

# Arizona

## Alliance Created State Giant Traveling Map Lesson

**TITLE: Simon Says...Explore!**

**RECOMMENDED GRADES:** 3 and higher

**TIME NEEDED:** 15 minutes and up

**OBJECTIVES:**

Students will:

- Explore the features and key locations on the giant map of Arizona
- Practice cardinal directions

**MATERIALS:**

- Colored lanyards (red, blue, yellow, green) - provided
- Hourglass/ Timer – not provided
- Simon Says statements—enough statements to enable all students to participate actively - provided

**RULES:**

- Shoes are not allowed on the map. Please have students remove shoes before walking on the map. Students must wear socks. No bare feet.
- No writing utensils on the map. Keep all writing utensils and other sharp objects 12 inches from the edge of the map.

**DIRECTIONS:**

1. Depending on prior experience with the map, have students spend some time walking around the map, looking at the different place names and features. Invite questions about the map and what is (or is not) on the map. This step can serve as an introduction or review of some of the major features that students will visit during the game.
2. Divide the class into four teams—RED, BLUE, GREEN, & YELLOW—and give each team matching colored lanyards. Make the teams as even as possible. Instruct each team to gather behind their “Base Camp,” by locating their team colored dot on one of the four corners of the map.
3. Review the rules of Simon Says with students.
  - ✓ No running is allowed. No sliding is allowed.
  - ✓ Students who run, touch, or impede other students will be out.
  - ✓ Remind students if they move toward a location that did not begin with the direction “Simon Says,” or they choose an incorrect place; they will be “out.” When a student is out, he or she will walk off the map and sit on the border of the map near his or her team’s corner until the start of a new game.

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- ✓ The hourglass timer will signal the end of the game. The team with the most team members still on the map will be declared the winner of that game.
- ✓ Assure students that each game will have a time limit of 5 minutes to keep “out time” to a minimum.

4. Turn the hourglass timer to begin the game. Using the Simon Says statements on the cards, direct students to visit various locations on the state map. Allow students a few seconds to get to each location that Simon Says for them to visit. Make the game more difficult and control traffic with qualifiers, like these:

Simon Says **everybody**...  
Simon Says **RED team**...  
Simon Says **all girls**...  
Simon Says **all boys**...

Remember to mix in statements without the required words (Simon Says) to catch students who are not paying close attention.

**Some** “SIMON SAYS” statements are:

- Stand on (your state capital)
- Walk the length of the (name of river) River
- Kneel on (name of a state or national park)
- Sit on the largest city in our state
- Dance over to the map scale diagram
- Put your finger on the highest point in the state.

**Advanced Simon Says Statements:** You may wish to create a set of Simon Says statements that provide more of a challenge or require some research prior to game play. Examples might include: Stand on the location of the first settlement in your state. Where would you go to see apple trees, cattle grazing, etc.?

5. When the timer is up, the game is over. Have students gather at their “Base Camp” for the start of a new game. Repeat as many times as you’d like!

## STANDARDS

### Arizona Geography

#### 3<sup>rd</sup> Grade

Concept 1: The World in Spatial Terms

PO 2. Interpret political and physical maps using the following elements:

- a. alpha-numeric grids
- b. title
- c. compass rose -cardinal and intermediate directions

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- d. symbols
- e. legend
- f. scale

PO 6. Recognize characteristics of human and physical features:

PO 7. Locate physical and human features using maps, illustrations, images, or globes.

Concept 2: Places and Regions

PO 1. Locate major physical and human features on maps and globes.

### **The College, Career & Civic Life (C3) Framework for Social Studies State Standards**

Geographic Representations: Spatial Views of the World: D2.Geo.3.3-5

Use maps of different scales to describe the locations of cultural and environmental characteristics.

### **National Geography Standard**

Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information