Me on the Map: Homes, Neighborhoods, and Communities

A lesson that introduces children to maps through the use of literature.

National Geography Standards

ELEMENT ONE
THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

2. How to use mental maps to organize information about people, places, and environments in a spatial context.

Arizona Geography Strand

Concept 1 The World in Spatial Terms
Kindergarten
PO 2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood)

Grade 1
PO 2 Identify characteristics of maps and globes (i.e., compass rose, symbols, map key/legend)
PO 3 Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend

Other Arizona Standards

ELA Common Core Standards
Writing
Text Types and Purposes
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing
AZ.1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

Research to Build and Present Knowledge
K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Overview

Young children are learning to orient themselves in terms of location. By starting with the world directly around them, they will begin to think more abstractly as they move out into their neighborhood, community, state, and country.

Purpose

In this lesson, students will discover that things next to each other in real life are next to each other on a map. They will begin to develop an understanding that their homes or schools are part of a larger world. Their school is in a
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neighborhood, which is in a community, which is part of a state, which is part of the country, which is part of the world!

Materials

- *Me on the Map*, by Joan Sweeney, illustrated by Annette Cable,
- White construction paper
- Crayons
- Various pictures of communities around the world

Objectives

The student will be able to:

- Recognize the differences between a picture and a map.
- Construct a map with objects in the right location
- Label places/objects on a map. (K)
- Construct a map with symbols, legend, and title. (1st)

Procedures

Prerequisite Skills: Students should understand maps are made from the “bird’s eye view.” An excellent lesson to use to teach “bird’s eye view" is Shape of My World: Mapping a Kindergarten Classroom found in GeoMath lessons.

1. Read *Me on the Map*.

2. Discuss how the book relates to the children's lives. Talk about the classroom, the school, the neighborhood, the community, the state, the U.S., and the world. Use a map of the U.S. to help them locate Arizona. Use a world map to help them locate North America.

3. Focus on the classroom. Discuss how things in the classroom would appear on a map. Help them understand that things next to each other in real life would be next to each other on a map. For example, if the listening center is next to the library shelf by the wall, the map should show a listening center next to the library shelf. Give several examples.

4. Rewrite the story with the children, using the classroom as the beginning. A sample story might be as follows: "This is me at my seat. This is me in my classroom. This is my classroom in my building. This is the building in my school. This is my school in my neighborhood. This is my neighborhood in my city. This is my city in my state. This is my state in my country. This is my country in my world."

5. Form groups of children to illustrate the pictures. Remind them that maps have titles so they should title their maps.

6. Encourage kindergarteners to label items on their maps (tables, computers, school, street, etc.). First graders should use symbols, a legend, and a title on their maps.

7. After pages are illustrated, read the book together as a class.

Assessment

Using the checklist, observe children while working on the student work sample or assess them during discussions.

Extensions

Have children make drawings of various dwellings. Make a bulletin board representing places in which people live.

Homework extension could be drawing a map of their homes.

Children could make individual books of the class story.

Supplemental literature:
*Abuela*, by Arthur Dorros
*My Map Book*, by Sara Fanelli
*As the Crow Flies*, by Gail Hartman
*People, People, Everywhere!* by Nancy VanLaan

Sources
