



Map My Drive

Elaine Gross

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**Title:** Map My Drive

**Day within Science Unit:** 2<sup>nd</sup> Day

**Grade:** 3<sup>rd</sup> Grade

**Standards:**

S3.A.3.2.1: Identify what models represent (e.g., simple maps showing mountains, valleys, lakes, and rivers; dioramas).

S3.A.1.1.1: Distinguish between fact and opinion.

S3.A.2.2.1: Identify appropriate tools or instruments for specific tasks, and describe the information they provide (i.e., measuring [length—ruler; mass— balance scale] and making observations [hand lenses—very small objects]).

M3.B.1.2.1: Select an appropriate unit for the attribute being measured.

M3.B.2.1.1: Use a ruler (provided) to measure to the nearest ½ inch.

M3.B.1.2.1: Select an appropriate unit for the attribute being measured.

M3.C.1.1.1: Name/identify/describe geometric shapes in two dimensions (circle, square, rectangle, triangle, pentagon, hexagon, octagon).

M3.C.2.1.1: Identify/draw one line of symmetry in a two-dimensional figure.

**Objectives:** The students will be able to identify and name the landmarks while looking at a map. (ex. river, mountains, valleys, and lakes)

The students will be able to apply their knowledge of maps and draw a map with identifiable landmarks.

**Essential Questions:** How do I read a map and identify the physical landmarks on it?

**Materials:** grid paper, pencils, example of each type of map, rulers, objects to trace, iPads, compare and contrast worksheets, closing ticket, rubrics, markers, crayons

**Safety Precautions:** no spinning rulers, no running, no throwing tools, be careful with iPads

**Procedures:**

**Introduction/ Anticipatory Set:** Have the children get an ipad per table group. Go on google earth. Tell them to search the school's address. Have them search it on google maps as well. Give 5 minutes to look around on the device. Hand them a venn diagram to compare and contrast what google earth and google maps show. Try to get children using vocabulary such as mountains, valleys, rivers, lakes, key, compass, and roads.

**Direct:**

1. Hand out an example of a paper map to each small group. They still can have the ipad as well. Ask everyone to point to: rivers, mountains, valleys, lakes, the map's key, roads, and the compass on both the online map and the paper map.
2. What is a map? *a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.*
3. What is the purpose of a map? *to show people where to go when they are lost*
4. What are the different types of maps?
  - a. Political- no physical features, only shows boundaries and cities
  - b. Physical- physical landscape features of a place
  - c. Topographic- also shows physical features but also shows changes in landscape
  - d. Climate- information about the climate of an area
  - e. Economic/ Resource- shows the resources available in that area
  - f. Road- shows major and minor highways and roads, as well as points of interest

5. Do a picture walk around the room and let them look at each type of map placed on the outside of the room. When they walk, have them think about what type of map it is and why?
6. Today we will create a map that uses physical features, houses, and roads. We will create a map that cars which you learned about yesterday can travel on.

**Guided:**

1. I will model by showing how to draw the map assignment. I will model drawing a key, each landmark symbol, and roads. I will also model how to use a ruler. I will explain that each block on the grid is ten miles. I will try to get them to draw their roads so they can calculate the mileage easily. They should add shops and homes to their maps too. I will also have an example of an expected map ready to show them.

**Independent:**

1. Draw their own map that a car could travel along using all four key landmarks.
- 2. DO NOT DRAW PEOPLE OR CARS!**
3. While drawing this, picture a car traveling this road.
4. Map Expectations/Rubric

	Organized, Neat, and Creative (5 points)
	Houses, School, and Businesses (5 points)
	Mountain (5 points)
	Valley (5 points)
	River (5 points)
	Lake (5 points)
	Key for the Map (5 points)
	Easily calculable roads (5 points)

Compass (5 points)
Colored (5 points)
/50 Total Points

**Closure/Summary:** Have the children do another picture walk to see each others' finished maps.

I will give them a summary ticket that says:

4 Landmarks that you drew:

3 Things your car might pass while driving:

2 Types of maps that we discussed:

1 Question, "Would an older car see the same things if they traveled on your map 70 years ago?"

**Assessment:** I will review all of their maps. They must tell me one landmark that they drew on their map.

**Assignments:** Finish the drawing of the map.

### **Special Considerations**

**Early Finishers:** Try to add more landmarks and details to the map.

**Remediation:** Pull a small group while everyone is working independently and have them look at more example maps and point out the landmarks with me. I will provide corrective feedback to them. I will also have more visuals of what a mountain, valley, lake, and river look like in person from google images. So they can understand what the landmarks are and if they have every seen them.

**Enrichment:** Add other landmarks like oceans, caves, beaches, forests, deserts, and volcanoes to their drawing. If they really were interested in maps, they could print a specific location in the world and try to draw that area.

**Special Accommodations:** If a child cannot draw, provide them with a map that has been drawn or printed out. This child can label the landmarks. If a child is capable of cutting and glueing but not drawing, they can use cut outs of the landmarks and glue them on the map.

### **Bibliography**

Pennsylvania Department of Education. (2015). *Standards Aligned System*. Retrieved from <http://www.pdesas.org/Standard/>



