

My Own Country

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Grade Level 2-3
Duration 1-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

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

Arizona Geography Strand

MATHEMATICS

Measurement and Data

2.MD.A.1 Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape).
 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data making a line plot where the horizontal scale is marked off in appropriate units, whole numbers, halves or quarters.

Arizona Social Science Standards

The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.
 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

Overview

The existence of political boundaries is important to our understanding of the world. Students should be aware of how geographical landforms and water bodies separate political entities.

Purpose

In this lesson, students will cooperatively create a map of a new country consisting of 5 states with common boundaries. The map will feature political boundaries, a compass rose, labels, and a mileage scale. Students will then use the mileage scale to measure distances.

Materials

- Colored pencils/crayons in the following recommended colors:
 - blue
 - brown
 - green
 - black
- Poster board or large sheets of paper
- Chart paper or whiteboard
- Projection device and internet

- Tools for measuring such as rulers, yardsticks, meter sticks, and tape measures
- Arizona's Topography and Rivers map <http://geoalliance.asu.edu/sites/default/files/maps/AZTOPO.PDF>
- Arizona and its Neighbors map http://geoalliance.asu.edu/sites/default/files/maps/az_state_labeled.pdf
- Group Performance Assessment Rubric
- Individual Assessment and Answer Key
- Optional: Using Map Scale to Calculate Distance (1.28 min) <https://www.youtube.com/watch?v=V3QxrX0MYu4>

Objectives

The student will be able to:

1. Measure distances on a map using a mileage scale.
2. Create a map including a mileage scale and other important elements.

Procedures

Prior Knowledge: Students know the basic elements of a map (title, scale, symbols, compass rose, and legend). They also need to understand that states can make up a country.

My Own State

SESSION ONE and TWO

1. Project the Arizona's Topography and Rivers map
http://geoalliance.asu.edu/sites/default/files/maps/AZ_TOPO.PDF
and Arizona and its Neighbors map.
http://geoalliance.asu.edu/sites/default/files/maps/az_state_labeled.pdf As a whole class, brainstorm common features on both maps and write the responses on chart paper or the whiteboard.
2. Using the Arizona and its Neighbors map, brainstorm reasons for creating boundaries, with specific emphasis on the Colorado River border with California and Nevada; the Four Corners shared by Utah, Arizona, Colorado, and New Mexico; and our border with Mexico. Possible reasons include: security (police or army), to enforce laws; to provide services (electricity, water, roads); to regulate trade; to know who is visiting or who is living there; to tax; to distinguish who owns what; to protect land, people, wildlife; etc.
3. Tell students that they are going to make a map of a new country that will incorporate the brainstormed map elements while also keeping in mind the reasons why borders are necessary. Explain that this will be a group project with 5 students in a group. Their group must cooperate and create a country with 5 states. Just like the U.S. has 50 states, their country will only have 5 states.
4. Remind students that there will be a border around the edge of the poster board for the legend, the scale, the title etc. Encourage students to pencil this border in before they add their new country with 5 states.
5. Divide students into groups of five. Model on the whiteboard or chart paper how to begin the map. Draw a border around the edges of the paper for map elements. Demonstrate thinking about how to make borders on your country and then using a darker line for the country's border and lighter (or dotted) lines for the 5 states. And then add a few details (states, mountains, cities, etc.). Use at least 3 symbols and create a legend. Put a few human or physical features outside your country (other countries, mountains, rivers, etc.). Do not do scale yet. Leave your example up for students to refer to as they work.
6. Share the Group Performance Assessment Rubric. Explain how the map will be graded.
7. Distribute the art supplies and the poster board. Give groups time to begin their maps.

SESSION THREE

8. As groups are finishing up, introduce how to use scale on a map. Project again the Arizona's

Topography and Rivers map

http://geoalliance.asu.edu/sites/default/files/maps/AZ_TOPO.PDF and Arizona and its Neighbors map.
http://geoalliance.asu.edu/sites/default/files/maps/az_state_labeled.pdf

9. Model on both of these maps how to measure using a piece of paper or a string and/or by showing Using Map Scale to Calculate Distance (1.28 min)
<https://www.youtube.com/watch?v=V3QxrX0MYu4>
10. Refer back to your model map and create a scale. Make sure it has whole numbers, halves, and quarters (100s, 50s, and 25s). Since you are using large paper, you may want to think through how many miles an increment will be (1 inch = 50 miles?).
11. Model how to measure your country east to west and north to south.
12. Allow time for students to create their map scale and measure. Have students record their measurements east to west and north to south on the back of their maps.

Assessment

Geography and Mathematics

Students can answer questions on the Individual Assessment. A score of 80% or higher is considered mastery.

Geography

Students can be assessed using the Group Performance Assessment Rubric. A score of 80% or higher is considered mastery.

Mathematics

Students can be assessed on accuracy in measuring using a map scale by the answers given for east-west and north-south distances of the country. Allow some room for error depending on the scale that was given. A score of 100% is considered mastery.

Extensions

- Latitude and longitude lines or other grid lines may be incorporated into the students' maps.
- After the maps are completed the students could design mottoes, flags, seals, etc., for their new country. They could also create brochures, reports, and websites.
- Cultural diversity could be addressed as well as political structure, foreign relations, and legal structure.
- Some characteristics could be given to the students prior to making their decisions and their maps. For example, one student in the group

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could be given geographical conditions such as your state must have 2 mountain chains and 3 short rivers coming from the mountains.