



Draw the Lines

ESSENTIAL QUESTION: Where Am I?

I HAVE: One Hour

LESSON TITLE: My World From Above

TYPE OF ACTIVITIES:

- ✓ Spatial thinking
- ✓ Drawing
- ✓ Reflection
- ✓ Peer Sharing and Listening
- ✓ Out of their Seats

MATERIALS:

- Blank 11-17 sheets of paper for each student
- Pencils
- Rulers
- Coloring utensils
- Projector or smart-board and laptop access for teacher

STEP-BY-STEP:

Tell students they will be drawing maps from above (use the term aerial and birds eye view if you'd rather) and creating a Map Key. Distribute 11x17 paper and rulers and coloring utensils, all students should be using a pencil with an eraser.

Instructions for Students:

- 1) Draw yourself in the center of the map using a stick figure or smiley face , whichever you pick, on the back of the map re-draw that symbol and write out 'ME' next to it. That is our first symbol in our Map key
- 2) Draw the shape of the school around the symbol for yourself and try to place yourself correctly in the building
- 3) Draw a PENCIL shape on the classroom in the building you like the most and add the symbol to the Map Key.
- 4) Draw any streets around the school and in the neighborhood and label if you know the name of them.
- 5) Now you need to decide what symbol to use for PARKS, LIBRARIES, and RECREATION CENTERS and draw them in the key.
- 6) Next, try and approximate where there are parks, libraries and recreation centers in the school's neighborhood and draw the symbols they chose in those spots (you don't have to know the names for them)

- 7) Now decide what symbol to use for the path you take to get home, if you take public transportation then maybe a BUS, or if you walk maybe a FOOTPRINT. Once you've added that symbol to the key, draw it on your map on your path.
- 8) Now create a symbol for a place you like to get food or hang out in the school's neighborhood. The symbol should correlate with why you like that place. Add it to their key and draw it on your map in the correct spot.
- 9) You can add anything else you want to the map in approximately the place you think it is, add necessary symbols to the key.
- 10) Color in your maps

Once all students are finished their map ask for a volunteer to explain their map to the class, and then let students stand up and walk around and try to find at least one other student who picked one of the same "favorite" spots. After about ten minutes, have students return to their seats

Have a laptop set up to project google maps and type in the address of the school, set the filter to 'satellite' mode.

Zoom in on the school building and ask students to compare the shape of the building they drew to the real shape of the building.

Then zoom out and let students compare the streets they labeled, parks, libraries, etc with the image on the projector.

Walk around and help students who are struggling and see if any student's map was very accurate.

Ask if any student wants to figure out which direction (N, E, S, W) they walk home based on the map on the screen. Help the class find where the compass is located.

KEEP IN MIND:

- This activity would be best done at the beginning of the year, to allow students to get to know each other.
- Students may not take the same path home every day so don't emphasize that step if kids seem hesitant about it.
- Some of the activities around the school listed on the map require students to spend money, which they may not be able to, so make sure not to emphasize those, and give ideas for alternative spots they could label.
- If your class is rowdy, you may want to swap out the step where they walk around the room and share their maps with a seated "share with a neighbor"

IT WENT WELL! EXTENSION ACTIVITIES:

Extra Credit: Create a map from above of their neighborhood and see how it compares to the real layout (students will need internet access from home to complete)

See extension to Pennsylvania Geography in 2 Day Lesson