

Pre-Visit Map Curriculum: *“Where am I?”*  
Grades 2-4/5

**Lesson Objectives:**

Students will

- \*gain familiarity with their physical location in relation to Slide Ranch
- \*activate prior knowledge surrounding map uses and functions
- \*design 3 maps of varying scales
- \*gain a kinesthetic understanding of distance
- \*be able to translate between units of measurement
- \*become familiar with local geographical landmarks and city/county names and boundary lines

**Language Objectives:**

Students will \*become familiar with functional vocabulary specific to map reading

**Day 1**

**Into:** Teacher will introduce a city map and locate school with student input, identifying with push pin. Teacher and students will work cooperatively to locate various city landmarks and other places of interest to students, identifying with push pins. Teacher will introduce and discuss functions of various map parts (i.e. key).

**Through:** Students will create a map of classroom complete with key and directional compass, paying attention to scale. (Teacher ought to establish measuring unit as “walking steps”. Then, students should be asked to translate 1 walking step into 1 inch on map.)

**Beyond:** In pairs, students use one another’s maps to “travel” from one classroom location to another, providing peer assessment of map accuracy in action.

**Day 2**

**Into:** Teacher will introduce county map and, with student input, locate city and county landmarks, identifying with push pins. Compare to city map. Discuss with students perceived similarities and differences. What sorts of things can be found on one map but not the other? In what situations would one map be more useful than the other? As city is to county, so classroom is to school. Brainstorm school “landmarks” to include (i.e. bathrooms, drinking fountains, play areas and equipment, etc.)

**Through:** Each student will create a map of school complete with key and directional compass. Should scale be the same? Why or why not? (Suggested scale: 15 walking steps=1 inch).

**Beyond:** In pairs, students use one another’s maps to “travel” from one school location to another.

**Day 3**

**Into:** Teacher will introduce map showing location of Slide Ranch in relation to school and identify it as well as other pertinent landmarks with push pins. Are they in the same county? If in different counties, what is the name of the county in which Slide Ranch is located? Use

scale to determine distance between Slide Ranch and school. As group, decide how to translate miles into walking steps. (How many miles per walking step?)

**Through:** Students kinesthetically recreate map, acting as identified markers, using walking steps to place themselves throughout room. For scale comparison, increase number of walking steps per mile and recreate the map once more, this time outside. (The distance between student bodies should be greater.)

**Beyond:** Students will create a travel brochure advertising the trip between school and Slide Ranch. Brochure ought to include directions for travel, a small map complete with key, directional compass, and scale to accompany written directions, descriptions of landmarks that may be viewed while in transit, and visual decoration. This brochure can then be taken home and shared with family members, serving to connect home with students upcoming field trip experience.

**Materials:**

- \*display area in classroom on which to pin maps
- \*city map
- \*county map
- \*map which includes Slide Ranch location if in different county than school
- \*push pins
- \*paper
- \*rulers
- \*markers/colored pencils/crayons

**Standards to be Addressed:**

- Grade 2 -- History/Social Sciences 2.2, 2.2.1, 2.2.2
  - Math Number Sense 6.0, 6.1
  - Measurement and Geometry 1.0, 1.1, 1.2
  - Reasoning 3.0
  - Statistics, Data Analysis, Probability 2.1, 2.2
- Grade 3 -- History/Social Sciences 3.1
  - Math Algebra and Functions 1.4, 2.1, 2.2
  - Number Sense 2.3
- Grade 4 -- History/Social Sciences 4.1
  - Math Reasoning 2.0, 3.2
  - Number Sense 1.4
- Grade 5 -- History/Social Sciences 1.5
  - Math Reasoning 2.0, 2.5, 3.2
  - Number Sense 2.2
  - Algebra and Functions 1.2

(These lesson plans could easily be modified so as to be more mathematically challenging for older students. For instance, older students could be asked to convert distances between various unit of measurement and then write simple algebraic equations defining such relationships.)