

Standard 4: What is a Map?

Standard 4:

Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. determining the relative location of objects using near/far, left/right, behind/in front
2. distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes
3. identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
4. constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines
5. demonstrating familiarity with the school's layout, environs and the jobs people do there

Suggested Time for Standard 4: 9 weeks

Sample Topic for Standard 4:

Learn to "read" a map, show familiarity with the school's layout, use relative location terms, construct maps and models

Suggested Time:

6 to 8 weeks

Developed by Marilyn Gallardo in conjunction with Dr. Priscilla Porter under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills.

Significance of the Topic

This lesson is designed to help students describe where they live, begin to develop an understanding of the geography of their neighborhood, and compare and contrast their area with other areas both near and far. Experiences with maps will enable students to see how the maps are representations of specific locations. Geographic information gathered by students, under teacher guidance, can be used to draw conclusions, and make inferences about a place.

Students can become experienced map and globe readers in kindergarten. They can also begin to relate to time, place and movement. The Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers defines the goals of geography education in five theme areas: **location, place, human-environment interaction, movement, and regions**. Looking at these five fundamental themes, concepts and skills are developed to give the student a base for reinforcing geography and map skills as the student advances through each grade.

This lesson addresses the geographic literacy strand of the History Social-Science Framework by helping students understand what a map is. Students will develop a geographic awareness of place and location through the mapping of a lunch tray, their classroom, and finally, the school. Group interaction and participation skills will be developed as students make maps of human movement introduced through selected stories from literature. Through interactive play, students will experience movement by using small cars on a plastic mat with streets resembling a community.

Students will be able to answer the question, "What is a map?" In addition they will make maps individually and in groups. Maps will include a title, a legend, and compass directions. In first grade, students will construct similar maps; however, kindergarten students will receive more teacher direction and first graders will work on their maps independently or with partners.

Focus Questions:

1. Where do I live?
2. What is a map? What are some different types of maps? Why are maps important?
3. How can we make a map?

Note: The reader may want to review the assessment section on page 11.

Literacy Links

A variety of strategies and activities are included in this lesson that support and develop reading, writing, speaking, and listening standards. Examples of the literacy supporting activities from this lesson are:

Reading

- explore different types of maps and identify types of everyday print material (atlas)
- identify the front cover, back cover, and title page of a book
- locate the title, legend, and compass rose on a map
- list places character visits in read-aloud books such as *Rosie's Walk*
- use pictures and context to make predictions about story content
- recognize and read traffic signs and symbols frequently seen along the street
- distinguish fantasy from realistic text
- identify characters, setting, and important events
- use pictures and context to make predictions about story content

Writing

- dictate a sentence describing a map constructed by the student
- dictate information learned onto a graphic organizer of KWL chart (What do you **K**now, What do you **W**ant to know? What did you **L**earn?)
- use shapes to represent objects on a map legend
- plot locations visited on the “school walk” on a map

Speaking

- retell familiar stories such as *Rosie's Walk*
- formulate questions about what might be included on a particular map
- orally state their home address

Listening

- understand and follow one- and two-step oral directions using location terms such as “north, south, east, west” and using relative geography terms such as near/far, left/right, behind/in front

A**Beginning the Topic****Focus Question: Where do I live?****Where do I live?**

Ask students to describe where they live. “What type of a structure do you live in?” Make a chart of the different types of structures such as an apartment, single family house, condominium, duplex. If possible, provide pictures to illustrate each type of dwelling. Explain that each building in a city has an address just like the students each have his or her own name.

My Street Address

Students in kindergarten should be able to orally state their home address. This is an important safety issue in case a student becomes lost. Assess each student and assist those who are unable to say their address. (Note: Some homes in rural areas may not have a street address, but students should be able to describe where they live and how to get there.) Have students draw a picture of where they live. Record the written address (the absolute location) on each picture. Option: Use colored paper to “construct” the houses and post them on a “streets” on the bulletin board. If possible, replicate the streets of your community and post each student’s home on the actual street location.

My Global Address

Read the book, *My Global Address*, by Tamara Nunn. Explain to students that the text of the book will provide us with factual information about where we live. The book introduces students to the concept that their house is on a street in a neighborhood, and is also in a city, state, country, continent, and on the planet Earth. Discuss the name of your city, state, and country.

During a second reading of *My Global Address*, add the names appropriate to your location. Create word strips and help students “read” the word strips and orally fill in the blanks. For example:

- My house is on a street. My street is _____.”
- My street is in a neighborhood. My neighborhood is called _____.
- My neighborhood is in a city. My city is _____.
- My city is in a state. My city is in the state of _____.
- My state is in a country. My country is _____ (the United States of America.)
- My country is on a continent. My continent of _____ (North America.)
- My continent is part of the world. My world is the planet _____ (Earth.)

The World as a Globe

Introduce the globe to students. Point out the difference between the land and water. Locate North America and the other continents. Discuss the difference between a map and a globe. (Note: The globe is a map, but it is on a sphere, or ball, like the earth. Paper maps show the earth’s surface flattened.)

Focus Questions: What is a map? What are some different types of maps? Why are maps important?

Read the big book *Maps* by Joellyn Throll Cicciarelli. The book begins with “If you need to know where to go, get a map to tell you so.” It then describes different types of maps, including a classroom map, a map of the city, state, country, and the world. Show examples of the different types of maps found in *Maps* and *My Global Address*. Locate the title and legend on each map. Ask students, “Why are maps important?”

Show students an **atlas** and point out that it is a type of everyday print material, a “book of maps.” Identify the front cover, back cover, title page, and some maps in the atlas.

Geography Center

Set up a geography center including globes, different kinds of maps (including road maps, state maps, city maps, map of the school, map of a classroom, map of a local amusement or theme park, maps of resort areas, and maps of long ago), magnifying glasses, rulers, and compasses. Give the students time to independently explore the geography center. Have students gather in a group to share what they have discovered in the geography center. Record student responses on chart paper.

Play Map of a Community

Another center activity that will help students gain a perspective about movement and direction is to use toy cars and a plastic play map of a community. Through creative play, students can “drive” a car along the streets. Maps can be drawn on butcher paper or purchased from commercial vendors. For example, Lakeshore Learning Materials has a “Drive Around Town Carpet” (LC1607) made of industrial-strength fabric brightly colored 36 1/4” wide X 54” long. Also available is a “Drive Around Town Car Set” (LC2763) with 6 colorful wooden cars scaled for little hands.

Using blocks, have students construct three-dimensional maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. Teacher-made index cards can be placed by the map so students can use these terms to identify locations. (Refer to the Standard 3 lesson for other Block Center materials.)

I Read Signs

The book *I Read Signs* by Tana Hoban is very helpful for introducing the signs and symbols frequently seen along the street. 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. Block Play Traffic Signs can be added to the play town map (Lakeshore RJ10.)

What We Know About Maps

After you have shown students a variety of maps, ask the question, “What is a map?” Using a KWL chart (What do we **K**now? What do we **W**ant to know? What have we **L**earned? – Appendix 1,) record information that students “know” about maps. Then ask students what they want to know about maps. Record this in the “W” section.

Ask students, “What are some things you see on maps?” “What kinds of places can maps help you find?” “Why do you think maps are important?”

What Is a Map?

Share the poem, “What’s a Map?” by Goldie Capers Smith (Appendix 2.) Students could memorize this poem or create a class poem.

WHAT IS A MAP?
 A map is a drawing
 To show us the way
 To places near our town
 And those far away.

The red and black lines
 Stand for highways we take;
 The blue wiggly lines
 Are the rivers and lakes.

The dots mark the cities
 Where most people are;
 The symbols for a capital
 Is a circle and star

Cardinal Directions and the Compass

Demonstrate how to use a compass. Explain that a compass is a tool for showing directions. Then invite students to explore the classroom with the compass to discover which walls are north, south, east, and west. Appendix 3 provides directions for making a paper compass.

Label the classroom walls with compass directions, North, South, East, and West. Use these directional terms when asking students to get certain things. For example, a student might be told to get the puzzles that are on the shelf on the west side of the room. Use this technique throughout the year to help students become more familiar with the directions of north, south, west, and east. Invite partners to take turns giving instructions, using the cardinal terms, such as “Go sharpen your pencil on the north wall.”

B Developing the Topic

Materials

To implement these activities, the teacher will need a map of the school, a city map, magnifying glasses, compasses, cafeteria food tray and foods for the tray, digital or Polaroid camera (or a regular camera), butcher paper, blocks, unifix cubes, and crayons.

Focus Question: How can we make a map?

A Map of My Face

Explain to students that a map shows where things or places are located. Review the maps that students looked at in the Geography Center. Locate each of the following areas on different maps: the title, the compass directions, and the symbol key.

Provide each student with a mirror and a sheet of construction paper with a large round oval drawn on it. Ask students to look at their own faces and describe what they see to a partner.

Explain that we are going to make a map of their face. You may wish to demonstrate the map-making process using a large sheet of butcher paper as students construct their map. Work together to decide a name for the map, such as “My Face.” Have students write the title on their map. Next decide where to put the Compass Directions. Model for students how to draw a compass rose with N, S, E and W.

Determine a location on the map for the Symbol Key. Begin a Symbol Key and draw the proper shape next to each item on the key. Ask, “What shapes can we use to show our eyes?” (Note: You may wish to make a symbol key for the students in advance that can be glued on to the map.) Determine shapes to use for the eyes, noses, mouths, ears, and hair.

Ask students, “How can you show where your eyes are located?” Draw the shape for your eyes on the proper location. Continue until the map is finished. Explain to students that the picture of their face is like a map.

Map of a food tray

Have students sit in a circle on the floor. Explain to them that together we will make a map of a food tray that might be served to them in the school cafeteria. (Note: Plastic replicas of a school lunch tray and various types of food are available from teacher supply stores such as Lakeshore’s Best Buy Play Food Assortment LM365.) Show the students the tray with three or four items of food on the tray. Have them observe how the food looks. Ask them questions about shapes and colors.

After discussion, use a digital camera or a Polaroid instant camera (if available, or use a regular camera) and take a picture of the food tray. Be sure that the picture is taken looking down from above the tray, as if in an airplane. As the picture is developing, tell the students that mapmakers, or cartographers, start by taking a picture of an area they want to include in a map. They take the picture from an airplane so they can get a view from above.

Have the students look at the Polaroid picture that has just developed. Ask them the shape of the tray. To represent the tray, draw a rectangle on the large sheet of paper on the floor as the students watch. Have the students identify shapes that have the same shapes as the food on the tray.

Have different students select objects such as blocks, unifix cubes, crayons, and any other things available in the classroom to represent the food on the tray. Using these items, have the students trace around them to represent the food on the tray. When the tray picture is complete, ask the students to tell what the picture looks like.

Using the shapes to represent objects, guide the students in making a map legend or key. Explain to them that this is the way others will be able to read the map of the school food tray since each shape represents a food on the tray.

Title the map, add a direction compass and talk about directions of north, south, west and east. Take the map from the floor and bring it up to the wall. This shows how one would read the map by placing it to match the compass directions of the classroom.

Ask some questions about the Food Tray Map, such as:

- What is the same about the map and the picture of the food tray?
- What is different?

The View From Above Looking Down

Read the book, *Mouse Views*, by Bruce McMillan. Identify the front cover, back cover, and title page of the book. Identify the main character of the book and the setting.

Looking at each picture, have students use the pictures and context to predict what the mouse will see next. Identify the shapes of the “tops” of the classroom objects.

After reading the book, distinguish fantasy text from realistic text. “Could this story really happen?” You could also relate the book to classroom rules by asking students to predict a rule that could probably be found in this classroom. (Leave the mouse house closed.) “What were the consequences of breaking the rule and leaving the mouse house open?”

Map of the classroom

The students are now ready to make a map of their classroom. Ask them questions to help them decide what parts of the room to include, such as the teacher’s desk, student desk or tables, bookcases. Record their answers as a legend on chart paper or chalkboard. Help them identify shapes that resemble the “tops” of classroom objects. Add these shapes to the legend.

As a whole group activity, have students sit in a circle on the floor. Place a large sheet of butcher paper in the middle of the circle. Begin by giving the map a title (such as “Our Classroom”) and locating where north, south, west, and east will be on the map. Begin to place the shapes on the paper to identify the “tops” of objects in the classroom.

When all objects have been placed on the paper, trace around each shape. The shapes should then be colored to match the shapes in the legend. On the exterior edges of the map, identify where the windows and doors are located. When completed, place the classroom map on the wall. Have the students look at the map and follow directions such as, “Show me where the teacher’s desk is located?”

Map of our school

Return to the book, *Mouse Views*. As you reread the story, list the places the mouse visits. On page 31 of the book, there is a map showing the route the mouse took as he went around the school. Enlarge this map or make a transparency for the students to see.

Label the map north, south, east, and west. Trace the route the mouse took. Discuss the map key. Ask students questions such as, “Did the mouse start in the north or south? Which direction did he go next? When the mouse was in the third grade room, what direction did he go to get to the library?”

Using an overhead projector, trace a copy of your school map on a large piece of butcher paper. Label directions north, south, east, and west. Give the map a title. (Note: This activity coordinates with the school workers project in the model lesson for Standard 3.)

Lead the students on a walk around their school. Have each student look at the places they go as the walk progresses. Ask them to remember some of the things they see and to share with the class when the walk is over. If desired, take photographs of each location you visit. These photographs can later be placed on a large school map. You may also want to take pictures of school workers (Standard 3) to be placed on the map.

Upon returning to the classroom, have students share aloud sights from the school walk. Using information from the school walk, plot locations visited on the enlarged school map. Name a location on the school map and ask a student to come to the map and point to the location. Point out how much smaller things look on a map than in real life. Refer to the walk around the school and how far their classroom is from the office and how it looks on the map. Use relative location terms such as near/far, here/there, and next to, and use compass directions of north, south, west, and east. Have students ask each other questions, such as: Where is the school office? Where do you go if you get hurt?

Discuss the different parts of a map: title, legend, and compass directions. Create a title for your map and draw a compass rose on the map.

(Note: If available, you may wish to read the book, *The Listening Walk*, written by Paul Showers. As you read the book, ask questions such as: Who is going on the listening walk? What sounds did they hear? Why is it called a listening walk?)

C

Culminating the Topic

Relative Location

On index cards, record relative location words such as: across the room, around the table, over the chair, past the bookcase. Use one- and two step oral directions to have students act out these relative locations in the classroom or on the playground. Label various parts of the classroom with relative location words such as “near”, “far”, “left”, “right”, “behind”, “in front”, “over”, “under”, “through”, “around”, etc.

Follow the Leader Using Relative Location Terms

Have the students take turns walking around the classroom, much like “Follow the Leader,” and follow the teacher’s directions. Instructions may include go under a table labeled “under,” or go over a chair labeled “over.” This activity can also be played

outdoors. Set up an obstacle course on the playground using relative location words and objects for students to go over, under, left, right, round, etc.

Rosie's Walk

Read the story *Rosie's Walk* by Pat Hutchins. This is a story of a hen leaving her chicken coop for a little walk. As you read the story, ask students questions such as, "Where is Rosie going? Why? Who is following behind her? Why? Does she know she is being followed? Where do you think she is going?" Use the pictures and context of the story to have students make predictions about the story content. Help students distinguish fantasy from realistic text. Have students identify the characters, setting, and important events in the story.

Have the students help you list all the places Rosie went, keeping them in the same order as they happened in the story. Use the relative location terms mentioned in the book, such as across the yard, around the pond, over the haystack, past the mill, through the fence, and, under the beehives.

Making a map of Rosie's Walk

Give each student a piece of paper and guide him or her in making a map of Rosie's walk. The map could be a bird's-eye view or in picture form with the path that Rosie took. Help students to formulate questions about what might be included on the map. Some of the students may come up with their own ideas of a map of Rosie's walk. Let this be a creative time. If some students would like to do this activity alone, allow them that option. The map should include the following: title, legend, and compass directions.

Have students use their map to orally retell the story.

Design your own map

To assess individual student understanding of maps and their construction, have each student design a map of his or her choice. Maps should include a title, legend, and compass directions. Computer savvy students will enjoy using *Kid Pix* from Broderbund to design their map.

Have students dictate one or two sentences about their map. Attach the description to the map. Use these individual maps for assessment.

Complete the "What I have learned about Maps" section on the K W L chart. Students can dictate information they have learned about What is a Map? Why are maps important? How do you make a map?

Assessment

Assessment of this lesson is integrated with the instruction and will occur throughout the lesson. The focus questions provide a framework for the evaluation of the lesson. Maps developed during the unit should each have a title, legend, and compass directions. In addition, students should be able to:

- orally state their home address, name of their city, state, and country
- identify the front cover, back cover, and title page of a book
- locate the title, legend, and compass directions on a map
- use pictures and context to make predictions about story content
- distinguish fantasy from realistic text
- identify characters, setting, and important events
- explain why maps are important
- use directional words such as “north, south, east, and west” correctly
- read signs and symbols frequently seen along the street
- construct three-dimensional maps and models of neighborhoods
- use relative location words such as near/far, left/right, behind/in front to locate objects
- make a “Map of My Face” with a title, symbols key, and compass directions
- map a food tray
- use manipulatives to illustrate a “bird’s-eye view” of a food tray map
- use shapes to represent objects on a map legend
- participate in the drawing of a classroom map
- distinguish between different types of simple maps
- use information gathered on a school walk to plot locations visited on a map
- demonstrate familiarity with the school’s layout by pointing out specific locations on the school map
- make a map of *Rosie’s Walk*
- dictate one or two sentences describing a map constructed by the student
- dictate a response to the “L” section of the KWL chart (Appendix 1)

Extended and Correlated Activities

After the students have had the experience of making the map of Rosie's walk, divide the class into small groups. On large sheets of paper have the groups paint murals showing Rosie's walk. When the murals are completed, have the students role play Rosie and the different events that happened in the story. After the students have had a chance to take part in the role-playing activity, perform for another kindergarten class or for a special school program.

As a family homework activity, have the students choose one of the following: a) Make a treasure map, b) Make a map of how they come to school, or c) Make a map of their house. See Appendix 5 for a sample parent letter explaining this homework activity.

Using a grid system, help the students find a location on a map using letters and numbers. Use various items such as pictures or cut outs for use on the grid. Students identify by letter and number where each object is located on the grid. For example, using “Goldilocks and the Three Bears” and a grid with letters for rows and numbers for columns, a picture of Papa Bear in the top left corner would be located at A-1.

As an extension of *Mouse Views*, the students, using a class pet, can take pictures of the pet at various locations around the school. After developing the pictures, students indicate on a copy of their school map where each picture was taken. Students, working in cooperative groups, will be given a picture and will write their own book about the "travels" of their class pet.

Locate general areas referenced in legends and stories on maps and globes.

The Five Themes of Geography

At the kindergarten level, the themes of location, place, human-environment interaction, movement, and regions have many applications. The following may be used in applying the five themes of geography to daily activities..

LOCATION: Have the students draw a picture of the classroom and discuss which objects are near and far from each other. Point out directions on a picture using up/down and left/right. Give reasons why plants are by the windows.

PLACE (Physical and Human Characteristics): In kindergarten, time is spent discussing daily changes in weather and also seasonal changes. To help students understand human characteristics of place, identify human features using pictures. Refer to books to show different places around the world. Have students point out examples of human characteristics of place. Also, have students re-examine the school map constructed after their walk to point out human characteristics of place.

HUMAN-ENVIRONMENT INTERACTION: People depend on the environment within places. Kindergarten students can use pictures to describe how land is used in many ways. Interactions also can include how people adapt to and change the environment. For this the kindergarten student could draw pictures to show people improving the neighborhood. To include the impact of technology on environment, have the students tell a story about life without a television, VCR, or video game.

MOVEMENT: Draw a map to show the way from school to home and include the student's home address, including the street name. Also, have students name places where they have vacationed and make a chart showing the places visited.

REGIONS: Regions have both local (classroom) and global (neighborhood) applications. Regions allow students to organize information, make lists of common characteristics and investigate how and why regions change. A map of the school could explain how all the parts make up a school. Ask students about ways the neighborhood has changed. "California" and "North America" are examples of larger regions. These can be shown on the globe.

Resources for the Sample Topic **Highly Recommended Books * Suggested

** Cicciarelli, Joellyn Throll. *Maps*. Cypress, CA: Creative Teaching Press, Inc., 1996. ISBN 1-57471-180-6 (big book format) or 1-57471-134-2 (mini book format). This picture book is an ideal way to introduce students to easy maps.

Fanelli, Sara. *My Map Book*. London: All Books for Children, 1995. ISBN 0-06-026455-1. A collection of maps drawn by the young author that provides a childlike, unexpected view of the owner's bedroom, school, playground, and other realms of the world. The book is out of print but well worth a search to locate it.

Geography Education Standards Project. *Geography for Life*. Washington, DC: National Geographic Research and Exploration, 1994. ISBN 0-7922-2775-1. National Standards for Geography developed as part of Goals 2000: Educate America Act. The geography standards identify what students should learn by grades 4, 8, and 12.

Hartman, Gail. *As the Crow Flies*. Illustrations by Harvey Stevenson. New York: Simon and Schuster, 1991. ISBN 0-689-71762-8. This story uses maps to show the daily travels of an eagle, crow, rabbit, horse, and seagull. The book shows individual maps from each perspective and concludes with a composite map. The student gets the idea of a "birds-eye view" in map making.

** Hoban, Tana. *I Read Signs*. New York: Murberry Books, 1983. ISBN 0-688-0733-1. *I Read Signs* uses photographs to introduce signs that students encounter daily along the street. This is a good book to read before taking a walking field trip.

** Hutchins, Pat. *Rosie's Walk*. New York: Aladdin Paperbacks, 1968. ISBN 0-02-043750-1. Rosie the hen leaves her chicken coop for a little walk. Right behind her is the fox, slyly trying to catch her. The book illustrates the concepts of "over," "under," "around," and "through", and her safe return to her hen house for dinner.

K-6 Geography: *Themes, Key Ideas, and Learning Opportunities*. Washington, DC: National Geographic Society, n.d. Key ideas and learning opportunities prepared by the Geographic Education National Implementation Project (GENIP) to enhance the teaching of geography in elementary schools. The section devoted to kindergarten gives the teacher ideas for incorporating geography in the social studies curriculum.

** McMillan, Bruce. *Mouse Views: What the Class Pet Saw*. New York: Holiday House. ISBN 0-8234-1132-X. This photo essay of a mouse's escape and further exploration of the school is not only a visual treat, but also a fun way to begin understanding the importance of maps. Visual perception is another concept that is fully developed.

** Nunn, Tamara. *My Global Address*. Illustrated by Lauren Klementz-Harte. Cypress, CA: Creative Teaching Press, 1996. ISBN 1-57471-178-4 (big book format) or 1-57471-132-6 (mini book format). With vivid pictures, this book shows a child's place in the world from house, neighborhood, city, state, country, continent, and world.

- * Showers, Paul. *The Listening Walk*. New York: Harper Collins, 1991. ISBN 0-06-443322-6. This book about going on a quiet walk is good for mapping your walk.
- Stoltman, Joseph P. *Teaching Map and Globe Skills, K-6*. Skokie, IL: Rand McNally & Company. ISBN 528-17723-0. This is a good teacher handbook for resources in promoting geographic literacy.
- * Sweeney, Joan. *Me On The Map*. New York: Crown Publishers Inc., 1996. ISBN 0-517-70095-6. A child's description of her room, house, town, state, and country helps the young child see how each one is a part of the world.
- * Williams, Rozanne Lanczak. *Can You Read a Map?* Cyprus, Calif.: Creative Teaching Press, Inc., 1996. ISBN 1-57471-168-7 (Big Book format) or 1-57471-122-9 (mini book format). Students are asked to read maps drawn from four fairy tale stories. One shows the interior of the three bears' house while others are of Little Red Riding Hood's, Hansel and Gretel's, and Cinderella's neighborhoods.

Resources for Other Topics

- Becker, Bonnie. *The Quiet Way Home*. Illustrated by Benrei Huang. New York: Holt, 1995. This Bill Martin book reflects his philosophy that children's imaginations are enhanced through the play of language and the imagery of illustration. A young girl and her grandfather take a path home that allows them to listen for nature's sounds over the hustle and bustle of the city.
- Benson, Laura Lee. *This Is Our Earth*. Illustrations by John Carozza. Charlesbridge, 1994. Understanding our natural history through conservation is the message here. A good introduction of landforms for primary children through song. The endnotes include music.
- Chapman, Gillian, and Pam Rohes. *Maps and Mazes*. Illustrated by Gillian Chapman. Brookfield, CT: Millbrook Press, 1993. ISBN 1-56292-715-X. This book provides a visual introduction to the principles of maps and mazes, with projects that students can create on their own.
- Chesanow, Neil. *Where Do I Live?* Barrons, 1995. *Where Do I Live?* invites children to explore their backyards to the solar system in simple text and full color illustrations.
- Fromboluti, Carol Sue. *Helping Your Child Learn Geography*. Washington, DC: U. S. Department of Education, 1990. Public Domain 1S90-910. The booklet is organized around the five themes of geography with activities to help parents or teachers create a curiosity toward geographic questions and knowledge.

- Leedy, Loreen. *Blast Off to Earth A Look at Geography*. New York: Holiday House, 1992. ISBN 0-8234-0973-2. This book is about a group of aliens on a field trip visiting each of the continents on Earth and learning about some of their unique features.
- Lobel, Anita. *Away from Home*. New York: Greenwillow Books, 1994. ISBN 0688-10354-5. This book goes through the alphabet using boys' names and the names of exotic places in alliterative fashion.
- Maisner, Heather. *The Magic Globe and Around-the-World Adventure Game*. Illustration by Alan Baron. Cambridge, MA: Candlewick Press, 1995. ISBN 1-56402-4458. This book presents an exciting journey around the world. One can travel through deserts, forests, plains, and rivers, learning amazing facts about people and places. This can be exciting for the students as they follow clues to find the hidden globe.
- Moore, Jo Ellen. *Beginning Geography*. Monterey, Calif.: Evan Moore Corp., 1991. ISBN 1-55799-219-3. This is an excellent teacher resource book filled with ideas and reproducible pages for classroom use.
- Nikola-Lisa, W. *Being' With You This Way*. New York: Lee and Low, 1993. “:Hey, everybody...” so begins an invitation to friends of various ethnic backgrounds to join in play and song at the neighborhood park, An irresistible beat and colorful illustrations insure all readers that despite physical differences, we really are the same.
- Laan, Nancy Van. *Sleep, Sleep, Sleep A Lullaby for Little Ones Around the World*. Illustrations by Holly Meade. Boston: Little Brown and Company, 1995. ISBN 0-316-89732-9. The book has beautiful pictures and is written in rhythmic verses depicting a mother and a child and different animals on each of the seven continents.
- McDonald, Golden. *The Little Island*. Illustrations by Leonard Weisgard. New York: Doubleday, 1974. ISBN 0-590-41096-2. This is the story of how changes of season change the little island, how it looks and what lives there. The kitten that visits the island finds out that it is part of the big world.
- Mitchell, Rita Phillips. *Hue Boy*. Illustrated by Caroline Binch. Dial, 1993. Can anyone in Hue Boy's Caribbean village help him to grow? Children will enjoy discovering with Hue Boy the real meaning of “walking tall.”
- Provinsen, Alice and Martin Provinsen. *Town and Country*. San Diego, Calif.: Harcourt, 1994 reprint. This is one of those special books that one wishes could be purchased in multiple copies so that pairs of students could sit and pour over the illustrations together and have grand conversations about them. This book richly profiles the fabric of urban and rural life.

Rylant, Cynthia. *The Relatives Came*. New York: Mcmillan, 1993. ISBN 0-689-71738-5. A family travels north by station wagon from Virginia to visit relatives for the summer. Along the way the family sees different kinds of houses and changing landscapes.

Rylant, Cynthia. *When I Was Young In The Mountains*. Illustrations by Diane Good. New York: E. P. Dutton, 1982. ISBN 0-525-44198-0. This book reminiscences of the pleasure of life in a rural mountain area of the southern part of the United States.

Tivers, Jacqueline, and Michael Day. *The New Viking Children's World Atlas: An Introductory Atlas For Young People*. New York: Penguin Books, 1994. ISBN 0670851-81-6. This introductory atlas focuses on political and natural geography and includes information about industries and resources of different parts of the world. The atlas is a good introduction to both geography and economics.

Appendix 1

What We Know, What We Want to Know, What We Learned

K

what we **Know**

W

what we **Want** to know

L

what we **Learned**

Appendix 2

WHAT IS A MAP?

A map is a drawing
To show us the way
To places near our town
And those far away.
The red and black lines
Stand for highways we take;

The blue wiggly lines
Are the rivers and lakes.
The dots mark the cities
Where most people are;
The symbol for a capital
Is a circle and star.

~ Goldie Capers Smith ~

Appendix 3

Compass Directions

Use the patterns on this and the following page to make a compass rose. Note that the north and south points of the compass rose are longer than the other directional points.

- 1. Cut out all the pieces.**
- 2. Arrange them correctly on a large piece of paper.**
- 3. Attach the pieces in their correct spots with glue.**
- 4. Label the directional points on the paper.**
- 5. Color your compass rose.**

Compass Rose
(continued)

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Appendix 4
Map of My Face

My name _____

Created by Patsy Roth

Appendix 5**SAMPLE HOMEWORK LETTER**

(date)

Dear Parents,

Your child has been studying maps in class. Many different kinds of learning activities have been experienced through the use of maps and literature books. As an extension of the class lesson, I would like to ask that you and your child choose one of the following maps to complete at home:

- *Make a treasure map*
- *Make a map of how your child comes to school*
- *Make a map of your home*

Please use a bird's- eye view for your map--that is, how your map would appear if looking from above. If you have any questions, please feel free to come by the classroom and see samples of maps the class has completed.

Please return your map by (date)

Thank you,