

**LESSON: Creating a Neighborhood Map      GRADE:      K****OBJECTIVES:****Social Studies****Geography-****SS.K-2.G.1 Understand the use of geographic tools to locate and analyze information about people, places, and environments.**

- Understand representations of the earth such as maps, globes and photographs.
- Understand representations of locales and regions on maps and globes.

**Science****Science as Inquiry-****S.K-2.SI.4 Use tools to gather data and extend the senses.**

- Students use tools such as rulers, thermometers, watches, balances, spring scales, magnifiers and microscopes to extend their senses and their abilities to gather data.

**MATERIALS & RESOURCES:**

- Large sheets of paper, such as butcher paper or spread-out paper grocery
- sacks
- Clipboards and paper
- Pencils
- Crayons
- Rulers and yardsticks
- Example maps such as:
  - Township maps available free from city hall
  - Road and bike trail maps available free from rest areas or DOT
- Books:
  - Maps and Mapping: Explore Maps, Charts, and Globes, Chancellor, Deborah
  - No Student Left Indoors: Creating a Field Guide to Your Schoolyard, Kirkland, Jane
  - The Geography of Childhood, Nabhan, Gary
  - Charting the World: Geography and Maps from Cave Paintings to GPS, Panchyk, Richard
  - Mapmaking with Children, Sobel, David

**PRESENTATION:**

Discuss maps and show examples of **different kinds of maps**. Kids in the primary grades will need maps they can hold in their hands (road maps, trail maps, the tornado map or escape map of the school). Though we think of **plan view** when we think of maps, young children may draw a map of the walls. It's important to label this as a different way of seeing things, rather than something wrong.

Talk about why maps are important, how they are made and some history of the uses of maps—exploring the world, finding your way if you're lost, showing someone how to get to your school or a place you love.

Maps are pictures of where things are and how they are arranged. Tell them to think of drawing a picture of their house, the special places around it, and where they like to play. Tell them they can draw a map of the inside of their house, if that is where they spend most of their time. Emphasize that the most important thing to do is really look, really see what is there and then use their tools (pencils, rulers, paper, colors) to show what's there to others.

**DIRECTIONS:**

1. Have your students work in pairs or small groups to draw a map of the classroom.
2. Go around the classroom asking them about what they saw, and what they may have missed. Encourage them to add more detail. Have them trade maps with another student or group and add things that may have been missed. Do this again, and then talk about how different people see different things. Talk about perspective and the value of getting different viewpoints.
3. Introduce the concept of scale using the yardsticks and rulers.
4. Have them draw their maps again using a simple scale such as 12 inches to 36 inches (one foot to one yard).
5. Take your group outdoors for a walk around the neighborhood. Have each child take a clipboard with paper and a pencil to draw or take notes of what they see. Have them to identify things that they really like seeing.
6. When you get back to the classroom have the children put their pictures and notes together to make a map of the neighborhood.

**TIME:****45-90 minutes**

## **PROCESSING THROUGH THE SIX PILLARS**

### **WHAT?**

- What is a favorite place on your map? Why is it a favorite place?
- Tell us what you liked about making your map.
- Was there anything you found challenging about making your map? What was it?

### **SO WHAT?**

- What was it like when you learned about a friend's favorite place?
- How did you show Respect when friends were sharing their map?

### **WHAT NOW?**

- How can you be respectful when a friend has an idea that is different from yours?
- Ask your family members about their favorite places. Draw a map with your family and include everyone's favorite places!