

# Map Reading Lesson Plan

**Time Allotment:** 30-40 minutes

**Grade Levels:** 2-4

## Common Core Standards

CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCSS.ELA-Literacy.SL.2-4.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.RI.2-4.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

## Objectives

Students will:

- Understand and explain the different parts of a map, including the compass, map key, and scale.
- Be able to create their own map with all of the different parts of a map previously mentioned.

## Materials

- Park map included in the park brochure (ask in advance before the lesson to give time to send it)
- Piece of paper for each student
- Coloring and writing materials

## Anticipatory Set

- The teacher will explain to students that they are going to learn about the components of a map and how to read one today.
- The teacher will ask students if they have ever used a map before and what maps are useful for.
  - Maps are useful for getting around places that you have never been before and want to explore.
  - Maps are useful for going to one specific location that you do not know how to get to.
  - Some maps are specific, while other maps are simpler and have less detail.
  - Maps can show anything: a city, a country, a house, etc.

- The teacher will explain that parks usually have maps so that visitors can get around the park fully. Today, they will study the map for Washington Crossing Historic Park in Pennsylvania, where George Washington crossed the Delaware River.
- The teacher will also explain the purpose of parks in our community today. For instance, they can explain that parks are normally a center for communities, a place to preserve nature, or to memorialize something, whether it is a person or an event (like Washington crossing the Delaware).

### **Teacher Presentation and Modeling**

- The teacher will explain to students that it is time to learn different parts on a map.
- The teacher will first explain that maps always have a title. This can usually be found on the center of the map or on the top right/left side.
  - For example, the title is in the center on the park map.
- The teacher will explain that they are going to first learn about a compass. They will point it out on the map and ask if any students know what it is. The teacher will explain the following information:
  - It is also called a compass rose and is used to orient the reader on the map.
  - It does this by showing the cardinal directions: east, west, north, and south.
- The teacher will then explain more about a scale on a map. First, they will point it out on the example map of Washington Crossing Park and ask students if they have any ideas about the job of a scale. Then they will explain the following information:
  - A scale helps the map reader understand the actual distance between things on a map. For instance, two buildings might look close together on a map of a city but if you use the scale, you'll find they're farther apart in real life.
  - For instance, one centimeter on a map may be equal to ten kilometers, which is roughly 6 miles.
  - It gives you perspective when trying to go to different destinations, especially when you're walking!
- The teacher will explain that the next part of the map is the key and the symbols inside the key.
  - Maps always use a variety of symbols to represent different things, ranging from the location of a city to a small outline of a person signaling a bathroom.
  - Symbols are how you know where certain things are located within the map.
  - On maps with symbols, there has to be a key (sometimes called a legend) that defines all the symbols on the map for the reader.
  - On the example park map, the key is in the bottom left corner.
  - Examples of symbols on the park map include a white line for unpaved road and a black line for paved roads. There is also a symbol for restrooms and a camera

to signal an overlook point. Furthermore, there is a picnic table with a roof to symbolize picnic pavilions

- The teacher can ask students if they can think of any other ideas for symbols used on a map.
- The teacher will instruct students to observe anything else interesting on the map before concluding the teaching part of the activity and transitioning to the activity.

### **Guided and Independent Practice**

- The teacher will explain to students that it is now time for them to create their very own park by designing a park map.
- The teacher will explain that the park can be a community park, a park memorializing something, etc. The park can contain anything they can design on a map, so the teacher should encourage students to be really creative.
- The teacher will hand out coloring materials and a piece of paper for students to draw their maps on. The teacher will explain that students are required to include the elements they talked about:
  - A title
  - A key and symbols
  - A compass
  - A scale
- The teacher can ask the students to think about the following questions while creating their map:
  - Are there any natural features like rivers or waterfalls? Are there hiking trails?
  - What is there to do for fun? Think creatively!
  - If it is memorializing something, how does it memorialize that thing? A statue? A museum?
  - Is it accessible to all people/ages? Is there something to do no matter what age you are?
    - Stress the importance of this. Teachers should tell students that parks are accessible to everyone.
- Once they are done their maps, the teacher can collect them to be graded and displayed.

### **Closure**

- The teacher can ask various things of the students as a closure activity, depending on how much time they want the activity to take.
  - They can write down a few sentences about the importance of their park and what makes it a park, including some symbols that they used.

- They can break into partners and explain their map to their partner, going into detail about the symbols and other features of their park.
  - Each student can present their map to the entire class in a short presentation.
- Students should ask each other questions if the assessment of the map is in a presentation to the class or to a partner.

### **Assessment**

- The teacher will assess the maps from the students to see if they successfully used the different map features discussed during class, illustrating their understanding of them.
- The teacher will assess either what the students wrote down about their map or what they presented to a partner/group to see if their park has significance and the symbols are used successfully.

### **Extension of the Lesson**

- Students can research other aspects of maps, like latitude and longitude and elevation lines.
- Students can write a small paper on their park, the significance of it, and why it is accessible to every type of person.
- Students can take a field trip to Washington Crossing Historic Park and see if the map does an accurate job of describing the park layout.

### **Resources**

- <https://www.nationalgeographic.org/encyclopedia/map/>