

Maps & Orienteering

GENERAL INFORMATION

OBJECTIVES

Students will see and discuss a globe and various kinds of maps and their uses. They will recognize various geographic features and describe what they are.

QUESTIONS

What is a map? Describe your surroundings (hills, creek, field, cliff, road, pond, house-all can be found on a map.) What are directions? How do maps help us in everyday life? What careers and hobbies are dependent on maps? Do maps change over time?

VOCABULARY

Ocean, islands, continent, mountains, hills, plains, deserts, rivers, map, environment

ACTIVITY MATERIALS

World globe, USA map, Tennessee map, DeKalb County map, and BVNC map, scavenger hunt check off sheet, pencils, two sticks

METHODS

ACTIVITY

If the day is not cloudy, take a stick and push it in the ground. Take another stick and lay it right on the shadow. Come back at the end of the activity and see if the shadow has moved. This is an example of how we know the earth is moving around the sun. Ask them to describe what a map is. For this age group use the idea of a map as a "miniature world." How would they give directions to get to their house from school? They are making a verbal map. Maps describe a place and allow us to get an understanding of a place we have never been by looking at a map. Show the world globe and point out the oceans and continents and where we are. Explain how the earth turns and how night and day happen. Show the map of the US and ask them if they have visited other states and point them out. Show them the map of Tennessee and describe how the land changes from west to east: Memphis - flood plain; to Nashville - rolling hills; to Knoxville - Smoky Mountains. Point out the flood plain along the creek with the rising hills around them. Show them the DeKalb County map and point out the city, roads, and Center Hill Lake and how it was formed by a dam (compare/contrast with the pond and creek).

Teacher's Corner

Grade Level(s)

1st, 2nd, and 3rd

Grade Level Expectations

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

State Performance Indicators

- Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).
- Recognize and use a map key.
- Find a specific location on a school or community map.

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ACTIVITY (cont.)

Pass out the BVNC Scavenger Hunt Map. Have the group break up into 2 to 4 (with an accompanying adult) and start each one in a different direction (See Scavenger Hunt instructions). The hunt should take about 15 to 20 minutes. Have them return and compare their findings. Ask them to explain the words that they found.

DISCUSSION

Lead the students in a discussion about how the scavenger hunt map helped them to find where they were and where they were going. What parts of the map were most helpful in orienting themselves? Ask the students how they think mapmakers construct official maps so that they are correct and easy to follow.

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