through the photos of Howrah Junction. **Ask:** what are your first impressions of Howrah Junction? (busy, lots of people, lots of places to get lost)
  2. [Searching for Home](#) Slide 2: Read the text. Explain that people use different maps for different purposes. **Ask:** what was Saroo's goal? Students record answers on the Map Features Guide (below).
  3. [Searching for Home](#) Slide 3: Read the text. **Ask:** what information does this map provide? How did this map help Saroo reach his goal? Students record answers on the Map Features Guide (below).
  4. [Searching for Home](#) Slide 4: Read the text. Use Map Style ([tutorial here](#)) to create a custom map that shows only "transit" and "water" information. Use zoom to show the transit stations around Kolkata. **Ask:** what information does this map provide? How did this map help Saroo reach his goal? Students record answers on the Map Features Guide (below).
  5. [Searching for Home](#) Slide 5-6: Read the text. Topographic maps show details about landforms, terrain, bodies of water, forests, populated areas, and transportation routes. Use the zoom feature and Street View to compare the topographic representation to how the landforms actually look. **Ask:** What information does this map provide? How did this map help Saroo reach his goal? Students record answers on the Map Features Guide (below).
  6. [Searching for Home](#) Slide 7-14: Read the text.
  7. [Searching for Home](#) Slide 15: Read the text. Technology like Google Earth has added the element of 2D/3D satellite imagery to maps. **Ask:** what information does this map provide? How did this map help Saroo reach his goal? Students record answers on the Map Features Guide (below).
  8. [Searching for Home](#) Slide 16-18: Read the text.
  9. [Searching for Home](#) Slide 19: Play the YouTube Video.
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## EXTEND (25 minutes)

1. Students will use their completed Map Features Guide (below) to respond to the informative/explanatory writing prompt:

Different map features provide us with different information. Write an informative/explanatory essay telling about the map features that Saroo utilized in the search for his home and the specific information each feature provided to help him reach his goal.

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# INFORMATIVE/EXPLANATORY WRITING RUBRIC

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## EXCEEDING:

- Creative and engaging introductory paragraph.
  - Clearly stated main idea that fully addresses writing prompt.
  - 3 or more pieces of evidence to support main idea.
  - Interpretation of all evidence clearly relates to the main idea.
  - Information is organized in a purposeful, logical way.
  - Strong connection between ideas.
  - Use of a variety of linking words or phrases.
  - Use of domain specific vocabulary.
  - Strong command of conventions.
  - Creative conclusion that relates to information presented.
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## MEETING:

- Adequate introductory paragraph.
  - Clearly stated main idea that fully addresses writing prompt.
  - 3 pieces of evidence supporting the main idea.
  - Interpretation of 2 pieces of evidence clearly relates to the main idea.
  - Information is loosely organized.
  - Connection between some ideas, but not all.
  - Adequate use of linking words or phrases.
  - Use of domain specific vocabulary.
  - Adequate command of conventions.
  - Adequate conclusion that relates to information presented.
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## APPROACHING:

- Weak introduction.
  - Main idea is unfocused or not sustained throughout the essay/does not address the writing prompt.
  - 2-3 pieces of evidence loosely supporting main idea.
  - Interpretation of evidence does not relate to the main idea.
  - Weak connection among ideas.
  - Inconsistent use of linking words or phrases.
  - Unclear use of domain specific vocabulary.
  - Partial command of conventions.
  - Weak or lacking conclusion.
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## BEGINNING:

- Introduction is unfocused or absent.
  - Main idea is confusing or ambiguous/does not address the writing prompt.
  - Evidence is minimal, absent, or irrelevant.
  - Interpretation of evidence is absent.
  - Little or no organizational structure.
  - No use of linking words or phrases.
  - No use of domain specific vocabulary.
  - Lack of command of conventions.
  - Absent or unfocused conclusion.
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# RESOURCES

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## ADDITIONAL RESOURCES:

- Introduce the lesson by playing the [trailer](#) to the fictional portrayal of Saroo's journey, "Lion".
  - Watch the fictional portrayal of Saroo's journey in the film "Lion" on [Netflix](#).
  - Read Saroo Brierley's Memoir, [A Long Way Home](#).
  - Help students grasp the concept of a million by reading the book [How Much is a Million](#), by David M. Schwartz.
  - Have students make a list of local landmarks, transit stations, landforms, bodies of water, and climate that would help guide them home if they became lost as Saroo had.
  - Have students use Google Earth Imagery to compare and contrast how densely packed the homes are in Saroo's hometown to their own hometown.
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## OPTIONS FOR DIFFERENTIATION:

- Provide students with an informative/explanatory writing graphic organizer (below).
  - Utilize discussion techniques at strategic points throughout the lesson to scaffold student thinking.
  - Provide students with a partially completed Map Features Guide.
  - Extension: What role did modern map technology play in helping Saroo reach his home? Would Saroo be able to accomplish this task without the help of technology? Why or why not?
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## CREDITS:

Written by Sarah Schwartz Johnson in collaboration with Kelley O'Connor and Dennis Puhr.

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\*Note - this template is designed for teachers to modify for use with their grade level and standards.

## MAP FEATURES GUIDE

Saroo's goal:

Map Feature

What information does this map feature provide?

How does this map feature help Saroo achieve his goal?




## INFORMATIVE/EXPLANATORY WRITING OUTLINE

Introduction & Main Idea

Evidence & Elaboration 1

Evidence & Elaboration 2

Evidence & Elaboration 3

Conclusion