

Standard 2: Expanding Children's Geographic World

Standard 2:

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*
- 4. describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation*

Suggested Time for Standard 2: 9 weeks

Sample Topic for Standard 2: Time:

Suggested

Absolute and relative locations, using maps and globes,
weeks
constructing classroom, school and neighborhood maps,

8

Developed by Mary Clair Curtis, Patsy Roth, and Dr. Priscilla Porter under the auspices of the Center for History Social Science Education at California State University, Dominguez Hills

Significance of the Topic

The six year old child builds a sense of place through a variety of experiences with concrete, representative and even imaginary experiences. In kindergarten, the teacher models how to make different types of maps whereas in first grade students construct their own maps. These maps include a title, compass rose, and a variety of symbols. Many different kinds of maps are studied and students learn to “read” the maps. They also learn that maps show things from above, they show where things are located, and, they show the relationship of different places to each other.

Students develop basic geographic skills focusing first on their school and then on their neighborhood. They map a variety of areas ranging from their desk-top, the classroom, the school, to the playground. Using concrete materials such as blocks and milk cartons, students construct a three-dimensional table or floor map of their immediate geographic region. This map is then compared to a two-dimensional map of the same area. To expand their geographic and economic worlds, students take walking field trips to observe familiar landmarks and architectural features in the area surrounding the school. Students then become historians as they analyze maps and photographs of their local landscape from the past and the present to observe changes through the passage of time, discuss why these changes are happening, and how these changes affect their families and others.

Focus Questions:

1. What is a map? Why do we need maps? How do you read a map?
2. What is a globe? How are maps and globes alike and how are they different?
Where are the seven continents and four oceans located?
3. What are symbols and how are they used on a map?
4. How can we construct a map of our classroom, our school and our neighborhood?

Literacy Links:**Reading**

- Read a photograph for details using visual discrimination skills
- Read and follow simple directions using relative location words such as “next to”, “behind”, “left/right”
- Recognize and read signs and symbols frequently seen along the street
- Use a map and map key to identify items on a desk and places in the classroom

Writing

- Address and mail an envelop with their name and home address

- Construct a map of the playground including a title, compass rose, and symbols
- Write legibly with recognizable words
- Write or revise individual or group writing with assistance

Speaking

- State their home address
- Give directions on how to get from their home to their school
- Identify the main idea and some relevant details in informational material
- Summarize or restate what has been read
- Formulate questions about what has just been read
- Predict what will happen in a story
- Observe structures in the local neighborhood for styles, colors, materials used, size and shapes of the buildings

Listening

- Listen to and retell stories using appropriate language and gestures

Materials Needed for the Lesson:

- Pictures 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, magnifying glasses for studying the details in pictures.
- A variety of maps of the local community, a state map, a map of the United States.
- *Block Buddy Atlas* from Nystrom (Recommended, but not required)
- If possible, provide a disposable camera for students to check out and take home during the course of the unit to take a photographs of places they visit in their community. A Polaroid camera is useful for the desk mapping activity.
- Clipboards for each pair of students made out of chipboard or cardboard and a binder or large paper clip to be used for sketching and making notes on walking field trips around the school and the neighborhood.
- Compasses
- Instructional supplies such as chart paper for T-Charts and graphic organizers, sentence strips, and word cards
- Art supplies such as butcher paper for murals, tempura paint, crayons or felt pens, 12" x 18" construction paper and strips of black paper measuring 1"x12" and 1" x 18" for constructing beginning street maps
- Blocks and other manipulatives for building three dimensional maps
- Envelopes and stamps for the address writing activity

A Beginning the Topic

Focus Question: Where do I live?

Relative location

Begin the first activity outside the classroom before you come in from recess. Ask students to picture the classroom in their mind. "What things do you see? Where are they located?" Have different students share what they "see." As each student shares, ask the others how accurately the details are being recalled.

Pass out paper and have the students make a drawing that shows what their classroom looks like. Include what objects are found in the classroom and where they are located. Use this as a pre-assessment and place it in the students portfolio. An option is to have the students work together to create a "group memory" of the classroom.

Make flash cards for relative location words such as "next to," "above," "below," "under," "behind," "far," "near," "around," "left," "right," "over," and "on" (Appendix 1). Discuss where objects are found in the classroom in relation to each other. Have students role play the location words - Susan is "next to" the door. Ask students to make up sentences using location words. For example, The flag is "above" the telephone.

Locate objects in the room playing the game I Spy. "I spy an object in the room that is near to the door." "I spy an object that is next to the flag." or "I spy an object that is below the world map." Students ask yes/no questions to determine the identify of the object. "Is it the clock?"

Absolute location – Where I live

Have students draw a picture of their home. Explain that their home has an address that has a number, a street name. The address helps us find a house or a building. Help the students to learn and write their street address. Ask students why it is important for them to know their address. Caution children against giving their address to strangers.

Model for students how to write their name and address on an envelope. Include the return address and a stamp. Have each student draw a picture and write his or her name on the picture. After school, put each picture in a different envelope and mail the letters. Students will not know whose picture they will receive until their letter comes in the mail.

Focus Question: What is a map? Why do we need maps? How do you read a map?

Ask students, “What is a map?” Review the book *Me on the Map* by Joan Sweeney from Standard 4 in Kindergarten. Discuss how the view of the child’s room, her house, and her town are drawn from a top down perspective. This is a good time to look at a globe and locate the United States. Compare and contrast maps and globes.

Show students several types of maps. Create a center with maps of the local community, a state map, United States map, and a world map. Include other types of maps such as a school map or a local amusement park. Remind students that a map shows how a certain area looks from above. Read the title of each map and help students identify the symbols in the map key. Discuss the location of the title and the symbol key. (Symbols used on maps and the symbol key will be addressed further later in this section of the lesson.) Ask the students how the maps are alike and how they are different. Encourage students to ask their parents to show them different maps they may have at home.

Using *Me on the Map* as a model, help students construct a map book. (Appendix 2). Each new page can be completed on a separate day, if desired. Provide maps and pictures related to each page. Name the Book, “My Map Book” and include pages for each of the following:

- My house. (Students illustrate their home)
- My street. (Illustrate some things located on their street, include the street’s name.)
- My city. (Write in the name of the city.)
- My state. (Students write in “California”.)
- My country. (Students write in “United States of America.”)
- My continent. (Write in “North America.”)
- My world. (Write in “Earth.”)

While completing the map book, discuss proper nouns and the need to capitalize the first letter of each.

B

Developing the Topic

Focus Question: What is a globe? How are maps and globes alike and how are they different? Where are the seven continents and four oceans located?

What is a globe?

Point out the continents (land) and oceans (water) on a globe. Identify the globe as a model of Earth. Match other models with real objects they represent.

Describe ways that a globe and the earth are similar and different. Why is it also important to have a globe? Point out the distortion of some of the continents at the north and south pole.

Comparing maps and globes

Point out the continents (land) and oceans (water) on a world map. Compare the representation of the earth on the globe and on the map. How are they alike? How are they different? Compare the advantages and disadvantages of maps and globes for finding information. When do people use maps?

Continents and Oceans

Make a word card for each of the continents and the oceans. Pin these on the world map. As an 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.

Provide several globes and different types of atlases for the students to study. *The New Viking Children's World Atlas* by Tivers and Day is one example of an introductory atlas for young people. *The World Giant Discovery Atlas* is a big book that is especially useful to show the continents.

Read *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.) As she arrives in each country, identify which continent it is located in. Have students make word cards for each continent. As Amelia arrives at a country in the continent, students hold up the corresponding word card. Students will enjoy the alliteration with beginning consonants as you read pages such as "She breezed through Brazil and she got a kick out of Kenya".

Provide students with a copy of Appendix 3. Using rubber stamps of the continents, a blank sheet of paper, and a copy of the world map, have the students stamp each continent in its proper location. If the rubber stamps are not available, templates can be made using Appendix 3. Have students cut out each continent and glue them in the proper location on a blank sheet of paper. Color the water blue and the continents brown. Locate the equator, the North Pole, and the South Pole. Give the map a title.

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.

Cardinal directions

Locate north, south, east, and west in the classroom and label the walls with wordcards. Explain that “N” means north, “S” means south, “E” means east, and “W” means west. Point out the compass rose on each map and explain that it shows directions on the maps. 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. Have students practice following directions and using listening skills by providing directions such as “All students who are wearing buckles go to the north wall.”

The computer program *Trudy's Time and Map Place* is appropriate at this time. Use the activities for mapping and direction skills. There is also an activity where students discover the relationship between the earth, a globe and an atlas.

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

Ask students to take turns thinking of an object and drawing a symbol for it on the board. Examples might include the sun, a tree, “\$” for money. Explain that maps have symbols or drawings that stand for real things. On a map, symbols can be shapes or pictures. Examine the available maps to look for examples of symbols. Explain that a map key 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.

Ask students to place on their desk three different classroom objects. These might include a pencil, a textbook and a ruler. If possible, stand on a chair above one of the desks and take a Polaroid picture of the objects on the desk. As the picture develops, discuss together what the symbol might look like for each object. Have several students share their suggestions and vote on the most appropriate symbols. Place the picture on the board and next to it draw a map of the desktop. Give it a title such as “Beth's Desk” and create a key for the three objects (Appendix 4). Ask students to help you write a description of the map. Use location words in the description such as, “The pencil is next to the book.” (Note: A similar activity is included in Standard 4 for Kindergarten except that a lunch tray is used instead of the student's desk. If more developmental activities are needed, refer to the Kindergarten Course Model lesson for additional resources.)

Next 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. Ask students “What can you learn from a map?”

As a follow-up activity, consider having students map a slice of pizza (Appendix 5). First determine the items that will go on the pizza and draw symbols for each. After students have drawn their map, have them dictate or write a description to accompany the map.

Focus Question: How can we construct a map of our classroom, our school and our neighborhood?

Mapping our classroom

In Kindergarten, students work together with the teacher around a large sheet of butcher paper on the floor to build a model of the classroom using blocks. The teacher traces around the blocks, removes them and labels each item on the map before placing it on the bulletin board. In Grade 1, the 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 help decide what shapes best represent the objects and to 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 legend or key and be relatively accurate in scale and placement relationships.

Mapping our school

The next activity is 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? Next, 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 Polaroid 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. Follow-up this activity by having students create a map of a room at home and a map of the school playground. (See the Culminating Activity section.)

Map of an Imaginary Neighborhood

Begin neighborhood mapping with an imaginary map to provide students with practice in locating spots on a map. Give each student a piece of 12" x 18" sheet of construction paper and two strips of black construction paper, one that is 1" x 12" and a second that is 1" x 18". 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, south, east, and west.

Duplicate a set of map symbols (Appendix 6) for each student and provide an envelope for them to keep their symbols in. Practice placing symbols on the map and describing the location. Locate the house on the north side of Main Street. (Do not glue the symbols down so that they may be used for additional practice.) Locate the school on the corner of Oak Street and Main Street. Add two more 1" x 12" strips 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 the overhead projector 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 the street from the shopping mall. The store is next to the church." After extended practice locating symbols on the map, students may glue their symbols in the location of their choice. Maps that are laminated make nice placements for students to use at home.

Streets and Addresses

(Note: Students learned their address in the "Absolute Location" section. In this section, they will 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 on along 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 the street and give each student an address.

Houses and Homes in our Neighborhood

Ask students to think about where they live. What type of home do you live in - single family, condo, duplex, apartment, trailer, or another type of home?

Construct a graph to show the types of homes students live in. Ask students what information can be interpreted from the graph.

Read sections of the book, *The House I Live In - At Home in America* (Seltzer). The book is too long for first graders but the pictures are very useful to illustrate different types of homes. Using this book as a guide, take photographs of homes in the neighborhood surrounding your school. Ask questions such as “What type of materials are used to construct homes today?” “Why don’t all houses look alike?” “How does weather help determine the types of houses we live in?”

Refer to the Extended Activities section for resources and activities related to a study of homes and houses. See Standard 5 for activities related to homes around the world.

Mapping our neighborhood

On a sheet of butcher paper, draw a large map of your school’s local attendance area for the bulletin board. (Hint: photocopy a local street map, make a transparency of it, and project the map on to a sheet of butcher paper.) Have the students post their home in the proper location.

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). Use Appendix 7 as a record sheet. Have students bring the clipboard used earlier to map the school. This will be used for recording types of structures seen on the trip.

Before going on a walking field trip of your school’s neighborhood, review the book *I Read Signs* by Tana Hoban. Children delight in being able to “read” (recognize) most of the signs before the teacher reads the page. Hoban’s brilliant color photographs bring the written language alive for early readers. The book will also help alert students to potential safety hazards. Now take a walking field trip around the perimeter of your school.

Because this unit 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. It is possible

to take an “imaginary” walk but there is no substitute for the concrete, kinesthetic experience of actually walking and recording your experiences. 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. “Interview” local merchants with questions such as, “Do you produce a good or provide a service? Do you work for someone or are you the boss? What tools do you use on your job? How long has this business been here?” It is a good idea to check with the merchants in advance of your trip. (Note: Refer to Grade 1 Standard 6 for more information on teaching goods and services.)

Thomas Bros. Education Foundation will create a **custom Community Map Kit** for your school’s community for a charge (1-800/899-6277). The kit consists of one large wall map, thirty-five smaller laminated maps, two Thomas Bros. Street Guides, and a Teacher Idea Booklet. 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 that produce goods and provide services, and identify local transportation routes and recreation sites.

Check to see if there is a map store nearby that carries a variety of local maps including aerial maps.

Using this computer program, *Neighborhood Map Machine*, students can construct maps; explore ready-made maps; make a mystery map for others to follow; or, make a slide show of maps to show changes over time. There are numerous ways to customize maps to fit a particular neighborhood or town. This

program provides a delightful way to unlock the secrets of maps and mapmaking for young cartographers. (See Appendix 8 for a sample map.)

Family project homework: Scavenger Hunt of Our Community

Have students go with their parents on a scavenger hunt in their community (Appendix 9). Ask one or two parents to bring a camera on their scavenger hunt and take close-up photographs of the buildings. After the homework is returned, display photos of the various places in the community that might have been visited in the hunt. Read aloud the clues and have the students identify the photo that depicts the place (e.g. “Which photo shows a business?”). Have the locations from the scavenger hunt listed on sentence strips and place each strip with the appropriate photo. If possible, add the photographs to an enlarged map of the community.

Construct a three-dimension model

Upon returning from the walking field trip, begin to construct a map of your neighborhood using blocks or other three dimensional objects to represent buildings. Gradually replace the blocks with buildings designed by the students and made out of cardboard boxes or milk cartons. (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. 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 mind that the milk carton buildings will be placed along the streets. It is not necessary to have a perfect scale, the aim is concept development.

Using the maps the students completed on each neighborhood walking trip, label the streets and have students place their homes 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?

Please note that it is not necessary to reconstruct the actual neighborhood around your school, an imaginary neighborhood may be used instead. Keeping the map on display during the construction phase can be a major problem if your floor or table space is limited.

As an option, construct a map of the neighborhood using cut construction paper. Create symbols to show the different types of buildings.

C Culminating the Topic

As a family homework project, ask students to draw a map of one room in their home (Appendix 10).

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. 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 (Appendix 11). 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 to evaluate its appropriateness. If your school does not have a playground, have the students design their own park (Appendix 12).

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 different type of map as their project.

Have students work in cooperative groups to construct a highway community on butcher paper (Appendix 13). This activity will connect the geographic and economic content of the unit.

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. If desired, have students make an Alphabet Map that must have cities, towns, and geographical features that begin with different letters of the alphabet (Appendix 14).

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the lesson.

A variety of maps are constructed during the lesson. Holistic scoring is recommended with the use of a rubric (scoring guide). Based on the prompt (assignment), clearly delineate the criteria for the map project. For example,

Each map should include:

- title
- compass rose
- symbol key
- 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. Enlist the student's help in designing the rubric for subsequent maps.

It is recommended that student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Use relative location words to describe where things are located in the classroom.
- Construct "My Map Book" which includes a cover, picture of their home and the name of their street, city, state, country, continent, and world.
- Construct an aerial view map of their desk.
- Identify the parts of a map including the title, symbol key and compass rose.
- Work with a partner using shapes cut from construction paper to construct a map of the classroom which includes a title, compass rose, symbols key, and is relatively accurate in scale and placement relationships.
- Work with a partner and with guidance from the teacher to construct a map of the school and a map of the school playground.
- Use a map and a map key to identify places in the classroom, the school and the playground.
- Graph the types of homes that students live in (single family, condo, duplex, apartment, trailer, etc.).
- Sequentially number the houses on a street and be able to supply a missing house number.
- Identify the exact location of their home including the building number and street name.
- Address and mail a letter to themselves at their home.
- Use map symbols and construction paper to construct a map of an imaginary neighborhood.
- Locate places on a simple street map.
- Use observations skills to gain information about their neighborhood.
- Observe a familiar neighborhood and represent it in different kinds of maps.

- Complete a “Map of My Neighborhood” independently or as a Family Homework Project.
- Complete a Scavenger Hunt of Our Community Family Homework Project.
- Draw a map of room at home.
- Work in cooperative learning groups to construct a highway community including a map and services needed by the community.

Extended and Correlated Activities

Maps and Geography

- Create maps of storybooks and fairy tales. Use the book *Can You Read a Map* by Roxanne Williams as a springboard. Maps are included for the Three Bears, Little Red Riding Hood, Hansel and Gretel, and 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.”
- 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.
- 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 drawing to identify where each ingredient was gathered:

semolina wheat
milk

eggs
sugar cane

cinnamon
apples.

As each location is identified, have students hold up their continent cards to identify what continent the ingredient is from. After reading the story, you

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

- Hide a “treasure” in the classroom. Make a map that students can follow to find the treasure. Have students create their own treasure maps.
- Use a sandbox to make a model showing physical features such as mountains, valleys, etc. Add buildings, roads and bridges to show that places also have human characteristics.
- Ask students to describe the routes they follow to go home from school. Laminate a map of the local community. Using the map, have students locate their home and the school and write out directions to get from the school to their home. Trade written descriptions with a partner. Following these written directions, partners see if they can find the proper location of their partner’s home.
- Respond to verbal instructions involving directions, e.g. play “Simon Says” and point to the left/right, up/down, here/there, when told to do so.
- Play grid games such as Tic Tac Toe and Battleship.
- Create a map for an imaginary zoo. Include symbols to show where the different animals are located.

Homes and How they are Constructed

- “What different shapes can be found in houses?” Study the different types of architectural features.
- Take a walking field trip to identify these features in the local neighborhood. Ask, “Why are different types of houses built?” Compare the differences between homes 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 building homes today.
- 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.
- Construct homes using legos, Lincoln Logs, or blocks. Or construct different types of structures using hammers, nails, saws, wood, and other construction materials

- Read *The Three Pigs* and discuss the materials used to build their homes.
- Listen to the song “My House” by Crosby Stills, Nash, and Young. Deja vu album, 1970.
- Study the real estate section of a local newspaper. Ask, “Why do the prices differ?”
- Show pictures of different types of houses such as a cottage, a castle, an apartment house, and a mansion. Choose houses that are all in good condition but that differ in size. Discuss with the students the advantages and disadvantages of each kind of house. Ask, “Which house would you prefer and why?”
- 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, decorate it with flashing colored lights, and hang 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

- Discuss and make plans for ways to improve your neighborhood, e.g. plant flowers or pick up litter.
- Describe ways that people have adapted to or changed the environment where you live. Examples would include adding heating and air-conditioning.
- 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.
- Describe, using pictures in books or magazines, how seasons relate to the ways people dress and seasonal activities they engage in. Draw a picture of changes in a tree during the four seasons. Take photographs, make collages and murals, and keep scrapbooks throughout the year to note main differences among seasons.
- Study transportation systems in your local area.

- Have students take turns with a partner pretending to call 911 and give their street address. Have their partner act as the dispatcher and repeat the address. Caution students against calling 911 unless there is a real emergency.
- Ask students to suggest reasons for the location of items such as stop lights, stop signs, fire hydrants, and fences.

Resources for the Sample Topic

Maps & Mapping

Baily, Mercedes B. *Beginner's Classroom Atlas*. Chicago, Illinois: Rand McNally, 1995. ISBN 528-17717-6. Teacher resource and children's atlas.

*******Block Buddy Atlas*. Chicago: Nystrom. 1998. ISBN 0-7825-0657-7. This beginning atlas is a perfect companion to this Grade 1 Standard 2 Course Model Lesson.

Buckley, S., and E. Leacock. *Hands-On Geography*. New York: Scholastic Professional Books, 1993. ISBN 0-590-49351-5. Softcover. This teacher resource book contains some useful reproducible pages.

****** Bursik, Rosie. *Amelia's Fantastic Flight*. New York: Henry Holt and Company, 1992. ISBN 0-8050-3386-6. Softcover. 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.

Children's World Atlas, Teacher's Guide with Macintosh CD. Skokie, Illinois: Rand McNally & Company, 1996. Each of the 19 lessons in the accompanying Teacher's Guide is centered around an important geography concept or skill. The lessons are geared for Grades 2 to 5, but could be used with assistance in Grade 1.

Clements, Andrew. *Mother Earth's Counting Book*. Illustrated by Lonni Sue Johnson. Saxonville, Mass.: Picture Book Studio Ltd., 1992. ISBN 0-88708-138-X. Enumerates some of the features of the planet Earth, including its climate zones oceans, and deserts, going from one up to ten and then back down to one again.

*******Continent Stamp Set*. Emeryville, Calif.: Hero Arts Rubberstamps, Inc., 1994. This rubber stamp set of the seven continents: North America, South

America, Australia, Antarctica, Europe, Asia, and Africa is useful for students to use to show each continent's location in the world.

- *Emberly, Rebecca. *Taking a Walk/Caminando*. Boston: Little Brown & Company, 1990. ISBN 0-316-23471-0. Labeled illustrations and Spanish and English text introduce the things a child sees while on a walk.
- *Fanelli, Sara. *My Map Book*. New York: HarperCollins, 1995. ISBN 0-06-026455. A collection of maps provides views of the owner's bedroom, school, playground, and other realms further away.
- * *The Geographic Education National Implementation Project. K-6 Geography Themes, Key Ideas, and Learning Opportunities*. Skokie, Illinois: Rand McNally & Company Educational Publishing Division, 1987. ISBN 528-17899-7. This teacher resource book is packed full of specific activities listed by grade level for each of the five themes of geography. The 4 to 6 pages listed per grade provides enough ideas for an entire school year. A caution should be noted that the Grade 2 section focuses on neighborhoods which does not follow the California grade level content. It is, however, a very useful section for grades one and three to use for ideas.
- Hartman, Gail. *As the Crow Flies*. Illustrations by Harvey Stevenson. New York: Simon and Schuster, 1991. ISBN 0-689-71762-8. This is the story of the views a crow sees as he travels from country to town to city. The book shows maps of these views so the students get the idea of a "bird's eye view" in map making.
- Hartman, Gail. *As the Roadrunner Runs*. Illustrated by C. Bobak. New York: Bradbury Press, 1994. With a Southwestern motif, it is a good introduction to the kind of internal maps we all use. The different animals have different landmarks, and see the neighborhood in terms of what is important for them.
- Hirst, Robin and Sally Hirst. *My Place in Space*. Illustrated by Roland Harvey with Joe Levine. New York: Orchard Books, 1992. ISBN 0-531-07030-1. Henry tells the bus driver exactly where he lives, positioning himself precisely in the universe. The book tells a story about relationships and how the universe all fits together. A wonderful way to introduce the world around us, including houses, neighborhoods, space (planets, stars, and galaxy) and their relationships to each other. This book is great for building vocabulary and concepts. This colorful and well illustrated book shows many different houses, buildings and neighborhoods and stimulates interest and awareness while being enjoyable.
- ** Hoban, Tana. *I Read Signs*. New York: Mulberry Books, 1983. ISBN 0-688-07331-X. This practical book includes thirty brilliant color photographs of signs and signals frequently seen along the street. It is useful for early readers

and to prepare students for potential safety hazards when taking walking field trips.

**Hutchins, Pat. *Rosie's Walk*. New York: Aladdin Paperback, 1968. ISBN 0-02-043750-1. Kindergarten core literature for many reading series, this book provides a good opportunity to build vocabulary for relative location terms such as “around” and “over”. It is especially helpful for English language learners. Students can act out the terms and draw a map of Rosie’s walk through the barnyard.

*Jenkins, Steve. *Looking Down*. Boston: Houghton Mifflin, 1995. ISBN 0-395-72665-4. This book illustrates looking down at the world from outer space and honing in on the earth all the way down to a ladybug.

Knowlton, Jack. *Geography from A to Z*. New York: HarperCollins, 1988. ISBN 0-690-04616-2. Geographic terms are defined and illustrated in the helpful glossary of geography. This is a useful children's reference book or free-time activity and a good vocabulary builder for direct instruction.

McCarthy, Tara. *Literature-Based Geography Activities - an Integrated Approach*. New York: Scholastic Professional Books, 1992. ISBN 0-590-49184-9. This teacher resource book has many activities, complete with reproducibles, for using children’s literature to develop geographic awareness in Kindergarten to Grade 3.

Moore, Jo Ellen. *Beginning Geography*. Monterey, California: Evan Moore Corp, 1991. A collection of teacher resource ideas and reproducibles for classroom use.

My First Amazing World Explorer. CD-Rom. New York: DK Multi-media, 1996. ISBN 0-7894-0294-7. This CD-ROM program for Macintosh or Windows takes students on an adventure around the world. In order to participate, a student must fill in a passport to begin the incredible journey to places throughout the world. Traveling from their bedroom, students select a country by clicking on the map on the bedroom wall, take a submarine tour of the world’s oceans, or investigate a variety of topics about individual countries. They may write notes to friends about their travels on picture postcards from the countries they visit. Students test their mapmaking skills by desk activities such as finding the hidden treasure or playing an interactive map game. This high-interest educational program provides a fascinating introduction to maps, atlases, and information about our incredible world.

** *Neighborhood Map Machine*. Watertown, Mass.: Tom Snyder Productions, 1997. Using this computer program, students can construct maps; explore ready-made maps; make a mystery map for others to follow; or, make a slide show of maps to show changes over time. There are numerous ways to customize maps to fit a particular neighborhood or town. This program provides a delightful way to unlock the secrets of maps and mapmaking for young cartographers.

Nunn, Tamara. *My Global Address*. Cypress, Calif.: Creative Teaching Press, 1996. ISBN 1-57471-132-6. Concept of neighborhood, city, and state. Available as a big book.

* Priceman, Marjorie. *How to Make an Apple Pie and See the World*. New York: Dragonfly Books, 1994. ISBN 0-679-88083-6. Travel around the world to find the ingredients for making an apple pie.

Singer, Marilyn. *Nine O'clock Lullaby*. New York: Harper Trophy, 1991. ISBN 0-06-443319-6. While Mama reads a sleepytime tale at 9 p.m. in Brooklyn, people have a snack in the pantry at 2 a.m. in England, the cat knocks over the samovar at 5 a.m. in Moscow, a family has barbecue at noon in Australia, and the sun is setting at 6 p.m. in Los Angeles. Integrate math with Social Studies with this book as you tell time in various parts of the world and see what people might be doing in that location.

Soltman, Joseph P. *Teaching Map and Globe Skills, K-6*. Skokie, Illinois: Rand McNally & Company, 1992. This is a good teacher handbook for resources in promoting geographic literacy.

** Sweeney, Joan. *Me On the Map*. Illustrated by Annette Cable. New York: Crown Publishers, 1996. ISBN 0-517-70095-6. A child describes how her room, her house, her town, her state, and her country become part of a map of her world. This book is colorful and well illustrated. This book includes concepts about the world around "Me" and how it relates to "Me". It writes about the relationship from Me to house, town, state, country (USA) and where they are located on the map. This is my world called earth. Great for developing mapping skills or find my street, house, bedroom and "Me" (in my bedroom). Everyone has his or her own special place. This book is a great vocabulary builder.

Taylor, Barbara. *Maps and Map Making*. New York: Kingfisher Books, 1993. ISBN 1-85697-936-9. This teacher resource book introduces activities for topography, creating compasses, and making maps.

Thomas Bros. Education Foundation. Irvine, CA. State and regional maps and detailed street maps are available from Thomas Bros. Special community map kits are available for schools.

* Tivers, Jacqueline, and Michael Day. *The New Viking Children's World Atlas*. New York: Penguin Books USA Inc., 1994. ISBN 0-670-85481-6. This is an introductory atlas focusing on the political and natural geography, as well as the industries and resources of each of the different regions of the world.

Treays, Rebecca. *My Street*. Illustrations by Rachel Wells. Usborne Publishing. ISBN 07460-3007-0. This colorful “lift the flap” book looks at everyday life in a street through the eyes of a young child and introduces some basic concepts of geography.

Treays, Rebecca. *My Town*. Illustrations by Rachel Wells. Usborne Publishing. ISBN 0-7460-3079-7. This colorful “life the flap” book looks at life in a town through the eyes of a young child and introduces some concepts of geography.

** *Trudy's Time and Place House*. Redmond, Wash.: Edmark, 1995. CD-Rom. School version and site license available. This engaging computer program includes activities for mapping, direction skills, and discovering the relationship between the earth, a globe and an atlas. Also included are some time-telling math activities. Students will discover the relationship between the earth, globe, and atlas, identify continents and oceans, and develop mapping and direction skills.

Williams, Rozanne Lanczak. *Can You Read a Map?* Cypress, Calif.: Creative Teaching Press, Inc. 1996. ISBN 1-57471-122-9. Also available in a Big Book, this easy book shows maps for The Three Bears, Little Red Riding Hood, Hansel and Gretel, and Cinderella. The book is classified as a Level 1 in the LEARN TO READ SOCIAL STUDIES series. It is useful as a springboard to the development of maps.

* *The World Giant Discovery Atlas*. Carson, Calif.: Educational Insights, 1992. ISBN 0-88679-658-X. This giant book includes colorful maps of each continent that includes some basic facts, a products key and an attractions key. Animals of the world are included on a separate world map.

Houses and Homes

Bowyer, Carol. *Houses and Homes*. London, England: Usborne Publishing Inc., 1978. ISBN 0-86020-191-0. A large variety of houses and homes from all over the world are pictured along with written information.

Dorros, Arthur. *This is My House*. New York: Scholastic, 1992. ISBN 0-590-45302-5. This book has great illustrations of many different houses in a variety of cultures from all over the world. This book contrasts and compares houses from different cultures and describes the materials used to construct these houses. Students will enjoy looking at the pictures.

Edom, Helen. *Homes and Houses Long Ago*. Tulsa, Oklahoma: EDC Publishing, 1989. ISBN 0-7460-0450-8. This colorful book is packed with fascinating insights into people's homes in the past. Large, cutaway pictures let the reader look into each house and, through lively characters, learn how people lived inside. Find out where cave people lived in the summer, how Egyptians took showers, why Indians lived in tents and much more. This book has a variety of different types of styles of houses from various cultures and time periods. It contains a great deal of information about how things were used and why. The illustrations are in chronological order from long ago to now and some include walls cut away to give a different view. This is a good reference book.

Greenfield, Eloise. *Night of Neighborhood Street*. New York: Dial Books for Young Readers, 1991. ISBN 0-8037-0777-0. A collection of poems exploring the sounds, sights, and emotions enlivening a black neighborhood during the course of one evening.

Griffith, Helen V. *Granddaddy's Place*. New York: Greenwillow Books, 1987. ISBN 0-688-06253-9. At first, Janetta does not like Granddaddy, his farm, or his animals, but as she gets to know them she changes her mind. The book helps to teach tolerance.

Hoberman, Mary Ann. *A House is a House for Me*. Illustrated by Betty Fraiser. New York: The Viking Press, 1978. An engagement activity in itself, this book deals mostly with houses that animals live in but has several pages devoted to homes for people. The text is supplemented by intricate pictures.

Locker, Thomas. *Family Farm*. New York: Dial Books, 1988. ISBN 0-8037-0489-5. A farm family nearly loses their home until they hit on the idea of growing and selling pumpkins and flowers to supplement their corn and milk sales.

Rounds, Glen. *Sod Houses on the Great Plains*. New York: Holiday House, 1995. ISBN 0-8234-1162-1. This book describes how people made their own temporary houses and the materials that they used in construction. The author tells what worked or didn't work and the changes that were made in building these houses. It also discusses how changes in climate affected choices of materials and decisions on how to build. This is a great opener for a project that includes thought and discovery, trial and error. A good book to use for order and sequence.

* Seltzer, Isadore. *The House I Live In: At Home in America*. New York: MacMillan, 1992. ISBN 0-02-781801-2. Available in softcover from New York: Scholastic. ISBN 0-590-47093-0. A simple introduction to architecture explaining why people built where they did and the way they did. A wonderful variety of various types of homes, including various shapes,

locations, and styles. The book includes the history of houses and how they are the same or different today. Its bright multi-colored illustrations will catch the eyes of children. The book is too long for first graders but the text can be adapted. Also available as *La Casa Donde Vivo aqui en America* (ISBN 0-590-47425-1).

Soto, Gary. *Neighborhood Oldes*. San Diego, Calif.: Harcourt Brace, 1992. ISBN 0-15-2565879-4. This book has very descriptive poems that describe various things seen or going on in a house or neighborhood. Using rhyming words, this book has many uses in literature. A great book to have on hand when you have only 1 or 2 minutes left before moving onto something else. Twenty-one poems about growing up in a Hispanic neighborhood, highlighting the delights in such everyday items as sprinklers, the park, the library, and pomegranates.

Trivizas, Eugene. *The Three Little Wolves and the Big Bad Pig*. New York: Simon & Schuster, 1993. ISBN 0-689-50569-8. An altered retelling of the traditional tale about the conflict between pig and wolf, with a surprise ending. This book is great for sequencing and seeing houses that are made out of different materials.

Westley, Joan. *Home and Neighborhood*. Sunnyvale, Calif.: Creative Publications, 1989. ISBN 0-88488-778-2. This activity book is a resource for teachers designed specifically to support the use of children's storybooks such as *The Little House* (see annotation). One of six books in the WINDOWS ON LANGUAGE THROUGH LITERATURE series, *Home and Neighborhood* suggests activities such as dramatic play, flannel board stories, and language experience stories. Helpful illustrations of children's work are included.

Visual and Performing Arts Resources

Grammer, Red. Can You Sound Just Like Me? "My House" (Music tape). New York: Smilini Atcha Music, 1983.

"My House" by Crosby Stills, Nash and Young. Deja vu album 1970.