**First Grade**

**Key Concept 4:**

**Maps and Globes Lesson**

**Overview:**

Students draw maps of their classroom to help them understand what a map is and how it is used.

**Materials:**

* Colored pencils
* Rulers/straight edges
* Blank paper
* Packet (included)

**Key Vocabulary:**

Left Right Up

Down North East

South West Compass Rose

**Objectives:**

G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place

G.8.1.3 Construct and label maps of familiar places

**Instructions:**

1. Ask students to close their eyes and think about where they sit in the classroom. Ask them to think about classmates that sit near or around them.

2. Ask them to think about what the rest of the room looks like. Tell students to open their eyes and look around the room.

3. Ask students if they can remember everything they see with their eyes open that they thought about when their eyes were closed. Explain to students that they are going to draw a map to help them remember where things are in the classroom. Note: Younger students may need an explanation of what a map is.

4. As a group, discuss the types of items that should be part of a map of the classroom.

5. Make a list of these items and hang it somewhere in the classroom so students can use it for reference.

6. Distribute **Let’s Draw a Map!** and a ruler/straight edge to each student.

7. Ask students to draw the shape of the classroom on their worksheet.

8. Ask each student to draw his or her desk or table on the worksheet, to show where it is in the classroom.

9. Instruct students to add desks, tables, furniture and other items in the classroom until the room looks complete to them. Encourage the use of correct shapes and colors when drawing the map.

10. Ask students to share their maps in small groups.

11. Bring the class together to compare maps. Make a classroom map using examples from each groups work.

12. Use the map(s) in the following days to start talking about direction, beginning with left, right, up, and down, then adding the vocabulary of North, South, East, and West and finally, introducing the compass rose. Keep adding to the classroom map and have students use the classroom map to practice directional words.

13. Lead a class discussion on the question: Why do people need to have and use maps?

14. Extension: for a challenge, you can extend the compass rose activity by making a map of your hallway or the whole school.

15. Extension: Ask each student to take a blank piece of paper home and draw a map of his or her home. Ask that this be a family project and that all the family participants sign their name on the map that is created. When the maps are returned hang them around the room or on a bulletin board to be viewed.

**Assessment:**

Completed Student maps at each check point in addition to one-on-one verbal directions around the room/home/hallway/school each time new maps/vocabulary are introduced.

**Let’s Draw a Map!**

Directions: In the space below,

1. draw the shape of the classroom,

2. add your desk or table,

3. add all the desks or tables in the classroom, and

4. add the other furniture and items in the classroom until you think it is complete. Remember to use the list of items that the class made.