LESSON: A Sound Map GRADE: 2

OBJECTIVES:

21st Century Skills

Employability Skills-

21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.

- Use different perspectives to increase innovation and the quality of work.

Science

Engineering Design

- **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Physical Education

- **P.E. Standard 1**- Demonstrates competency in a variety of motor skills and movement patterns

MATERIALS & RESOURCES:

- Book: *Mapmaking with Children*, Sobel, D. (optional)
- Clipboards and pencils (one per child in each small group)
- Large sheet of paper about 4 feet across (a circle is nice because it relates to the shape of the earth)
- Paints & brushes
- Glue
- Markers
- Eraser
- Crayons

PRESENTATION:

If the students have limited experience with mapping, you can begin with Neighborhood Mapping and/or Hide a Penny from the Kindergarten and First Grade Lesson Plans.

Tell the children that you're doing this mapping activity to prepare for a service project that the class will plan and do this year. The idea of this map is to take a close look at a natural area near the school. Tell the group that you are going to use sounds and natural materials from the landscape in the map we create. For instance, "If we're going to show this lane on our map, then let's collect mud from the lane to use to paint the lane onto the map." We're going to incorporate parts of the natural landscape into our map of the landscape.

DIRECTIONS:

1. Choose an area you can walk to easily. Ask two or three parents to help with the project, so you can take the kids in groups of 10 or fewer to the area.
2. As you start out with each small group, ask them to walk to the area silently.
3. Have them take notes of all the things they hear—anything and everything; loud and soft sounds. Ask them to collect enough sounds to make a sound map of the walk. Tell them that with this kind of map, people will be able to look at the map and hear in their minds what it would sound like to walk there. Ask the children to capture *how* things sound. Tell them to use their imaginations. They might even want to close their eyes some of the time so they can focus more on their sense of hearing.
4. On the way back, have the children find things you can use to mark or color on the map. If there will be a stream on your map, collect stream water to mix with watercolor paints and draw it on the map. Have the children experiment with rubbing leaves, flowers, nuts and seeds onto paper. They can even collect things like wood chips, plant materials and artifacts to glue onto the map.
5. Back in the classroom; create with the children a large map up to four feet across.
6. As you collect the children's sound observations for different places in the area, you can build a sound poem.

7. Help children use the materials they've collected to represent the natural world that they've seen.
8. When the map is finished, gather the children in a large circle around the map and ask questions like these—
    - What kinds of sounds did you hear?
    - Of what does your sound map remind you?
    - How do you feel about the place we mapped?
    - How do you feel when you look at the map?
    - How do you fit into the map?
    - How do you fit into the place?
    - Did you see anything that you could improve?
    - If you did, how could you make it better?

TIME: **90-120 min**

PROCESSING THROUGH THE SIX PILLARS

WHAT?

- What sounds did you hear to include in your map?
- What natural materials did you collect to include in your map?

SO WHAT?

- This lesson takes your best observations of the area being mapped. Did some of you see/hear differently? If so, did you trust the "observer" and include their observations in the Map or did you instead question their observation because you did not personally observe it for yourself?
- Can we create an accurate map if we are not being trustworthy in following the directions and contributing our best observations?

NOW WHAT?

- When designing a map, what happens if we aren't trustworthy in understanding and following through on the assignment? (We lose our way.)