



## Overview:

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

## Targeted Alaska Standards:

### *Geography*

[A2] A student who meets the content standard should make maps, globes, and graphs.

[A3] A student who meets the content standard should understand how and why maps are changing documents.

## Objectives:

The student will create a map of their personal classroom.

## Materials:

- Regular and/or colored pencils
- Rulers
- Blank paper (at least 12x18) (optional)
- STUDENT WORKSHEET: "Let's Draw a Map!"
- STUDENT WORKSHEET: "Geography Journal"

## Activity Procedure:

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 the STUDENT WORKSHEET: "Let's Draw a Map!" and a ruler 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. Kindergarten-1st grade students may need more guidance with this activity than 2nd—4th graders.
10. Ask students to share their maps in small groups.
11. Bring the class together to compare maps. Ask students to choose one map that best represents their

classroom. Refer to the list of classroom items to make sure that all or most of the items are in the selected map. Hang the chosen map next to the list. Note: 2nd -4th graders may be ready to map all the rooms in the school or their section of the school after doing this activity.

12. Note: This mapping activity can be done each time the classroom furniture is changed to give students more experience with drawing maps. It can also help students to understand that maps can change.

**Critical Thinking:**

**Discussion Method:** Why do people need to have and use maps? For grades K-1, discuss this as a whole class. Make a list of students' answers on chart paper to hang in the room.

For grades 2, 3, and 4 ask students to write their answers in a geography journal using the STUDENT WORKSHEET: "Geography Journal."

**Extension Idea:**

Ask each student to take a 12x18 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.

Name: \_\_\_\_\_

## Student Worksheet

### 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.



Name: \_\_\_\_\_

# Student Worksheet

## Geography Journal

**Why do people need to have maps? Write your ideas below.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.