

Expanding Children’s Geographic World: Step-By-Step Activities to Help Young Children Read Maps and Globes and Use Symbols to Create Maps

Table of Contents

Acknowledgements	2
Overview: Expanding Children’s Geographic World	3
History-Social Science Standard	
Description of the Unit	
Compelling Question	
Supporting Questions	
Common Core State Standards	
Lesson 1: Relative and Absolute Location	6
Activity #1 Relative Location	
Activity #2 Absolute Location	
Lesson 2: Maps	8
Activity #1 Different Kinds of Maps	
Activity #2 My Map Book	
Activity #3 Cardinal Directions	
Lesson 3: Globes	17
Activity #1 What is a Globe?	
Activity #2 How are Maps and Globes Similar; How are they Different?	
Activity #3 Continents and Oceans	
Activity #4 Label the Continents on a World Map	
Activity #5 <i>Amelia’s Fantastic Flight</i>	
Lesson 4: Map Symbols	23
Activity #1 What are Symbols?	
Activity #2 Mapping My Desk	
Activity #3 Mapping Our Classroom Using Blocks	
Activity #4 Mapping with Symbols	
Extended Activities	27
Family Homework – Mapping a Room	
Mapping Our School	
Mapping the School Playground	
Walking Field Trip of Your Neighborhood	
Constructing a Three-Dimensional Model of a Neighborhood	
Constructing a Highway Community	
Flying High – Design Your Own Park	
Family Homework – Scavenger Hunt of Our Community	
Maps and Geography	
Buildings and How They Are Constructed	
Neighborhoods	
Singing Geography	
Resources for Expanding Children’s Geographic World	39

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The books in the Step-by-Step series for 1st Grade Teachers include:

Rules and Responsibilities
Changes – Now and Long Ago
Schools – Now and Long Ago
Expanding Children’s Geographic World

Our Nation’s Symbols and Holidays and *Expanding Children’s Economic World* will be released later this year. To hear about my latest books first, sign up for my exclusive **New Release Mailing List** by sending me an email at prisporter@aol.com.

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Overview: Expanding Children’s Geographic World

History-Social Science Standard: Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

1. using maps and globes to locate their local community, the State of California, the United States, the seven continents and the four oceans
2. comparing the information from a three-dimensional model to a picture of the same location
3. constructing a simple map, using cardinal directions and map symbols

Notes: Part 4 of the California History-Social Science Standards (how location, weather, and physical environments affect the way people live) is not covered in this unit.

By most standards, there are seven continents - Africa, Antarctica, Asia, Europe, Australia/Oceania, North America, and South America. Many geographers and scientists now refer to six continents, where Europe and Asia are combined (because they're one solid landmass). This unit refers to Australia and not Australia/Oceania. Many countries (including the United States) now recognize the Southern (Antarctic) as the fifth ocean.

Description of the Unit

Suggested Time: 6 weeks

Students begin by playing *I Spy* as they use “relative” location words to find places in the classroom and then to follow an obstacle course on the playground. Each student learns his/her “absolute” location by addressing a letter and mailing it to his/her home. In Lesson 2, after studying a variety of maps, students construct *My Map Book* with their street, city, state, country, continent, and the earth.

During Lesson 3, students compare and contrast maps with globes, and they label a world map with the seven continents and four oceans. Next, after reading *Amelia’s Fantastic Flight*, they board their in-class airplane and travel to six of the continents showing their passport and boarding passes as they enter each country. Lesson 4 provides a variety of experiences with concrete, representational and even imaginary experiences with maps. Students learn to “read” symbols on a map, and they construct a map of “My Desk.” Using concrete materials, the teacher and students construct a three-dimensional floor map of their classroom. Finally, the teacher and students use a variety of symbols to construct a map complete with community buildings.

A plethora of project-based extended activities provide multiple opportunities for students to expand their map-making skills, demonstrate their emerging spatial concepts, and use their ingenuity and imagination.

Compelling Question: Where in the world am I?

Supporting Questions:

1. Where do I live?
2. What is a map?
3. What is a globe? How are maps and globes similar and how are they different? Where are the seven continents and four oceans located?
4. What are symbols and how are they used on a map?

Common Core State Standards

A variety of strategies and activities are included in the unit that support and develop reading, writing, language, speaking, and listening standards. Several Visual Arts Content Standards are also included. The abbreviations for the standards are included below. For example, RI1.1 refers to Reading Standards for Informational Text, Grade 1, Standard 1.

Reading Standards for Informational Text

RI1.1 Ask and answer questions about key details in a text.

RI1.2 Identify the main topic and retell key details of a text.

RI1.5 Know and use various...text features (icons-symbols) to locate key facts or information.

RI1.7 Use the illustrations and details in a text to describe its key ideas.

RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards for Literature

RL1.1 Ask and answer questions about key details in a text.

RL1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

RL1.3 Describe characters, settings, and major events in a story, using key details.

RL1.5 Explain major differences between books that tell stories and books that give information.

RL1.6 Identify who is telling the story.

RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Writing Standards

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Language Standards

L1.1b. Demonstrate command of the conventions of standard English when writing. Use proper nouns.

L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*.

Speaking and Listening Standards

SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in small and larger groups.

SL1.4a Memorize and recite ...songs with expression.

SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Visual Arts Content Standards: Creative Expression

CE2.5 Create a representational sculpture based on ... buildings.

CE2.8 Create artwork based on observations of actual objects and everyday scenes.

Visual Arts Content Standards: Aesthetic Valuing

AV4.3 Describe how and why they made a selected work of art, focusing on the media and technique.

AV4.4 Select something they like about their work of art and something they would like to change.

Depth of Knowledge (DOK)

This curriculum guide includes notations for Norman Webb's Depth of Knowledge schema to identify the cognitive expectations of the standards and the curricular activities (Hess, 2013).

DOK Level	Description of the Level
1	Recall & Reproduction
2	Skills & Concepts
3	Strategic Thinking and Reasoning
4	Extended Thinking

The DOK level is assigned based on the cognitive demand (mental processing) required by the central performance described in the activity or task.

Hess, Karin, Ed.D. *A Guide for Using Webb's Depth of Knowledge with Common Core State Standards*. The Common Core Institute, 2013.

Materials Needed for the Unit:

- Envelopes and stamps for the address writing activity
- A variety of maps of the local community, a state map, a map of the United States, and a world map.
- A globe for each group of students. (Hint: Borrow them from other teachers.)
- Art supplies such as butcher paper, 12" x 18" construction paper and strips of black paper measuring 1"x12" and 1" x 18" for constructing the symbols map
- Blocks and other manipulative objects for building three dimensional maps

Lesson 1: Relative and Absolute Location

Supporting Question: Where Do I Live?

Activity # 1 Relative Location

Materials needed: Construct a set of large word cards for relative location words such as “next to,” “above,” “below”, “under,” “behind,” “far,” “near,” “around,” “left,” “right,” “over,” and “on” (Refer to Handout 1.1 on page 7).

Step 1: Using the relative location word cards (Handout #1.1), have students locate different areas in the classroom that are relative to each other. For example, “Susan is *next to* the door.” Ask students to make up sentences using a relative location word, such as, “The flag is *above* the telephone.” Determine or clarify the meaning of unknown words and use sentence-level context as a clue to the meaning of a word (L1.4). (DOK 1)

Step 2: Play the game *I Spy* to locate objects in the room. For example, “I spy an object in the room that is *near* to the door.” Students ask yes/no questions to determine the identity of the object. “Is it the clock?” Other examples may include, “I spy an object that is *next to* the flag.” Or, “I spy an object that is *below* the world map.” Challenge students to create their own “I Spy” objects, and have their classmates ask questions to identify the object (RI1.1). (DOK 2)

Step 3: Play “Simon Says” using relative location terms. Students point to the left/right, up/down, here/there, etc. when Simon says to do so. Students do not move unless the leaders says, Simon says “Face to the left of the windows.” If they do, they are out. (DOK 1)

Step 4: Create an obstacle course on the school playground for students to follow during physical education. Use large word cards printed with relative location words to provide directions for students. For example, students may have to go “over” an object, “around” another object, and “under” an object. (DOK 2)

Step 5: Ask students to describe where they live using relative location terms. For example, “I live next to Maria.” Or, “Our school is far from where I live.”

Activity #2 Absolute Location – Where I Live

Materials needed: For this activity, you will need to provide each student with a copy of his/her address.

Step 1: Explain to students that they each have an address with a number, a street name, a city and state name, and a zip code that tells where you live. The address tells the “absolute” location of your home. Ask students why it is important for them to know their address. Caution children against giving their address to strangers.

Step 2: Provide each student with a copy of his/her address. Model how to write their name and address on an envelope, using capital letters for proper nouns (L1.1b). Show them a stamp and discuss its purpose. Tuck a note or a surprise (stickers?) in each child’s envelope. After school, mail the envelopes. Ask students to bring their envelope to school when they receive it. Point out and discuss the post mark. Suggestion: Provide a bonus for students who memorize their address and telephone number. (DOK 1)

Assessment:

- Use relative location words to describe where things are located in the classroom.
- Address and mail a letter to themselves at their home.

Relative Location Word Cards

next to

next to me

around

around the table

above

above the window

below

below the flag

left

left of the door

right

right of the window

under

under the desk

over

over the whiteboard

behind

behind the book case

on

on the teacher's desk

far

far from the windows

near

near the door

Lesson 2: Maps

Supporting Question: What is a map?

Activity # 1 Different Kinds of Maps

Materials needed: Several kinds of maps, such as a map of your school and maps of the local community, a state map, a United States map, and a world map.

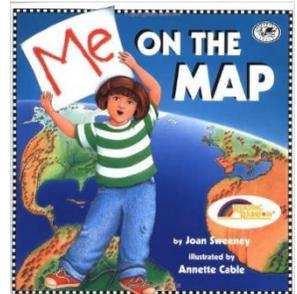
Step 1: Pass out a variety of maps and provide time for students to “read” them. Next, show the maps to the entire group, one at a time. Discuss the location of the map title and point out the compass rose (DOK 1). (Note: Symbols and the symbol key will be addressed in Lesson 4.) Ask the students to identify the basic similarities in and differences between the maps (RI 1.9). Encourage students to ask questions they may have about maps. (DOK 2)

Step 2: Ask students, “What is a map?” and “Why do you think we need maps?” Invite students to share any experiences they have had with maps. Encourage them to ask their parents to show them different maps they have at home, on their computer, on the car’s GPS, or on their cell phone.

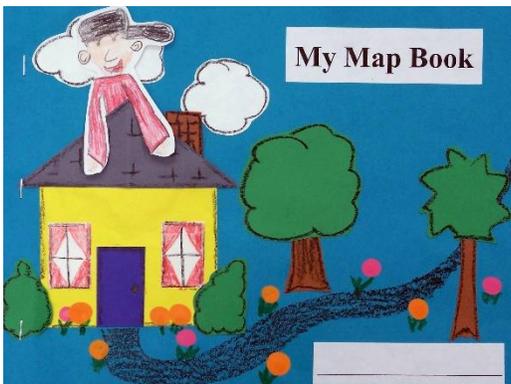
Step 3: Create a center with maps of the local community, a state map, a United States map, and a world map. Include other types of maps such as a school map, a local attraction or an amusement park, such as Disneyland or Sea World. Provide time for students to “read” the maps and identify the basic similarities in and differences between the maps (RI 1.9).

Activity #2 My Map Book

Materials needed: A copy of *Me on the Map* by Joan Sweeney; a variety of maps, including a map of your state. For each student, a copy of My Map Book (Handout #2.1, pages 11-16); 2 sheets of 8 ½” X 11” construction paper (for the front and back covers of the book), a 4” square sheet of construction paper to be cut out for the house; paper doll pattern to be cut out and colored (see page 10).



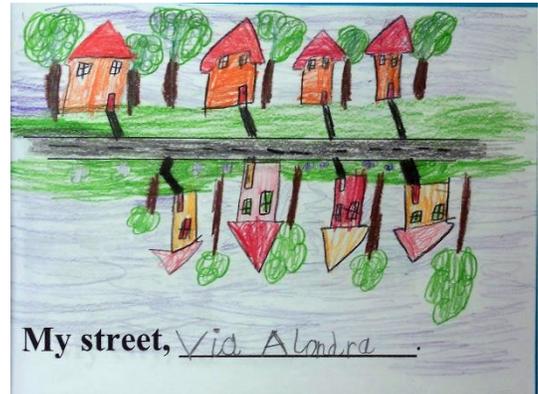
Step 1: Read the book *Me on the Map*. Discuss how the view of the child’s room, her house, and her town are drawn from a top down perspective. Help students use the illustrations and details in the text to describe its key details (RI 1.7). Determine or clarify the meaning of unknown words and use sentence-level context as a clue to the meaning of a word (L1.4). Encourage students to ask and answer questions about key details in the text (RI 1.1). Display a variety of maps to find “your place” in your community, state, the USA, and the world. (DOK 1)



Step 2: Using *Me on the Map* as a model, help students construct “My Map Book,” pages 11-16 (Handout #2.1). For the cover, provide each student with a sheet of 8 ½” x 11” construction paper. Using the model found on page 10, construct the house using the 4” sheet of construction paper. Glue it on the cover of the book, leaving an opening in the roof for the paper doll to sit when it is not “reading” the book. Each student cuts out the small figure paper doll and draws on clothing to resemble himself or herself.

Step 3: Each new page of “My Map Book” can be completed on a separate day. Provide maps and pictures related to each page. Have students add drawings or other visual displays to descriptions, when appropriate, to clarify the ideas on each page (SL1.5). Name the booklet, “My Map Book,” and include pages as listed below (DOK 2).

- My street. (Students illustrate where they live and write their street address.)
- My city. (Students write in the name of their city.)
- My state. (Students write in the name of their state, i.e., “California.”)
- My country. (Students write in “United States of America.”)
- My continent. (Students write in “North America.”)
- My world. (Students draw a picture of the earth, and write in “Earth.”)



While completing the map book, discuss proper nouns and the need to capitalize the first letter of each (L 1.1b).

Step 4: When the book is finished, staple the pages together in order. Students can then use their paper doll to practice “reading” the book. When not in use, the paper doll may rest just inside the roof of the house.

Activity #3 Cardinal Directions

Step 1: Locate north, east, south, and west in the classroom and post signs on the appropriate walls using word cards. Explain that “N” means north, “E” means east, “S” means south, and “W” means west. (Memory trick: **N**ever **E**at **S**oggy **W**affles.) Once students have mastered these locations, add extra signs for NW (northwest), SW (southwest), etc.

Step 2: Point out the compass rose on a variety of maps and explain that it shows directions on a map (DOK 1).

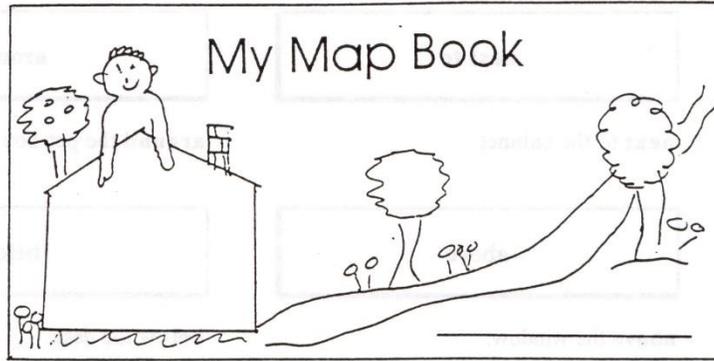
Step 3: Have students move as you give directions such as, “All students who are wearing belts, go to the north wall.” Or, “All students who are wearing tan shoes, go to the east wall.” (Students who do not move, remain in their same location.) Using their creativity and ingenuity, invite students to make up directions for their classmates to follow. (DOK 3)

Step 4: If possible, obtain several compasses and show students how to locate north using their compass. A simple compass can be made from rubbing a needle on a magnet and then floating it on a cork in a shallow bowl of water.

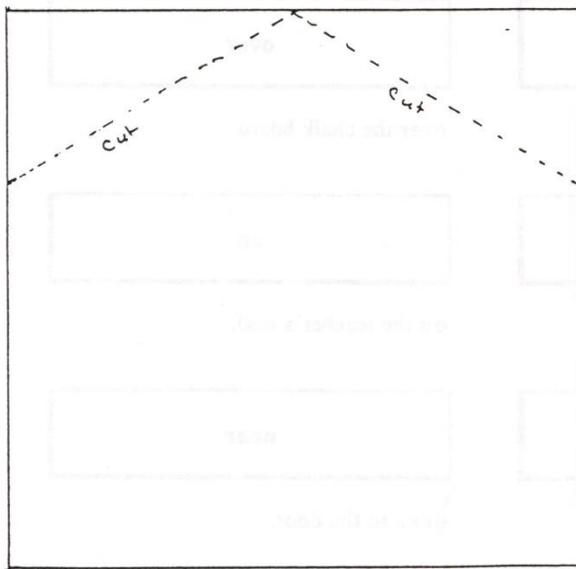
Assessment:

- Identify the parts of a map, including the title and compass rose.
- Construct “My Map Book,” including a cover, a picture of where they live, and the name of their street, city, state, country, continent, and world.
- Follow oral instructions using cardinal directions.

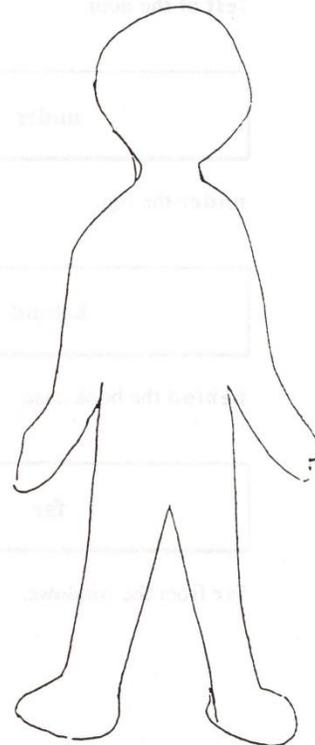
Cover for My Map Book - construction paper



Glue house on cover leaving roof open for paper doll. Paint trees, flowers, street.



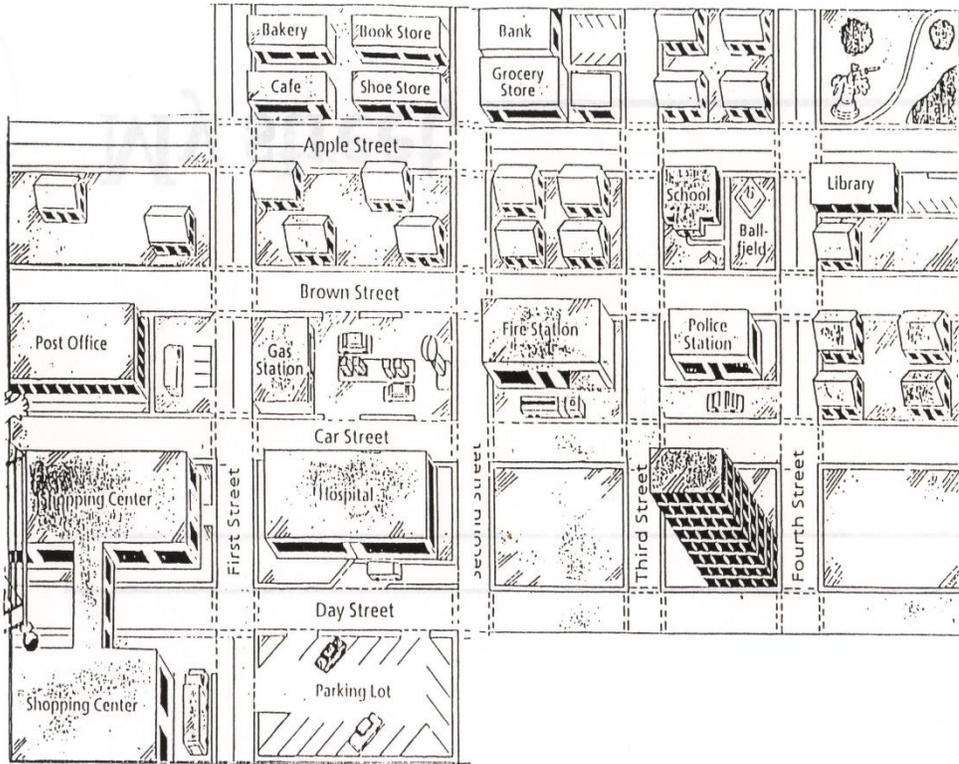
4 " square of tan construction paper to cut house.



"Person" to be colored, and cut out.

Where I Live

My street address is



The name of my city is



The name of my state is



My country is the



My continent is

My world is the

Lesson 3: Globes

Supporting Questions: What is a globe? How are maps and globes similar and how are they different? Where are the seven continents and four oceans located?

Activity # 1 What is a Globe?

Display a globe. If possible, provide a globe for each group of students to view. Give each student an opportunity to turn the globe and look at it closely. Identify the globe as a model of Earth. Explain that a model is a small copy of something. It shows what Earth looks like from space. Describe ways that a globe and the earth are similar and different. On the globe, locate the United States and note its location. Place your paper doll from *My Map Book* on your location on the globe to show where you live. (DOK 1)

Activity # 2 How are Maps and Globes Similar and How are they Different?

Explain that a map is flat, but a globe is round. Like a map, a globe shows locations of places. Compare the representation of the earth on the globe and on the map. Identify the basic similarities in and differences between maps and globes (RI 1.9). Ask, “When do people use maps?” and “When do people use globes?” Have students participate in a collaborative conversation to discuss why it is important to have both maps and globes (SL 1.1). (DOK 3)

Activity # 3 Continents and Oceans

Step 1: Explain to students that on a globe AND on a world map, each large area of land is a *continent*. Each large body of water is an *ocean*. Point out the seven continents (land) and the four oceans (water) on a world map AND on a globe. Explain that we live on the continent of North America. (DOK 1)

On a large map of the world, introduce and locate each of the continents and the oceans.

Step 2: Provide several globes and world maps for the students to study. Introduce students to an atlas as a book of maps. Provide some atlases for students to review. (DOK 1)

Have students follow directions such as those listed below.

- Find and name the continent on which you live.
- Find and name the ocean that is closest to where we live.
- Find and name the ocean that is between Australia and Africa.
- Point to and name the seven continents and four oceans on a globe.

Step 3: Teach students the following *Continent Song* sung to the tune of “Are You Sleeping?”

There are seven, there are seven.
Con-ti-nents, con-ti-nents
North and South America,
Australia, Asia, Africa,
Europe and Antarctica
Europe and Antarctica.

Help students memorize the song and sing it with expression (SL4a). Refer to page 38 for more *Singing Geography* songs.

Activity # 4 Label the Continents on a World Map

Materials needed: For each student, a copy of a world map (Handout #3.1, page 20); 12" x 18" sheet of construction paper, scissors, glue, pencil.

Step 1. Provide students with a copy of a world map (Handout #3.1) Students properly label each continent and each ocean. (DOK 1)

Step 2: Have students cut out each continent on Handout #3.1 and glue it in the proper location on a blank sheet of construction paper. Color the water blue and the continents brown. Give the map a title (DOK 2). (Optional) Using rubber stamps of the continents, a blank sheet of paper, and a copy of the world map, have students stamp each continent in its proper location.



Activity # 5 Amelia's Fantastic Flight

Materials needed: A copy of *Amelia's Fantastic Flight* by Rose Bursik. For each pair of students, a copy of *Continent Cards* (Handout #3.2, page 21) and an envelope for the cards. For each student, a copy of the Passport (Handout #3.3, page 22), cut in half and glued front to back.

Step 1: Show students the book *Amelia's Fantastic Flight* by Rose Bursik. Explain that Amelia loves airplanes so she decides to build one and take a trip around the world.

As you read the book, trace Amelia's route to fourteen countries on six continents on a world map. (Her route is shown at the end of the book and on small inset maps throughout the text.)

After reading the book, ask students to use key details to describe Amelia, the setting, and major events in the story (RL1.3). Encourage students to ask and answer questions about key details in the text (RL1.1). Ask, "Could this story really happen? Why or why not?" "What evidence do you have?"

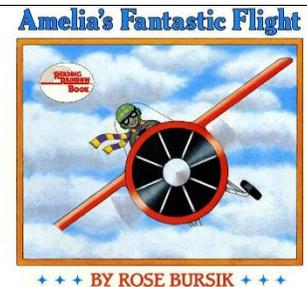
Refer to the story, *Me on the Map*, read in Lesson 2. Ask students to explain the major differences between the story in *Amelia's Fantastic Flight* and the type of information given in *Me on the Map* (RL1.5). Which type of book do you prefer? Why? (DOK 2)

Step 2: Pass out to each pair of students, a copy of the *Continent Cards* (Handout #3.2) that have been cut apart and placed into envelopes.

Reread *Amelia's Fantastic Flight*. As Amelia arrives in each country, have each pair of students work together to identify and hold up the corresponding continent card. (DOK 1)

Step 3: Explain to students that they are going to board an in-class airplane and travel to the places where Amelia traveled. Select a check-in gate agent, a pilot, and at least one flight attendant. As students check in for their flight, they show their "passport" to the gate agent, and as they enter the airplane, they show their "boarding pass" (the world map) to the flight attendant.

Retell the story, including the key location details (RL1.2). As the plane enters each new location, students place an "X" to mark the location on their boarding pass (world map).



Welcome the students' ingenuity and imagination as you replicate the flight, including the take-off and landing of the plane as you enter each of the countries. (DOK 3)

Step 4: (Optional) Turn to the first two pages of the story, "Amelia loved airplanes. So she built one." Ask students to identify who is telling the story (RL 1.6). Explain that it is not Amelia, but a person we don't see, called the *narrator*.

Using the copy/change method, help students rewrite the story substituting the pronoun "I" for the pronoun "she," so that the story is told from the point of view of Amelia. (DOK 2) The first few pages will read:

I love airplanes. So I built one.

And I took it...for a little spin.

I breezed through Brazil, and I got a kick out of Kenya, etc.

Step 5: (Optional) In *Amelia's Fantastic* flight, students enjoy the alliteration with beginning consonants on pages such as "She breezed through Brazil and she got a kick out of Kenya." Provide students with a list of other countries of the world. Each student selects one country, writes his/her own alliterative sentence with details to describe the setting and events (RL1.7), and adds drawings or other visual displays to their descriptions, when appropriate, to clarify ideas, thoughts and feelings (SL1.5) (DOK 4).

Students attach a copy of a world map (Handout #3.1) on which they identify with a large black dot the location of the country, just like the inset maps in *Amelia's Fantastic Flight*.

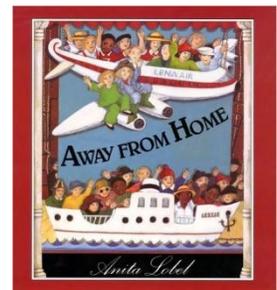
If desired, have students line up in the order of the continents they visited, and "read" their new story.

Assessment

- Orally identify the basic similarities in and differences between maps and globes.
- Label the seven continents and four oceans on a world map.
- Hold up the appropriate continent card as Amelia enters new countries.

(Optional Activity) Rearrange the desks in your classroom into continent clusters. Have students sit in cooperative groups according to their continent. Create a label for each continent, let students decorate it, and hang the sign over their desks.

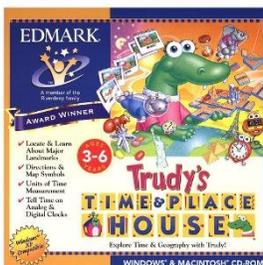
(Optional Activity) Read *Away from Home* by Anita Lobel. This alphabet book has children doing activities in different famous cities in the world. (David danced in Detroit; Paul painted in Paris.) Discuss the name of your state. Look at a U.S. map, talk about the 50 states, and find various states asking: Who's been to another state? Who has a grandma who lives in another state? Find these places on the map. Each student then chooses a state and a child's name (not necessarily his/her own name) and writes a simple alliterative sentence using the



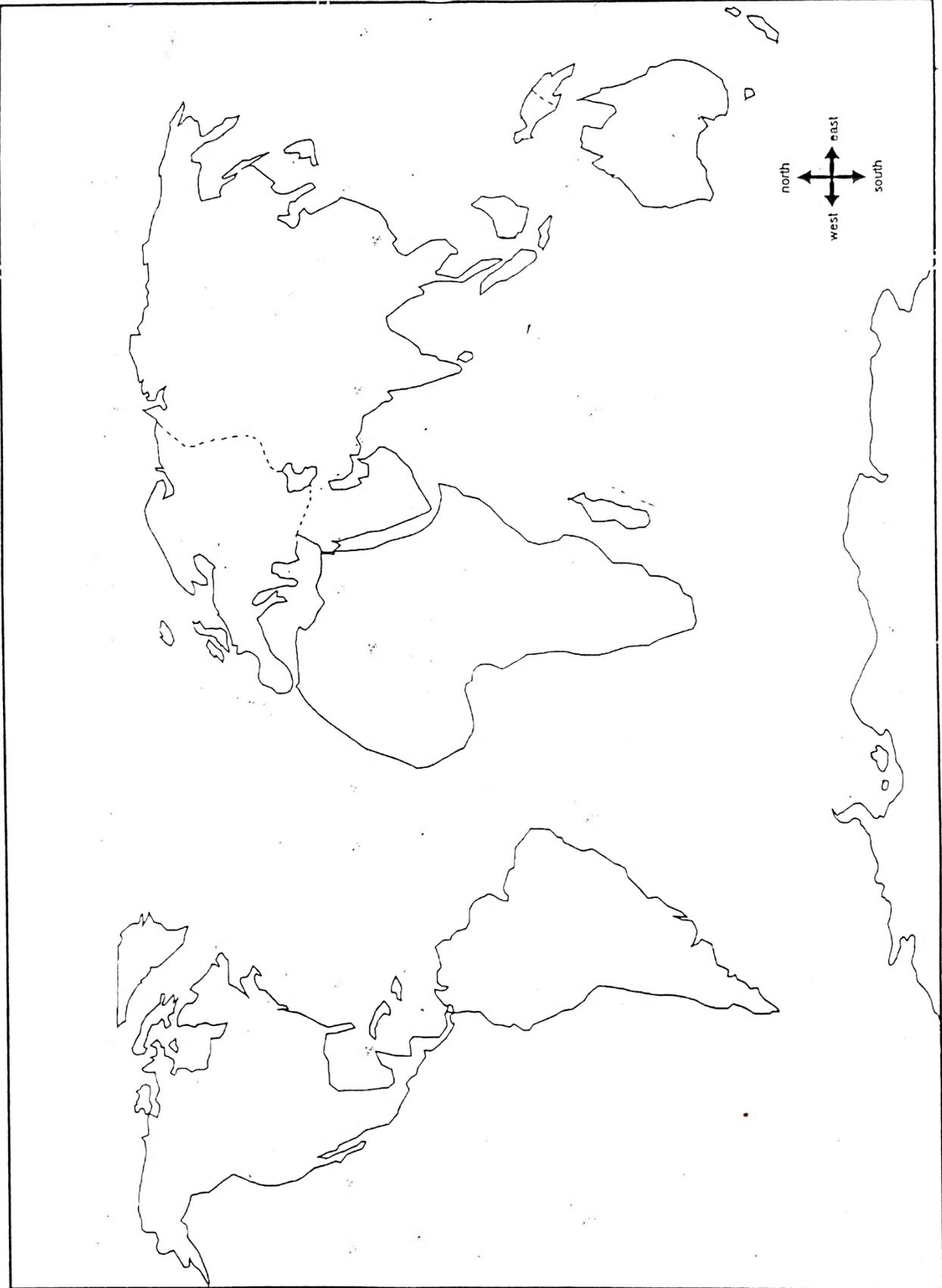
state and child's name they chose. (Patsy played in Pennsylvania.)

Finish with a picture, including a small outline of the state in the corner of the page. Assemble the pages into a class book or mount and display them on a bulletin board.

The computer program *Trudy's Time and Place House* by Edmark includes an activity where students discover the relationship between the earth, a globe, and an atlas. In another activity, students identify continents and the oceans.



The Continents of the World



Continent Cards

North America

South America

Africa

Asia

Australia

Europe

Antarctica

My Passport

First Name

Last Name

Date of Birth

Photo

-----cut here-----

As you travel to each continent, place an "X" on your location.



Lesson 4: Map Symbols

Supporting Question: What are symbols and how are they used on a map?

Activity #1 What are Symbols?

Step 1: Select an object and draw a symbol for it on the board. For example, draw a picture of the sun and ask students what it is. Draw other symbols such as a tree or a "\$" sign for money. Explain that maps have symbols or icons that stand for real things. On a map, one of the text features is the symbols (icons) key that uses shapes or pictures (RI 1.5). (DOK 1)

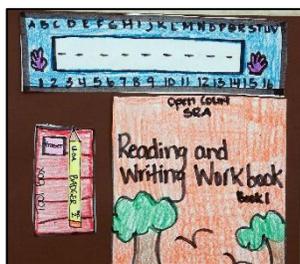
Step 2: Examine available maps to look for examples of symbols. Explain that a map key or legend is a list of the symbols on a map. Look for the map key on each map. Discuss the location of the key on the map. Using the map key, have students locate several of the symbols on the different maps (RI 1.5). (DOK 2)

Activity # 2 Mapping My Desk

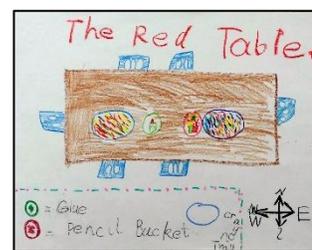
Materials needed: For each student, a collection of the same objects such as a reading book, a pencil, and a ruler, and a 12" x 18" sheet of construction paper, a pencil; a digital camera.

Step 1: Ask students to place on their desk three different classroom objects such as a pencil, a textbook and a ruler. Discuss what the symbol might look like for each object. Have several students share their suggestions and vote on the most appropriate symbols.

If possible, stand on a chair above one of the desks and take a digital photo of the objects on the desk using a camera or a document camera. Display the photo on the whiteboard. Next to the photo, draw a map of the desktop. Give it a title, such as "Beth's Desk," and create a key for the objects. Ask students to help you write a description of the map (RI 1.2). Use relative location words in the description such as, "The pencil is next to the book." (DOK 1)



Step 2: Have the students arrange the objects on their desk and draw a map of what they see using symbols for each object. Maps should include a title and a map key. Students may also add two more objects to their desktop, create symbols for them, and add these to their map key.



When the map is completed, have the students write or dictate a description of their map and share it with classmates (W1.2). (DOK 2) Ask students "What can you learn from a map?"

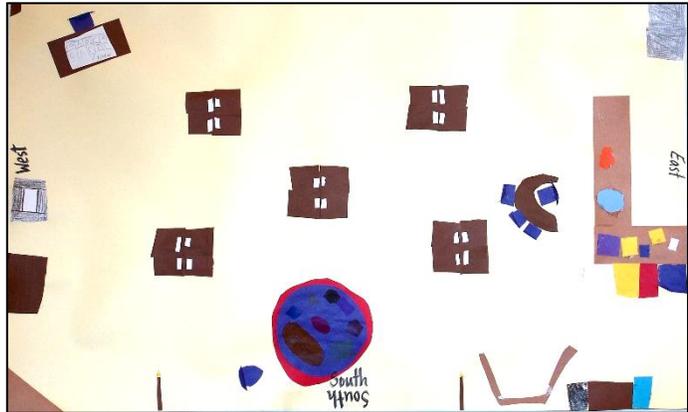
Activity # 3 Mapping Our Classroom Using Blocks

Materials needed: large sheet of butcher paper; a variety of wooden blocks (Hint: Borrow them from a kindergarten class.) or other manipulative materials to represent the "tops" of furniture found in the classroom (desks, bookcases, tables, etc.)

Step 1: Begin the classroom map by having the students sit around a large sheet of butcher paper on the floor. Ask students questions to help them decide what parts of the room to include on the map. Examples may include the teacher's desk, student desks or tables, bookcases, etc. Record their answers as a key on a corner of the butcher paper. Help them identify shapes that resemble the "tops" of classroom objects. Add these shapes to the key.

Give the map a title (such as "Our Classroom"). Label north, east, south, and west on the map. On the edge of the butcher paper, indicate the location of doors and windows.

Step 2: Using blocks or other manipulative materials, place the shapes on the paper to identify the "tops" of objects in the classroom. When all objects have been placed, trace around each shape. The shapes should then be colored to match the shapes in the key. Or, use construction paper cut-outs as shown on this map.



When completed, place the classroom map on the wall with north on the top. Have the students look at the map and follow directions such as, "Show me where the teacher's desk is located?"

For another example of a classroom map, refer to page 25 and to the Extended Activities section for *Mapping Our Classroom with a Partner*, page 35.

Activity # 4 Mapping with Symbols

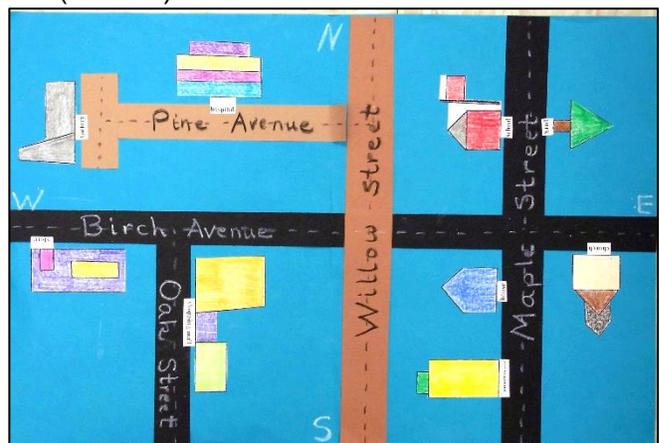
Materials needed: For each student, a copy of *Desk Map Symbols* (Handout #4.1, page 26); a 12" x 18" sheet of construction paper; two strips of 1" x 12" black construction paper and two strips of 1" x 18" black construction paper; scissors; glue.



Step 1: Give each student a piece of 12" x 18" construction paper and two strips of black construction paper, one that is 1" x 18" and a second that is 1" x 12".

Have students glue the longer strip across middle of the sheet of construction paper. Label this strip "Main Street." Glue the shorter strip in the middle of the paper perpendicular to Main Street. Label it Oak Street. Label the map with the cardinal directions of north, east, south and west. (DOK 1)

Step 2: Give each student a copy of *Desk Map Symbols* (Handout #4.1). Precut the symbols, or have the students cut them, and place them into an envelope for storage. Practice placing symbols on the map and describing the location. For example, have students locate the house on the northeast side of Main Street. (Do not glue the symbols down so they may be used for additional practice.) Locate the school on the southeast corner of Oak Street and Main Street. DOK 2



Step 3: Add another 1" x 12" and 1" x 18" strip of construction paper to the map and give these new streets a name. Continue to place symbols on the map and state the location. (It is helpful to use a document camera to model the activity as students place their symbols on their map.) Additional streets may be added. Students use relative terms to discuss locations on their map. "The hospital is across from the shopping mall. The store is next to the church." (DOK 1)

Step 4: Provide extended practice locating symbols on the map and having students use various...text features (icons-symbols) to locate key facts or information (R11.5).

Step 5: Finally, students may glue their symbols in the location of their choice. Maps that are laminated make nice placements for students to use at home.

Assessment:

- Construct an aerial view map of at least 3 objects placed on a desk. Each map should include a title, compass rose, symbol key, and should be relatively accurate in scale and placement relationships. Other items such as organization, neatness, appropriateness of the symbols may be added. Model the rubric when students construct the map of their desk.
- Use map symbols and construction paper to construct a map of the classroom.
- Construct a map using the Desk Map Symbols (Handout #4.1), and locate symbols on the map,

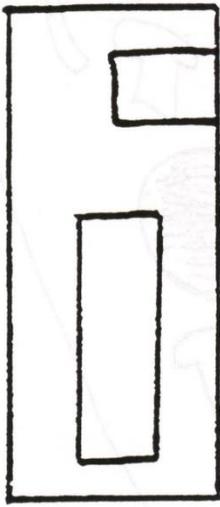
(Optional) As a family homework project, ask students to draw a map of one room in their home. Refer to the Extended Activities section (page 27) for directions for this activity and for other map making activities. (DOK 4)



Classroom map that was first made with blocks that were then replaced with construction paper cut-outs.

Desk Map Symbols

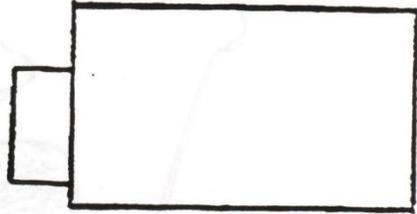
Later let the students develop their own symbols.



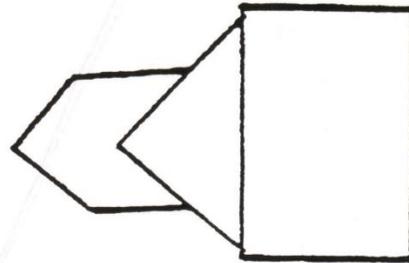
store



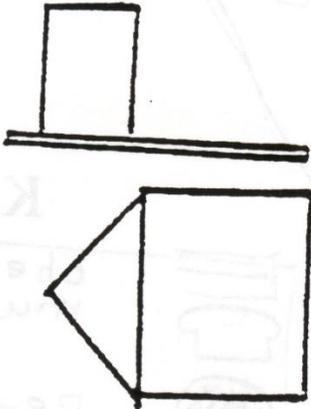
hospital



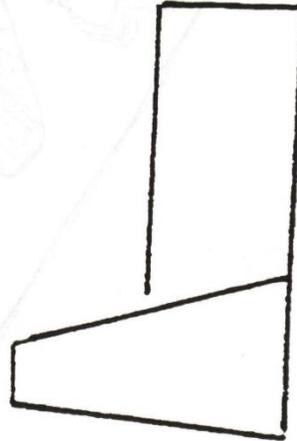
apartment



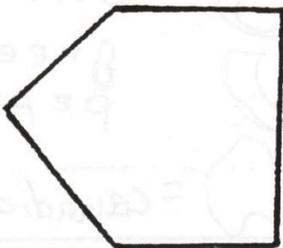
church



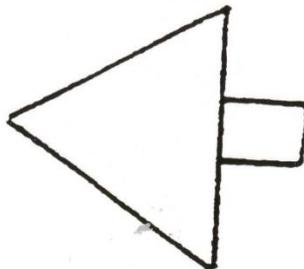
school



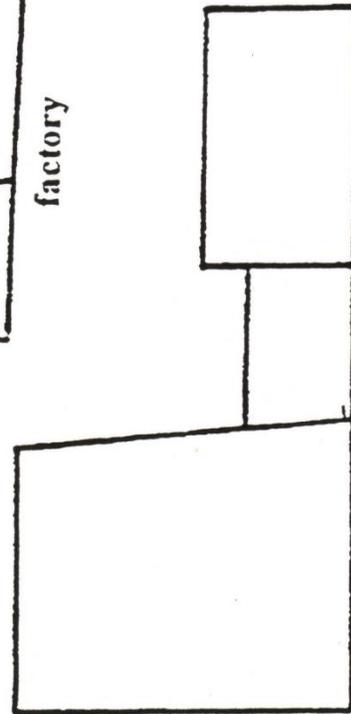
factory



house



park

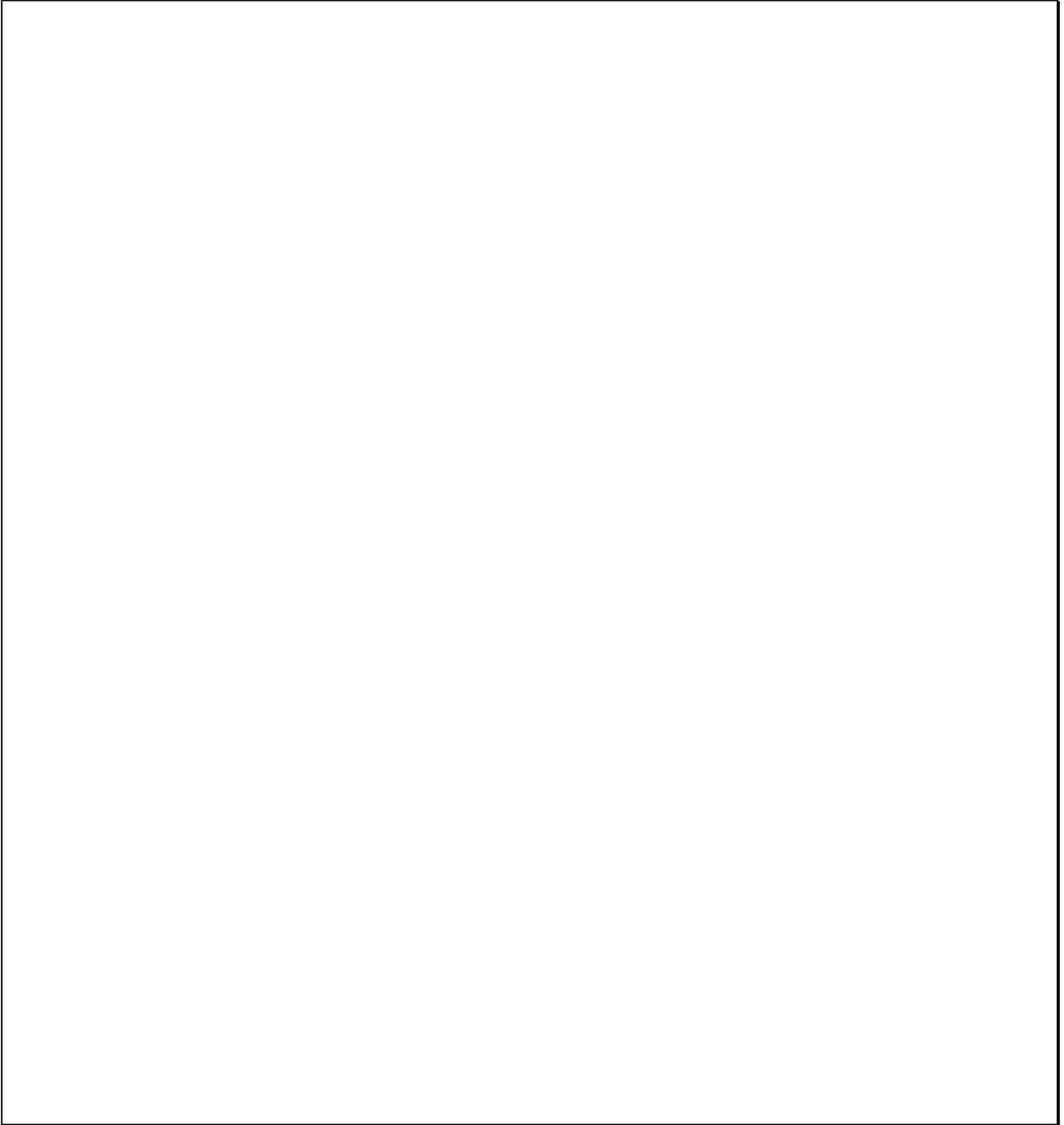


shopping mall

Extended Activities

Family Homework – Mapping a Room

In the space below, please help your child draw a map of one room in your home. Draw the map from above as a bird might see it looking down from the ceiling.



Name _____

Mapping Our School

To construct a map of your school, prepare small clipboards for students by using chipboard or mini chalkboards and a big clip. These will be used by pairs of students as they move about the school recording information on their map. If desired, make little hats or pins for students to wear that identify them as “Student Cartographer.” Explain that cartographers are map makers.

Plan to map the school in a series of short walking trips. Locate a map of the school from the office and use it as a template to draw different sections of the school. First ask students to visualize a mental map of their school. What does their map include?

In advance of the lesson, create a map of your school that includes only the six to eight classrooms that are closest to your room. Mark your room number on the map and duplicate the map for students. Direct each pair of students to place the map on their clipboard. Begin a walking trip to locate each of the rooms on the map. Show students where to record the room number on the proper map location. When you return to the classroom, create a large version of the map on the bulletin board and fill in the room numbers. If possible, take digital pictures of the classroom teachers and post these in the proper location on the large classroom map.

Continue to take walking trips until the entire school is represented on the map. It is helpful to divide the school into at least four different sections and map one of them at a time. The teacher may need to draw at least the walkways on the paper and let the students fill in the other parts of the map. Create a title for the map, a symbol key, and add a compass rose.

Mapping the School Playground

Divide students into cooperative learning groups of four to make a map of the school playground including a title, symbol key, and compass rose. Remind students that a map shows what a place looks like from above. (Hint: Rather than the entire playground, you may wish to have the students map just the kindergarten playground.)

Provide clipboards for each group to rest their paper on as they go out to the playground to study its layout and sketch ideas for their map.

Brainstorm a list of the objects that are located on the playground. When the list is complete, have the students work with their group to create symbols for each of the objects to be included on their map. These may be the swings, baseball diamond, lunch tables, kindergarten play area, etc.

Have each group share their symbols and invite the rest of the class to guess what each symbol is and evaluate its appropriateness. If your school does not have a playground, have the students design their own park.

Assessment:

- Work with a partner and with guidance from the teacher, students construct a map of the school and a map of the school playground.

Walking Field Trip of Your Neighborhood

Explain to students that you are going to take a walking field trip of the neighborhood around the school. Ask them what types of things they will see in addition to houses. Have the students dictate or do a quick draw of what they think they will see. Categorize the topics into groups such as homes, stores, services (such as a post office). Have students bring the clipboard used earlier to map the school. This will be used for recording types of structures seen on the trip.

Because this lesson calls for leaving the school grounds to map the neighborhood, certain safety issues have to be considered. First, check to see what types of permission slips are necessary for a walking field trip. Next, plan out the route for each trip by walking it in advance yourself. Note potential distractions and safety concerns. Some neighborhoods are more dangerous than others, either in terms of human or topographical hazards. Be sure your class has experience walking in a line with a partner.

Enlist the assistance of parent volunteers, team with another teacher, or use cross-age tutors to help you on the trip. Different neighborhoods lend themselves to different geographic and economic lessons. A rural neighborhood may yield a map that includes natural landmarks such as a special tree or giant boulders, whereas a city map may include more human characteristics. Suburban and rural children may not have a commercial area within walking distance. If possible, plan a trip to a small, local shopping center.

On the walking field trip, look at different types of homes and structures in the local neighborhood. Observe the styles, colors, materials used, size and shapes of the buildings, etc. Ask, "Are there clues to tell how old the building is?"

Take a camera on the walking field trip to record photos of some of the buildings that you see. After the trip, have students dictate or draw things that they observed on the walking field trip. Compare this to what they predicted they would see.

It is recommended that the walking field trip be completed in four different segments, about one per week. Each time, proceed in a different direction. The walk can be tiring and it is better to keep it shorter than to try to accomplish too much at one time. Bring along plenty of supervision to attend to safety issues and to assist students as they record what they see. Try to include a commercial area on at least one of the walks.

Using Google maps, zoom in to the area that shows your school. The map can be used to chart walking field trips, locate home and school, locate historical sites, study the symbols found on a map, locate businesses, and identify local transportation routes and recreation sites.

On a sheet of butcher paper, draw a large map of your school's local attendance area for the bulletin board. (Hint: Project the Google map of your neighborhood on to a sheet of butcher paper.) Have the students post their home in the proper location.

Construct a Three-Dimension Model of a Neighborhood

Note: If you construct the actual neighborhood, it is recommended you take walking field trips of your neighborhood before completing the activity. It is not necessary to reconstruct the actual neighborhood around your school. An imaginary neighborhood may be used instead.

Preparation: Cover a table with paper and paint or use strips of construction paper to represent the streets in the neighborhood. Put the school in the center and work outward, keeping in mind that the students' building sculptures will be placed along the streets. It is not necessary to have a perfect scale, the aim is concept development.

Step 1: On a large sheet of butcher paper, construct a map of your neighborhood using blocks or other three dimensional objects to represent buildings. Explain to students that their task is to replace the blocks by using a cardboard box or a milk carton to create a piece of artwork (a building sculpture) based on their observations of actual objects and everyday scenes in the neighborhood (CE 2.8).

Provide a variety of art media students can use to create a representational sculpture based one of the buildings in the neighborhood (CE 2.5). (Hint: sand the wax off the milk cartons before painting or use construction paper to cover the boxes.) As an option, you can use a photograph of each building and mount it on the front of the box. Gradually replace the blocks on the map with buildings designed by the students.

Step 2: Have each student describe how and why they made their selected work of art, focusing on the media and technique (AV 4.3). Encourage them to select something they like about their work of art and something they would like to change (AV 4.4).

Using the maps the students completed on each neighborhood walking trip, label the streets and have students place their home accurately on the map. Gradually add other landmarks and community buildings to the map. Ask the students to dictate information about their map of the neighborhood. What does the map tell us?



Map of a community on butcher paper with masking tape for streets. The map was constructed after several walking trips of the neighborhood.

As an option, construct a map of the neighborhood using cut construction paper. (See the map at the left.) Create symbols to show the different types of buildings. Ask students to observe carefully what is in the neighborhood around their home. Ask students to describe where they live. "How can you tell your home from your neighbors' homes?"

Ask students to draw a map of the street where they live including as much information from their "mental map" as possible. Draw their own home and other houses or apartments on the same street. Include the street name and number of their house.

This activity can be a Family Homework Project or done individually by each student. Adjust the requirements of the activity depending upon the geographic area where your students live. If safety is an issue, consider having students select a map of an imaginary community as their project.

Constructing a Highway Community

Materials needed: a long strip of butcher paper (15 to 20 feet long); empty milk cartons, cereal boxes, etc. (to represent buildings); tempera paints and brushes; construction paper scraps, glue, crayons, marking pens; toy cars,

During this activity, the students will:

- Think of needs people might have when traveling along a highway.
- Create simulated services for highway travelers.
- Develop a mental map of the simulated highway community.
- Construct a highway community using the butcher paper and empty cartons.

Preparation: Move the furniture from an area of the classroom and stretch the butcher paper down the middle of the floor. Have students sit along each side of the paper strip. Tell them the strip is a highway connecting two distant towns.

Step 1: Drive a toy car along the highway and tell students it takes hours to drive from one town to the other. Ask the children to think of some of the things that might happen as one drives along the highway. (Needing gasoline, getting hungry, getting tired, getting sleepy, have a flat tire, having car trouble, etc., are some of the things likely to be mentioned.)

Lead students in a discussion of the services that might be needed along the highway. (They will likely mention a gas station, a fast-food restaurant, a motel, a convenience grocery store, a bank, and the like.). As the highway community grows, other needs will surface: churches, homes, a power company, a bank.

As services, businesses, and facilities are mentioned, ask for someone who will operate the gas station, the restaurant, etc., and ask that student to select a carton he/she can decorate and place along the highway. Explain that his/her task is to create a piece of artwork (a building sculpture) based on their observations of actual objects and everyday scenes (CE 2.8).

Step 2: Provide a variety of art media students can use to create a representational sculpture based one of the buildings along the highway (CE 2.5). Encourage them to be creative in the art media they select. (Note: If tempura paint is used to paint wax-coated cartons, add a little dish detergent so the paint will stick to the surface. Or, open up the seams of the box, decorate the blank insides, and reassemble the box inside out.)

Step 3: Have each student describe how and why they made their selected work of art, focusing on the media and technique (AV 4.3). Encourage them to select something they like about their work of art and something they would like to change (AV 4.4).

Help students decide the best locations for their businesses. and place them appropriately in the highway community.

Lead students in a discussion to decide on a community name and to think about problems that might occur, such as the need for law enforcement for speeders and crime prevention.

Step 4: (Optional) Have students work in cooperative groups to draw large maps of the highway community on butcher paper, construction paper, or the like, using marking pens and tempera paints. Hang the maps as exhibits around the room.

Family Project Homework

Scavenger Hunt of Our Community

Dear Parents,

Our class is studying about our community. You can help by taking your child on a “car trip” to different locations within our community. Please visit at least five of these places, check off the places visited, and write the name and address of each location in the spaces provided. (It is not necessary to go into the place, but it would be more meaningful if you do.) The more places you take your child and discuss with him/her why we need that place in our community, the more understanding he/she will have. If possible, please take a close-up photo of each location you visit to share with our class.

Find a **school** in your community.
Which one did you choose?

Where is it?

Find a **library** in your community.
Which one did you choose?

Where is it?

Find a **park** in your community.
Which one did you choose?

Where is it?

Find a **fire station** in your community.
Which one did you choose?

Where is it?

Find a **grocery store** in your community.
Which one did you choose?

Where is it?

Find **another type of store** in your community.
Which one did you choose?

Where is it?

Find an **office building** in your community.
Which one did you choose?

Where is it?

Find a **business** in your community.
Which one did you choose?

Where is it?

Find **City Hall** in your community.
Where is it?

Find a **place for entertainment** in your community.
Which one did you choose?

Where is it?

Find a **church**, synagogue, or mosque in your community.
Which one did you choose?

Where is it?

Find a **post office** in your community.
Which one did you choose?

Where is it?

Find a place to **ride public transportation** in your community.
Which one did you choose?

Where is it?

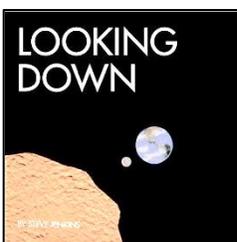
Find a **historical site** in your community.
Which one did you choose?

Where is it?

Adapted from Jane Berg, Little Lake City School District

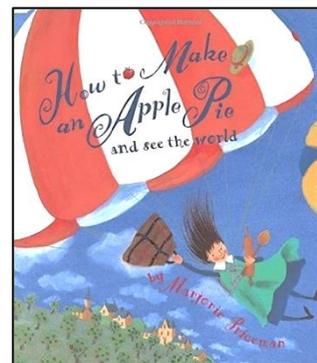
Maps and Geography

- **Streets and Addresses.** Students learned their address in the “Absolute Location” section of Lesson 1. In this activity, they learn how numbers are organized on streets. Using large strips of butcher paper or pieces of masking tape, mark off “streets” in your classroom and give them street names. Place chairs along each side of the street and give each chair an address. Point out that the numbers are sequential and that odd numbers go on one side of the street and even numbers on the other side. Have students practice locating different addresses. You may also wish to place student desks along “streets” in your classroom and give each student an address.
- **Mapping Our Classroom with a Partner.** In this activity, students work together in pairs to construct their own maps of the classroom. Use shapes cut from construction paper to represent desks and chairs, bookcases, workstations, the teacher’s desk and chair, and other classroom objects. Have the students decide what shapes best represent each of the objects. Assist students as they design their own symbol key. After students have completed their maps, check their understanding by asking them to locate certain items on their map. Maps should include a title, compass rose, and a key or legend, and be relatively accurate in scale and placement relationships.



- **Looking Down.** Read *Looking Down* by Steve Jenkins, a wordless book that discusses what things look like from the top side and how they change as we get closer to them. The book starts by seeing the world from outer space and ends by viewing a ladybug through a looking glass using a “top” perspective.

• **How to Make an Apple Pie and See the World.** Ask students if they like to eat apples. If desired, bring in different types of apples and let the students taste them. Ask students if they have ever eaten an apple pie. Explain that in the story, *How to Make an Apple Pie and See the World* by Marjorie Priceman, a baker, wants to make an apple pie, but there is a problem - the market is closed. The baker must travel to different parts of the world to locate the necessary ingredients. Ask students to predict what ingredients the baker might need. Read the story through the first time without stopping. Ask the students to help you retrace the baker’s journey around the world to identify where each ingredient was gathered:



semolina wheat
milk

eggs
sugar cane

cinnamon
apples.

After reading the story, you might want to make apple sauce or even apple pies. The recipe for pie is included at the end of the book along with other apple-tasting activities.

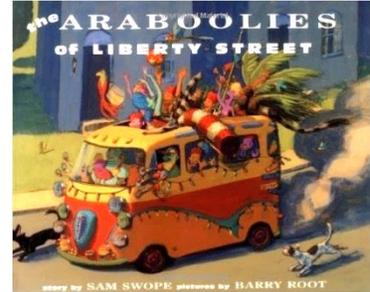
- **Route to School.** Ask students to describe the routes they follow to go home from school. Using a map of the community, or Goggle maps, have students locate their home and the school and write out directions to get from the school to home.

- **Map a Slice of Pizza.** Have students map a slice of pizza. First determine the items that will go on the pizza such as pepperoni and mushrooms. Draw symbols for each ingredient. After students have drawn their map, have them give it a title, create a symbol key, and then dictate or write a description to accompany the map.
- **Treasure Map.** Hide a “treasure” in the classroom. Make a map that students can follow to find the treasure. Have students create their own treasure maps.
- **Map of an Imaginary Zoo.** Create a map for an imaginary zoo. Include symbols to show where the different animals are located.
- **Maps of Storybooks and Fairy Tales.** Create maps for *The Three Bears*, *Little Red Riding Hood*, *Hansel and Gretel*, or *Cinderella*. Add the characters and events from the story to the map. Read *The Little Red Hen*. Brainstorm all the places that would need to be on a map of the story. Include items such as the porch where the dog likes to lie, the fireplace where the cat curls up, the road to the mill where the hen takes the flour, etc. Other good books to use are *Peter Rabbit*, *Jack and the Beanstalk*, and *The Three Pigs*. You can also use nursery rhymes such as “Jack and Jill,” or students can make a map of the song, “Over the River and Through the Woods.”
- **Kid City Map.** Have students work cooperatively in groups to construct or draw a map of “Kid City,” an imaginary city they would like to visit. Include items such as roads, streets, freeways, railroad tracks, lake, park, river, ocean, a school, etc. Provide practice paper for students to sketch where the essential items will go. Each map should include a title, a map key, symbols, cardinal directions, a compass rose, the student’s name, and words that label things.
- **Alphabet Map.** Have students make an Alphabet Map that must have cities, towns, and geographical features that begin with different letters of the alphabet.
- **Grid Games.** Play grid games such as Tic Tac Toe and Battleship.

Buildings and How they are Constructed

- **Buildings in Our Neighborhood.** Take a walking field trip to identify different types of buildings in the local neighborhood. Ask, “Why are different types of buildings built?” Compare the differences between buildings built now and those built long ago in terms of materials, type of structures, and floor plans. Discuss how technology has changed the process of constructing buildings today. (See pages 30-31 for detailed instructions for making a neighborhood map.)
- **Architect Guest Speaker.** Invite an architect to visit the class. Show floor plans of different types of homes and have students “read” the floor plans. Students can then draw the floor plan of a room at home and/or the floor plan for their “dream” house.
- **Constructing Buildings.** Construct homes and other buildings using legos, Lincoln Logs, or blocks. Or construct different types of structures using hammers, nails, saws, wood, and other construction materials.

- **The Three Pigs and Their Homes.** Read *The Three Pigs* and discuss the materials used to build their homes.
- **My House.** Listen to the song “My House” by Crosby Stills, Nash, and Young. Deja vu album, 1970.
- **The Araboolies of Liberty Street.** Read *The Araboolies of Liberty Street* by Sam Swope. All the houses on Liberty Street look identical until the whimsical and boisterous Araboolie family moves in, paints their house with red and white zigzags, decorates it with flashing colored lights, and hangs toys from the trees. General Pinch and his wife hate anything that looks like fun or anyone who is different. When they threaten to call in the army, the children of the neighborhood paint all the houses with colorful designs so that no one house is the same. The result is a message about tolerance delivered with humor and fantasy.



Neighborhoods

- **Taking a Walk.** Before taking a walking trip around your neighborhood, read the book *Taking a Walk/Caminando* by Rebecca Emberly. This book is written in both Spanish and English. The purpose of the book is more for word recognition in the two languages than it is to introduce a walking field trip in the neighborhood.
- **Adaptations.** Describe ways that people have adapted to or changed the environment where you live. Examples would include adding air-conditioning and heat tolerant plants.
- **Why is it There?** Ask students to suggest reasons for the location of items such as stop lights, stop signs, fire hydrants, and fences.
- **Study Photographs of the Community.** Collect and display photographs of places in your local community such as the library, a park, City Hall, office building, public transportation location, type of entertainment, grocery store, post office, a historical site, school. If possible, use magnifying glasses for studying details in the pictures.
- **Taking Pictures.** Provide a disposable camera for students to check out and take home during the course of the unit to take photographs of places they visit in their community. Make a class book or bulletin board of the photos.
- **Improve the Neighborhood.** Discuss and make plans for ways to improve your neighborhood, e.g. plant flowers or pick up litter.

Singing Geography

The Continent Song

(sung to the tune of "Clementine")

North America
South America
Across the Atlantic
To Africa
Europe, Asia
Down to Australia
And finally, Antarctica.

Seven Continents Song

(sung to the tune of "Brother John")

There are seven,
There are seven,
Con-ti-nents, Con-ti-nents
North and South America,
Australia, Asia, Africa,
Europe and Antarctica,
Europe and Antarctica.

Continents of the World

(sung to the tune of "This Land is Your Land")

This world is your world,
This world is my world,
From South America
To Asia and Africa
From North America
To Europe and Australia,
This world belongs to you and me.

Earth's Four Oceans

(sung to the tune of "My Bonnie Lies over the Ocean")

Atlantic is one of our oceans;
Pacific and Indian, too.
The Arctic is often forgotten.
I'll try to remember, won't you?
Arctic, Atlantic, Pacific and Indian too
Earth's four oceans;
I'll try to remember won't you?

Resources for *Expanding Children's Geographic World*

Books marked with an * are highly recommended for this unit.

*Bursik, Rosie. *Amelia's Fantastic Flight*. Harcourt School Publishers, 1999. A young girl builds her own airplane and flies around the world, "freezing in Finland," "charmed by China", and getting a "kick out of Kenya" - before returning home for dinner.

Cuyler, Margery. *Roadsigns: A Harey Race with a Tortoise*. Illustrated by Steve Haskamp. Winslow Press; First Edition, 2000. Lots of real and made-up road signs have been added along the route of Aesop's classic fable.

Fanelli, Sara. *My Map Book*. Harper Festival, 2001. A collection of maps provides views of the owner's bedroom, school, playground, and other realms further away.

Hartman, Gail. *As the Crow Flies*. Illustrations by Harvey Stevenson. Aladdin, 1993. This story shows the views a crow sees as he travels from country to town to city. It shows maps of these views so the students get the idea of a "bird's eye view" in map making.

Hoban, Tana. *I Read Signs*. Greenwillow Books, 1987. This practical book includes thirty brilliant color photographs of signs and signals frequently seen along the street. It is useful to prepare students for potential safety hazards when taking walking field trips.

Jenkins, Steve. *Looking Down*. HMH Books for Young Readers, 2003. This book illustrates looking down at the world from outer space and honing in on the earth all the way down to a ladybug.

Lobel, Anita. *Looking Down*. Greenwillow Books, 1994. This alliterative alphabet book takes the reader on a globe-trotting adventure as letters and various word cities are visited.

Nunn, Tamara. *My Global Address: Learn to Read, Social Studies*. Creative Teaching Press, 1998. Concept of neighborhood, city, and state.

Priceman, Marjorie. *How to Make an Apple Pie and See the World*. New York: Dragonfly Books, 1996. Travel around the world to find the ingredients for making an apple pie.

*Sweeney, Joan. *Me on the Map*. Illustrated by Annette Cable. Dragonfly Books, 1998. A child describes how her room, her house, her town, her state, and her country become part of a map of her world. Colorful and well-illustrated, the book includes concepts about the world around "Me."

Computer Resource: *Trudy's Time and Place House*. Redmond, Wash.: Edmark, 1995. CD-Rom. Mac/Windows. This engaging computer program includes activities for mapping, direction skills, and discovering the relationship between the earth, a globe and an atlas. Students will discover the relationship between the earth, globe, and atlas, identify continents and oceans, and develop mapping and direction skills. Also, includes time concepts.