

Title: **Me on the Map** by Joan Sweeney, Illustrated by Annette Cable (Crown Publishers, Inc., New York)

Lesson Developed by Patricia King Robeson

Literature Annotation: This picture book opens with a child in her bedroom. A map of the bedroom is shown with her on the bed. The book maps the child from her bedroom to her town, in her town, in her state, in her country and in the world.

Duration: 3 class periods

Maryland Voluntary State Curriculum:

Geography: Grade Level: 1

A. Using Geographic Tools

1. Use geographic tools to locate and describe places on Earth

- a. Locate the continents and oceans using maps and a globe
- d. Define map elements as parts of a map that make it easy to use
- e. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)

Social Studies Skills and Processes: PreK - 2

A. Learn to Read and Construct Meaning about Social Studies

1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text
 - a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources
 - b. Discuss words and word meanings as they are encountered in texts instruction, and conversation
 - c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts

E. Organize Social Studies Information

2. Organize information from print sources

- b. Find relationships between gathered information
- c. Display information on various types of graphic organizers, maps, and charts

Objectives:

Students will be able to:

- identify their location on the earth, the continent, the country, the state, county, and their community.
- explain how symbols are used on a map.
- identify elements of a map.
- construct a map of a community.

Vocabulary: elements of a map, continent, country, county, community

Materials:

Globe

U.S. Map

State Map

Book: Me on a Map

Plastic nesting barrels or stacking cups labeled with world, continent, country, state and community (see attachment)

Worksheet: "Me on a Map" (one for each student)

Felt pieces cut into shapes for symbols on a map and one 8"x11" piece of felt (see attachment)

Transparency of "Map Key"

Transparency of "Community Map"

"What Makes a Good Map" - information for the teacher



“Matching Word” cards
“Where I Live” poem

Teacher Background: Knowledge of elements of a map.

Lesson Development:

Review/Motivation:

Show the students a globe and ask if anyone can show on the globe where the students live. Select several students to come to the globe, point to the place where they think they live, and mark the place on the globe with a sticker or an erasable pen on the spot the students selected. Show the students the book, Me on the Map, and tell them that you are going to read the book; then they will be able to see if the places selected by their classmates were correct. Read the book, Me on a Map.

Activities:

Ask the students the following questions after reading the book.

1. Where is your very special place?
2. Why do you think houses, townhouses and apartments have numbers on them? (Street names and numbers give exact location)
3. What is the name of a place that is larger than a village and smaller than a city which has houses, streets, and shops and services? (Town)
4. Name the state where your community is located. (Maryland)
5. How many states are in our country? (50)
6. What is the name of our country? (United States)
7. What is the name of the continent on which our country is located? (North America)
8. Name the planet on which you live. (Earth)

Have students look at the globe and ask the students if anyone placed their sticker or mark in the correct place on the globe.

Matching Word Cards Activity:

Place the following word cards on the chalkboard: Planet, Continent, Country, State, City, and Community. Hold up one word card at a time with Earth, North America, United States, Maryland, Baltimore and the name of your school community and ask students to come up to the board and place the name next to the correct word. (Example: Continent - North America.) Mix up the order so that students will learn to recognize and identify the names.

Circle Book Activity:

Give each student a copy of “Me on a Map” worksheets. Tell them to color the maps on the circles and to place a small happy face on each circle which will show where in the world they are located. Have the students cut out the circles when they have finished coloring them and place a brad through the “x”. Students can use the circles to describe their location on the earth, continent, country, state, county, and community. Read the poem “Where I Live.”

Conclusion/Closure:

Mapping Activity:

1. Open the book, Me on a Map, to “This is my town. This is a map of my town.” Ask the students if they can tell how the picture “This is my town” is different from “This is a map of my town.” Tell them that symbols are used to help people locate places on a map. A map key is used to find out what the map symbols mean. On “This is a map of my town” the symbols have words written that tell what the symbols stand for. On a map the symbols are in a box with the words beside it. This is called a map key. Tell them that the key and symbols are **elements** of a map. Show the students a transparency of the map key for this map.
2. Tell the students that they are going to work in cooperative groups to make a map. They will need to use the map key which has been given to them to find out what a symbol on their map means. Give each group a copy of the key and ask them to explain what each symbol represents. Example: rectangle represents a school, triangle a store, etc. Tell them that this community needs homes and services.
3. Give each group the felt map pieces and instruct them on how to make a community map. Place the “Community Map” transparency on the overhead and tell them to work as a group to make a map that looks



like the one they see on the transparency. Ask students to explain the map by telling what the symbols represent and what services the community has to offer.

Thoughtful Application of Knowledge:

Making a Map Activity:

1. Tell the students to work in their group and make a community map. They need to have houses, stores, a school, church, shopping center and gas station on their map.
2. When the groups have completed their maps, have them leave their map and go to another group's map. They are to look at the map and use the key to explain another group's map. They should also identify goods and services which are provided in the community.
3. Give each student a sheet of paper and tell them to draw a map on the paper using the same symbols they have used before. Tell them to add map elements to the map after they have completed it.

Extension:

Stacking Cup Activity: The World to the Community

1. Show the students the largest stacking up which has a picture of Earth on it. Tell them that we live on the planet Earth and show them a globe. Tell them that a globe is a model of the earth. Ask the following questions:
 - What is the shape of the globe. (Round)
 - Why is it round? (Globe represents the planet earth and the earth is round.)
 - What do you see on the globe? (Land and water)
2. Now, show students the stacking cup with the world map on it and ask if anyone can tell you what this represents. Place the world map on top of the planet Earth cup.
3. Tell the students that the earth has seven continents on it. Name and point to the seven continents on the globe. Ask if anyone can tell you the name the continent where we live - place the stacking cup with North America on top of world map. Using a globe locate North America and ask the following questions:
 - Can anyone tell me how the continent of North America is divided ? (Countries)
4. Tell the students that the continents are divided into countries and that some are big and some are small. Ask if anyone can tell you the country where we live. Place the U.S. map cup on top of the North America cup and using the globe ask a student to locate the United States and ask the following questions.
 - What country is our neighbor to the north? (Canada)
 - What country is our neighbor to the south? (Mexico)
5. Tell the students that the United States is divided into 50 parts and some of these are big and some are small. Ask if anyone can tell what these parts are called. Ask if anyone can tell you the name of the state where we live. Place the Maryland cup on top of the U.S. cup. Use a globe (if the states are labeled on it) and if not, use a map of the United States, to locate Maryland and ask the following questions.
 - What state is our neighbor to the north? (Pennsylvania)
 - What state is our neighbor to the south? (Virginia)
 - Has anyone been to any other state?
6. Ask the students if anyone can suggest what might be on the next cup? If no one makes a correct guess, tell them that it is the county where they live. Help students identify the county in which they live. Place the county cup on top of the Maryland cup.
7. Ask students to suggest what might be on the last cup? Ask students to name the community the school is located in. Use a map to show the students where this community is located. Place the community cup on the top. Tell the students that the Earth is divided into all these parts so that we will have an exact location of where we are. This is important so people will know where they live.



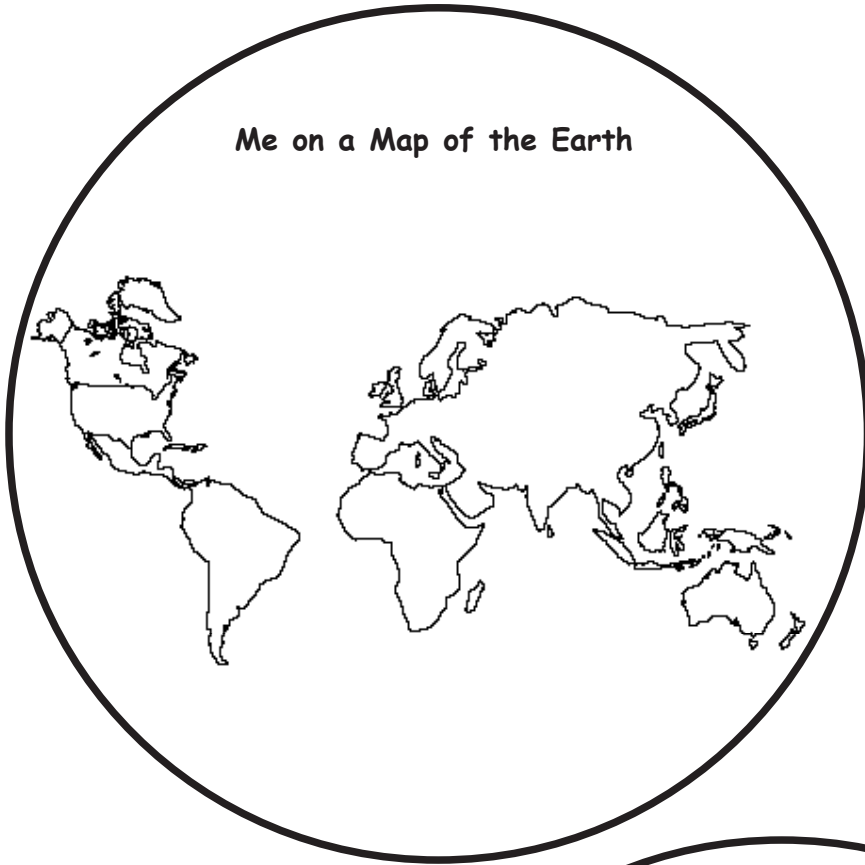
Where I Live

I live in North America
It's the continent for me.
I live in the United States
It's my country, and it's free.
I live in the state of Maryland
But, wherever I may roam
I'll come back to my community
_____ is my home.

(Name of community)



Me on a Map of the Earth



Me on a Map of North America

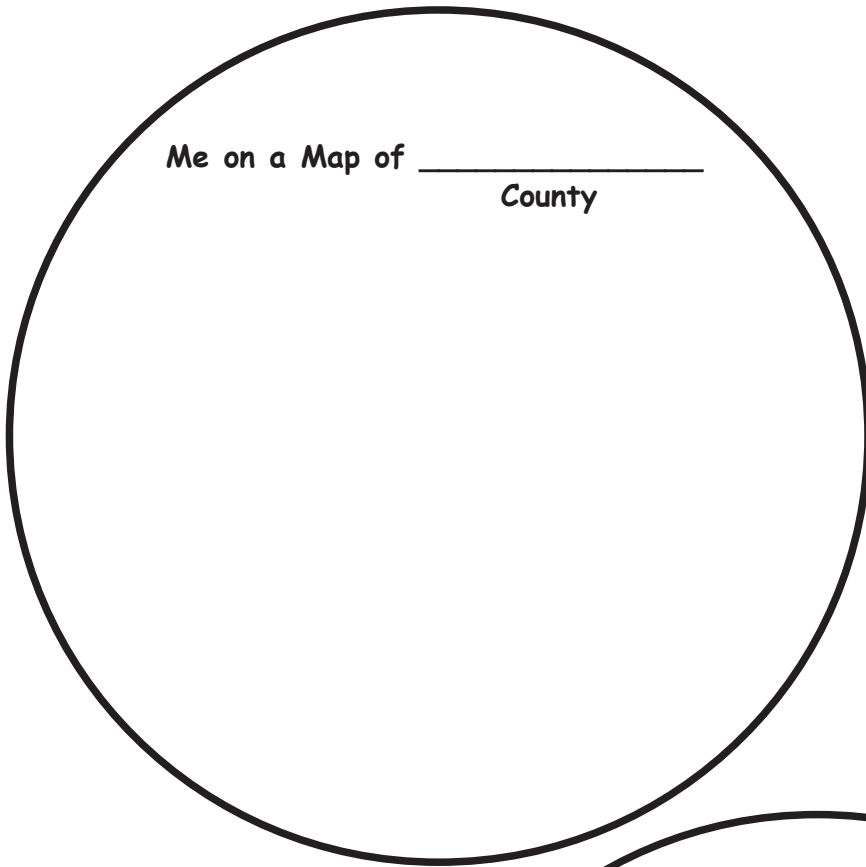


Me on a Map of the United States



Me on a Map of Maryland





Me on a Map of _____
County

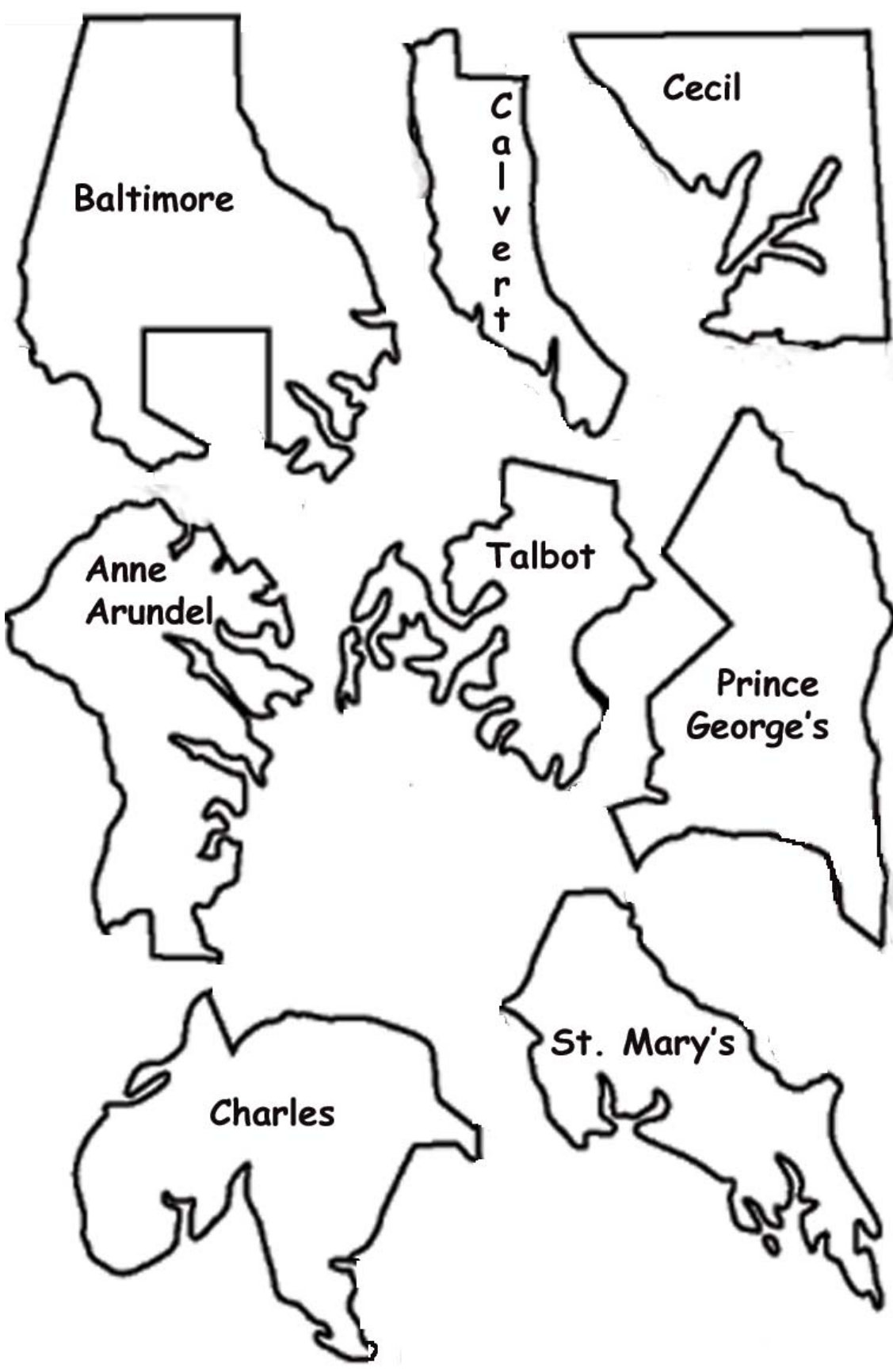


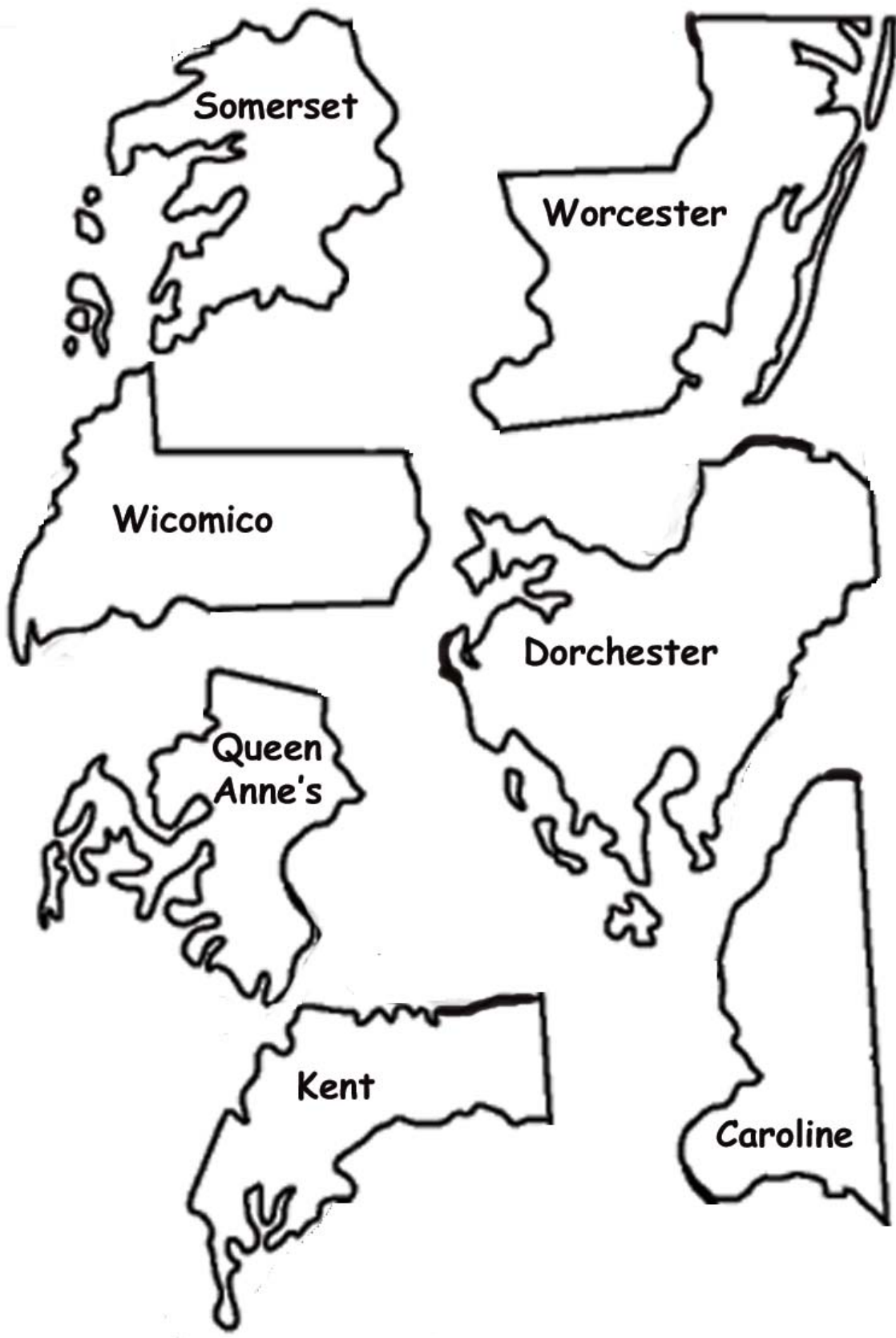
Me on a Map of _____
Community

Me on a Map of Baltimore City









Map Elements



“Big Green Kissing **TOADS**”

B Border
G Grid
K Key/Legend
T Title
O Orientation/Direction
A Author
D Date
S Scale

Planet

Continent

Country

State

City

Community

Earth

**North
America**

**United
States**

Maryland

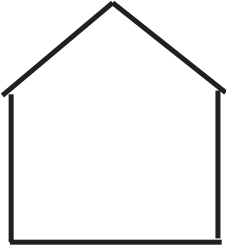
Baltimore



Community



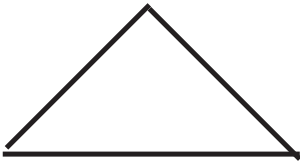
_____ school



_____ house



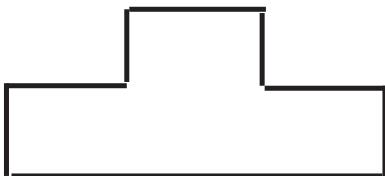
_____ church



_____ store



_____ gas station



_____ shopping
center

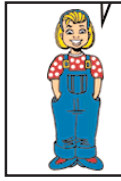
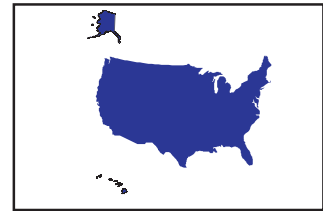


_____ street

Extension: Stacking Cup Activity



My Community



My County

