



# Introduction to Maps

BARBARA STEVENS

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## Lesson 1: Introduction to Maps

### Purpose

This lesson is designed to introduce students to the concept of maps and the use of map keys.

### Objectives

Students will be able to (1) identify a picture map, and (2) identify and use a map key.

### Materials

- 3 maps with map keys (student copies + 1 overhead copy)
- Overhead projector and pen
- Chart paper

### Procedure

1. Use a map with a map key to introduce the vocabulary words (map, map key). Write the vocabulary words on chart paper and post in the classroom.
2. Have the students work in cooperative groups to identify ways/reasons that maps are useful.
3. Using the information generated in the cooperative groups, compile a list of map uses.
4. Use the map key to identify places on the map.
5. Have the students work in cooperative groups to complete a worksheet.
6. Explain that a similar worksheet will not need to be completed during center time.

### Evaluation

1. Observation of cooperative groups. (Did the group stay on task? Did all members participate? Were the assignments completed satisfactorily?)
2. Completion of classwork- Did each student complete the center assignment? If so, did he/she demonstrate a knowledge of the concept? If not, use flexible grouping time to reteach the concept.

## Lesson 2: Construction of Maps

### Purpose

This lesson will consist of a review of previously learned concepts and extension of those concepts.

### Objectives

The students will be able to construct a map key and a map.

## Materials

- Variety of maps with map keys
- Overhead and pen
- School map with map key for overhead
- Plain newsprint, pencils, crayons, or markers
- White tag board for homework assignment

## Procedure

1. Review the vocabulary (map, map key) and uses of maps.
2. Display a school map with a map key on the overhead. Ask questions about the map. In addition to responding to the questions, students can generate their own questions about the map.
3. Have the students work in cooperative groups to design a map key and draw a map of the classroom.
4. Each group will share their map.
5. Use flexible group time to continue reinforcing this skill with those who need additional help.
6. Homework- Ask each student to design a map key and draw a map of his/her bedroom.

## Evaluation

1. Did the students observe the cooperative group rules? (Stay with the group, use quiet voices, complete the assignment. Everyone participates.)
2. Homework- Did each student complete the assignment? (map key and map of bedroom)

## Lesson 3: Integration of Map Skills with Literature

### Purpose

This lesson will be used to reinforce the students' map skills and to correlate this concept with literature.

### Objectives

The students will listen to a story and, using a map, chart the path taken by an identified character.

### Materials

- New View- *The Chick and the Duckling*
- Map corresponding to *The Chick and the Duckling*
- *Make Way for Ducklings* by Robert McCloskey
- Map corresponding to the Ducklings' trip
- *The Three Little Pigs*
- *The True Story of the Three Little Pigs* by A. Wolf
- Map corresponding to the Pigs' movement
- Overhead projector and pen

### Procedure

1. The New View story *The Chick and the Duckling* will be used to demonstrate how to plot the path that Chick and Duckling took while on their barnyard adventure. This is best done on the overhead.
2. Put the students in cooperative groups. As you read Robert McCloskey's *Make Way for Ducklings*, have each group plot the Ducklings' trip.
3. Using an overhead copy of the map the students have, plot the Ducklings' trip. Discuss any wrong turns the students may have taken and answer any questions the students may have. Additional discussion questions are attached to this lesson.

4. Individual Assignment- As you read *The Three Little Pigs*, have the students plot the pigs' path. Additional questions are attached to this lesson.

#### Evaluation

1. Observation of cooperative group skills.
2. Assessment of each student's map showing the Pigs' path. This can be done in two ways: visual assessment of the map and having each student retell the story, using the map as a guide.

## Discussion Questions and Activities

### Make Way for Ducklings

#### Location:

- Use the following words to determine relative locations on the map: next to, up, down, right, left, across, away, toward, right, left, near, far. For example, what is near the benches?
- Why is the park in the middle of the city?
- Why do houses have numbers on them?

#### Place:

- What kinds of buildings/things do you see in the city?
- Compare/contrast seasons in the city and on the farm.
- As you look at the pictures in this book, what looks a little different from what you would see today?
- What still looks the same?

#### Human/Environment Interactions:

- Compare land use in the city with land use in the country/on a farm.

#### Movement:

- How does the ducklings' trip interfere with the people's movement?
- What are some of the forms of transportation found in cities?

#### Regions:

- Have students work in cooperative groups to identify the differences between a city and the country.

### The Three Little Pigs

#### Location:

- Discuss the location of each pig's house. Encourage the students to use the following vocabulary: next to, up, down, right, left, near, far, toward, etc.
- What would you name the road the pigs live on?
- How would this story change if the pigs lived in an apartment in the city?

#### Place:

- Have the students describe the features of the setting for this story.
- Compare the types of materials each pig used to construct his house.
- Describe the pigs in terms of their ages and work habits.

#### Human/Environment Interactions:

- How did the choice of building materials affect the ending of the story?
- How does the choice of building materials affect us? (i.e. hurricanes, heating/cooling, etc.)

#### Movement:

- How did the pigs travel from one house to the other?
- How else could they have traveled?

### Regions:

- In order to help the students realize how experience and culture influence perspectives, read *The True Story of the Three Little Pigs* by A. Wolf.

## Lesson 4: Introduction to Aerial Maps

### Purpose

This lesson is designed to introduce students to the view that birds, people in tall buildings and airplanes, and astronauts see.

### Objectives

The students will be able to compare/contrast physical maps and aerial maps.

### Materials

- *A View from Above* map
- Venn Diagram form
- Overhead projector and pen
- Plain newsprint

### Procedure

1. Using the *A View from Above* map and one of the student's bedroom maps, discuss the differences in the two maps. Complete a Venn Diagram.
2. Using an overhead projector, construct an aerial map of the classroom.
3. Assign the students to cooperative groups. Have each group design an aerial map of the media center.
4. Have each group share their versions of an aerial map.
5. Homework- Have each student design an aerial map of their home.

## Evaluation

1. Observation of cooperative group activities.
2. Completion of homework assignment.

## Lesson 5: Orientation to Local Community Through an Aerial Map

### Purpose

This lesson will provide the students with a concrete activity with an aerial map of their community. This will enable the students to move from a textbook orientation to a "real world" application of map skills.

### Objectives

The students will be able to:

- identify an aerial map
- identify their homes and other community landmarks on an aerial map
- identify at least three uses for aerial maps

### Materials

- Aerial maps of the community (1 per child + 1 class map)
- Magnifying glasses
- Photograph of school building
- White tag board (4" squares- 1 per child)
- Ball of string
- List of discussion questions for homework assignment

### Procedure

1. An aerial map of the community will be displayed.



2. Working in cooperative groups, the students will brainstorm for possible uses of the aerial map. The ideas will be written on a chart.
3. Each group will be given an aerial map. Using a magnifying glass, have each group identify the school, churches, parks, lakes, and other prominent landmarks in the community.
4. Using a photograph of the school and a piece of string, identify the school on the aerial map.
5. Have each student draw a picture of his/her home. Use a piece of string to attach the picture to the spot on the map where each student lives.
6. Homework- Each child will take his/her own copy of the aerial map home. They should also take a list of discussion questions home, which will be signed and returned.

#### Evaluation

1. Observation of cooperative group skills.
2. Oral identification of at least three uses of aerial maps.
3. Completion of picture of home, which will be used on the classroom aerial map, will be listed on a checklist.
4. Signed and returned homework discussion sheet.



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