Mapping the Bears’ Cottage: Learning to Create and Use a Map with a Legend

Students learn about bird’s eye view and mapmaking from using two beloved tales.

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Grade Level: K-2
Duration: 2 class periods

Overview
Every map contains information to orient the reader such as a title, compass rose, and legend. It is important for students to begin to gain an understanding of basic map skills at an early age.

Purpose
In this lesson students learn how to make a map and include a title, compass rose and legend using a familiar children’s story.

Materials
- 3 chairs of different sizes, 3 towels or pillows to represent 3 sizes of beds, 3 bowls, and a table. (Doll furniture would be adequate.) A rug or piece of paper to represent the bears’ cottage.
- A copy of the Goldilocks story or knowledge of the story so that it can be told from memory.
- A copy of The Three Little Pigs story or knowledge of the story so that it can be told from memory.
- Paper cut in the shapes of bowls, table, chairs, and beds as seen from above.
- Goldilocks Map and legend for each child (teacher drawn) It should consist of

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.

Arizona Geography Strand 4
CONCEPT 1 World in Spatial Terms
KINDERGARTEN
PO 2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood)
GRADE 1 and 2
PO 3 Construct maps of a familiar place including a title, compass rose, symbols, and map key/legend.

Arizona Math Standard
STRAND 2
CONCEPT 1 Data Analysis
KINDERGARTEN
PO 1 Formulate questions to collect data in contextual situations.
GRADE 1
PO 2 Make a simple pictograph or tally chart with appropriate labels from organized data.
GRADE 2
PO 2 Make a simple pictograph or tally chart with appropriate labels from organized data.
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- rectangles for beds, circles for bowls, squares for tables, and another shape for chairs.
- Tape
- Assessment checklists for kindergarten and grades 1-2
- Maps from Shape of My World lesson (optional)
  - Classroom Map
  - Classroom from Above map

Objectives
The student will be able to:

1. Demonstrate understanding of the use of shapes to represent objects on a map.

2. Create a map that demonstrates knowledge of shapes and map representations.

3. Explain or show the need for a legend and title when making a map.

4. Gather information using the legend and the map.

Procedures

Prerequisite Skills: Students can do Shape of My World: Mapping a Classroom on the GeoMath CD to learn bird’s eye view and learn basic mapping skills.

SESSION ONE
1. Read or retell the Goldilocks story.

2. Arrange the furniture to represent the Bears’ cottage. Have the children locate and name the various items such as Papa Bear’s chair, Baby Bear’s bowl, and Mama Bear’s bed.

3. Indicate to the children the directions in the classroom and the bear’s house (north, east, south and west).

4. Discuss with the children about how the bear’s furniture would look from above (bird’s eye view). Explain that mapmakers often use shapes to represent objects on a map. Discuss why a rectangle shape would be a good way to represent a bed and a circle would be a good way to represent a bowl. Decide the appropriate shape for the table and chairs. Again the maps from Shape of My World: Mapping a Classroom on the GeoMath CD would be helpful to explain this concept.

5. Using the Goldilocks Map and legend, ask them which direction is north and orient the paper so north matches the bears’ cottage. Draw the compass rose on the map and explain what it means and how to use it.

6. Display a piece of paper cut in the shape of the table. Have a volunteer place it on the map and tape it. Do the same with the other items until a map of the bears’ cottage is created.

7. When the map is complete have the children come up with an appropriate title.

8. Explain that a stranger looking at the map might not understand what the shapes represent and therefore students need to create a legend to explain each shape. Demonstrate how to make a legend. Have the children tell which items are needed.

SESSION TWO
9. Read or tell the Three Little Pigs story.

10. For kindergarten students: ask them to name five things that would need to be included in the pigs’ map. For Grades 1-2 students, give the children a piece of blank paper on which to make a map of the Three Little Pigs’ houses and the wolf’s path after they have listened to the story.
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11. Ask the children to use the legend from this map to answer questions about the pigs’ homes.

Questions:
1. Where did the wolf go after he blew down the house made of straw?
2. In which direction is the house of sticks from the brick house?
3. In which directions did the little pigs run after the wolf blew each of their houses down?
4. What is the shape of each of the houses?

Assessment

Assessment would include observations during the Three Bears story of how well the children were able to help develop and use the map and legend.

The Little Pigs story map would be an independent follow up assessment. Here the children would use the map and legend that they created to answer questions about the Pigs’ houses. Use the observation sheet to record their answers. Rate the students as excellent, good or need improvement.

Extensions

Have the children create a map of their bedrooms using a legend, title and compass rose.

Sources


Kellogg, Steven. The Three Little Pigs. ISBN 0064437795