

# MAPS AND GLOBES: WHERE IN THE WORLD ARE WE?

**Grade Level:** Kindergarten

**Presented by:** Karen Davis and Tamara Young, Tate Elementary, Van Buren, AR

**Length of unit:** 5 lessons

## I. ABSTRACT

- A. This unit focuses on the introduction of maps and globes and why they are important. Through a variety of whole group and individual hands-on activities, the students will begin developing a sense of geographical awareness. The students will become familiar with what is represented on maps and globes, and how they are used. Students will explore using cardinal directions, locating North and South Poles, Atlantic and Pacific Oceans and northern and southern hemispheres. At the completion of this unit, the students will have skills needed to build upon their geographical knowledge.

## II. OVERVIEW

- A. Concept Objectives
1. Develop a geographic awareness with maps and globes.
  2. Understand the significance of cardinal directions and location.
- B. Core Knowledge Content
1. Identify maps and globes.
  2. Understand why maps and globes are important.
  3. Identify various land forms represented on maps and globes.
  4. Design a simple map.
  5. Locate Atlantic and Pacific Oceans.
  6. Locate North and South Pole.
  7. Understand cardinal directions.
- C. Skills will be addressed in individual lesson plans.

## III. BACKGROUND KNOWLEDGE

- A. Background Knowledge for Teachers:
1. *Mapping Our Beautiful Earth*
  2. *Make it Work! Maps*
  3. *Maps and Globes*

## IV. RESOURCES

- A. Ciccirelli, J. T. (1996). *Maps*. California: Creative Teaching Press, Inc. ISBN 1-57471-134-2
- B. Cobb, M. (1993). *Mapping Our Beautiful Earth*. Minneapolis: T.S. Denison & Company, Inc. ISBN 513-02183-3-7
- C. Fradin, D. B. (1986). *A New True Book: Continents*. pp. 5-7. Chicago: Children's Press. ISBN 0-516-01291-6
- D. Haslam, A. (1996). *Make it Work! Maps*. Chicago: World Book. ISBN 0-7166-1754-4
- E. Hirsch, E.D., Jr. (1996). *What Your Kindergartner Needs to Know*. New York: Doubleday. ISBN 0-385-48117-9
- F. Knowlton, J. (1985). *Maps and Globes*. New York: Harper Collins. ISBN 0-690-04457-7

## V. LESSONS

### A. Lesson One: What is a Map?

1. Daily Objectives
  - a. Lesson Content
    - i. Maps: what they are and how we use them
  - b. Concept Objective
    - i. Develop a geographic awareness with maps
  - c. Skill Objectives
    - i. Identify a map.
    - ii. Understand why we need maps.
    - iii. Design a simple map.
2. Materials
  - a. various kinds and sizes of maps
  - b. a copy of *Maps*
  - c. chart paper
  - d. markers
  - e. K-W-L chart (Appendix A)
  - f. "My bedroom" map (Appendix B)
3. Key Vocabulary
  - a. map
4. Procedures
  - a. Begin K-W-L chart on maps and globes (Appendix A). Ask students "What do you know about maps?"
  - b. Record responses on chart. Accept any response.
  - c. Show students various types of maps. Discuss that a map is a drawing that shows all or a part of an area, such as the earth.
  - d. Discuss why we need maps. Maps help us answer questions like "How far away is it?" or "Where do I go from here?"
  - e. Read a copy of *Maps*.
  - f. As a whole group activity, illustrate a map of the classroom on chart paper or blackboard. Recall that a map shows all or part of an area.
5. Evaluation/Assessment
  - a. As a home connection activity, students will design a simple map of their bedroom (Appendix B). Students will return, display, and share maps on the following school day.

### B. Lesson Two: Two Kinds of Maps

1. Daily Objectives
  - a. Lesson Content
    - i. Identify various land forms represented on maps and globes.
    - ii. Understand why maps and globes are important.
  - b. Concept Objective
    - i. Develop a geographical awareness with maps.
  - c. Skill Objectives
    - i. Students will be able to compare and contrast physical and political maps.
    - ii. Students will observe and identify the use of color and line in physical and political maps.
2. Materials
  - a. various examples of political and physical maps
  - b. "Maps" bulletin board (Appendix C)

- c. magazines
- d. newspapers
- e. old phone books
- f. scissors
- g. glue sticks
- 3. Key Vocabulary
  - a. physical map
  - b. political map
  - c. color
  - d. line
- 4. Procedures
  - a. Review previous lesson on what a map is and why they are important.
  - b. Refer to K-W-L chart. Record any new information or questions. Allow students to give new learning to be recorded.
  - c. In a whole group, show students an example of a political and physical map. Discuss the similarities and differences of the two types. Define physical map as a map that shows natural features, such as rivers, lakes, mountains, etc. Define political map as a map that shows man-made features such as highways, roads, railroads, state boundaries, etc.
  - d. Indicate the use of color and line to represent areas on the maps. (Refer to *What Your Kindergartner Needs to Know* pp. 156-162). Allow students to make predictions about what might be represented by the color and line areas.
  - e. Have students search for maps from different resources such as magazines, newspapers, old phonebooks, etc. Instruct students to cut out their map.
- 5. Evaluation/Assessment
  - a. Gather students and their maps around the bulletin board (Appendix D). Let students decide whether the map is political or physical. Ask students questions to check for understanding such as: “What are some things you see on your map?” and “What kind of map has those features, political or physical?” Ask students if some maps belong to both groups. Explain that these maps are physical and political. Let each student glue his/her map under the appropriate heading on the bulletin board.

### **C. Lesson Three: Globes: A Model of Earth**

- 1. Daily Objectives
  - a. Lesson Content
    - i. Identify globes and what they represent.
    - ii. Locate North and South Pole
  - b. Concept Objective
    - i. Develop a geographic awareness with globes.
  - c. Skill Objectives
    - i. Identify a globe as a model of the earth.
    - ii. Locate and label three parts of globe: North Pole, South Pole, equator.
    - iii. Introduce students to northern and southern hemispheres.
- 2. Materials
  - a. a copy of *Mapping Our Beautiful Earth*
  - b. a copy of *What Your Kindergartner Needs to Know*
  - c. globe
  - d. models (i.e.; toy car, doll, toy ship, toy airplane)
  - e. clay
  - f. pencils
  - g. small self-adhesive notes

- h. markers
  - i. plastic knife
  - j. crayons
  - k. “empty circle” (Appendix D)
3. Key Vocabulary
    - a. model
    - b. globe
    - c. equator
    - d. North Pole
    - e. South Pole
  4. Procedures
    - a. Review maps from previous lesson. Refer to K-W-L chart. Tell students they will be learning about a special kind of map today.
    - b. Refer to p. 119 of *What Your Kindergartner Needs to Know*. In a whole group, show students various examples of models (i.e., toy cars, boats, airplanes, cars, etc.) Define a model as a small object that represents a larger object.
    - c. Show students a globe. Discuss the globe as a round model of the earth.
    - d. Ask students to examine the globe and give words to describe what they see on the globe. Record the student’s responses on small self-adhesive notes and stick them to the appropriate parts of the globe (adapted from *Mapping Our Beautiful Earth* p.14.).
    - e. Give each child a piece of clay. Have student shape the clay into a small model of the earth. Using the globe as an example, help the children find the North and South Poles and indicate these with a pencil point. Let each child mark the equator on his/her earth with the pencil. Instruct students to cut each earth in half through the equator with a plastic knife to form the northern and southern hemispheres. Introduce to students that the top half is named the Northern Hemisphere. This is where the North Pole is located. The bottom half is named the Southern Hemisphere. This is where the South Pole is located (adapted from *Mapping Our Beautiful Earth* p. 14.).
  5. Evaluation/Assessment
    - a. Give each child a copy of an empty circle (Appendix D). The student should color and label three parts of a globe: North Pole, South Pole and equator (N for North Pole, S for South Pole, line across the middle for equator).

**D. Lesson Four: Map Directions**

1. Daily Objectives
  - a. Lesson Content
    - i. Locate North and South Pole.
    - ii. Understand cardinal directions.
  - b. Concept Objectives
    - i. Develop a geographic awareness with maps and globes.
    - ii. Understand the significance of cardinal directions and location.
  - c. Skill Objectives
    - i. Students will identify cardinal directions on a map and/or globe.
    - ii. Students will be aware that all things on earth are in a certain direction related to where the students are now.
2. Materials
  - a. teacher created map of local landmarks, city, playground, school, etc., with transparency
  - b. globe
  - c. Appendix E
  - d. crayons

- e. a copy of *What Your Kindergartner Needs To Know*
- f. political maps
- g. physical maps
- 3. Key Vocabulary
  - a. direction
  - b. north
  - c. south
  - d. east
  - e. west
- 4. Procedures
  - a. Display a globe and maps.
  - b. Ask review questions such as: What are the names of these objects? What are they used for? Which one is a model of the earth? How are they different?
  - c. Refer to the political and physical maps. Review characteristics of each. During the review, update the K-W-L chart.
  - d. Distribute copies of a map constructed by the teacher of some area relative to the children (i.e. local landmark, city, playground, school building, or classroom). As a group, decide whether it is physical or political. Allow students time to guess what area the map represents.
  - e. Discuss with students that we can use maps to find where we want to go. Tell students that they will be looking at the directions on a map, and that direction means which way you are going. Say: The four main directions are north, south, east and west. Refer to globe and say: North is toward the North Pole; south is toward the South Pole; east is where the sun appears in the morning; west is where the sun sets at night.
  - f. Make an overhead transparency of the created map. In a whole group setting, use directional vocabulary to guide students to locate certain points on the map. For example: Move your finger north to find the slide. Move your finger west to find the flagpole, etc. Provide sufficient examples to insure student understanding of cardinal directions.
- 5. Evaluation/Assessment
  - a. Distribute copies of Appendix E. Say: Here's a picture of a car. There is something near the car on each side. Which direction is each item in relation to the car? If the car travels north, what will it run into? Draw a line with a blue crayon to the object the car will run into.
  - b. Repeat the procedure for each cardinal direction using a different color crayon each time. This will allow for easy assessment.

## **E. Lesson Five: Land and Water**

- 1. Daily Objectives
  - a. Lesson Content
    - i. Locate Atlantic and Pacific Oceans.
    - ii. Identify various land forms represented on maps and globes.
  - b. Concept Objective
    - i. Develop a geographic awareness with maps and globes.
  - c. Skill Objectives
    - i. Students will understand water and land are represented on a globe and/or map.
    - ii. Students will be introduced to the fact that large areas of water are called oceans and large areas of land are called continents.
    - iii. Students will locate the Atlantic and Pacific Oceans on a map and/or globe.
- 2. Materials

- a. globe
  - b. water colors
  - c. crayons
  - d. scissors
  - e. glue sticks
  - f. world map
  - g. excerpt from *Continents*
  - h. "Ocean" poem
  - i. "land and water map" (Appendix F)
3. Key Vocabulary
- a. Atlantic Ocean
  - b. Pacific Ocean
  - c. continent
  - d. ocean
4. Procedures
- a. Display globe and/or world map.
  - b. Check for comprehension by asking review questions such as: Can anyone tell me what they have learned about maps and globes? What are maps and globes used for? Which one of these objects is a model of the earth?
  - c. Instruct students to observe the globe and/or world map for color. Ask students what colors they see. Ask students for their opinion of what the "blue" on the globe or world map represents. Question students about what the "green" or "brown" patches represent. After students recognize that blue represents water, and green or brown represents land, inform students that maps and globes show where land and water are located.
  - d. Refer to pages 5-7 of *A New True Book: Continents*. Reiterate that large bodies of water are called oceans and large areas of land are called continents.
  - e. Draw student's attention to the oceans. Emphasize that the two largest oceans are the Atlantic and Pacific Oceans. Indicate where they are located on the map and globe. Point out that there are also two smaller oceans called the Indian and Arctic Oceans. Tell students that they will be learning a new poem today to help them remember the names of all four oceans.
  - f. "Ocean" Poem  
 P is for Pacific Ocean  
 the largest of the four.  
 A is for Atlantic Ocean  
 with its sandy shores.  
 I is for Indian Ocean  
 the one down below.  
 A is for Arctic Ocean  
 with its ice and snow.
  - g. Once students are familiar with the poem, refocus their attention on the K-W-L chart used throughout the previous lessons. Review chart allowing students to correct any misinformation, answer any remaining questions, and record new learning.
5. Evaluation/Assessment
- a. Students will complete a color resist map. Provide each student with a copy of Appendix F. (Appendix F is a drawing of the Pacific Ocean, Atlantic Ocean, North America, and South America with identifying labels to cut and glue.)
  - b. Instruct students to cut and glue labels on the appropriate ocean.
  - c. Instruct students to color land masses green or brown, and paint entire map with blue

watercolors to reinforce that most of the earth's surface is under water.

## **VI. CULMINATING ACTIVITIES**

- A. In order for students to apply their mapping skills, let them participate in a treasure hunt. Choose a location on the school playground to hide a treasure of your choosing. Prior to the hunt, prepare a treasure map that the students will follow. Directions should include cardinal directions, landmarks, etc.

## **VII. BIBLIOGRAPHY**

- A. Cicciarelli, J. T (1996). *Maps*. California: Creative Teaching Press, Inc. ISBN 1-57471-134-2
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