Kid Maps: Reading and Creating Maps with Human Characteristics

Students learn about features of maps while creating maps of their own.

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<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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<td><strong>ELEMENT TWO PLACES AND REGIONS</strong></td>
<td><strong>Concept 1 The World in Spatial Terms</strong></td>
<td><strong>ELA Common Core Standards</strong></td>
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<td>4. The physical and human characteristics of places.</td>
<td><strong>Grade 1</strong> PO 5. Locate physical and human features using maps, illustrations, images or globes: <em>a.</em> physical (i.e., continent, ocean, river, lake, mountains, islands) <em>b.</em> human (i.e., equator, North and South poles, country)</td>
<td><strong>Reading Fluency</strong> 1.RF.4, 2.RF.4, and 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<td><strong>Grade 2</strong> PO 5 Recognize characteristics of human and physical features: <em>a.</em> physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) <em>b.</em> human (i.e., Equator, Northern and Southern Hemispheres, North and South Poles).</td>
<td><strong>PO 6 Locate physical and human features using maps, illustrations, images or globes:</strong> <em>a.</em> physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) <em>b.</em> human (i.e., Equator, Northern and Southern Hemispheres, North and South Poles, city, state,</td>
<td><strong>Writing Text Types and Purposes</strong> <strong>Production and Distribution of Writing AZ.1.W.4</strong> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. AZ.2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.</td>
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**Grade 3**

**PO 4** Construct maps using symbols to represent human and physical features.

**PO 6** Recognize characteristics of human and physical features:

a. physical - continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, peninsula

b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city,

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

a. physical - seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula

b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads

**Concept 2 Places and Regions**

**Grade 1**

**PO 1**. Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools).

**PO 2**. Discuss physical features in the world (e.g., mountains, rivers, deserts).

**Grade 2**

**PO 2** Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools).

**PO 3** Discuss physical features in the world (e.g., mountains, rivers, deserts).

**Grade 3**

**PO 1**. Locate major physical and human

**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**AZ.3.W.4** With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graph/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

**Language**

**Conventions of Standard English**

**1.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

**2.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Overview

Places have human characteristics as well as physical ones. Children will learn to recognize human characteristics on child created maps.

Purpose

In this lesson, students will learn that both natural and human characteristics exist. Some of these characteristics can be included on a map. By examining maps made by a child of their own age living in England, children can see ways in which these human characteristics are similar to and different from the human characteristics of their own homes.

Materials

- My Map Book by Sara Fanelli
- Paper and writing supplies for creating personal maps

Objectives

The student will be able to:

- Name human characteristics of a place.
- Distinguish between human and natural characteristics on a child-made map from another country.
- Compare these characteristics to characteristics found in the student’s own culture.
- Create a map, which includes human characteristics.

Procedures

Prior to the lesson, prepare large paper (12in. by 18in.) on which the children will make maps. Read and become familiar with My Map Book by Sara Fanelli.

1. Explain that places can have human characteristics and natural characteristics, and give examples of each. (For instance, buildings are examples of human characteristics while rivers are natural characteristics.)

2. Read My Map Book to the class: Prior to reading the book, show the children the “About the Author” page and explain that this book was written by a child of their age who lives in a big city–London, England.

3. As the book is read, have the children listen and look for human and natural characteristics in the maps. Since a six-year-old made the maps in the book, students should look for the human elements of the places that are important to children. For instance in the neighborhood map, there is a playground, a bridge over a river near a school, and there are children walking on the streets. The sea map includes an ice cream cart and a sandcastle.

4. Explain that some of the maps are maps of places the author had been, some of the maps are of imaginary places, and some of the maps have factual information but presented in an imaginary way.

5. After reading the book, focus on one of the real maps. Discuss how this place (the neighborhood or the seaside) is like or unlike a place with which the students are familiar. Discuss activities that humans do in this place and how that is shown on the map. Include such things as the buildings, the toys, and the vehicles.

6. Explain to students that they are to create their own maps of a place, much as the young author of the book has done. Their maps should fill the space on the paper as the author’s maps do, and they should include human elements and natural elements. Be sure to explain how students are to write at least 5 labels for their human and natural elements.

Assessment
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Reading: The teacher will ask each child to read five labels on his or her map.

Geography: The student will indicate if these items are human or natural characteristics.

Writing: The labels should be checked for spelling and capitalization errors.

The child should be at least 80% accurate.

Extensions

Have the children use their maps as the basis for another story. They can also create paper characters, which they can use to walk through the story as they are creating it.

Use a map or globe to locate Sara's (the author’s) home in London and the nearby seaside where she is likely to vacation. They could then compare the distance from London to the sea with the distance from their homes to the sea.

Study more about the culture of London as compared to their hometowns.

Read stories that include maps.

Sources
