

Me On the Map

Map Study/ Why and How We Use Maps!

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Grade Level	Kindergarten	**Time Frame**	30 minutes
Subject	Social Studies	**Duration**	4-5 class periods

Essential Question

How can understanding physical features help you describe your surroundings? Why is knowing about maps and globes important?

Summary

This lesson introduces young students to the concept of maps as representations of places and gives students the opportunity to explore and learn why and how people use maps. Particular focus is on where the students are located in relationship to the world around them. This concept is introduced using the book "Me on the Map" by Joan Sweeney. Students create a classroom map and practice using the language of location to move around using their maps.

Snapshot

Engage

Students share what they know about maps and complete a KWL chart.

Explore

Students discover what a map looks like by exploring a variety of maps. The main focus is on discovering that maps have symbols, colors, lines, titles,directions, shapes and they are about places. Additions are added to the K and the W of the KWL chart.

Explain

The book, “Me on the Map” is read to the children. After a discussion of the book students follow the reverse sequence of the book at look again at the maps previously explored. They try to locate their continent, country, state, and town. Specific vocabulary words are introduced and emphasized at this time.

Extend

Students make a map of the classroom and use the language of location (*inside, next to, between, above, below, near*) to practice using the map. Learnings are added to the KWL chart.

Evaluate

Students create class books showing maps and drawings of where they live. Students make these books either in groups or individually.

Standards

Oklahoma Academic Standards (Kindergarten)

K.2.1: Explain that a globe is a model of the Earth and that a map is a drawing of a place; construct basic maps.
K.2.2: Identify basic cardinal directions and relative location terms.
K.2.3: Identify the shape of the state of Oklahoma on a map.
K.2.4: Explain that the school is part of a larger community and one's community is within the state of Oklahoma.

Materials

- Different kinds of maps (state, country, world, folded, wall, brochures, Google Earth, a globe, maps on iPad/computer and etc...)
- Book "*Me on the Map"* by Joan Sweeney or storybook video
- Large poster or paper for creating the KWL chart and classroom map
- Crayons, scissors, glue, tape and pencils

Engage

Teacher's Note: Lesson Preparation

- You will need to have a variety maps available for your class to explore. Examples can include: state, local, city, town, topographic, highway, world, USA, map puzzles, parks, school, a globe whatever is available and would interest your students.
- You can print maps free at this website http://www.yourchildlearns.com/megamaps.htm
- Make a KWL chart on chart paper and label it **What We Know About Maps.**
- You may also want to start a word wall chart for this unit, adding words to it as the class progresses through the lesson.

Start the lesson by asking students if they know what a map is? As students share what they know, build your questions from their responses.

Some suggested questions are:

- What are some reasons people use maps?
- Who uses maps?
  Have you used a map?
  Do you know someone who has?
- Are there different kinds of maps?
- Has anyone seen a map on a phone or computer?
- Does anyone see a map in the classroom?
- Why is it important to know how to use a map?

Start the **What We Know About Maps** KWL chart by writing in the **Know** column things your class knows and agrees on about maps. (You want the KWL chart to reflect accurate information, so if students offer incorrect information it is okay to record that information but mark it with a ? so students will know that this fact needs some checking.

Vocabulary: **maps**

Explore

Students will discover what a map looks like by exploring a variety of maps. Some students will be able to read names of towns, and directions but at this grade level the main focus is discovering that maps have symbols, colors, lines, titles, directions, shapes and are about places.

Place the maps around the room, (on tables, the floor or in the center of a circle). Encourage students to look and just see what they can find on the maps. As you walk around the room listen to their findings and prompt students to explore more by explaining the meaning of specific symbols. Such as, the blue lines are rivers, green trees mean there is a forest, blue ovals might be lakes, and so on.....

Pull the class back together and discuss the groups findings. You can add some of these to the **Know** column of the KWL chart. Then move on to helping the class formulate a few questions for the **What I Want to Know** column.

Introduce the globe as a model of the Earth. Tell students that a globe is similar to a map, and shows some of the same things but a map is a drawing of a place and a globe is a model.

Vocabulary- **map, symbols, globe, Earth**

Explain

Read to the class the book, “Me on the Map” or watch the video of the book being read. It is recommended that the book be read more than one time so you can pause for discussion and talk about each map.

While reading the book ask students questions about the character in the story and in what ways the character is like them. Then introduce the concept of how the character is going from a small location (her bedroom) to a very large location, the Earth.

Follow the reverse sequence of the book as you have students search the previously explored maps to locate their continent, country, state, and town.

Ask Students

- *What is the shape of our state?*
- *Is our hometown on the state map?*
- *Where do you think our town/city is located on the map?*
- *Where is our school located?* Label the places using sticky notes.

Discuss and post vocabulary: **cartographer, map, globe, state, country, city, continent.**

Wrap-up or Warm-up

Revisit the KWL chart and have the students share some of the things they have learned about maps. Add these to the **Learn** column of the KWL chart. Then revisit the **What I Want to Know** column and give students the opportunity to add additional questions to the chart.

Extend

Teacher's Note: Lesson Preparation

During the extend the class creates a **Map of the Classroom**.

- Decide if you will have your class create their map using a birds-eye-view or create the map of each wall/floor separately as a flat plane.
- Using a large sheet of bulletin board/craft paper, draw the shape of the classroom leaving an open space for the door(s). You can provide cutouts of the large furniture, rugs, and other equipment in the classroom or have students draw or cut these out of construction paper.
- Write each student's name on a sticky note.
- Provide markers and tape for putting the map together.
- Label the walls in your classroom with the identifying directions; North, South, East, and West

Review the purpose(s) of a map by explaining that a map shows where things are located. Emphasize that a simple map of the classroom is a small model that represents something that is really much larger.

Show students the shape of the classroom drawn on bulletin board paper. Start with one wall and ask: *What are these boxes or openings for?* (door[s], windows) Then use a cutout or a drawing of an item and have students decide which item in the class it looks like. Use the language of location (*inside, next to, between, above, below, near*) to talk about where it is located in the room, and then place the shape in the correct location on the map. Talk about and count other items in the classroom that could be included on the map, such as computers, desks, bookshelves, or chairs.

You can complete the map as whole class or assign groups of students to map sections or walls of the classroom.

Practice Using the Map

Students will be walking on the map with their fingers to show how to move around on the map. For example, ask a student to use their fingers to walk on the map from their desk to where they line up. Then place sticky notes with students' names in a few places on the map. Ask them to walk to that location. Students can give them hints about where to go using the location words.

Evaluate

Assessment as Learning

Students create class books showing maps and drawings of where they live. You can do this by groups or each student can make their own book.

Book pages should include both drawings and captions.

Suggested pages

1. A book cover. The cover should include self-portraits and student name[s].
2. What planet do you live on?
3. What country do you live in?
4. What state do you live in?
5. What city/town do you live in?
6. What school do you go to?

Optional Ideas

- If technology is available have students make a video recording of their book while each student tells about the page they created.
- Flip books /square or round
- Shape books
- Students take photos of the previously used maps and label specific locations.

Resources

- K20 Center. (n.d.). KWHL graphic organizer. Strategies. https://learn.k20center.ou.edu/strategy/127
- Your Child Learns about Maps http://www.yourchildlearns.com/megamaps.htm
- Zest2Teach. (2021, March 31). *Me on the Map* [Video]. YouTube. https://www.youtube.com/watch?v=vhjTB0GIENw