Where Should We Camp? Lake Blanco
Students learn about mapmaking and the use of a grid while planning a campsite.

<table>
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<tr>
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<tr>
<td>Grade Level</td>
<td>3</td>
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<tr>
<td>Duration</td>
<td>1 class period</td>
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### 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**

**GRADE 3**

**PO 2** Interpret political and physical maps using the following elements: alpha-numeric grids, title, compass rose – cardinal and intermediate directions, symbols, legend, scale.

### Arizona Math Standard

**STRAND 4 Geometry and Measurement**

**CONCEPT 3**

**Coordinate Geometry**

**GRADE 3**

**PO 1** Identify points in the first quadrant of a grid using ordered pairs

### Overview

Following multiple directions can be simplified by relating those directions to a grid or map. With the addition of symbols and a basic understanding of cardinal directions, students can locate places on maps and globes.

### Purpose

In this lesson, students will gain a better understanding of maps by making inferences, decisions, and predictions based on the collection of data.

### Materials

- A straight edge or ruler
- Pencil
- Colored pencils (optional)
- Elementary level atlas
- Map # 1, Lake Blanco

- Map # 2, Your Lake
- Key to Lake Blanco Lesson

### Objectives

The student will be able to:

1. Draw a compass rose using the cardinal directions and locate places on Map # 1 using a grid system.
2. Evaluate data and decide on the "best" location for a class campsite by using data and map skill on Map # 2.

### Procedures

**SESSION ONE**

1. Discuss:
What are some natural features you might find at a campsite?
Where Should We Camp? Lake Blanco

What are some manmade features you might find at a campsite?
What features would make a great campsite?

2. Give the students Map #1 and discuss the features of the map. Help the class generate the answers to the practice questions.

3. Divide the students into groups of threes. Assign the groups the task of creating a new map for a camping area. Be sure to go over the human and natural features that must be situated on the map. Reinforce the directions on how to create a map key. Students will create their maps.

SESSION TWO

4. Have the students create and answer six questions on the worksheet provided.

5. Groups will exchange maps and select their site for the class campsite. Once the groups have decided the best campsite location, they should compose three or more sentences explaining their choice of site.

Assessment

Geography: Students will create an original map. They will use a grid system to plot human and natural features, a compass rose to show cardinal directions, and a map key to reflect the symbols used. Mastery is considered 16 out of the 20 points possible.

Use the 3 point rubric for assessing the desirability of this site location. Mastery will be considered 3.

Math: Students will create and answer grid questions correctly. Mastery will be 10 out of 12 points.

Extensions

Students could create other maps that relate to literature read in class that has "journeys or trips" as a theme, e.g., Jack and the Beanstalk, Jack and Jill, Wizard of Oz.