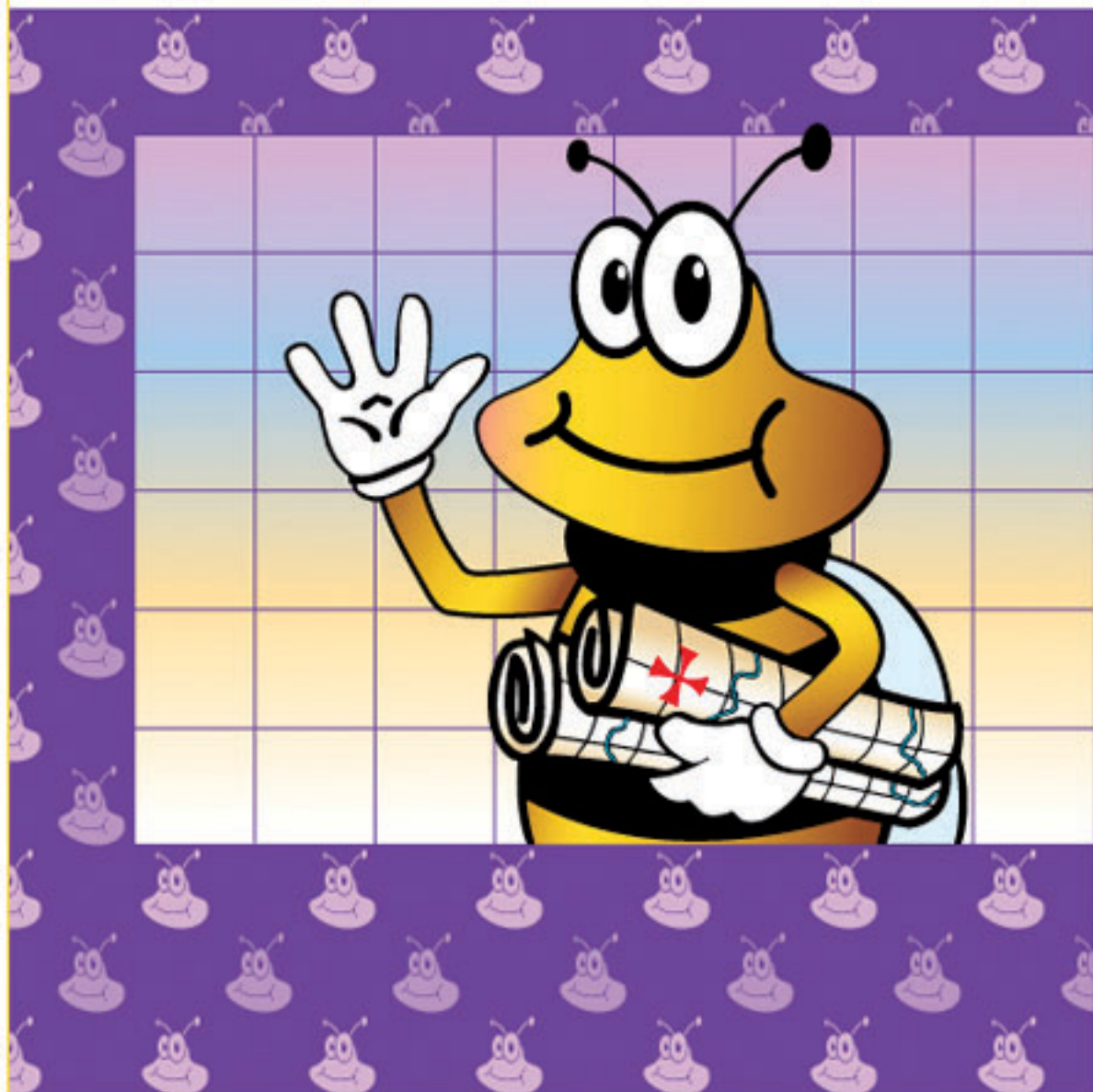


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# GEOGRAPHY BEE



An Integrated Primary Unit Teaching Map Skills





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# PURPOSE

GEOGRAPHY BEE provides an integrated approach to teaching primary students about geography while imparting basic map reading skills. Since much of the communication young children experience involves pictures and symbols, early elementary students adapt quite quickly to map reading experiences. When we help children experience maps as pictures, they learn how to gather considerable information from the world around them.

Introducing map concepts to students as soon as they begin their school careers instills an appreciation of and affinity for developing crucial geography skills, and capitalizes on their natural curiosity about maps. Students experience maps as a visual form of communication about their school and about local, regional, national and global landforms and weather. A variety of activities tap into the young child's natural interest and curiosity about maps. Specifically your students will gain the following as a result of participating in this unit:

## **Knowledge**

1. Understanding that a map is a picture representation of a real area that is much larger
2. Learning cardinal directions (north, south, east, west) and directional references (over, under, beside, right, left, etc.)
3. Realizing that maps are helpful in many real life situations

## **Skills**

1. Using and interpreting symbols on a map
2. Locating places on various kinds of maps
3. Relating the location of one place to that of another place
4. Making use of a graph to express information
5. Deciding the direction (north, south, east, west) of one area compared to another on a map

## **Feelings and Attitudes**

1. Reinforcement of a natural curiosity about maps
2. Enhanced interest in maps
3. Increased confidence in using and reading maps
4. Appreciation of the many uses of maps
  - Locating places
  - Reading weather maps
  - Learning about places introduced outside of school through the news or family
5. Recognition of the value of teamwork in reaching personal and group goals



# OVERVIEW

GEOGRAPHY BEE introduces the five main categories of geography: symbols, direction, scale, location and the globe. Students learn map skills with familiar characters such as “the little piggy who went to market,” “The Three Pigs” and “The Gingerbread Man.” All of these activities help students become more competent with map reading. In addition, GEOGRAPHY BEE integrates reading, writing, graphing, singing, moving, drawing and mathematics into the geography lessons.

Students begin GEOGRAPHY BEE by sending a letter to someone they know in their town, in their state, in a different state or in a different country. They request a picture or a postcard from the recipient of the letter for display in their classroom.

Students start their study of maps with an environment that is familiar to them—their school. They then move to maps of their neighborhood, their city, their state, the United States, North America and the world. Each GEOGRAPHY BEE lesson builds on previously learned skills and each of the skills taught in the unit is reinforced in subsequent lessons.

Students learn cardinal directions, how to estimate distance and how to read symbols while studying maps of their school. Students learn about scale and location as they study maps of their community. Students review and reinforce these concepts as they explore maps of their state, the United States, North America and the world. Students also learn about physical maps, political maps, product maps and weather maps. When they are learning about the globe, students explore the seven continents, the equator, the North and South Poles, global hemispheres and time zones.

Each day, students complete a class graph that relates to their study of geography. As they explore each map, students create a page for their individual My Book of Maps, which will reinforce their learning each time they read it.

As a culminating activity, students apply what they have learned about maps, scale and distance. Small groups decide where to hide a treasure sack, either within the classroom or elsewhere on the school grounds, then devise a clear map to lead another group of students to discover the hidden treasure.



# SETUP DIRECTIONS

## 1. Before You Begin

Carefully and thoroughly read this entire Teacher Guide *before* beginning. Doing so will help you plan your time and adjust this unit to meet your students' needs and abilities.

## 2. Collect and Display Maps

Since this unit concerns maps, you will want your students to experience an environment that is rich with various types of maps. Collect a variety of maps and display them around your classroom throughout the unit. Include weather maps, geological maps, maps of other countries, globes and atlases. These maps will be useful to your students and will also be a great way to decorate your room. See #6 for specific map preparation instructions.

## 3. Develop a Geography-rich Environment

In addition to the maps listed above, collect books about geography, newspaper articles with maps and periodicals such as National Geographic magazine, National Geographic World, Smithsonian and Nature magazine for your students to explore. Make all of these items accessible to your students during their free time.

### TEACHING TIP

*Since each day's lesson includes several activities, feel free to divide each lesson to meet your students' needs. A simple review of the previous day's lesson will help your students pick up where they left off the previous day.*

*All duplication masters are listed in alphabetical order. Masters generally accompany the Daily Directions for the day when they are first introduced. Exceptions are the DAILY GRAPH TITLES, the SENTENCE STRIPS and the NAME THAT STATE GAME CARDS. See the Table of Contents for specific page numbers.*

## 4. Schedule

Take the time to carefully look at the schedule and adapt this unit to fit the needs of your classroom and students. The **Unit Time Chart** provides that you work with the GEOGRAPHY BEE material for half an hour each day. This may not be a realistic time frame for your classroom or the attention span of your primary students.

## 5. Duplication

GEOGRAPHY BEE includes many of the maps that your students need during the unit. See #6 **Preparing Maps** for more specific information about maps for your classroom. Make copies of the following in the quantities indicated in *Italics*:

1. COMPASS ROSE—*class set*
2. CONTINENTS OF THE WORLD—*class set*
3. DAILY GRAPH TITLES—*one set (optional)*
4. EASTERN AND WESTERN HEMISPHERES—*class set*
5. FOLLOW-UP PARENT LETTER—*class set*
6. GEOGRAPHY BEE MASCOT—*one*
7. INTRODUCTORY PARENT LETTER—*class set*



# SETUP DIRECTIONS

8. LITTLE PIGGY GOES TO MARKET—*class set*
9. MAP SYMBOLS—*class set + display copy*
10. MY ANCESTORS—*class set*
11. NAME THAT STATE GAME CARDS—*one set + class set and display copy of your home state*
12. N, S, E, W—*one set of labels*
13. N, S, E, W REVIEW—*class set + display copy*
14. N, S, E, W REVIEW SYMBOLS—*one set (optional: mount on tag board)*
15. NORTH, SOUTH, EAST, WEST—*one set of labels*
16. NORTH, SOUTH, EAST, WEST—*one set of signs*
17. NORTH AMERICA MAP—*class set + display copy*
18. NORTHERN AND SOUTHERN HEMISPHERES—*class set*
19. OUR GLOBE—*class set*
20. PICTURE OF MY STATE—*class set*
21. POSTCARD PASSPORT—*one (enlarged) + 8.5" x 11" as needed*
22. SAMPLE COMPASS ROSE—*class set and/or display copy*
23. SCHOOL MAP CHART—*one (enlarged)*
24. SCHOOL SYMBOLS WORKSHEET—*class set*
25. SENTENCE STRIPS—*class set (optional)*
26. STUDENT LETTER—*class set*
27. THE WORLD TURNS 1—*class set*
28. THE WORLD TURNS 2—*class set*
29. THE U. S. TURNS—*class set*
30. THREE LITTLE PIGS—N, S, E, W—*class set*
31. TRAVEL BAG—*class set*
32. UNITED STATES MAP—*two class sets + display copy*
33. UNITED STATES PHYSICAL MAP—*class set*
34. UNITED STATES POLITICAL MAP—*class set*
35. UNITED STATES PRODUCT MAP—*class set*
36. UNITED STATES WEATHER MAP—*class set*
37. WORLD MAP—*class set + display copy*

The following pages are provided for your reference. You may choose to copy them for your students.

1. BASEBALL TEAMS
2. BASKETBALL TEAMS
3. FOOTBALL TEAMS
4. STATE SONGS
5. UNITED STATES SPORTS TEAMS MAP



# SETUP DIRECTIONS

## 6. Preparing Maps

When required, enlarge the maps to chart size either freehand or by projecting a copy of the map onto a piece of butcher paper. Daily lesson plans require the following maps:

**Day 1:** classroom map—chart size + 8.5" x 11"

—You will probably have to create this. It does not need to be fancy. A schematic drawing showing the relative position of the door(s), windows, desks and learning centers is sufficient.

**Day 1:** school map—chart size + 8.5" x 11"

—You may obtain an 8.5" x 11" map of your school from your administrative or district office. On the chart size map label the following, deleting or adding areas to make this activity more meaningful for your students:

- School office (secretary)
- Principal's office
- Library
- Cafeteria
- Your classroom
- Playground

**Day 2:** school map—8.5" x 11"

—Provide a map with your classroom fire evacuation route marked or assist students as they mark the route on their own maps.

**Day 4:** city or town map—chart size

—Depending on the size of your local community, you may obtain a map of your city or town from a travel agency or commercial map company.

**Day 4:** neighborhood map—chart size + 8.5" x 11"

—Prepare a detail map of your school's neighborhood from a greater community map. Include the school and some residential streets in the neighborhood. Enlarge the map either freehand or by projecting a copy of the map onto a piece of butcher paper. Be sure to add N, S, E, and W to the enlarged map.

**Day 6:** your state map—chart size + 8.5" x 11"

—Obtain a large map of your home state from a travel agency or commercial map company for display purposes. Prepare the smaller outline maps and display copy of your state using the appropriate NAME THAT STATE GAME CARD.



# SETUP DIRECTIONS

## TEACHING TIP

*Parents may be a source of local, state and national maps. If you do not have and cannot purchase large maps, enlarge the outline maps provided in Geography Bee. Include a compass rose on every map you prepare for use after Day 2. You may enlist the help of a classroom aide, a parent or an older student to enlarge these maps for you.*

*If you are unable to obtain or make the required maps, alter the daily lesson plans to fit with the maps you have available.*

**Day 7:** United States map—wall size + 8.5" x 11"

—Obtain a large United States map from a book store or teaching supplies store if your classroom does not already have one. Outline maps are provided in GEOGRAPHY BEE.

**Day 9:** weather map—regular size

—Cut from the local paper one or two local and/or national weather maps for students to study.

**Day 10:** North America map—wall size + 8.5" x 11"

—Obtain a large North America map from a book store or teaching supplies store if your classroom does not already have one. Outline maps are provided in GEOGRAPHY BEE.

**Day 10:** world map—wall size + 8.5" x 11"

—Obtain a large world map from a bookstore or teaching supplies store if your classroom does not already have one. Outline maps are provided in GEOGRAPHY BEE.

**Day 13:** THE WORLD TURNS—8.5" x 11"

—Prior to class copy both hemispheres and glue or staple near the International Date Line. This double image will enable your students to more clearly understand global time zones.

## 7. Introducing the Unit to Students and Families

The Daily Directions include a section entitled **Before Day 1**. Begin communication with students' families at least one week prior to beginning the unit. GEOGRAPHY BEE includes three sample letters. Use them as printed, or adapt them to your class situation. The letters provide an opportunity for home involvement and will also provide the opportunity for your students to learn about geography in a meaningful way as the class receives mail (which is something all children love!) from many different locations. The letters and their function are:

- **Introductory Parent Letter** Parents identify family members or acquaintances capable of sending pictures or postcards to their student at the school. Collect the letters and sort their responses by location—people who live locally, people who live in the state, people who live in a different state, and people who live outside of the country.
- **Follow-up Parent Letter** This letter communicates to the parents the person or persons that their students will contact, and enlists the help of the parents in having the student mail a letter to the person identified.



# SETUP DIRECTIONS

- **Student Letter** This sample letter is written from the student's perspective, and requests a response from the recipient. Kindergarten and some first grade students will probably fill in the blanks and send the Student Letter that you copy for them. Second and third grade students can use the Student Letter as a model to write their own letters.

## 8. Using the Postcards and Pictures

Enlarge one copy of the POSTCARD PASSPORT and mount on the bulletin board. As the postcards or pictures arrive, enter the date and where the letter originated on the posted class POSTCARD PASSPORT. Your students decide which map they should look at to find the area shown in the picture—the map of your city, of your state, of the United States, or of North America or the world for another country.

- Once students determine the map that goes with the postcard or picture, post the picture or postcard near that map. Attach a piece of string leading from the exact location on the map to the postcard or picture. These markers will help your students pinpoint locations as they look at the different pictures around the map.
- Issue an individual 8.5" x 11" POSTCARD PASSPORT to students capable of writing the dates and places of origin of mail received in your classroom.
- If possible, add an official-looking stamp to the POSTCARD PASSPORT(S) for each postcard or picture received.
- You may include in this visual mapping activity areas of your school important to your students but not included in the mapping activities for Day 1. (For example, your school may include a nurse's office or health room.) Take a picture of that room and hold it until other pictures and postcards begin to arrive. Ask your class to identify the picture. Then ask your students which map posted in the classroom goes with this picture.



# SETUP DIRECTIONS

## TEACHING TIP

*Refer to the Daily Directions, Day 1 activities for more details about how to use these pictures with the school map. For instance, place a picture of you in the classroom next to the map. Attach a string to the board leading to the place you were standing when the picture was taken.*

## TEACHING TIP

*Save these pictures to display as the students learn about each type of map.*

### 9. Take Additional Photographs

To make the school and neighborhood maps posted in the classroom more meaningful to your students, take pictures to help them relate to specific locations.

- a. Pictures of people and places around the school will help students when they learn about the map of the school.

Prepare these photos prior to Day 1 and post them on the school map *after* you visit each location:

- The principal in his/her office
- The school secretary in the main office
- The librarian in the library
- People who do playground duty
- The janitor near his/her office
- People who work in the cafeteria
- You in your classroom

- b. Pictures of a local post office, grocery store or restaurant or other familiar landmarks close to the school campus will help your students learn more meaningfully about their neighborhood map.

- c. Similar pictures of familiar landmarks from around the region or state will help students as they learn about these areas.

### 10. Homework

GEOGRAPHY BEE requires that you assign students homework on Day 4, Day 5 and Day 10. If you have a homework system in your classroom, please adapt these assignments to the system you currently use.

### 11. Name That State Game Cards

GEOGRAPHY BEE includes outline maps of all fifty states. Copy the images, color if you prefer, write the name of the state on the back, then laminate for durability.

- Use the outline of your home state for Day 6 activities. Enlarge the image to fill an 8.5" x 11" page.
- Use the outlines of Hawaii, Maine, Colorado, California and Texas for the Mystery State questions on Day 7. (*Optional*: add the states of Alaska, Michigan, Florida, Idaho and New York.)



# SETUP DIRECTIONS

## TEACHING TIP

*If you don't have a pocket chart, display these cards on the board or on a bulletin board.*

### 12. Pocket Chart Cards

The Daily Directions for Day 2, Day 3 and Day 7 suggest that you use a pocket chart to display activity cards. Masters for these activity cards generally follow the Daily Directions for the day on which you use the cards. To make these cards more sturdy, duplicate them, mount them on card stock or index cards and laminate them.

- Day 2—direction words (*North, South, East, West*)
- Day 3—symbols (*Children, Heart, “2,” Child and Book, Maps*)
- Day 7—mystery states (Use NAME THAT STATE GAME CARDS.)

## TEACHING TIP

*You may choose to have your students complete this graph as they enter the classroom in the morning or after recess or lunch rather than at the start of the geography lesson each day.*

### 13. Daily Graphing Activities

Every day your students sign their names to a question presented in simple graph form. The graphs encourage your students to express opinions, share information, and to give daily personal input. They also provide for your primary students daily opportunities to see words on the graph as a tool for communication and discussion. DAILY GRAPH TITLES are provided. You may copy, cut out and glue the titles to lined or blank paper, or using the titles provided, make up your own graphs on regular or chart paper, or on the board or a white board, or some combination. You may even create a more kinesthetic graph! Using visual cues on the floor of your classroom, have students to stand in the area designated for their response to that day's question.

### 14. Drawing Treasure Maps

Determine in advance how much help your students will need to complete the treasure hiding and map making activities on Day 14.

- a. If your students are very capable and can hide their treasure and create a map for another group on their own, allow them to complete this assignment independently.
- b. If you have one or more parent helpers, each group of students may rotate to this parent at different times of the day to complete the hiding and map making activities.
- c. If you have a classroom aide, he or she may help students complete these activities in a center.
- d. Arrange with an upper grade teacher to have his/her students act as “big buddies” to your students to assist with these activities.

## TEACHING TIP

*There are other ways for your students to complete these activities with some help.*

*Direct the big buddies how to “help” so that the younger students do as much of the activities as possible.*



# SETUP DIRECTIONS

## 15. **My Book of Maps**

As students complete mapping activities with each lesson, collect their papers and store in an envelope or folder for each student. On Day 15 your students will assemble their map activity pages into a reference book of maps demonstrating what they have learned during the unit. You may elect to include all student worksheets in this book.

## 16. **Sentence Strips**

Have your students provide titles for the maps included in the students' My Book of Maps. You may copy a class set of Sentence Strips, then have students cut and paste the titles to the appropriate papers, or write the titles on the board and have the students copy the information to their papers. Decide what works best for your students.

## 17. **Other Materials**

Prior to beginning the GEOGRAPHY BEE unit assemble the following materials in the quantities indicated. See the Daily Directions for more specific information.

1. Building blocks—*enough for class (optional)*
2. Camera—*one (optional)*
3. Chart paper—*one sheet*
4. Colored sticky stars—*several (optional)*
5. Compass—*one*
6. Construction or tissue paper—*enough for students (optional)*
7. Construction paper (9" x 12")—*two per student*
8. Crayons—*enough for class*
9. Drawing paper—*two class sets + one per group*
10. Envelopes (9" x 12") **or** File folders—*class set*
11. Globe—*one or more*
12. Glue—*enough for students*
13. Graph paper—*class set (optional)*
14. Marker—*one or two (optional)*
15. Objects to demonstrate scale (pencil, paper clip, magnetic letter, etc.)—*several*
16. Pens—*several colors*
17. Paper lunch sacks—*one per group*
18. Passport—*one (optional)*
19. Pencils—*class set*
20. Pennies—*five per group*
21. Photos of school personnel\*—*one of each*
22. Pocket chart (optional) or chalkboard

\*Prepare photos in advance. See Setup Directions #9.



# SETUP DIRECTIONS

23. Push pins—*class set + two*
24. Rubber bands—*class set*
25. Scissors—*class set*
26. Small sticky dots\*\*—*four dots per student*
27. Stamps or stickers—*five per student*
28. Stapler—*one or two*
29. String—*several yards*
30. Styrofoam balls (4" diameter) or oranges—*class set*
31. Tape—*enough to attach labels, signs and string*
32. Tape or glue—*enough for students (optional)*
33. Toothpicks\*\*\*—*two per student*
34. Toy car—*one*
35. Weather map from your local newspaper—*one or more*

\*\*Provide two dots of two different colors for each student.

Light colors work best. Cut the sticky dot sheets apart into pairs of sticky dots with backing still attached.

\*\*\*Provide extras in case of breakage.

## TEACHING TIP

*You will undoubtedly discover many opportunities to reinforce map skills during the course of the school year.*

## 18. Ongoing Learning

Even after you finish this geography unit, continue to help your students remember what they learned.

- a. Postcards and pictures will likely continue to arrive in your classroom after you have finished the GEOGRAPHY BEE unit. Take time to reinforce students' understanding of local, national and world geography as they locate the place of origin of their correspondence.
- b. Whenever your class takes a field trip (even if it is a walk to the park), use the map of your town or city to show students where you are going and the route you will take to arrive at your destination.
- c. As you study history or current events in your classroom and different locations come up, show your students where these places are on a map.
  - If you study about Abraham Lincoln and George Washington in February, show your students where they grew up on the United States map.
  - If a space shuttle is going to take off or land, show your students where these events are occurring.
- d. If any of your students take trips during Thanksgiving or during winter or spring break, point out the places they traveled on the appropriate map.
- e. United States and world map puzzles are readily available and you may even be able to find puzzles of your state and city. Such map puzzles are very helpful to have in a classroom.

## TEACHING TIP

*If commercial map puzzles of your city or state are not available, you may make your own puzzles by pasting a map to cardboard or poster board and cutting out the pieces. As your students put these puzzles together, they learn the locations of various cities, towns, parks and natural or historic points of interest.*



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# UNIT TIME CHART

## **Before Day 1: Setting the Stage**

INTRODUCTORY PARENT LETTER  
FOLLOW-UP PARENT LETTER  
STUDENT LETTER  
POSTCARD PASSPORT

## **Day 1: A Look at the Environment**

*I have looked at a map*  
GEOGRAPHY BEE MASCOT  
SCHOOL MAP CHART  
Introduce mascot George  
Graph map experience  
Explore distance on the school map

## **Day 2: A Look at Cardinal Directions**

*I made a map of my bedroom*  
N, S, E, W labels  
NORTH, SOUTH, EAST, WEST labels and signs  
THREE LITTLE PIGS: N, S, E, W  
SAMPLE COMPASS ROSE  
COMPASS ROSE  
Graph map work  
Label cardinal directions in class

## **Day 3: A Look at Symbols**

*I like reading maps*  
MAP SYMBOLS  
N, S, E, W REVIEW  
N, S, E, W REVIEW SYMBOLS  
SCHOOL SYMBOLS WORKSHEET  
*This is a map of my school.*  
Graph student opinions

## **Day 4: Learning About My Neighborhood and Scale**

*I have lived in \_\_\_\_\_ all my life*  
TRAVEL BAG  
Graph student histories  
Scale drawing of a tree  
Locating students' homes in the neighborhood

## **Day 5: Getting Around in My Neighborhood**

*How I get to school:*  
LITTLE PIGGY GOES TO MARKET  
PICTURE OF MY STATE  
*This is a map of my neighborhood.*  
Graph student transportation  
TRAVEL BAG homework results  
Find the nearest community market

## **Day 6: Surveying our State**

*I have traveled to (capital).*  
OUTLINE OF OUR STATE  
STATE SONGS  
*This is a map of my state.*  
Graph student experiences  
State pictures from homework  
Sing songs

## **Day 7: My Country... 'tis a Mystery!**

*I have traveled to another state.*  
UNITED STATES MAP  
Graph student experiences  
Mystery States Game

*Note:* This Unit Time Chart is one possible time allocation. Alter as necessary. Read the Setup Directions for teacher preparation prior to beginning this unit.



# UNIT TIME CHART

## Day 8: One Nation, United by Sports!

*My favorite \_\_\_\_\_ team:*

BASEBALL TEAMS

BASKETBALL TEAMS

FOOTBALL TEAMS

*This is a map of my country.*

UNITED STATES MAP

UNITED STATES SPORTS TEAMS MAP

Graph student preferences

Revised Gingerbread man story

## Day 9: Many More Marvelous Maps

*I have looked at a weather map.*

UNITED STATES MAP

UNITED STATES PHYSICAL MAP

UNITED STATES POLITICAL MAP

UNITED STATES PRODUCT MAP

UNITED STATES WEATHER MAP

Graph student experiences

Name That State Game

## Day 10: Where in the World are We?

*I have traveled to another country.*

NORTH AMERICA MAP

WORLD MAP

CONTINENTS OF THE WORLD

*This is a map of my continent.*

*This is a map of my world.*

MY ANCESTORS

Graph student experiences

## Day 11: We Come from Many Lands

*I think the world contains:*

Graph student opinions

ANCESTOR homework results

## Day 12: Global Perspectives

*I have seen a globe.*

NORTHERN AND SOUTHERN

HEMISPHERES

EASTERN AND WESTERN HEMISPHERES

OUR GLOBE

*This is our globe.*

Graph student experiences

Hemisphere activities

## Day 13: As Our World Turns...

*I think I might travel to the North Pole someday.*

THE WORLD TURNS

THE U. S. TURNS

Graph student expectations

Time zone activities

## Day 14: Treasure Troves for Clever Cartographers

*I think it will take this long to find the buried treasure:*

Graph student opinions

Treasure maps and treasures

Finding other group's treasures

## Day 15: Making Map Memoirs

*I enjoyed learning about maps.*

*My Book of Maps*

Graph student opinions

Compile and read My Book of Maps

Review learning



## DAILY GRAPH TITLES

**I looked at a map.**

Yes

No

**I made a map of my bedroom.**

Yes

No

**I like reading maps.**

Yes

No

**I have lived in \_\_\_\_\_ all my life.**

Yes

No

**How I get to school:**

Walk

Bus

Car

Other

**I have traveled to \_\_\_\_\_ .**

Yes

No

**I have traveled to another state.**

Yes

No

**My favorite \_\_\_\_\_ team:**

Other



## DAILY GRAPH TITLES

**I have looked at a weather map.**

Yes

No

---

**I have traveled to another country.**

Yes

No

---

**I think the world contains:**

More land

More water

---

**I have seen a globe.**

Yes

No

---

**I think I might travel to the North Pole someday.**

Yes

No

---

**I think it will take this long to find the buried treasure:**

2 minutes

5 minutes

10 minutes

---

**I enjoyed learning about maps.**

Yes

No

---



## SENTENCE STRIPS

**This is a map of my school.**

**This is a map of my neighborhood.**

**This is a map of my state.**

**This is a map of my country.**

**This is a physical map of my country.**

**This is a political map of my country.**

**This is a product map of my country.**

**This is a weather map of my country.**

**This is a map of my continent.**

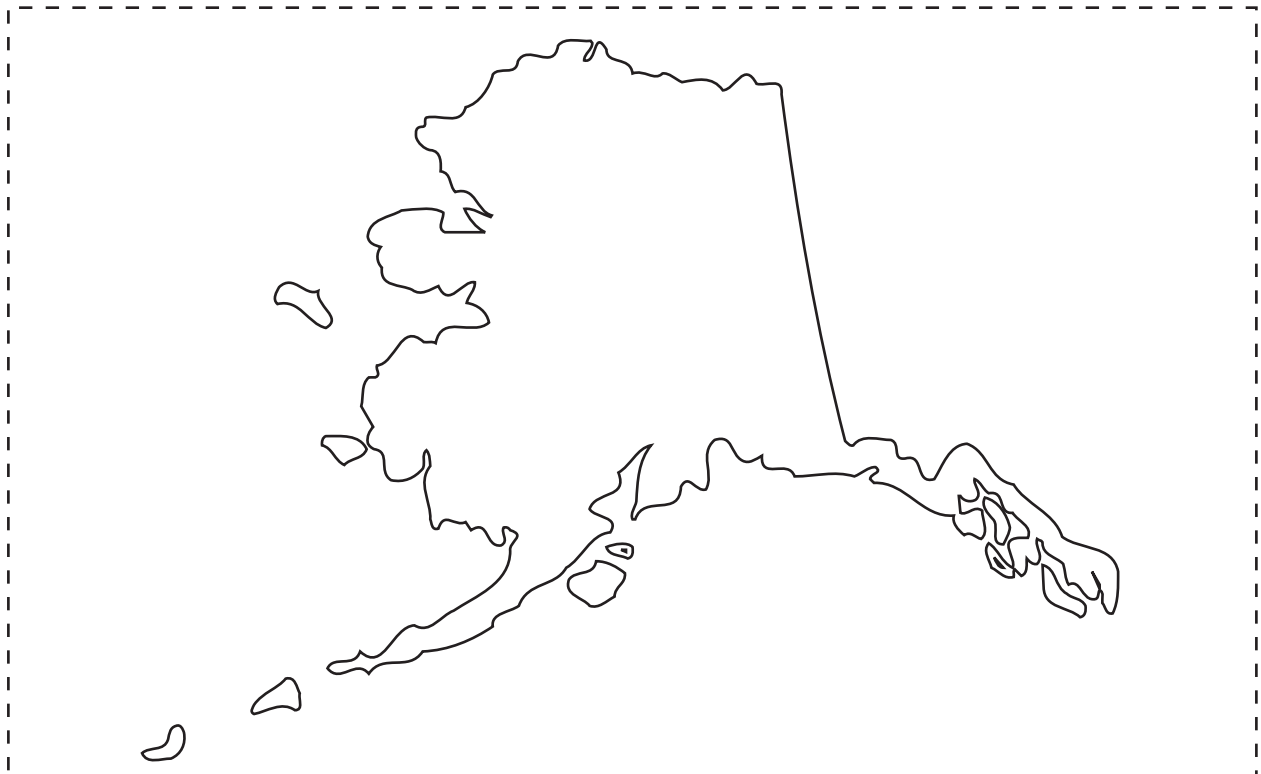
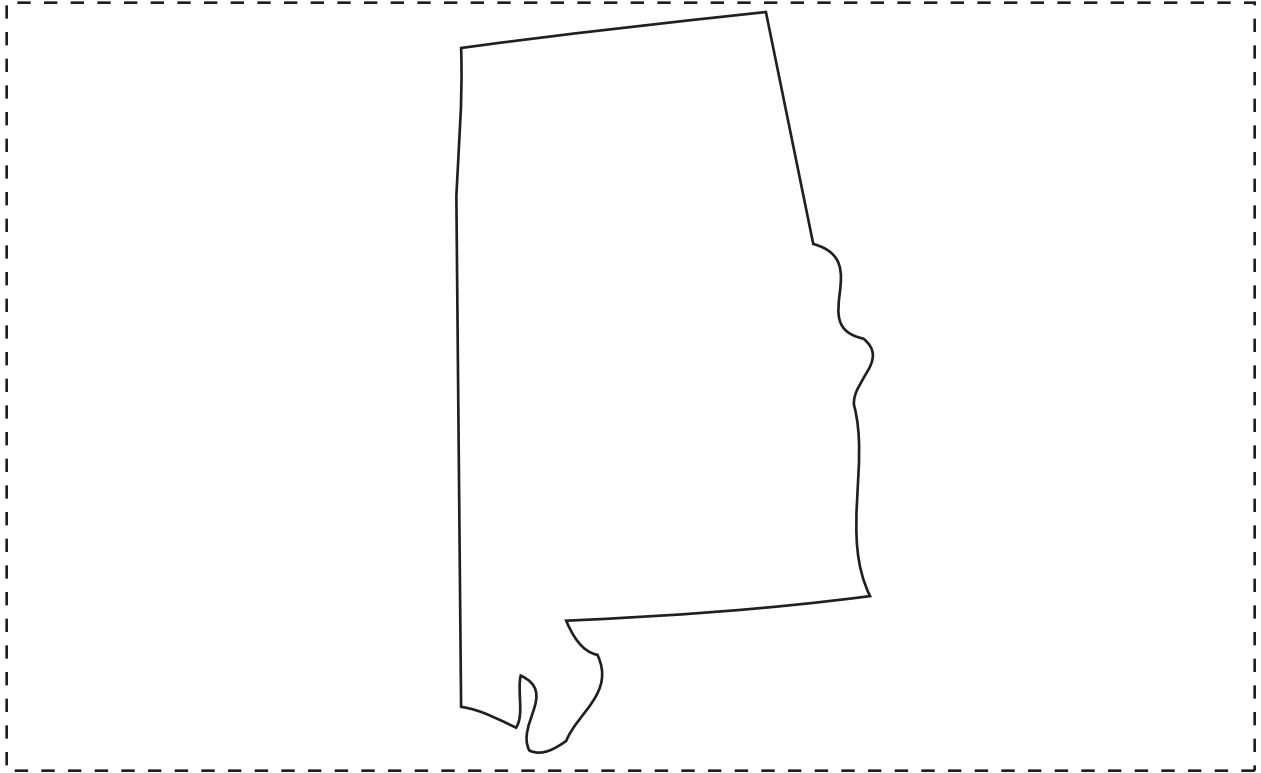
**This is a map of my world.**

**This is our globe.**

**My Book of Maps**

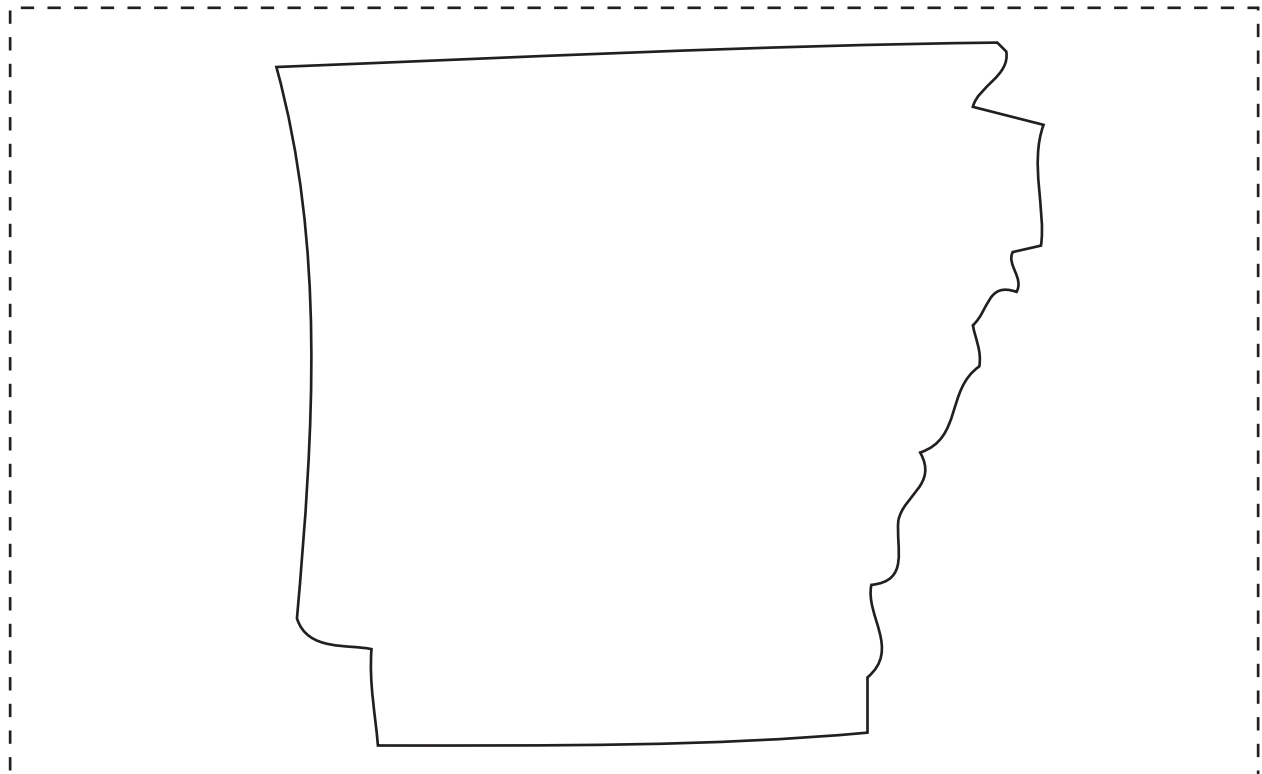
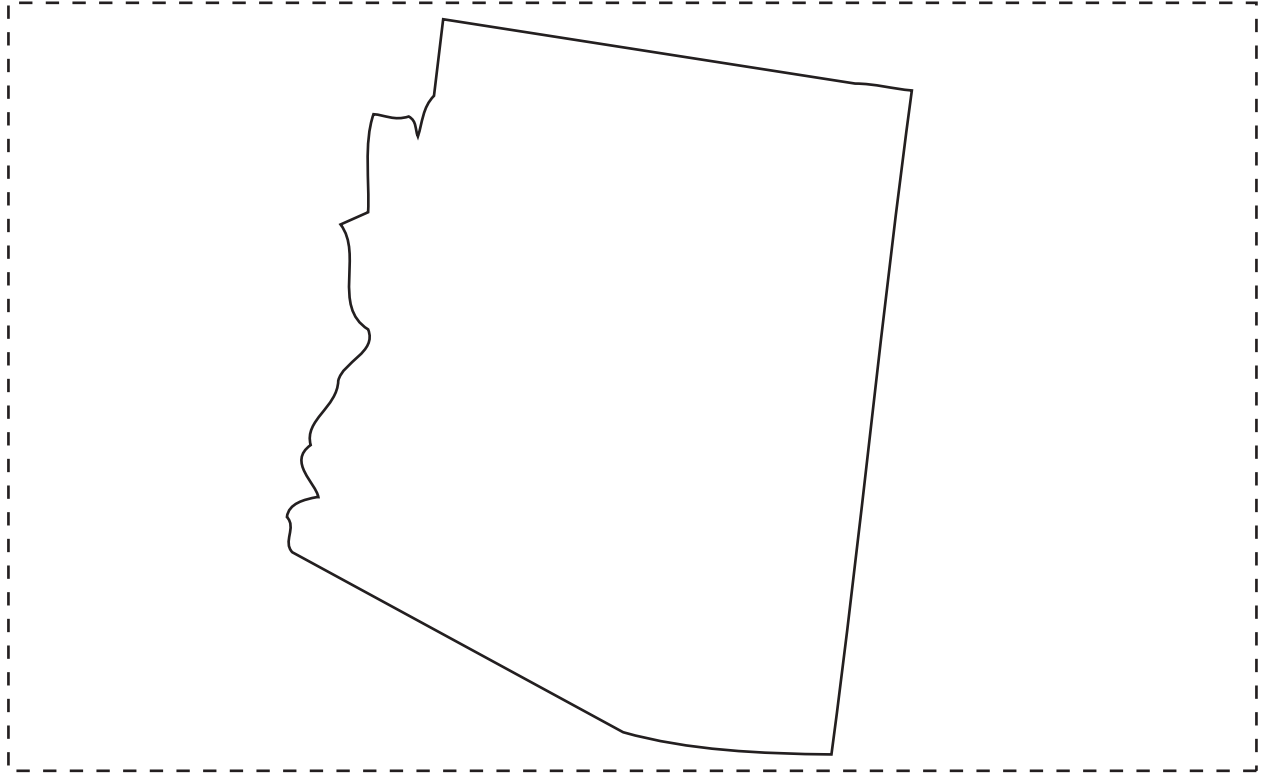


# ALABAMA & ALASKA



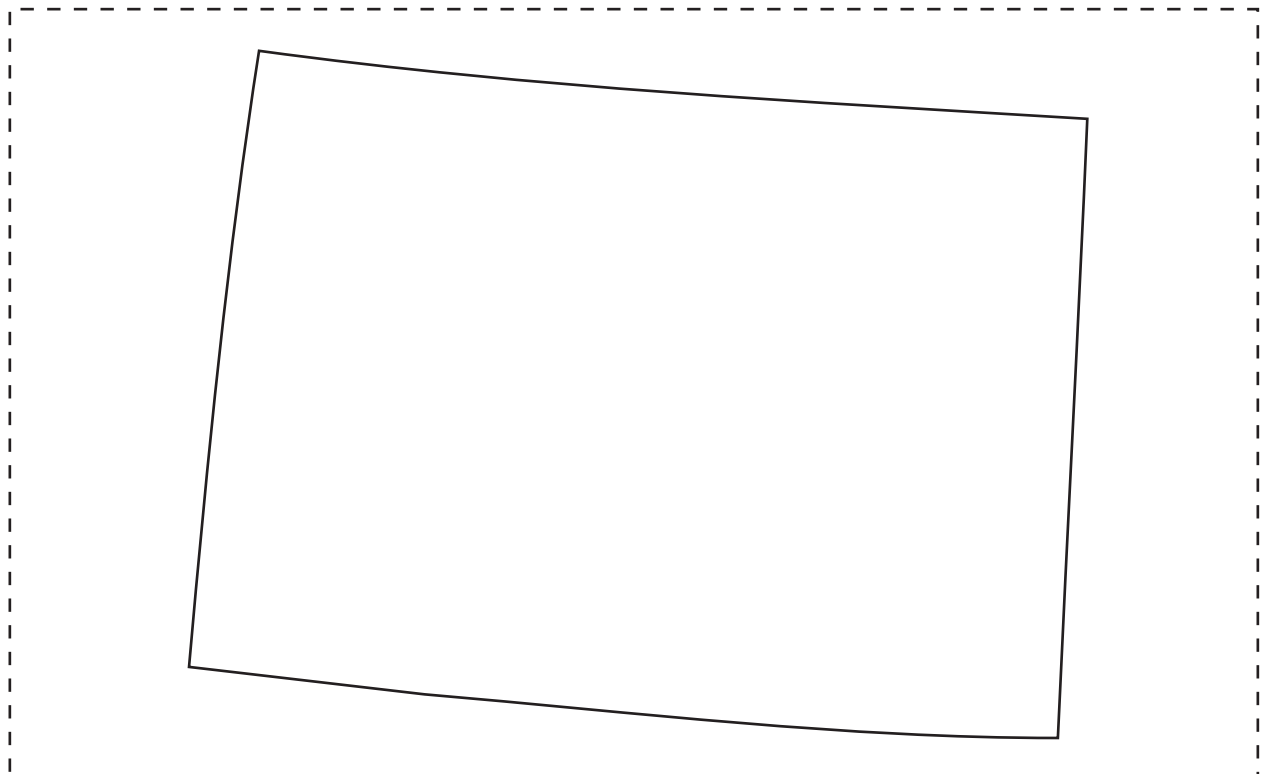


# ARIZONA & ARKANSAS



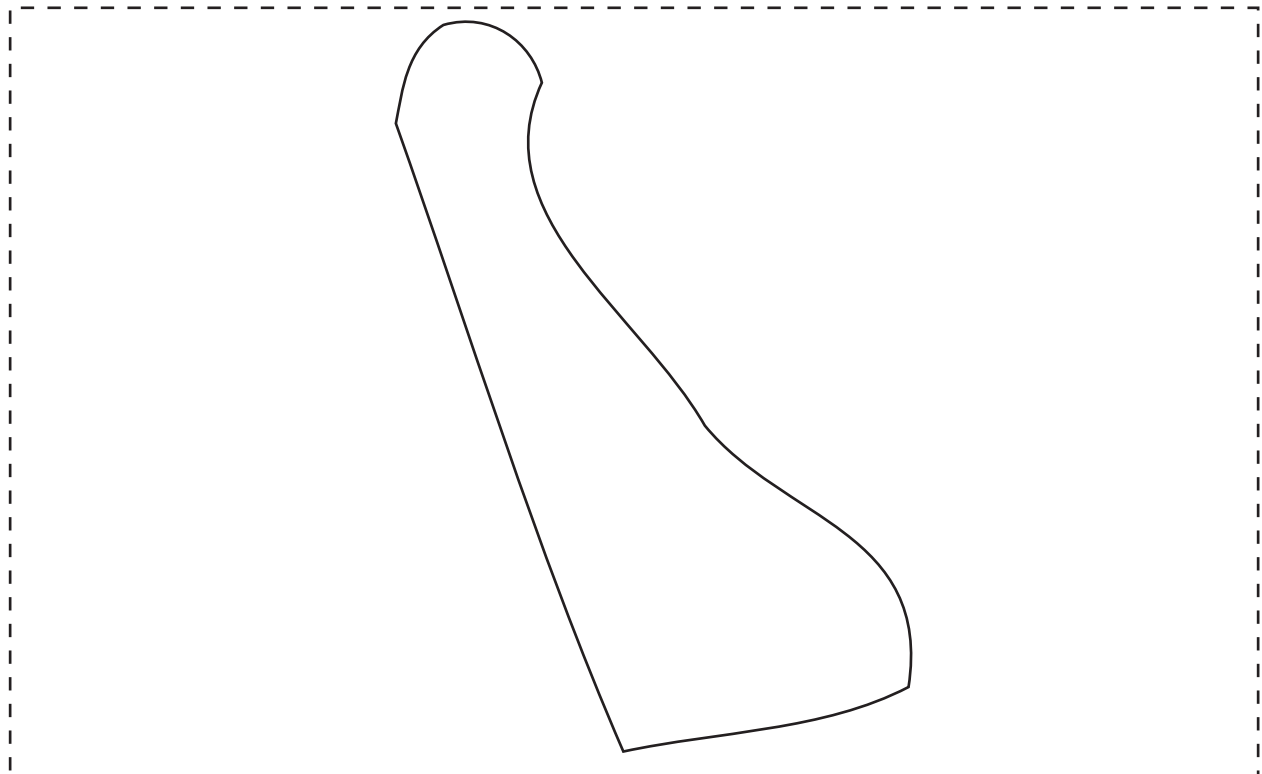
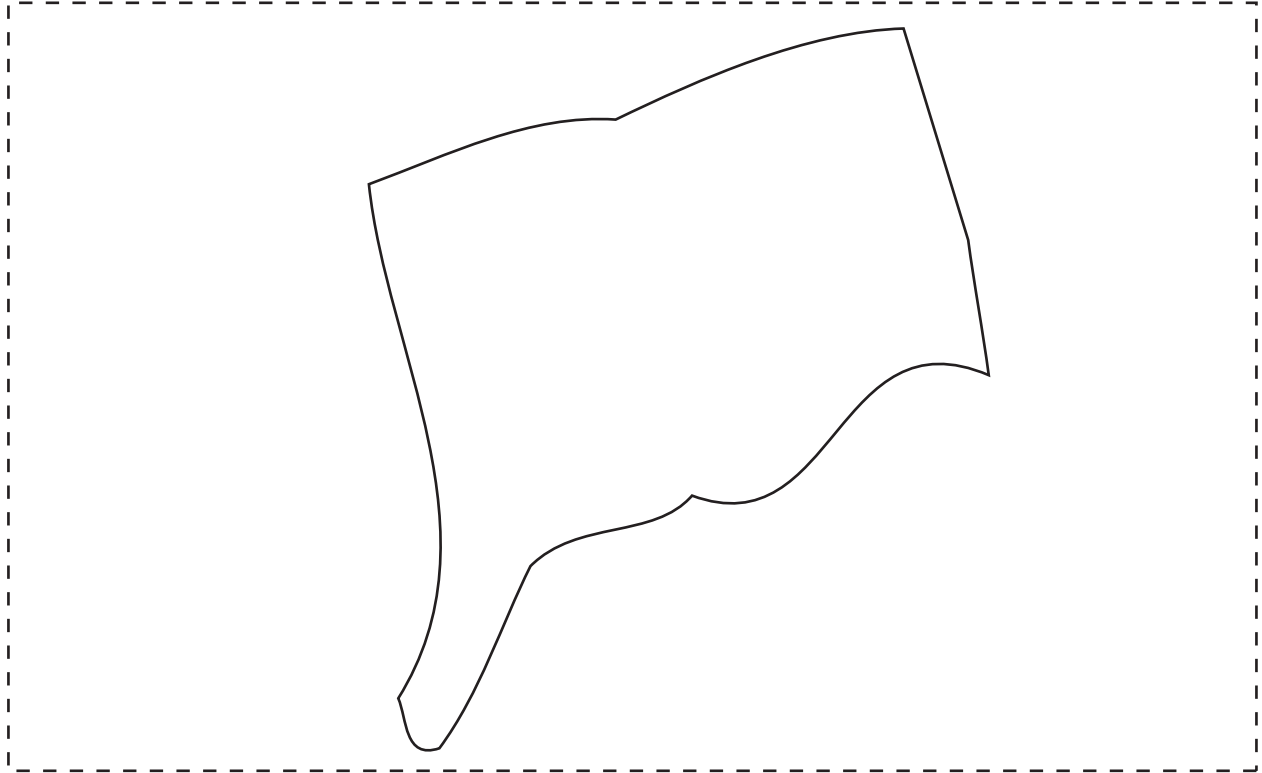


# CALIFORNIA & COLORADO



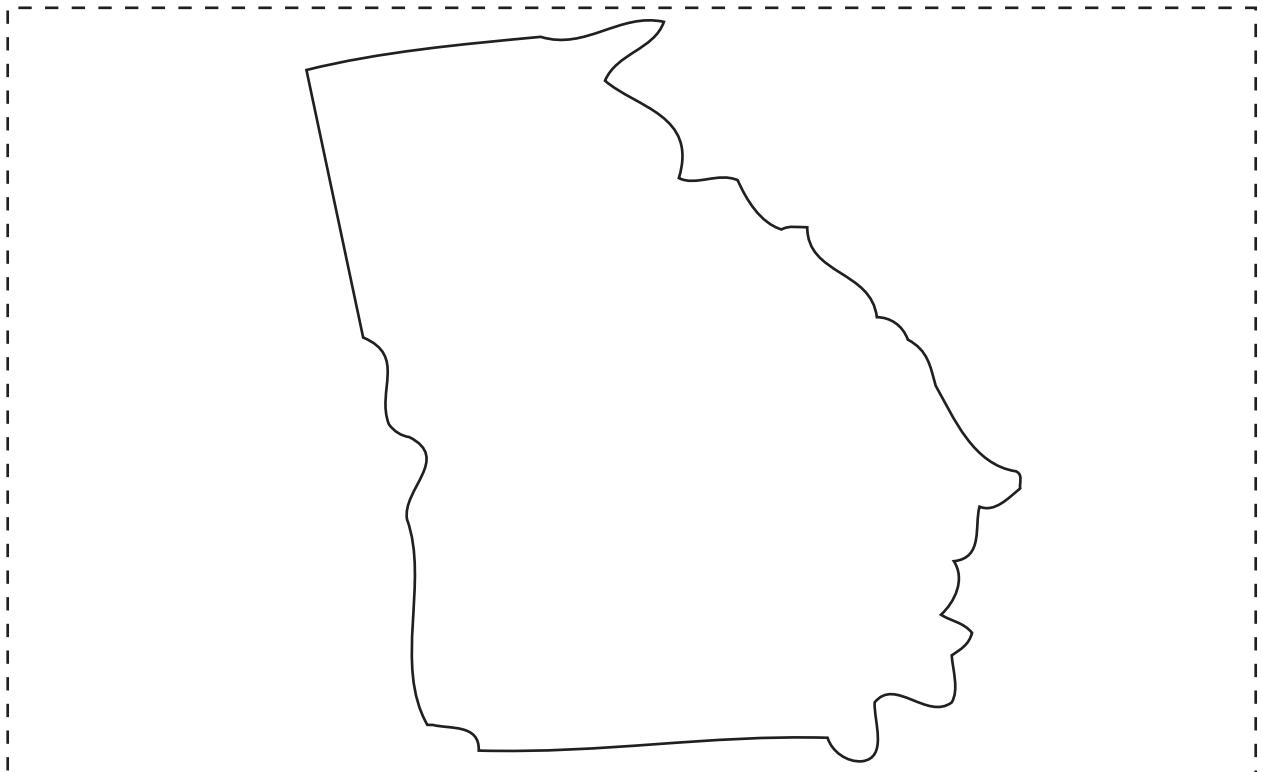
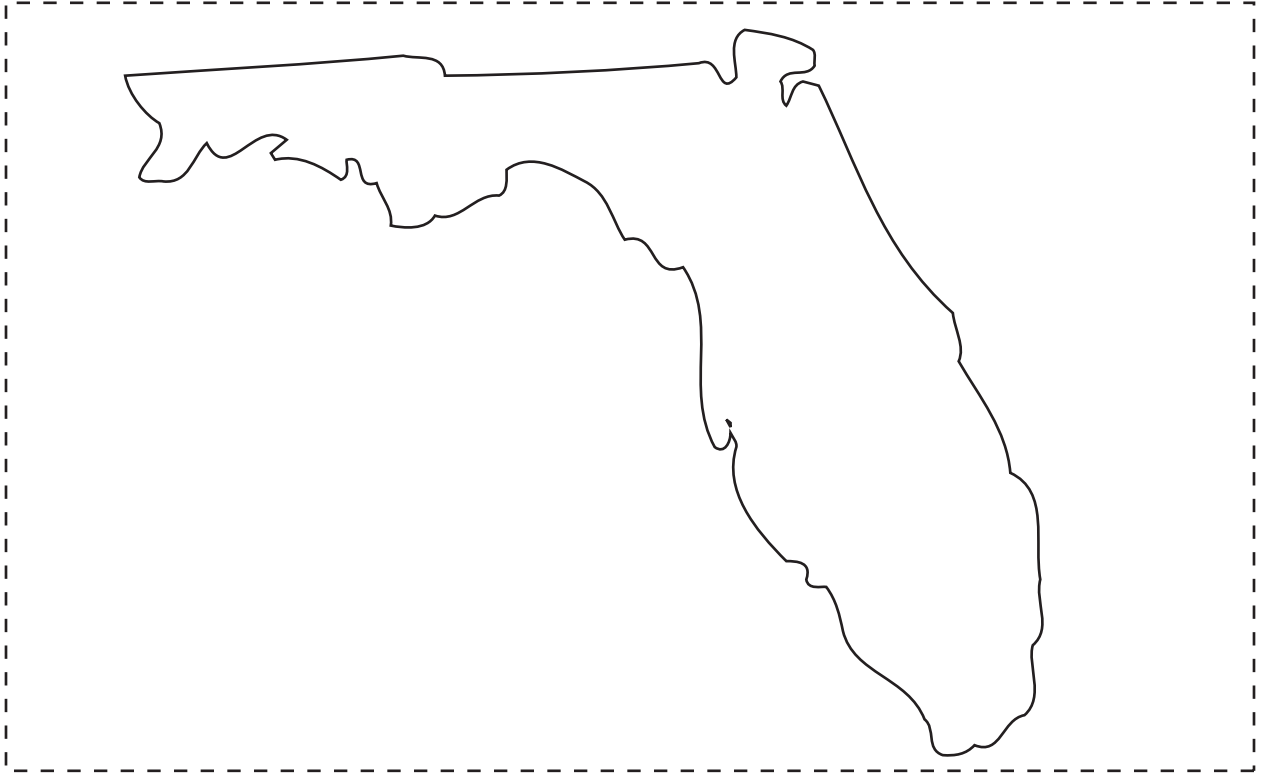


## CONNECTICUT & DELAWARE



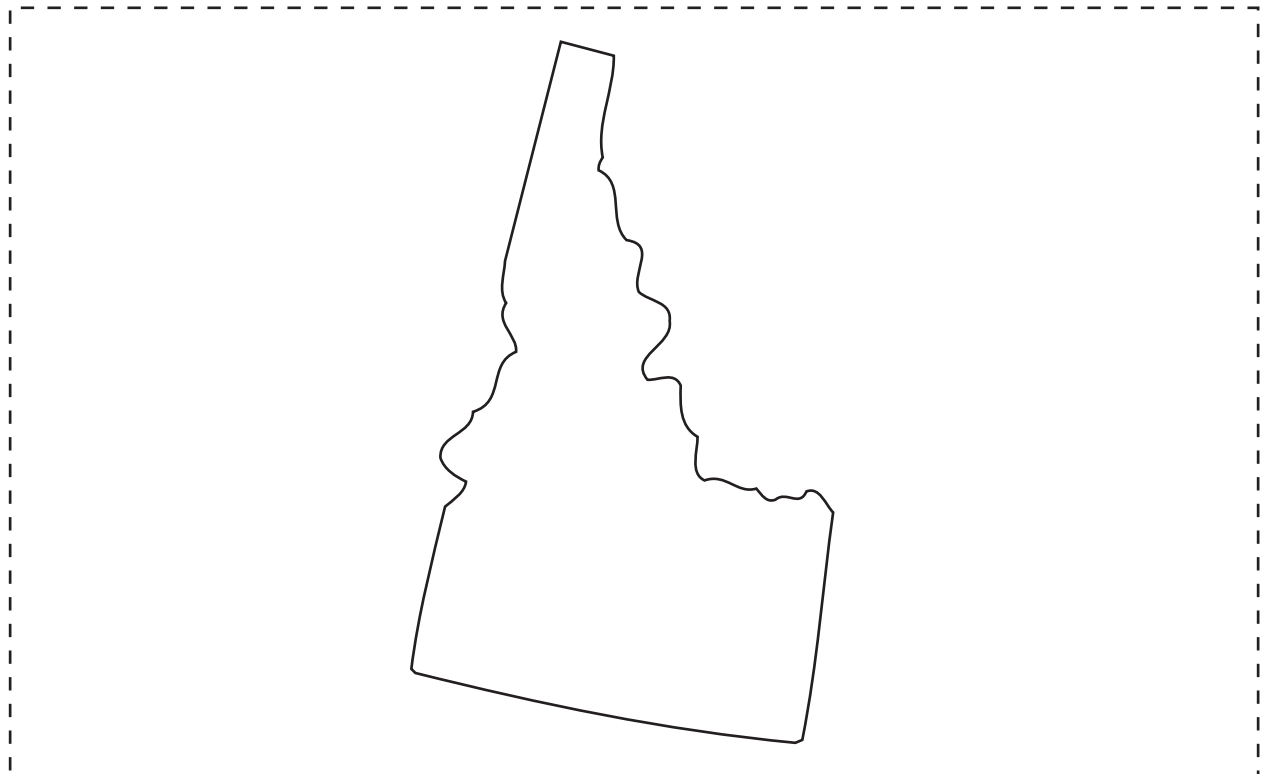
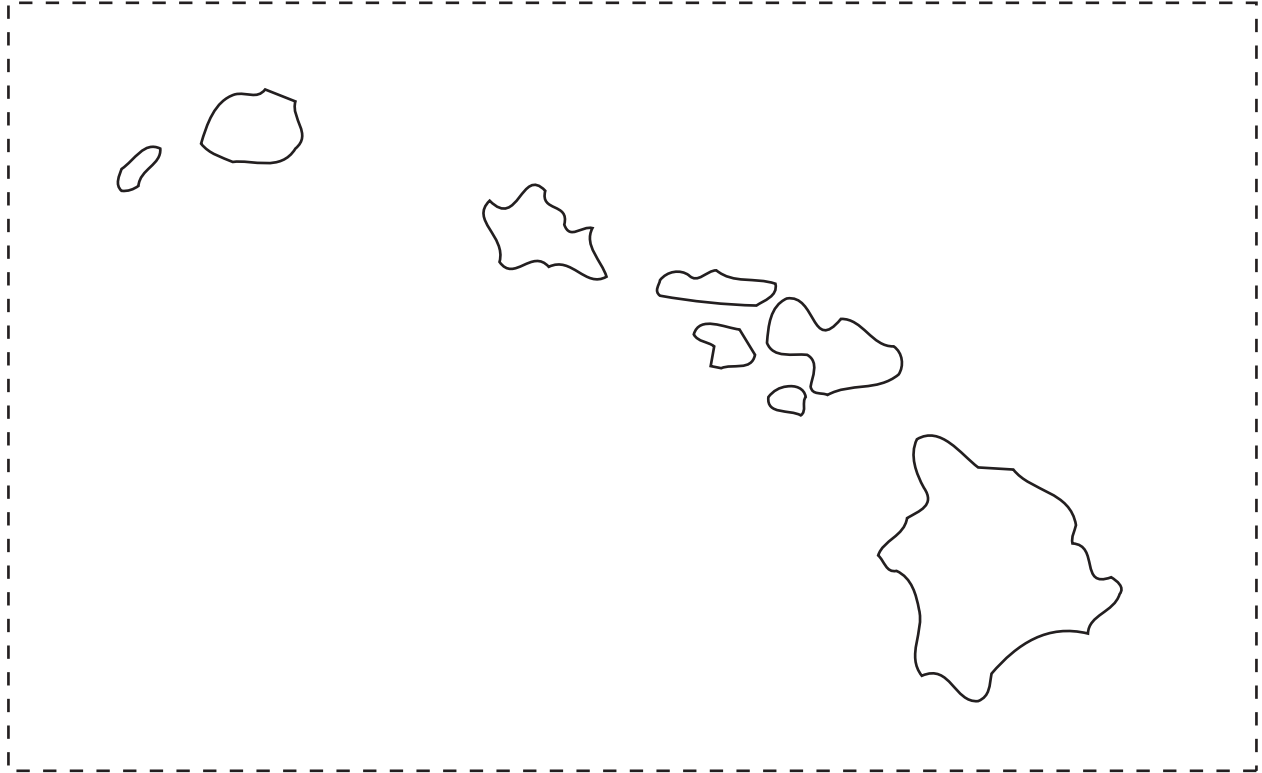


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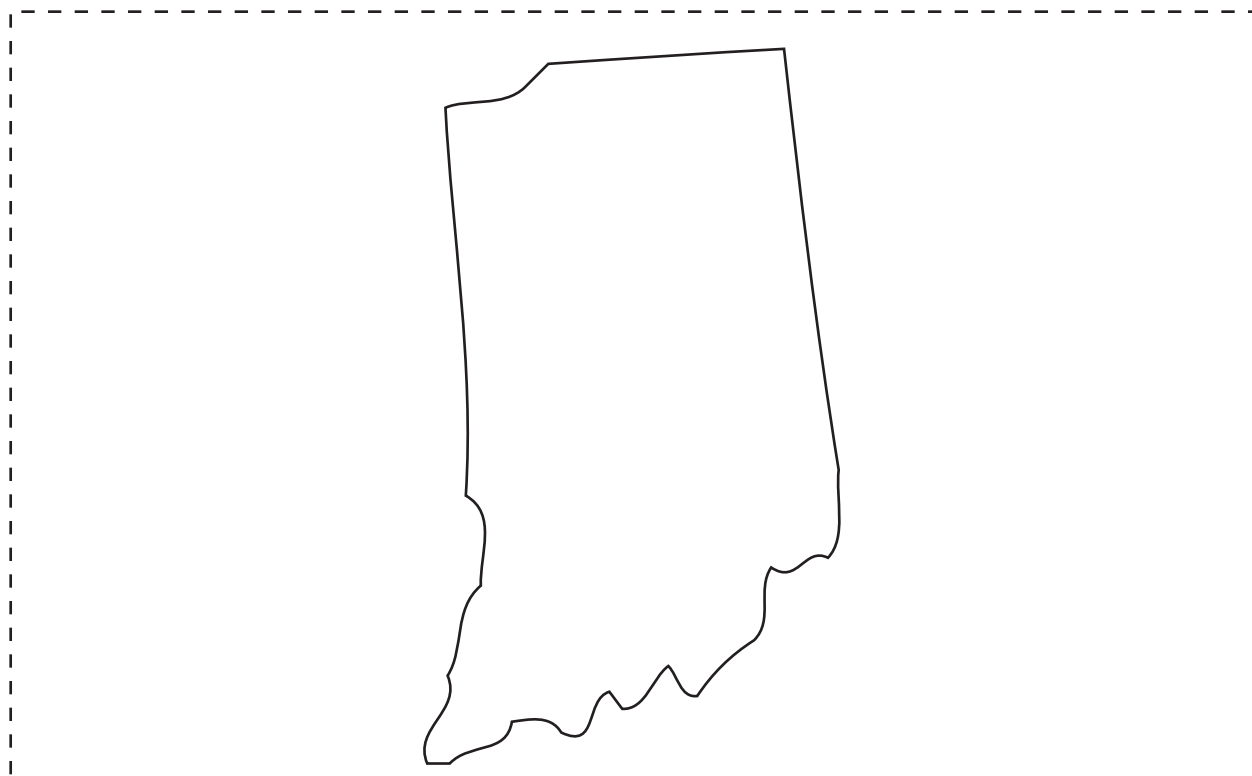
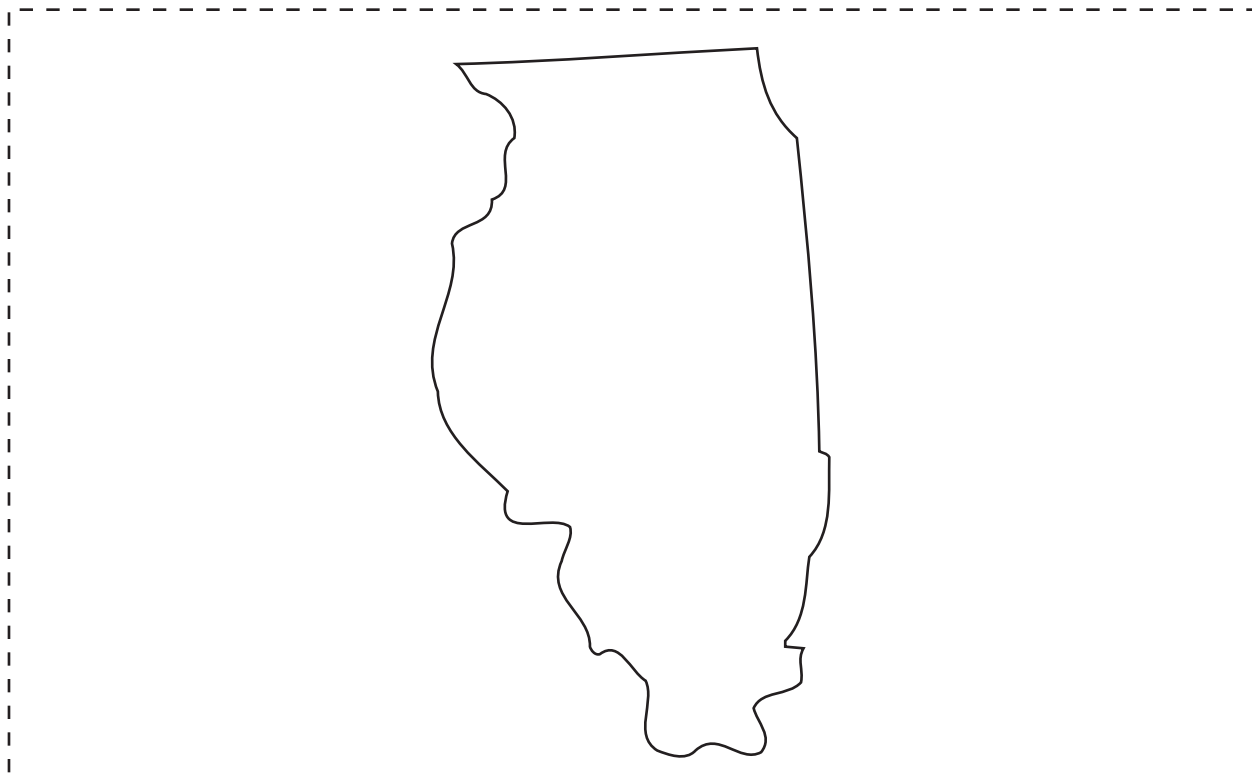


## HAWAII & IDAHO



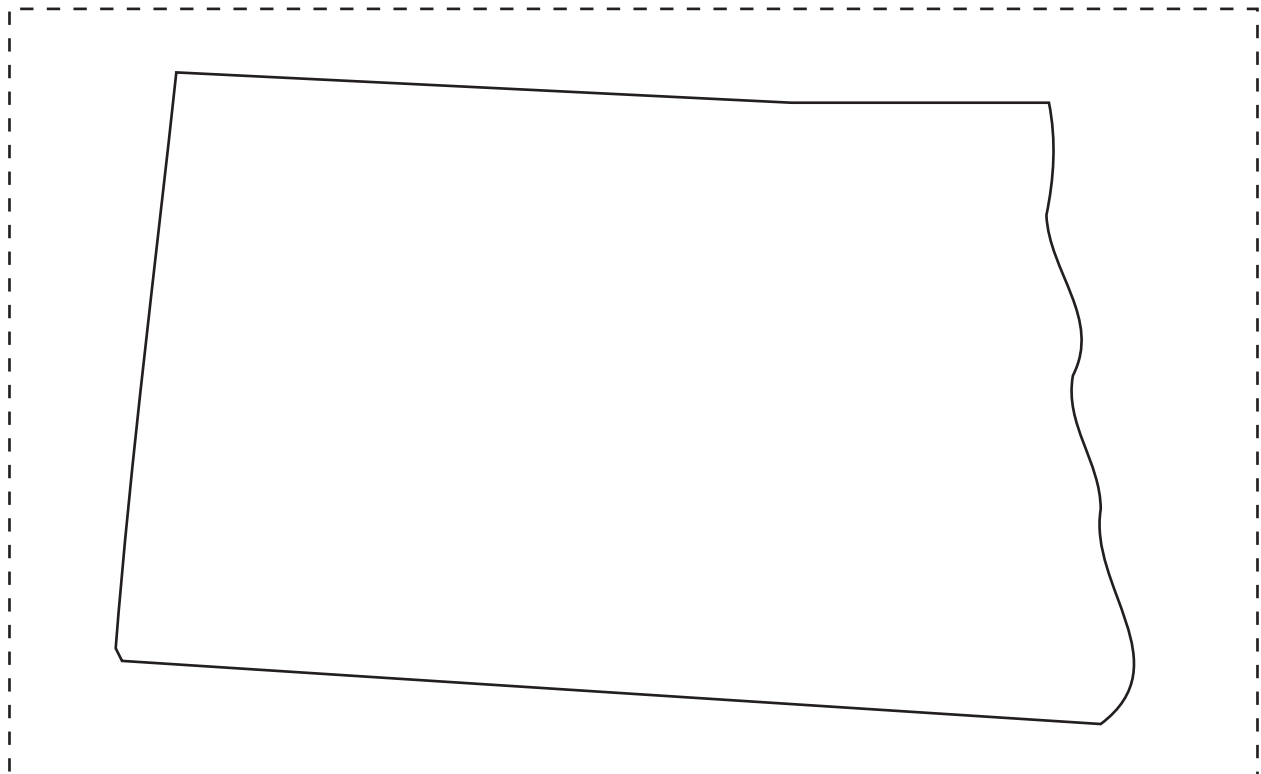
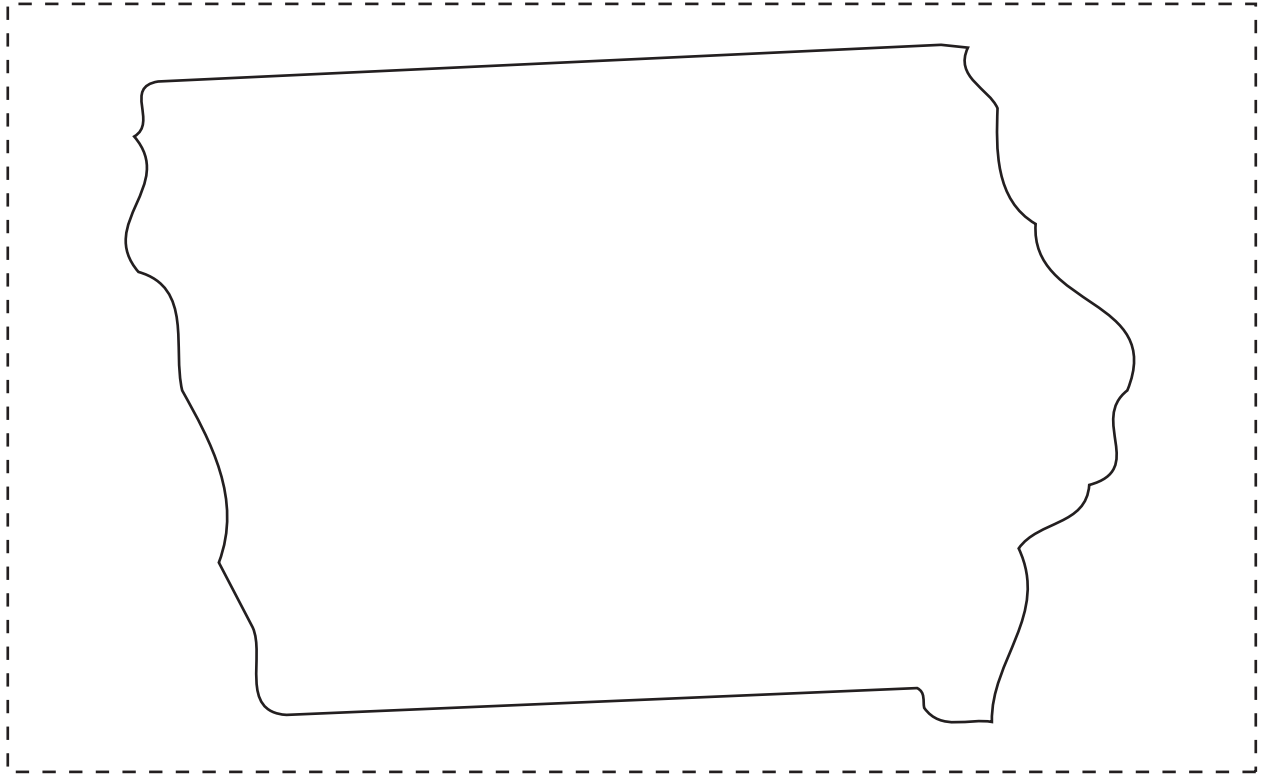


## ILLINOIS & INDIANA



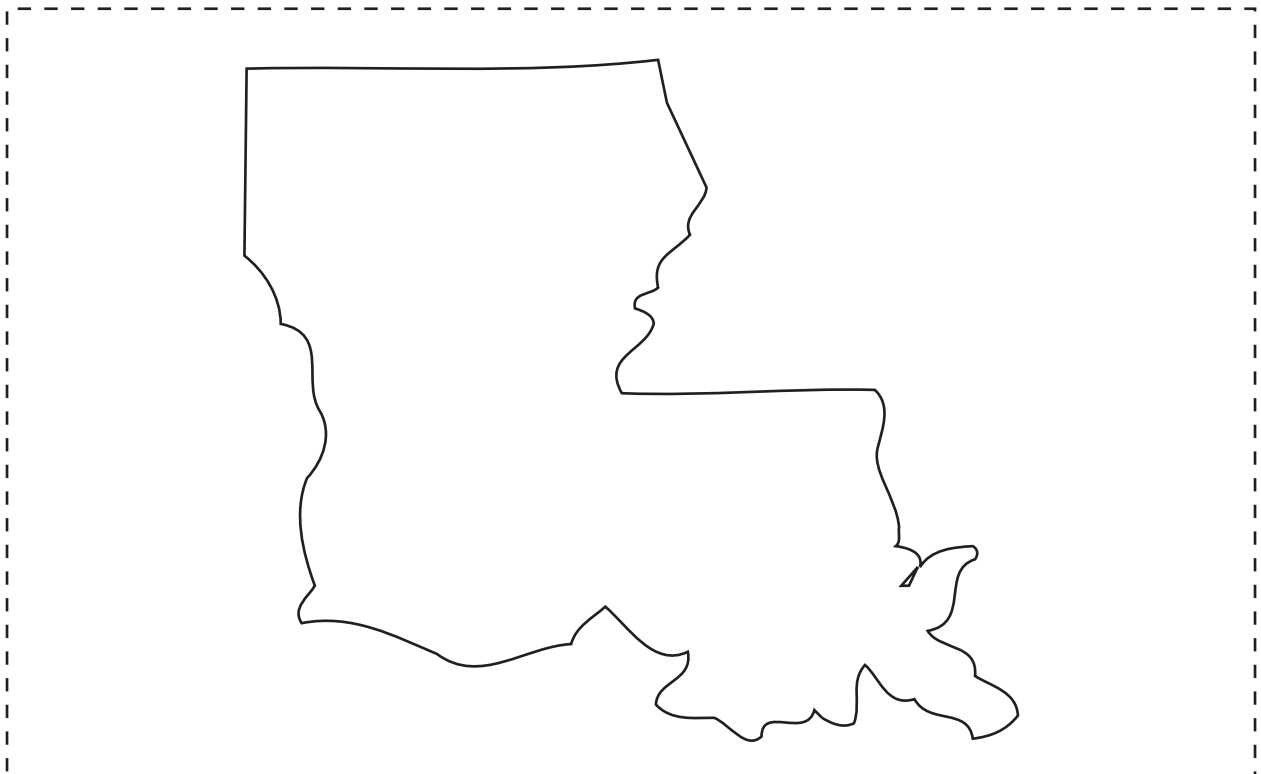


# IOWA & KANSAS



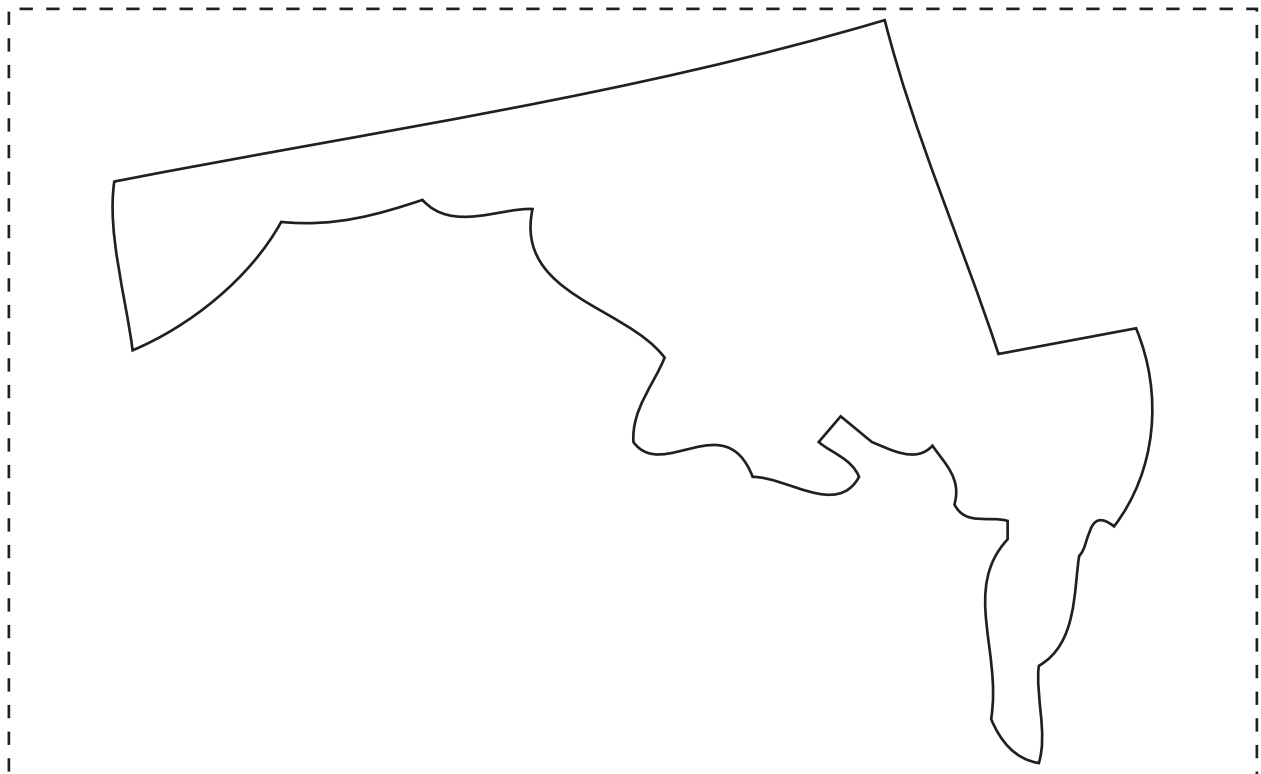
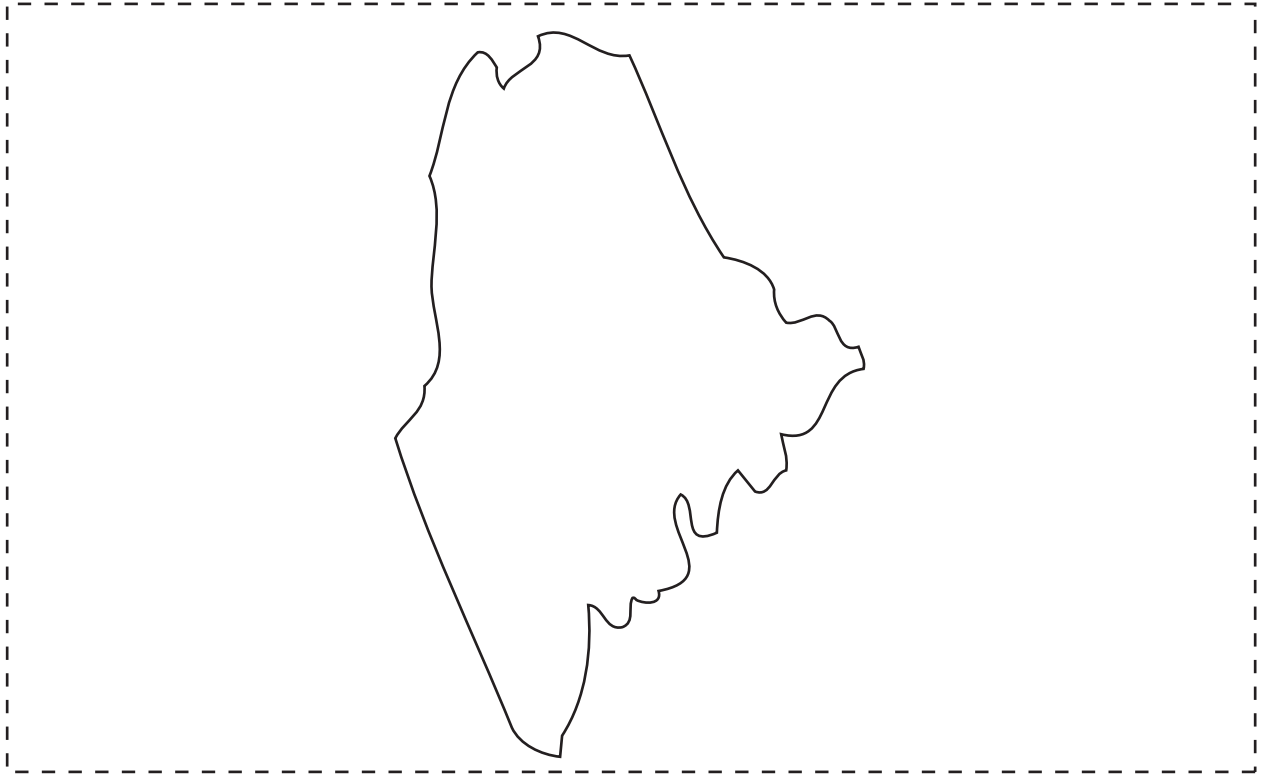


# KENTUCKY & LOUISIANA



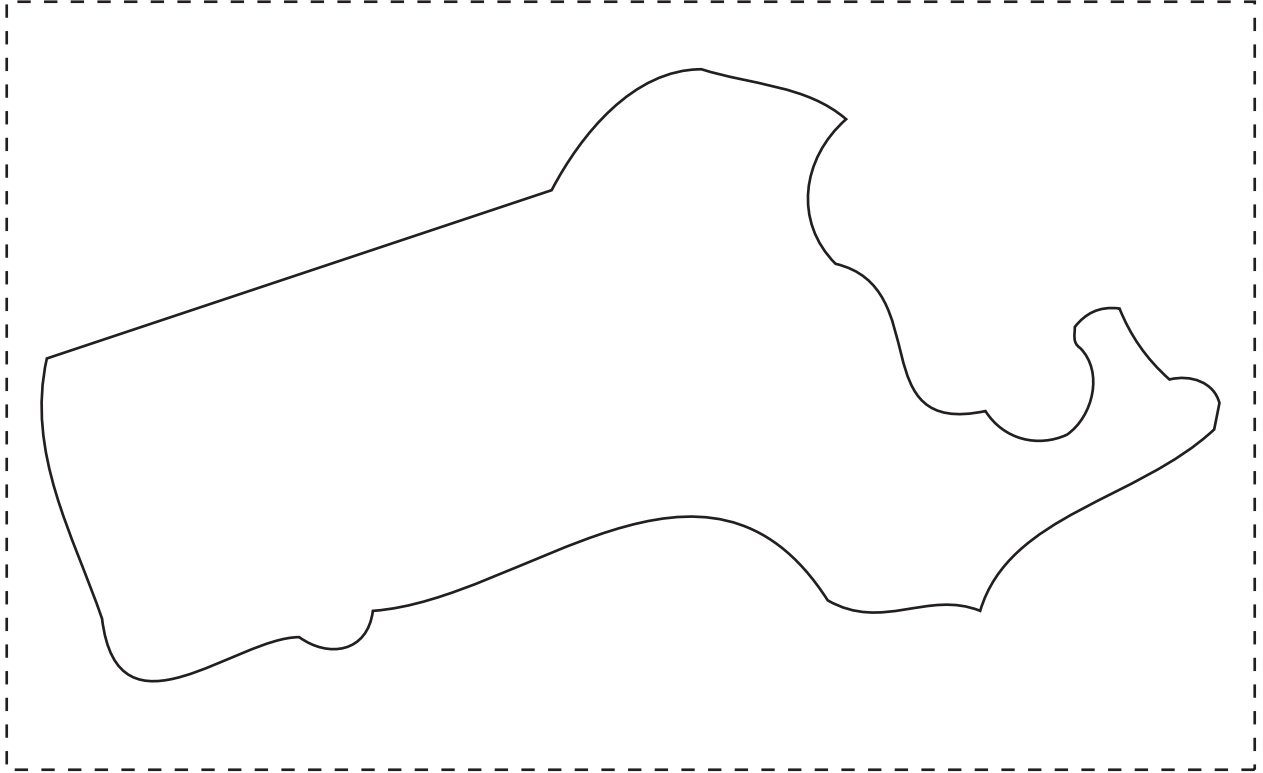


## MAINE & MARYLAND



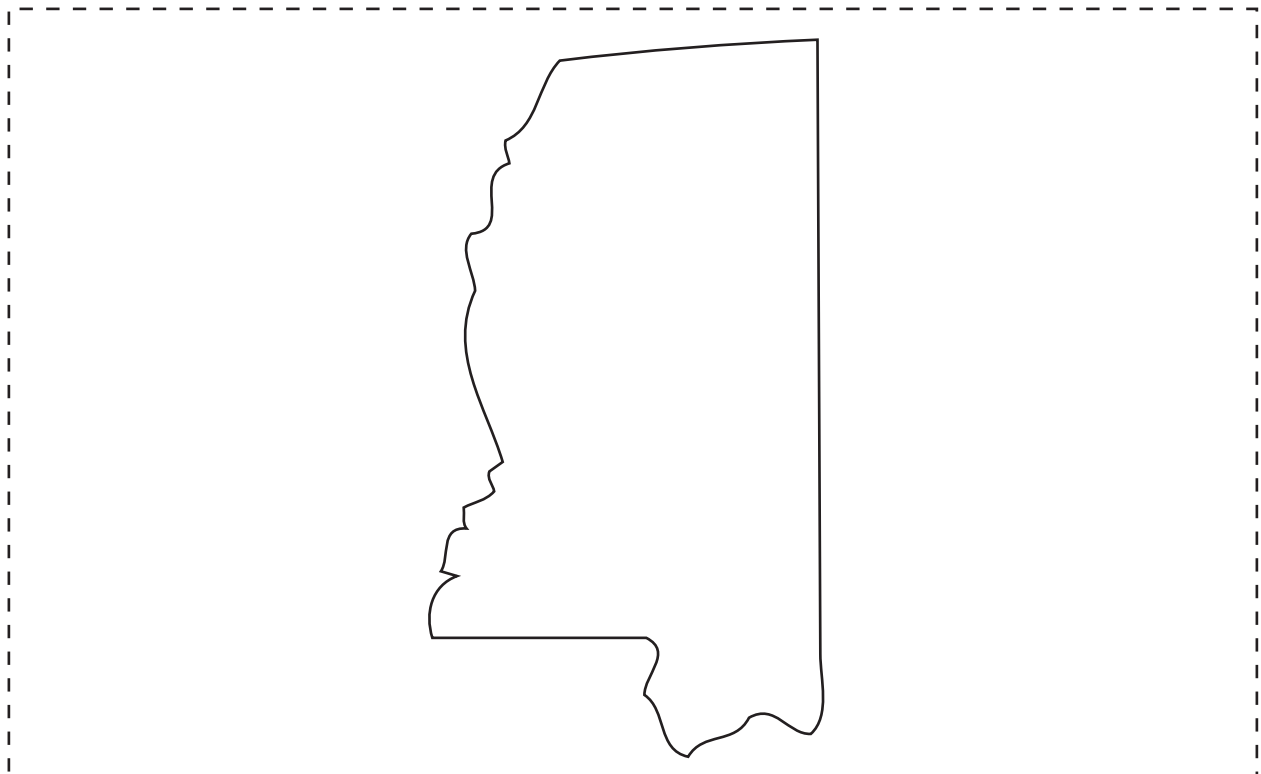
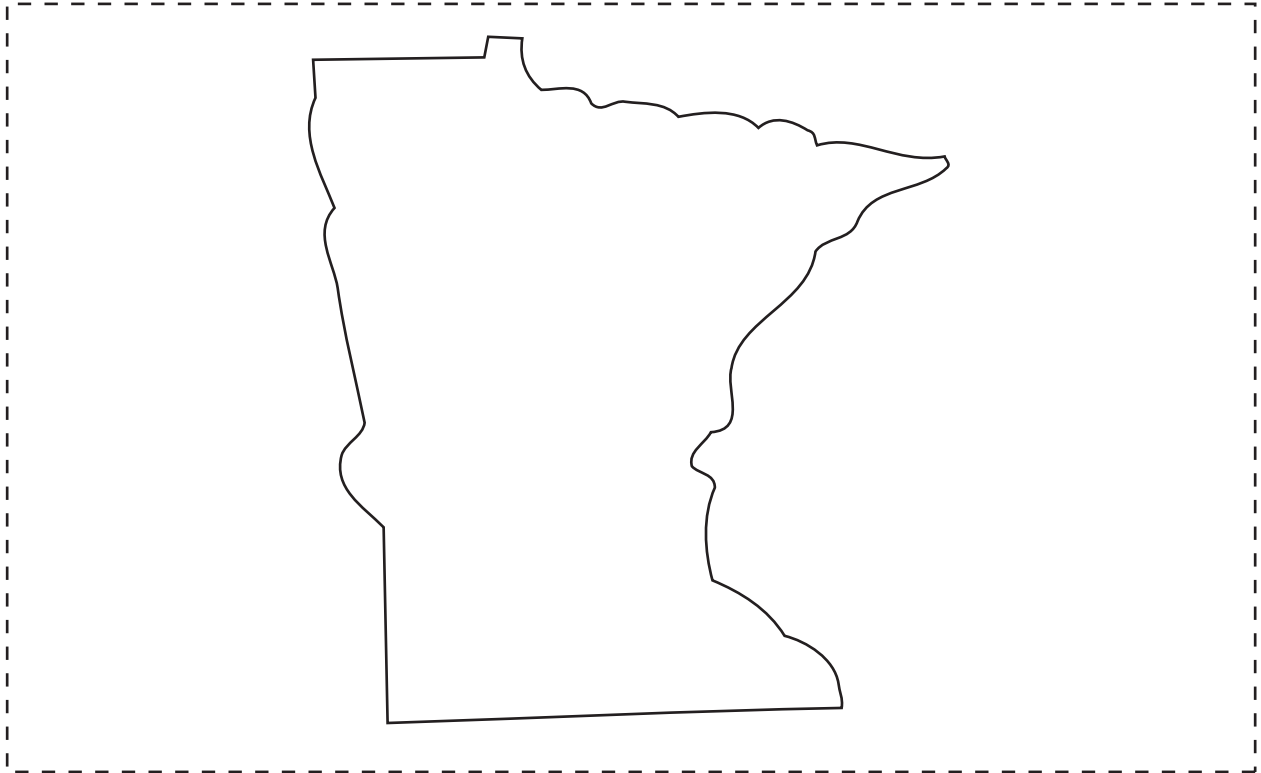


# MASSACHUSETTS & MICHIGAN



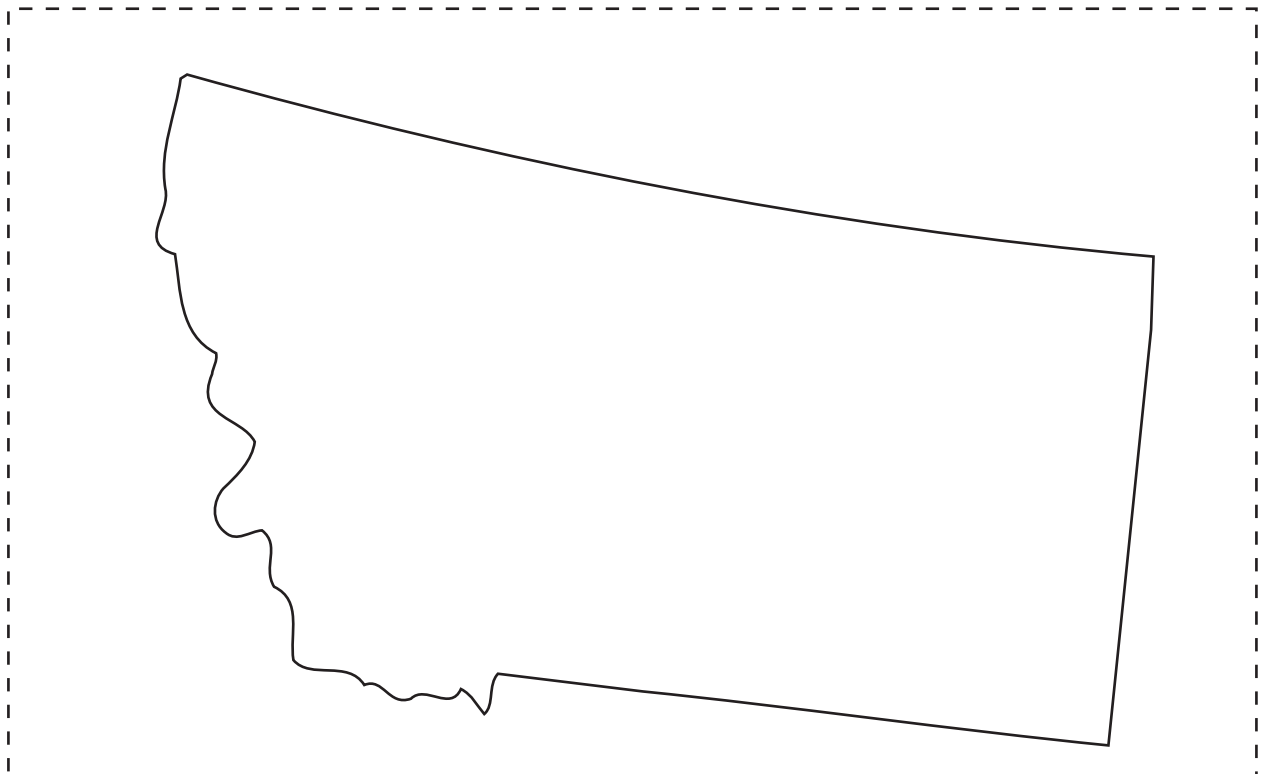
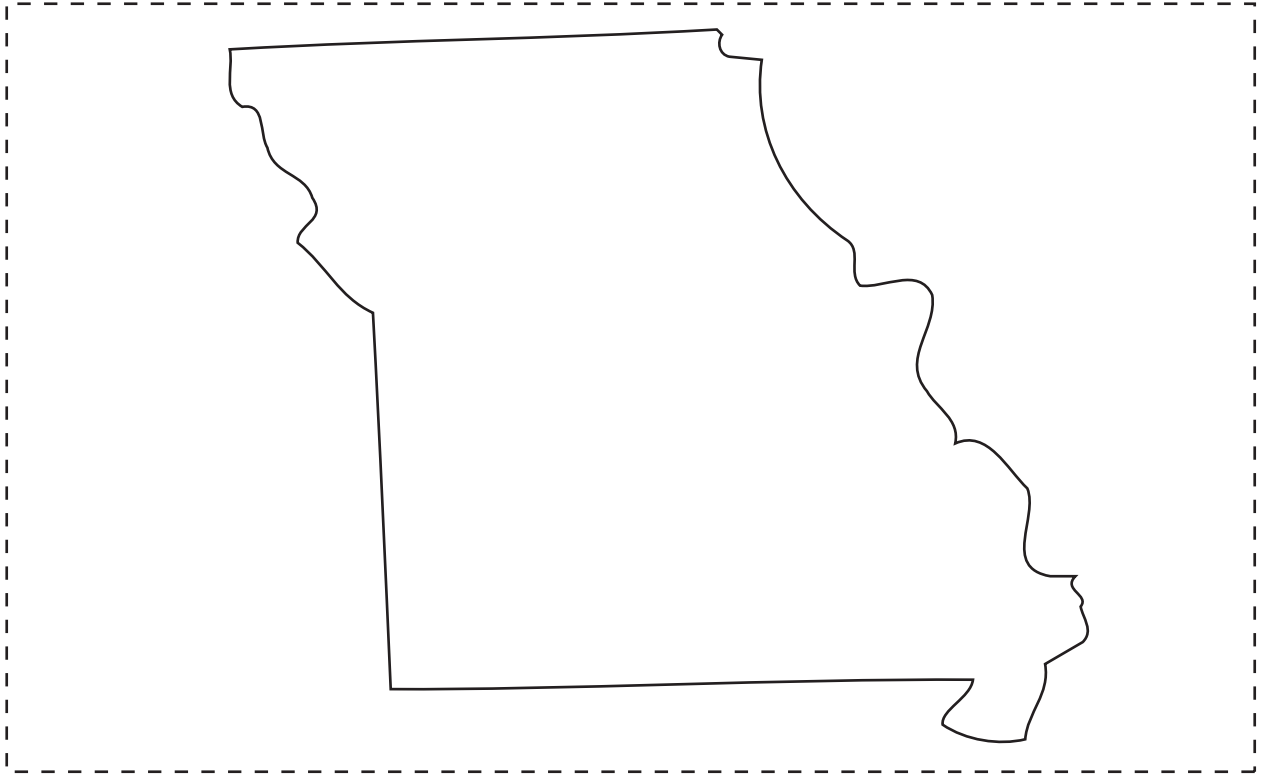


# MINNESOTA & MISSISSIPPI



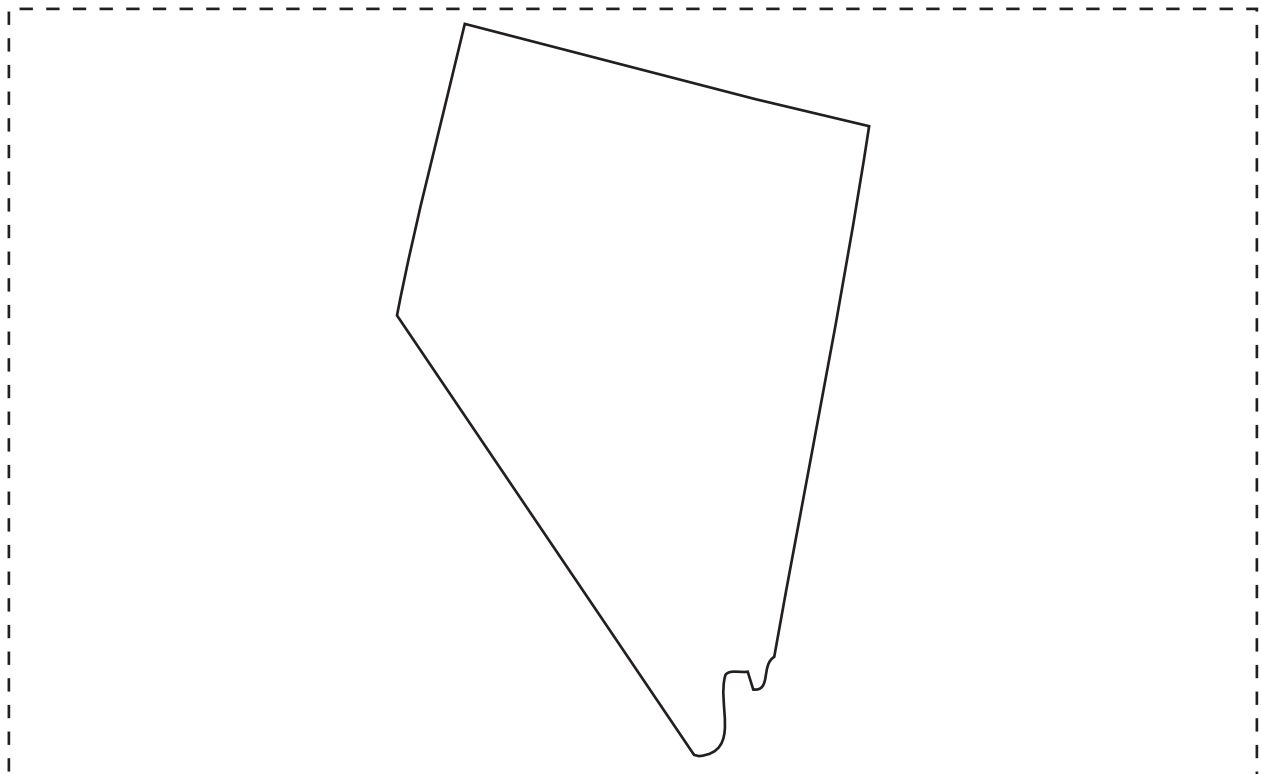
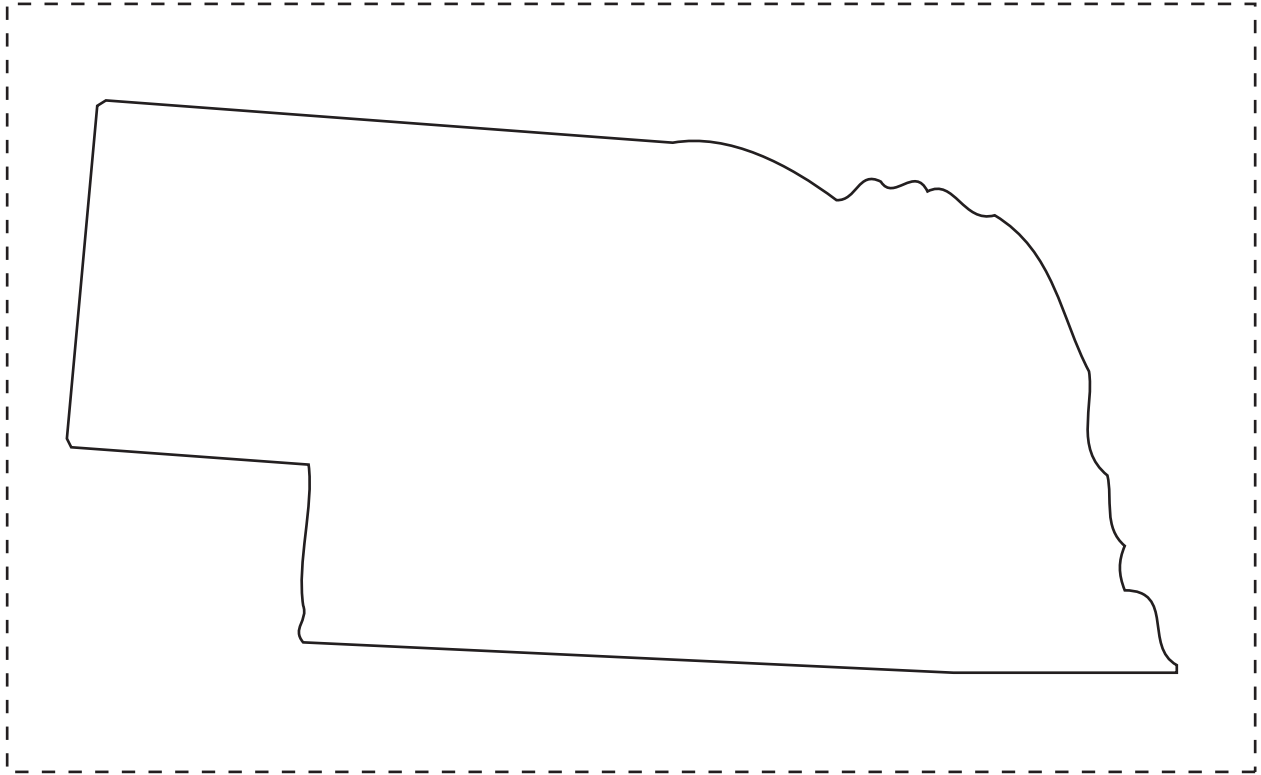


# MISSOURI & MONTANA



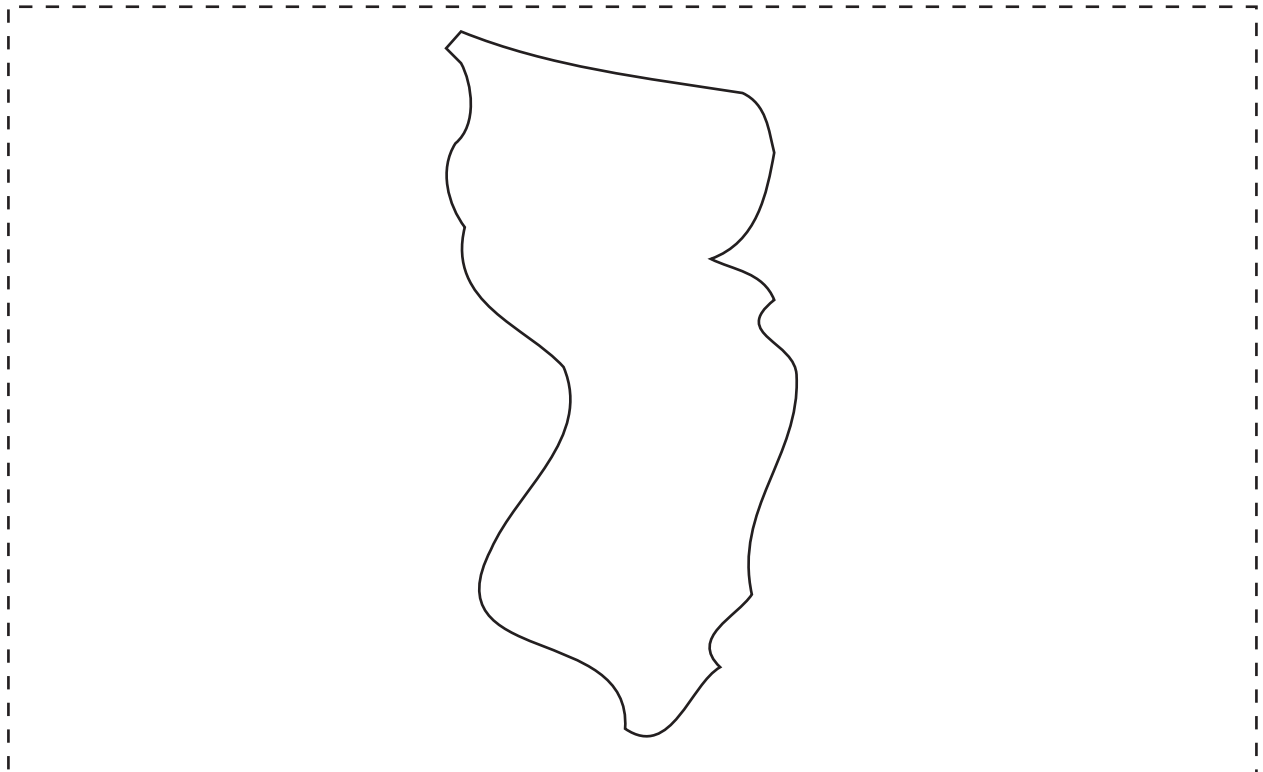
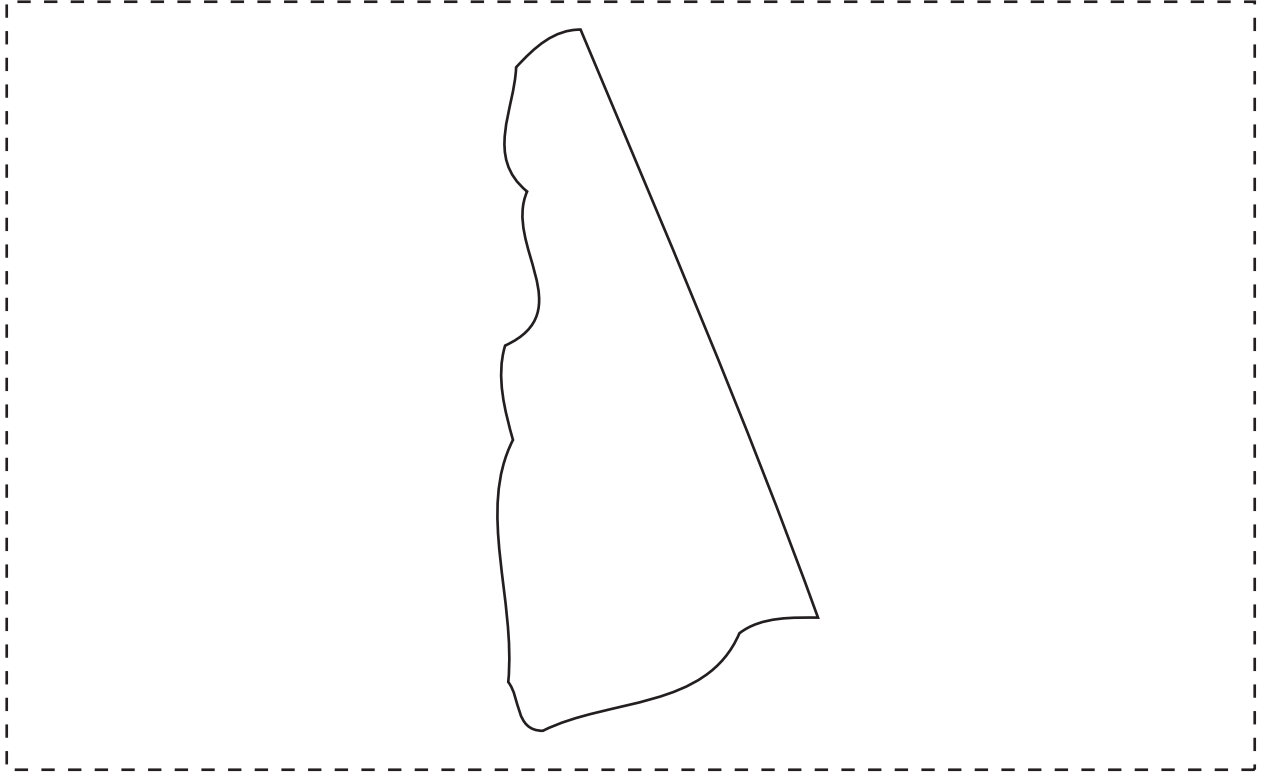


# NEBRASKA & NEVADA



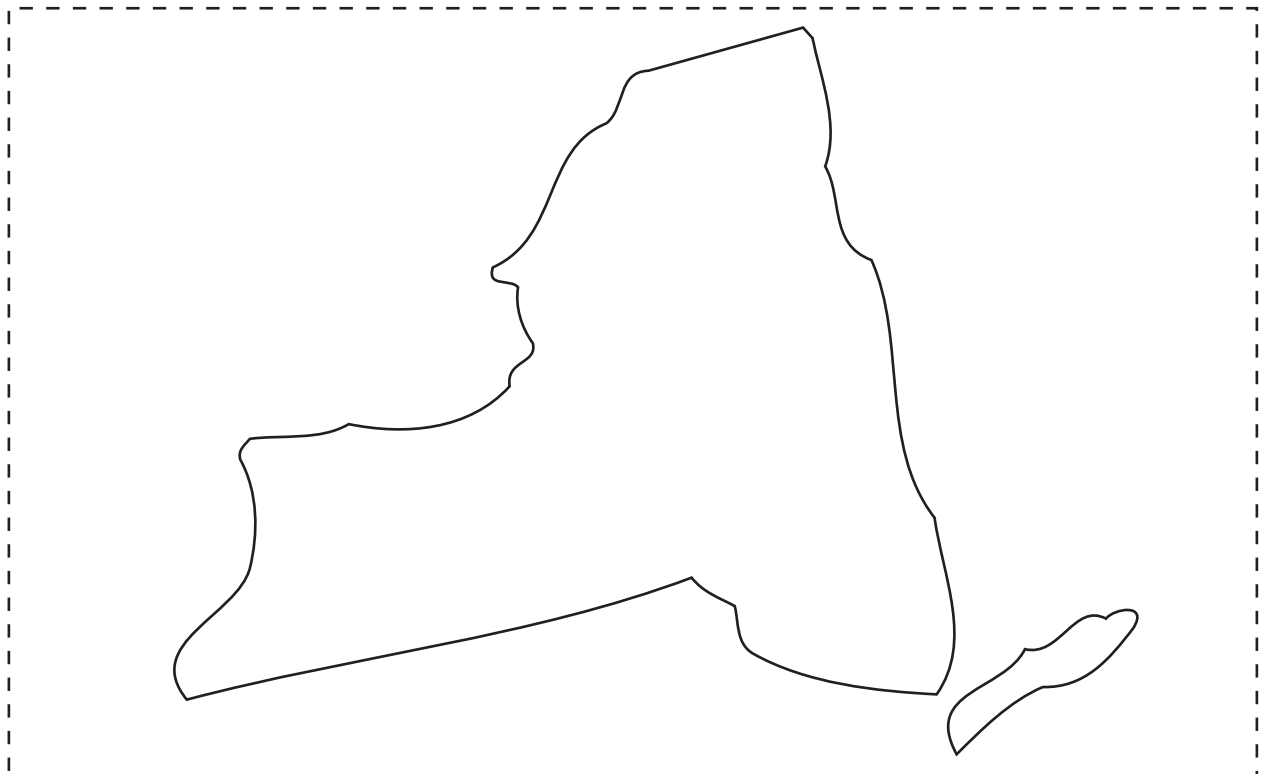
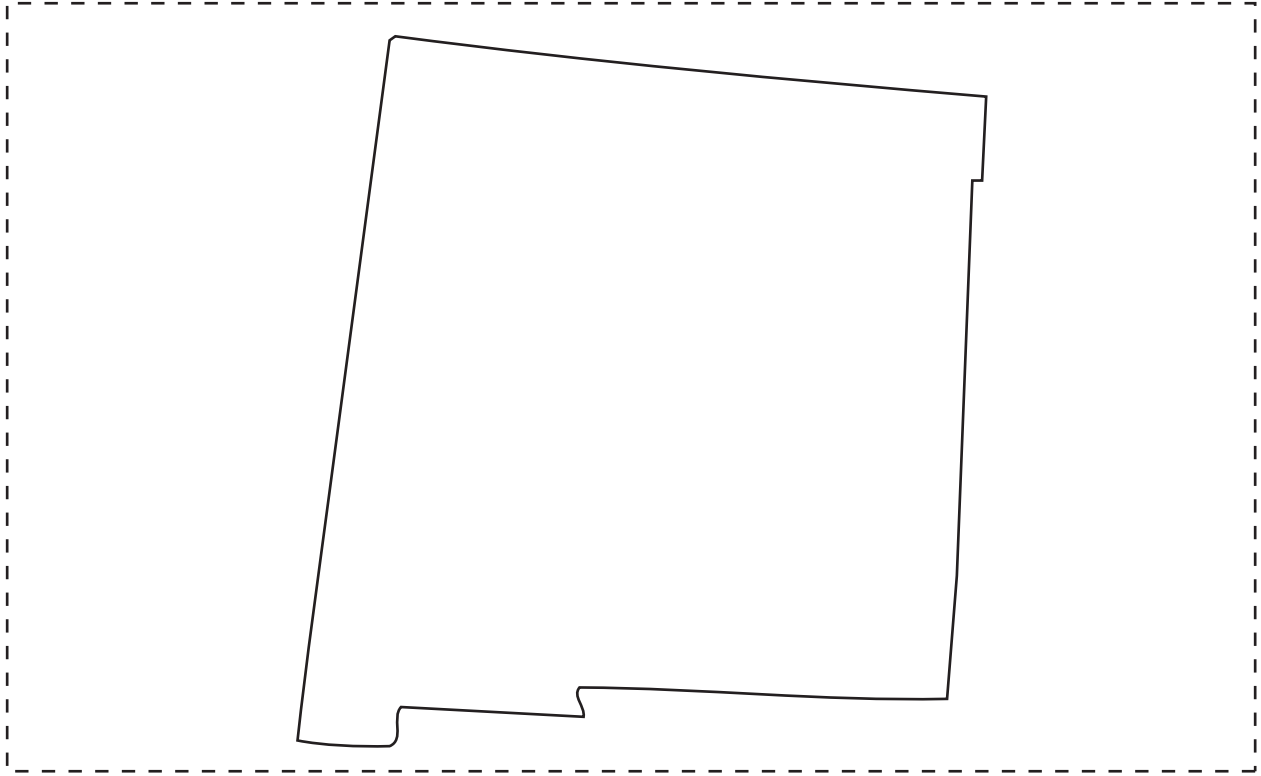


# NEW HAMPSHIRE & NEW JERSEY



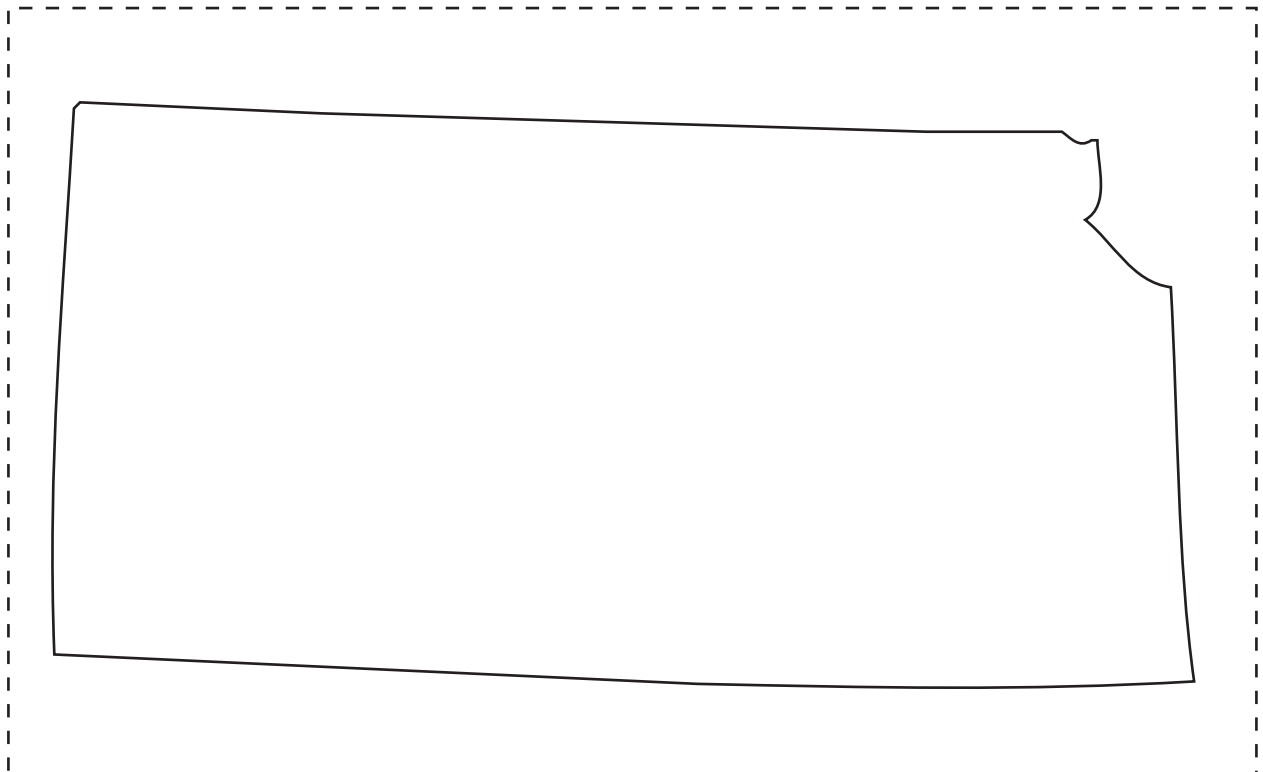
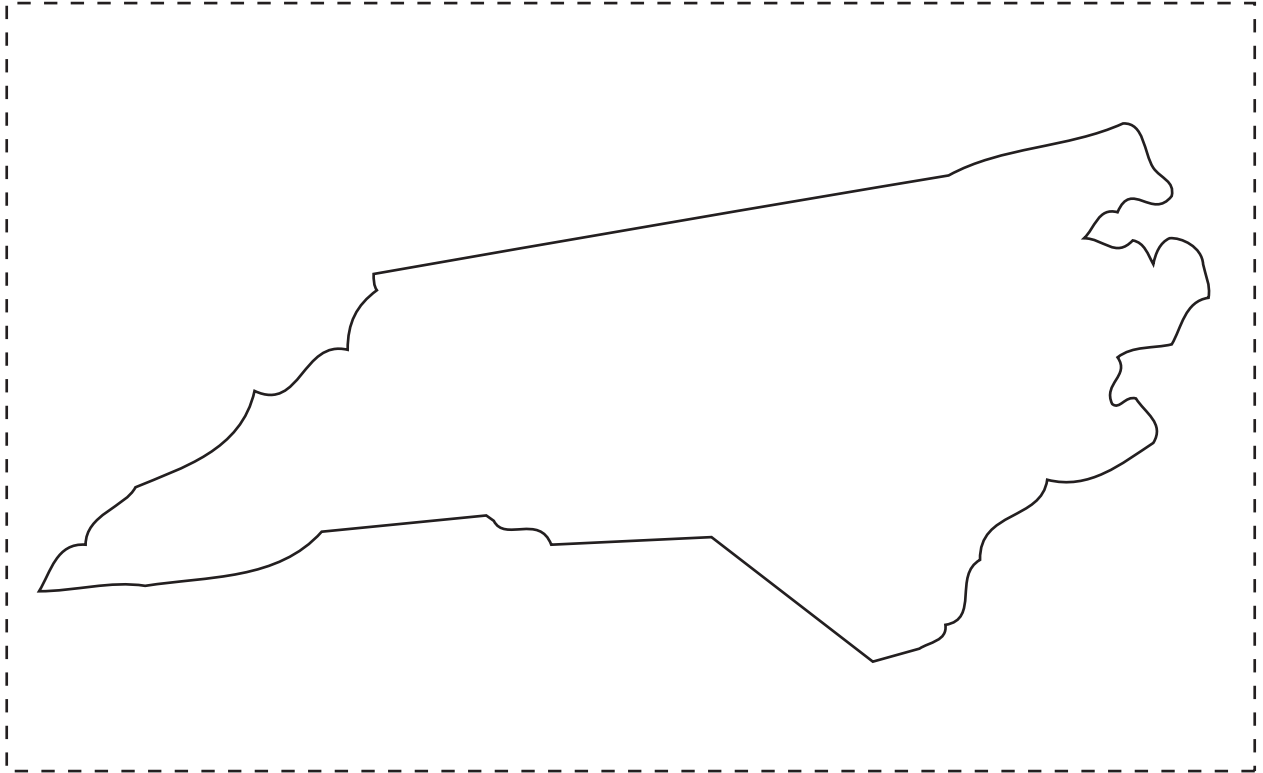


## NEW MEXICO & NEW YORK



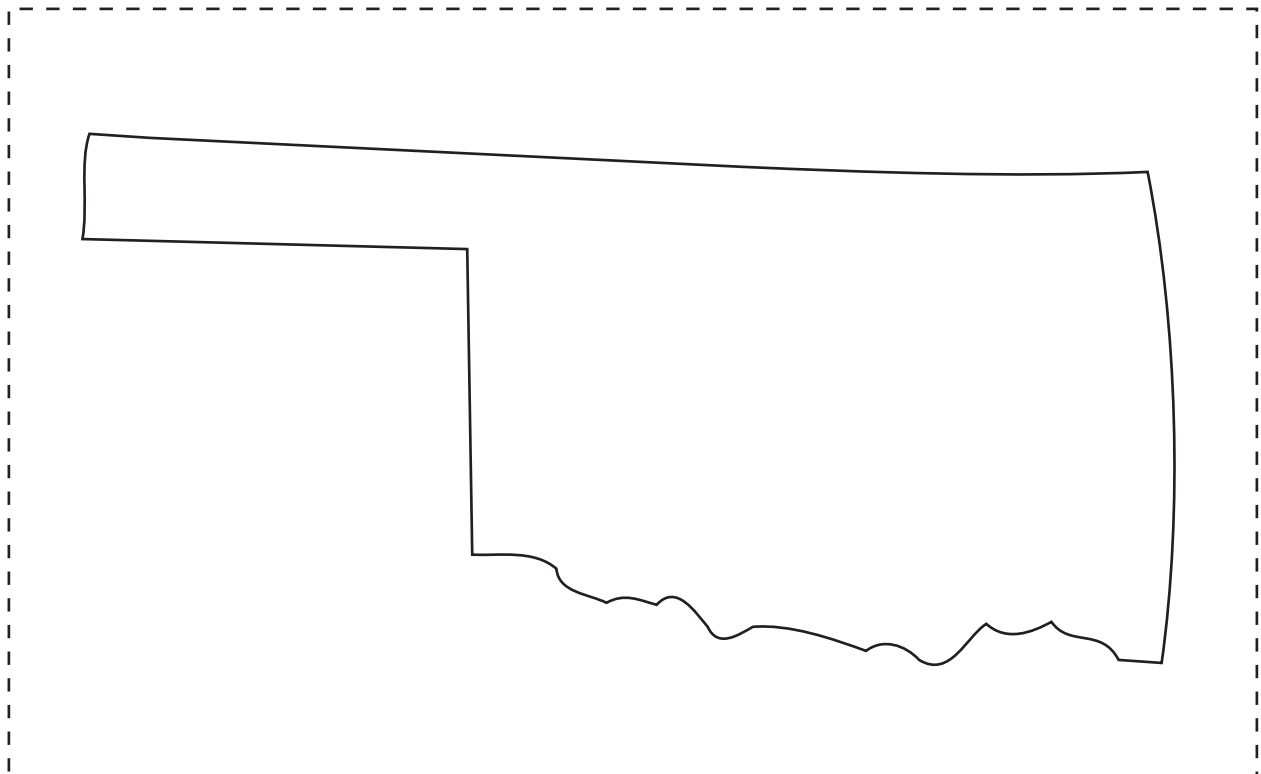
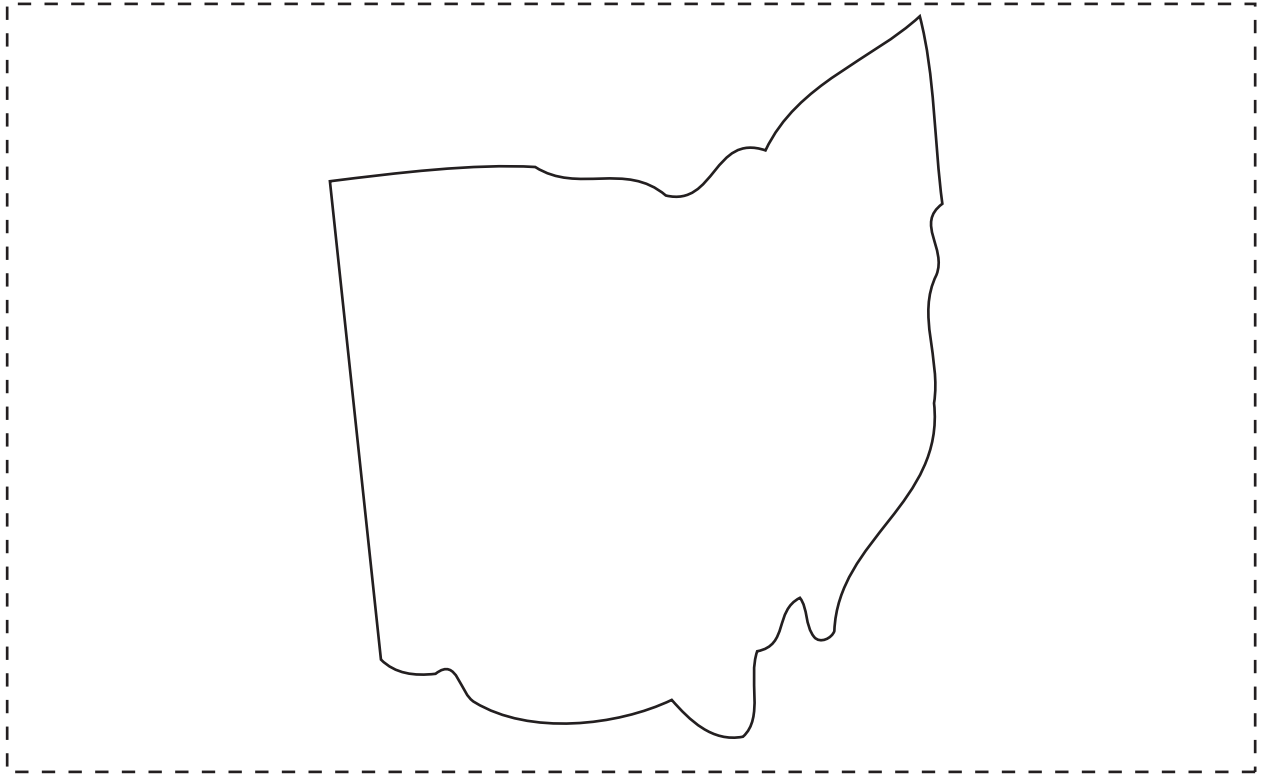


# NORTH CAROLINA & NORTH DAKOTA



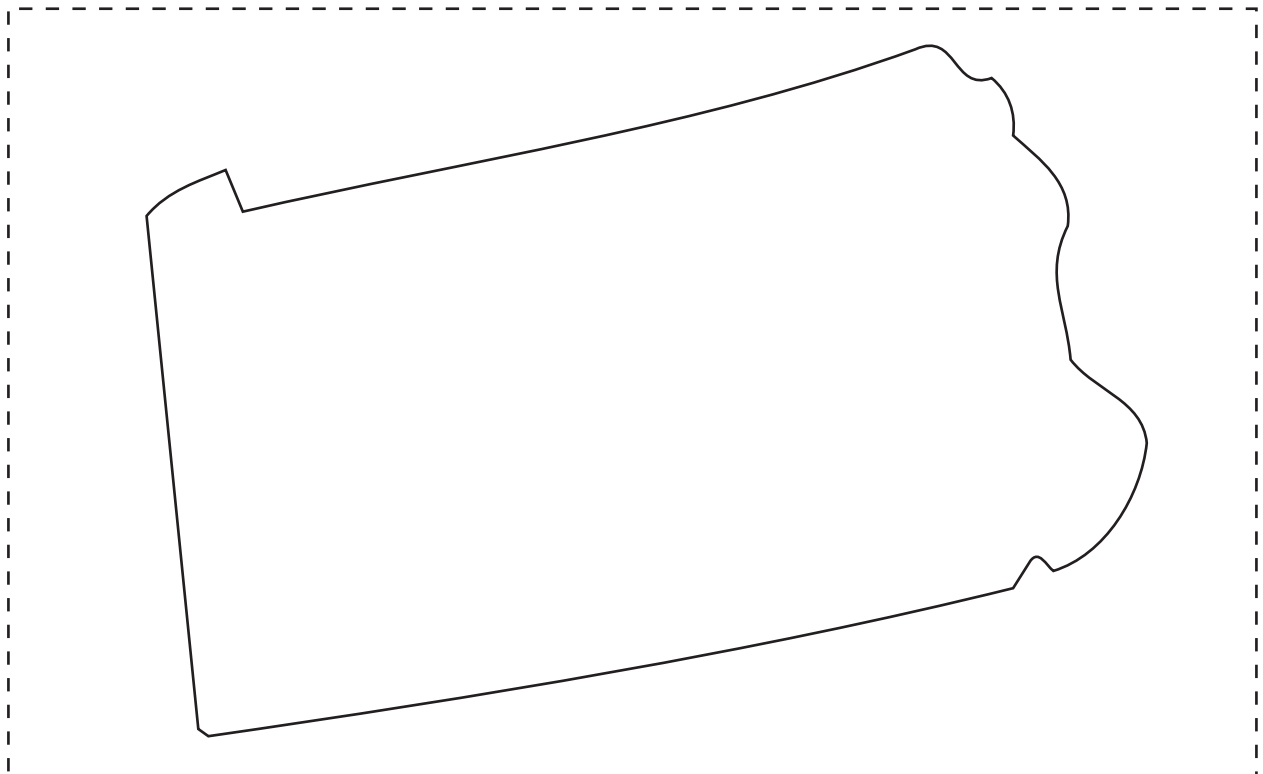
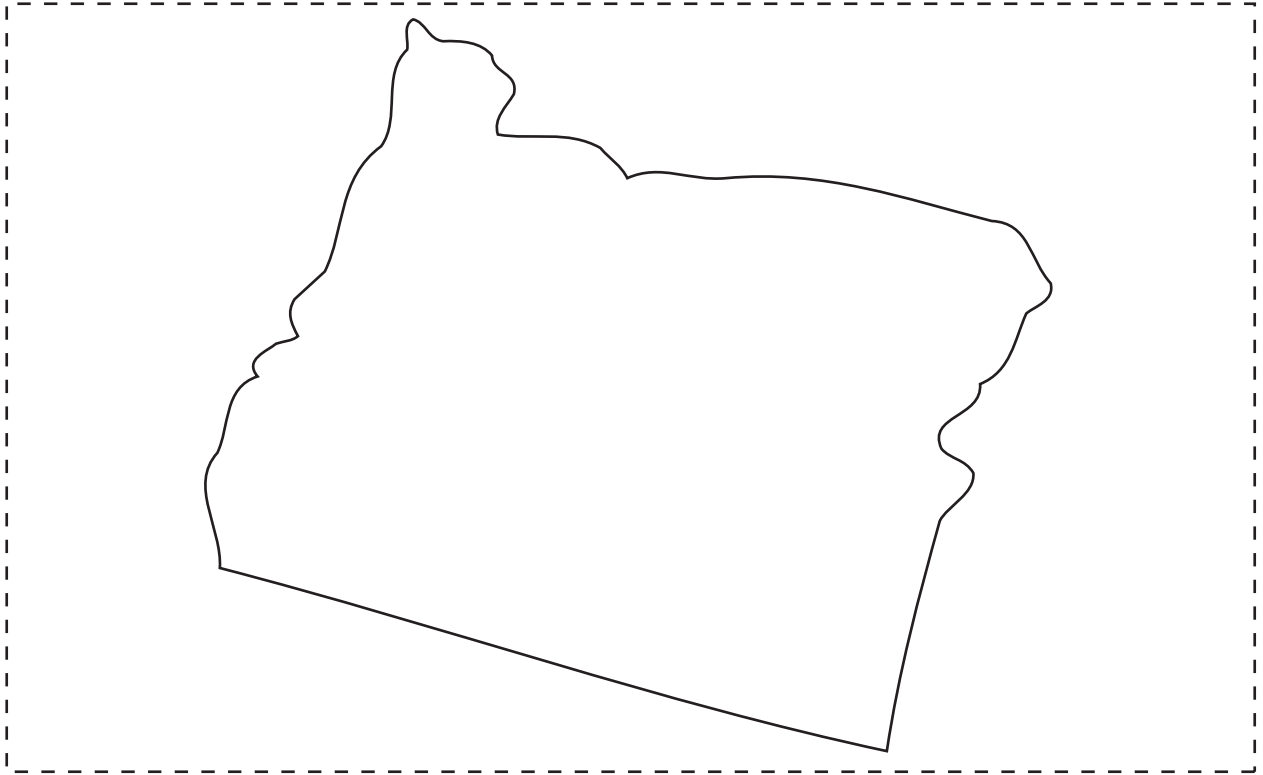


## OHIO & OKLAHOMA



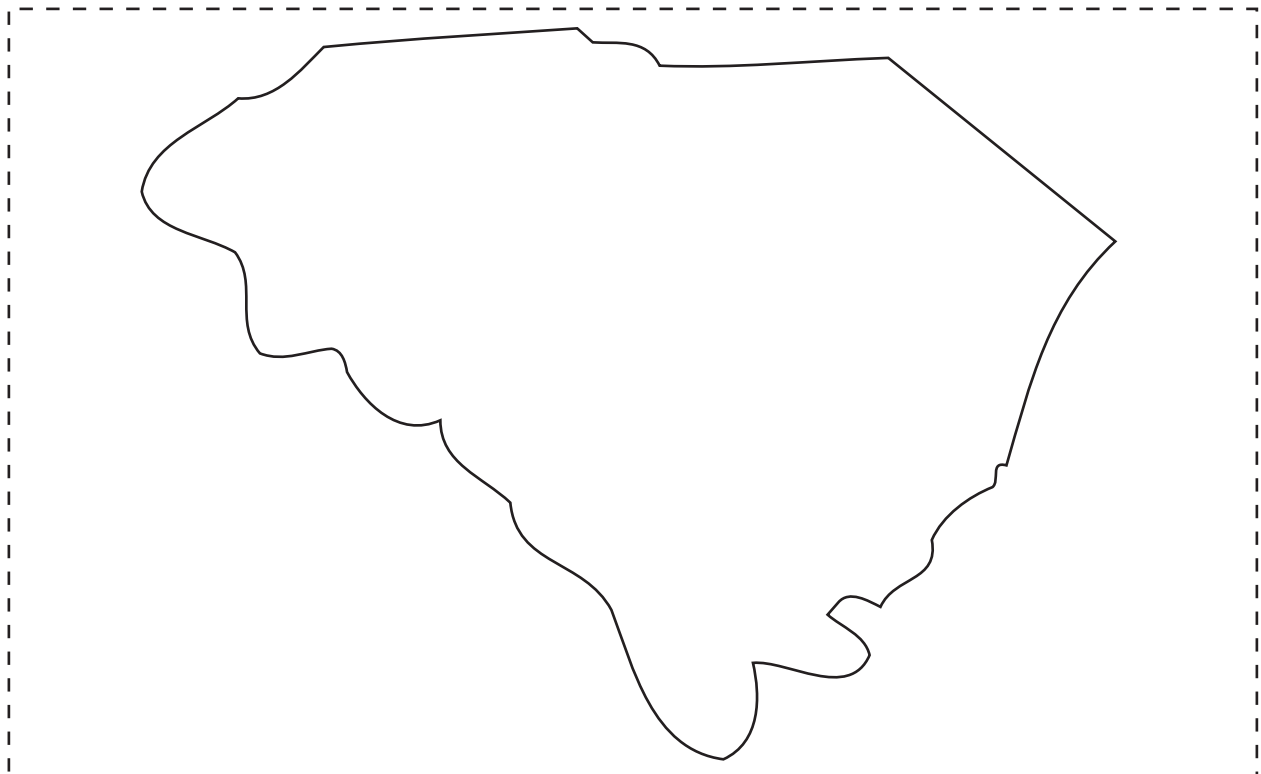
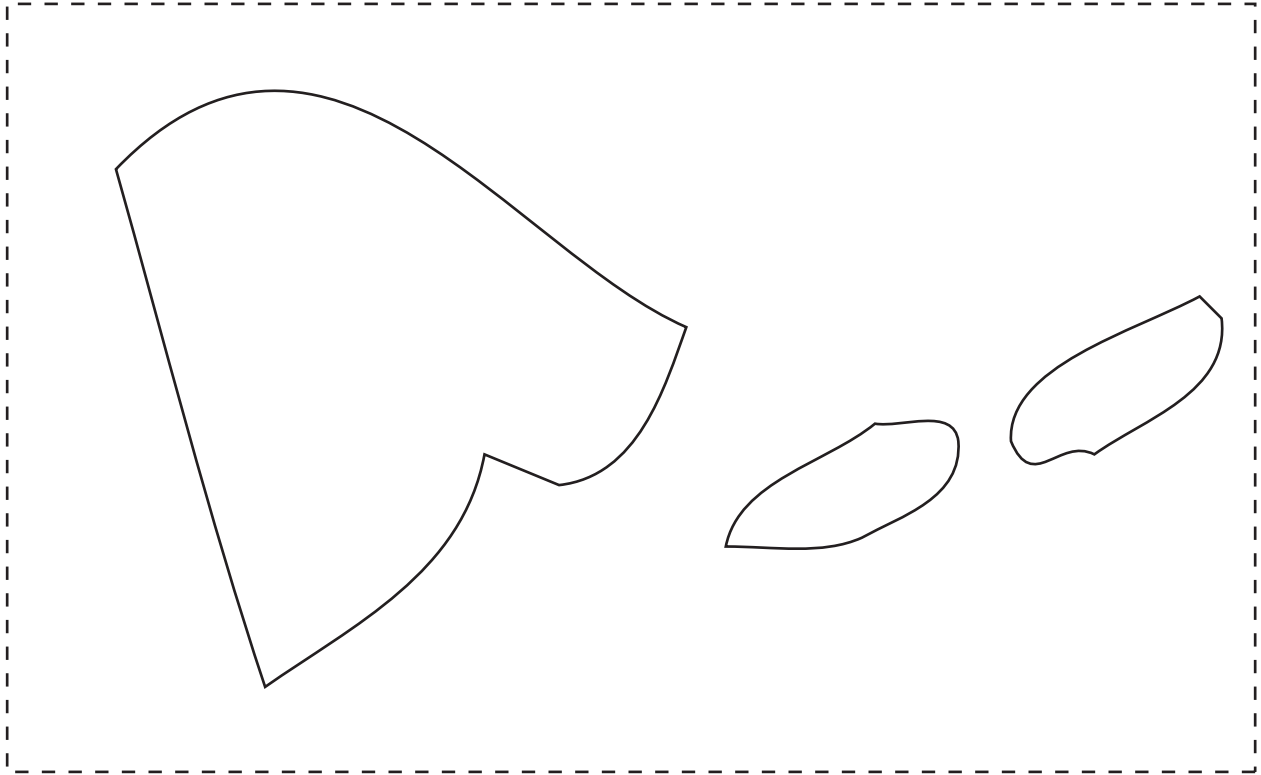


# OREGON & PENNSYLVANIA



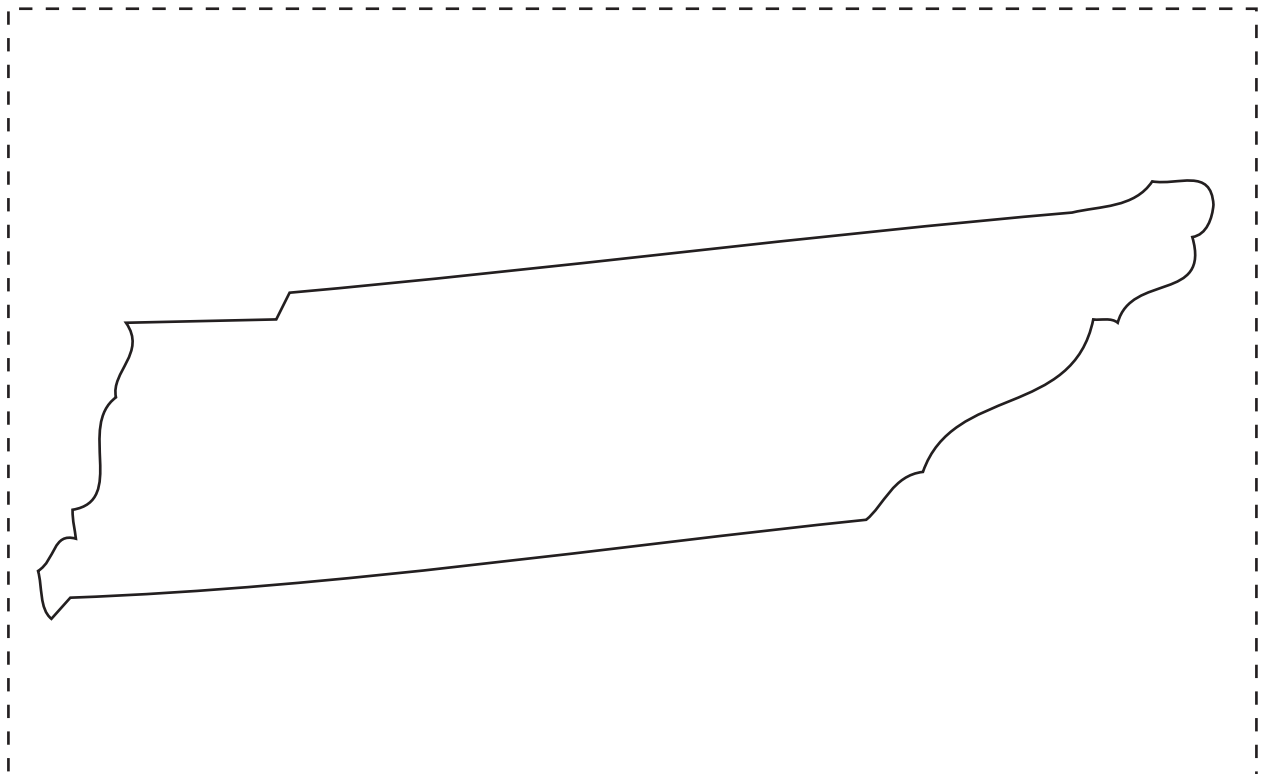
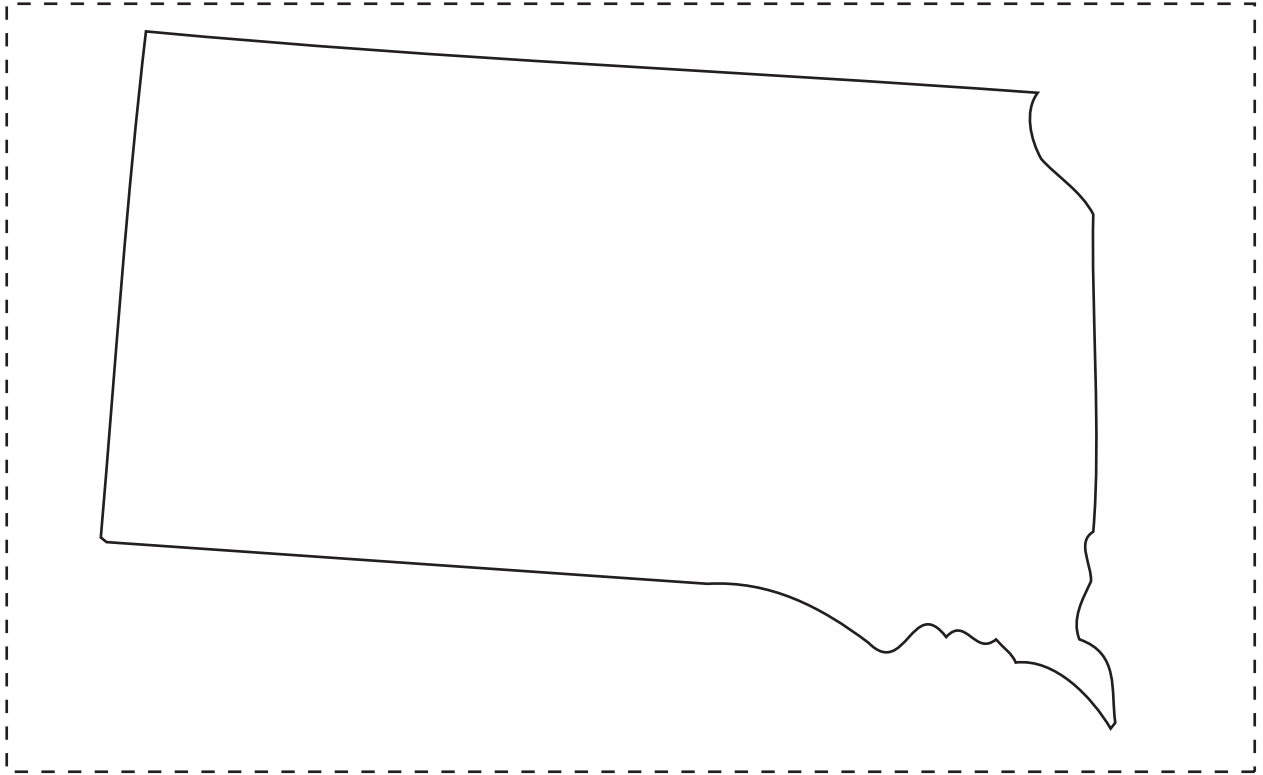


## RHODE ISLAND & SOUTH CAROLINA



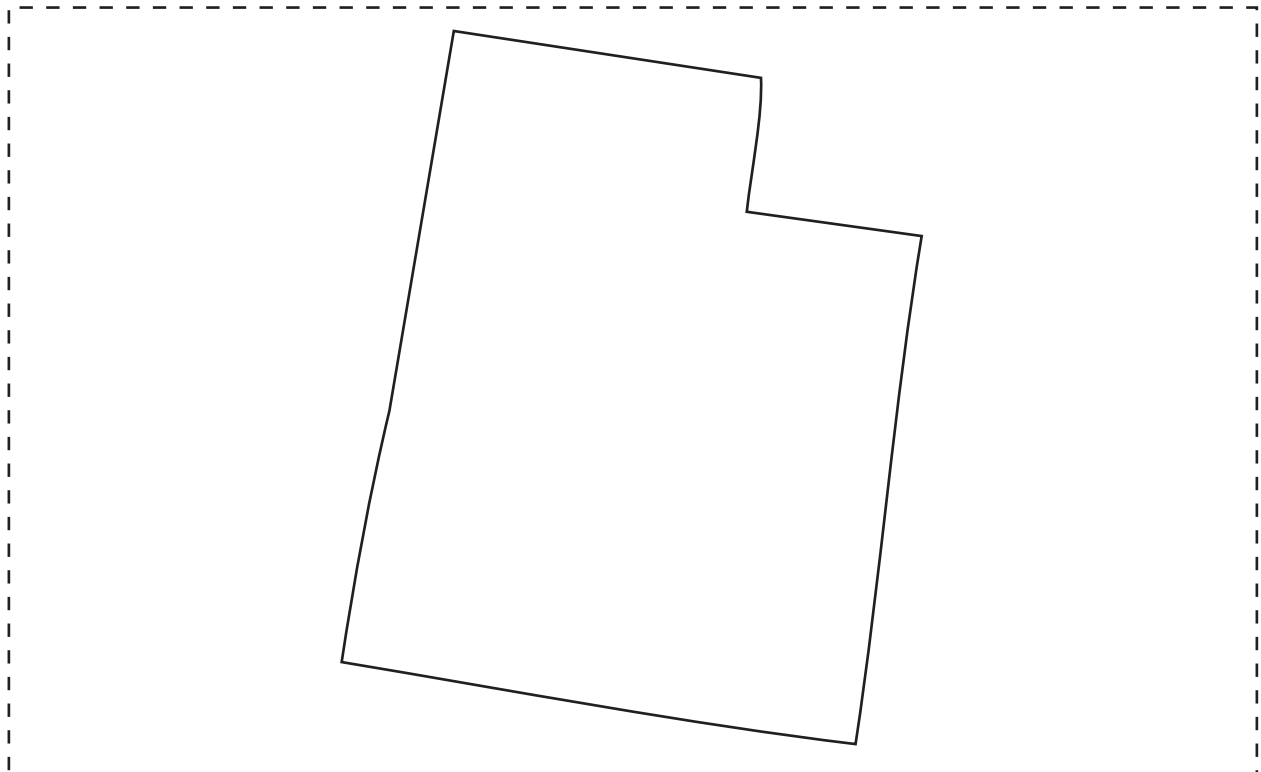
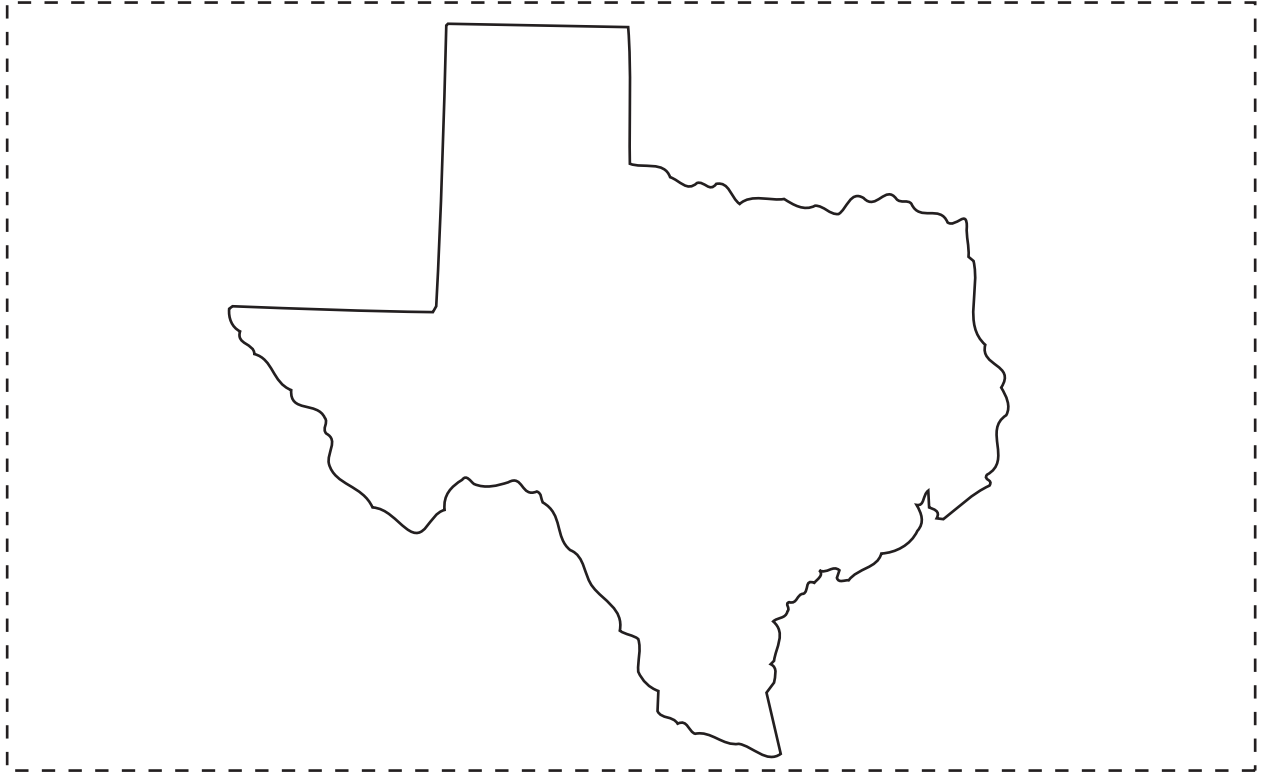


# SOUTH DAKOTA & TENNESSEE



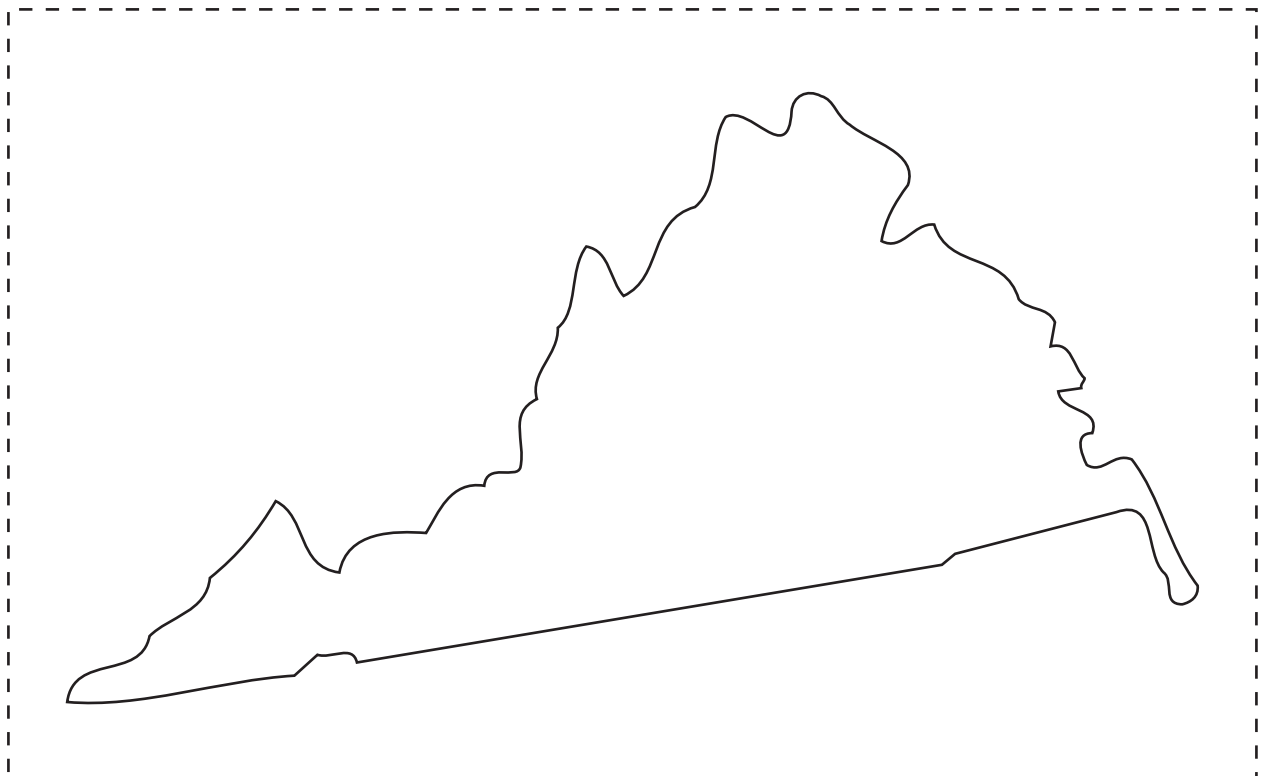
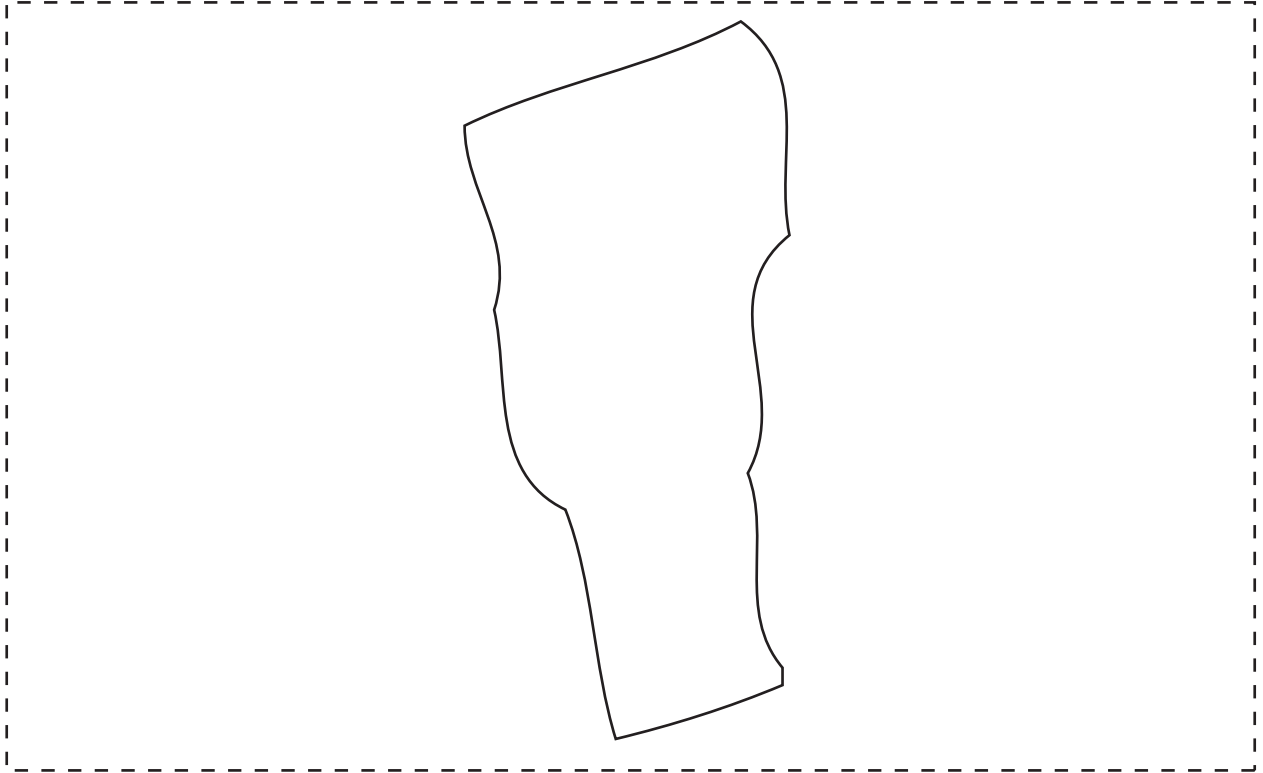


# TEXAS & UTAH



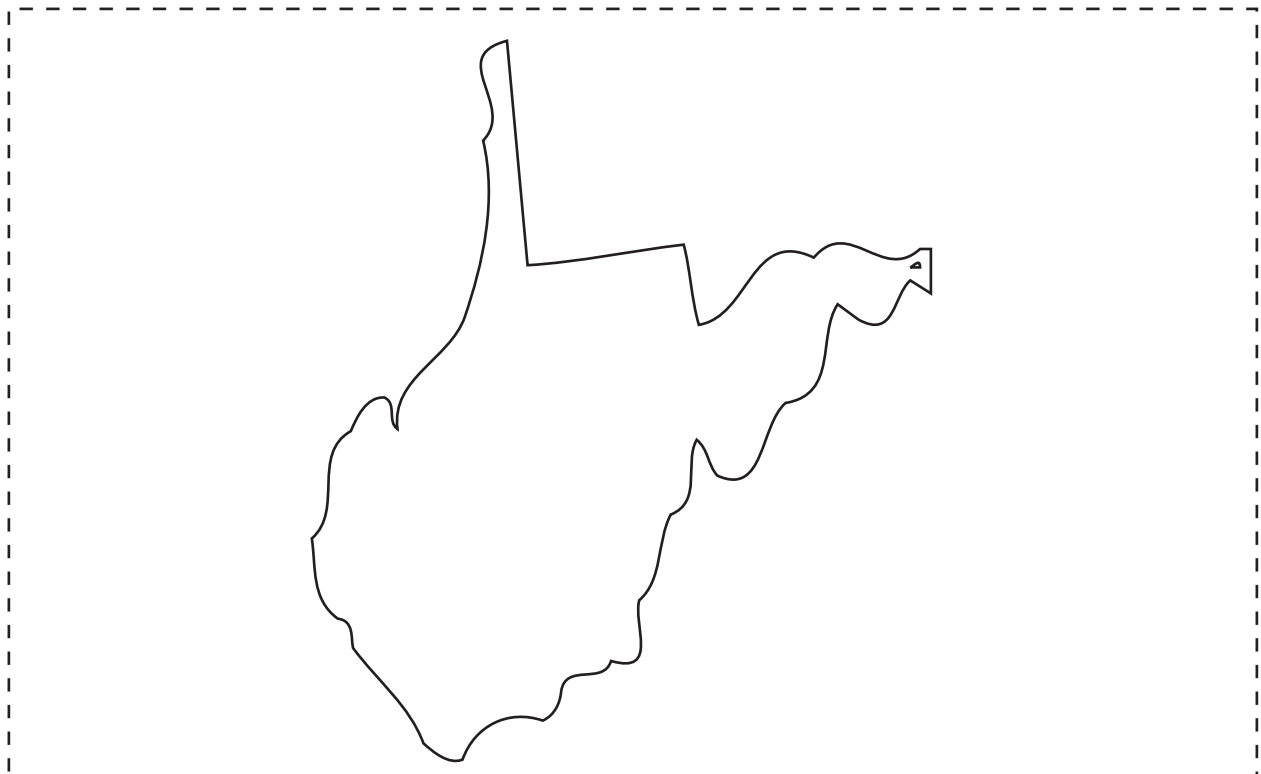
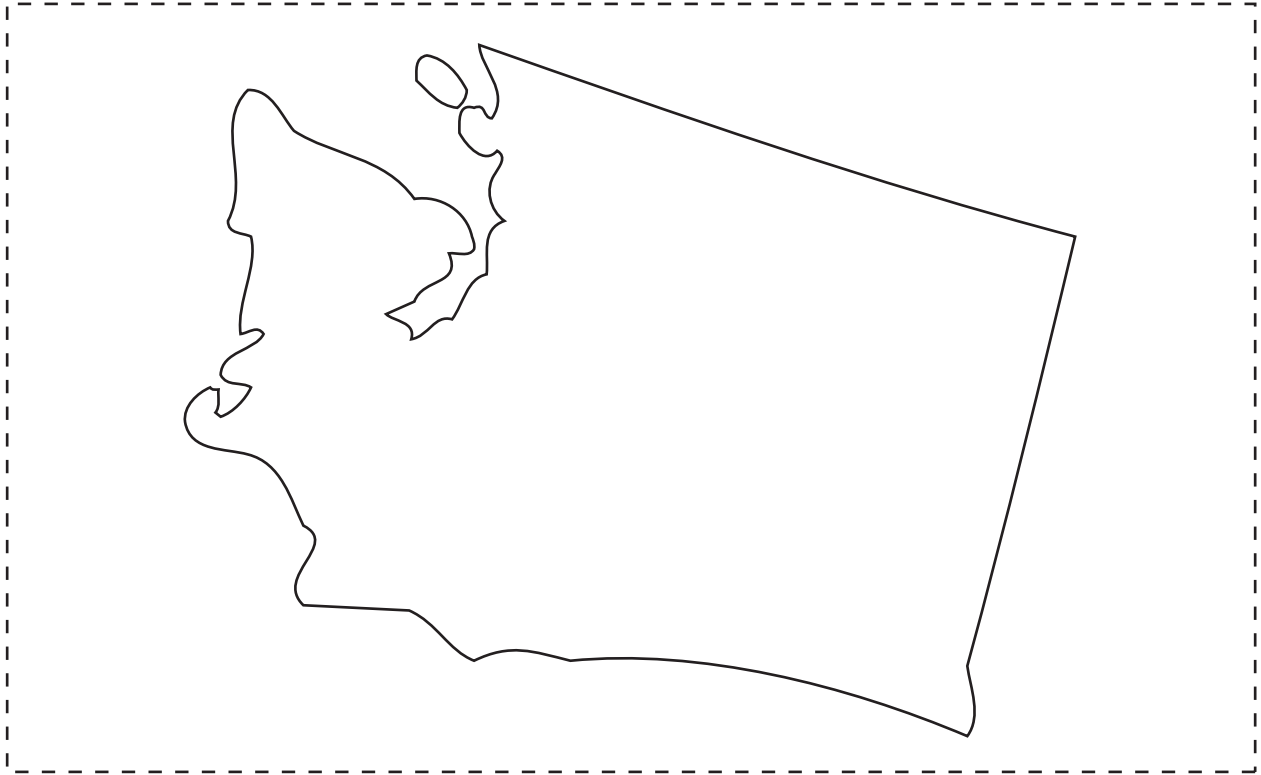


## VERMONT & VIRGINIA



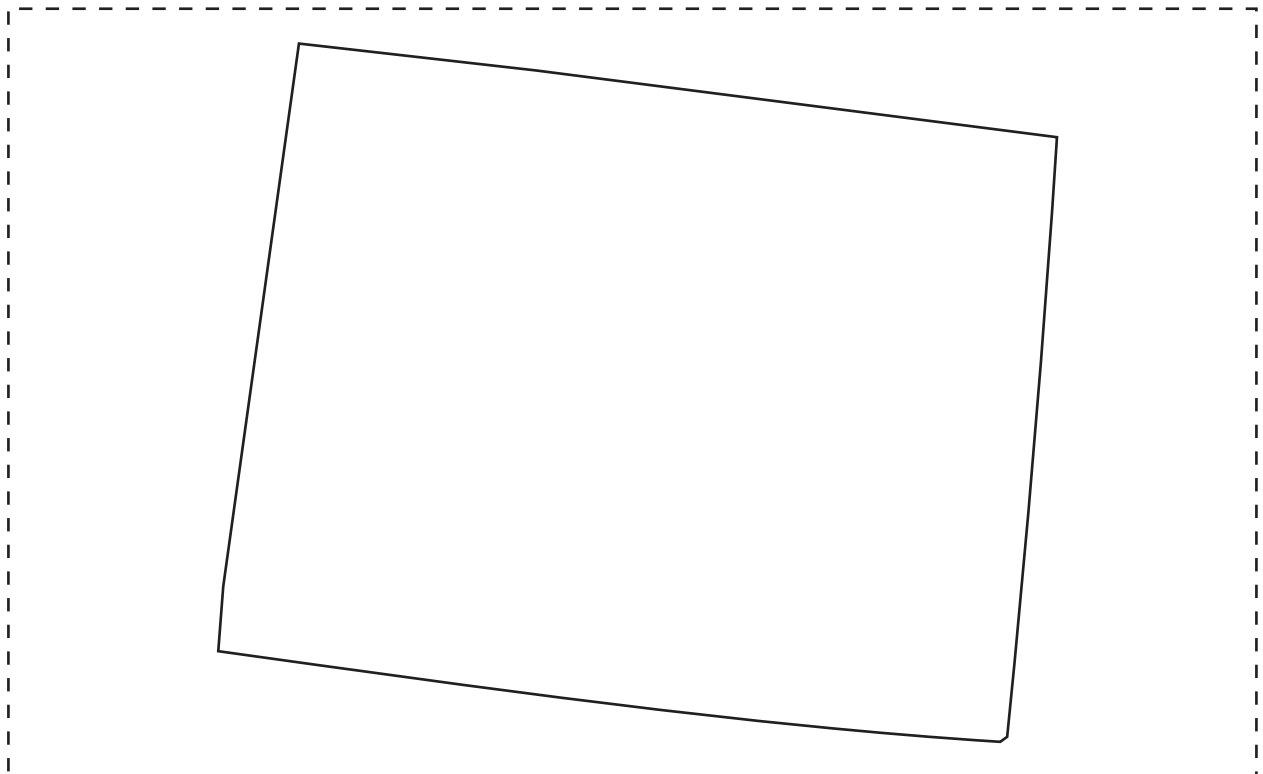
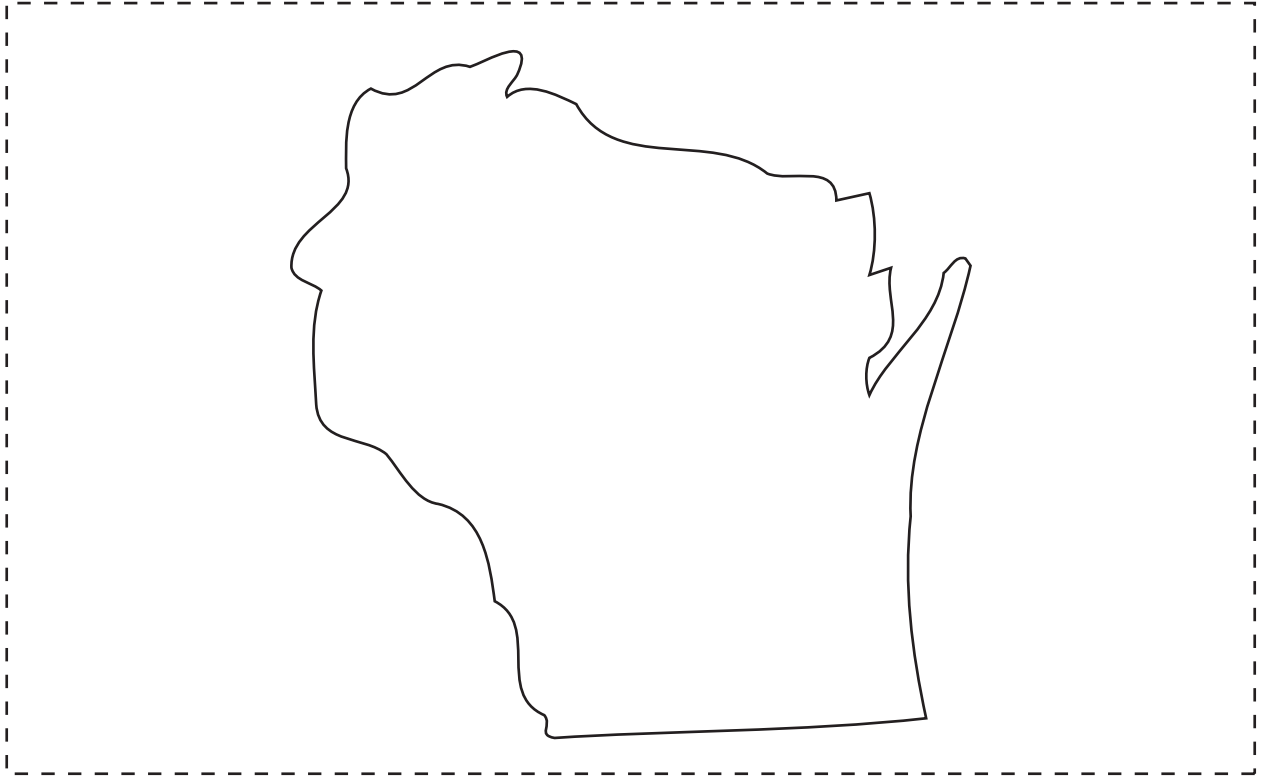


## WASHINGTON & WEST VIRGINIA





## WISCONSIN & WYOMING





# BEFORE DAY 1

## Materials

1. INTRODUCTORY PARENT LETTER—*class set*
2. FOLLOW-UP PARENT LETTER—*class set*
3. POSTCARD PASSPORT—*one (enlarged for the bulletin board)*
4. POSTCARD PASSPORT (8.5" x 11")\*—*as needed*
5. STUDENT LETTER—*class set*
6. Real passport—*one (optional)*

\* one per student capable of copying the places from the posted POSTCARD PASSPORT

## Procedure

### TEACHING TIP

*Parents with an email service may choose to send email letters rather than traditional "snail mail" letters.*

*Be sure to fill in the date you would like this letter returned before copying it for your students!*

### TEACHING TIP

*You might send out a copy of the STUDENT LETTER to someone you know in each of the categories (local, state, different state and outside of the country) requesting a picture or postcard. This will ensure that your class will get mail from each area and will provide pictures or postcards if some of your students do not receive a response to their letters.*

### TEACHING TIP

*If you have small stamps, the passport(s) will look more authentic if you put a stamp on the line before listing the location "visited."*

1. Prepare and send home the INTRODUCTORY PARENT LETTER.
2. After students return the responses to the INTRODUCTORY PARENT LETTER look at the responses and determine to which friend or relative each child will send the STUDENT LETTER. See Setup Directions #7, **Introducing the Unit to Students and Families** for more specific information about these letters.
3. Based on your decisions, complete the FOLLOW-UP PARENT LETTER and send it home along with the STUDENT LETTER.
4. Explain a *passport* to your class. Explain that when people travel outside of their country, they need a passport. Tell your students that a passport is an official government document. People who travel outside their country must apply for a passport and have a photograph taken. A passport certifies who a person is and the country he/she comes from. As people enter each new country, their passports are checked and stamped.
5. Draw students' attention to the POSTCARD PASSPORT posted on the bulletin board. Explain to your students that your classroom passport is a bit different from a regular passport. As each picture or postcard arrives, your class will list the date and its place of origin on the POSTCARD PASSPORT.
6. Allow time for those students with individual copies of the POSTCARD PASSPORT to copy the date and place of origin for each picture or postcard as it arrives.



Dear Parents,

Do you know that 20% of Americans cannot locate the United States on an unlabeled map of the world? Our children are growing up in a world that becomes smaller day by day. Unfortunately, even as our world grows smaller, students today appear to have less experience in learning about maps than did children years ago. It is important for our children to begin learning about maps and geography early in their school careers when they are still naturally curious.

Our class begins a unit on geography in the next few days and we need your help. Each student in the class will send a letter to someone he or she knows in our town, in our state, in another state or in another country. This letter will ask the person to send our class a postcard or picture from their city or town. As postcards and pictures arrive, our students will find each place on a map of our town, state, country or world located in our classroom.

Please complete the information requested below and return it no later than \_\_\_\_\_.

After analyzing the destinations available from all class members, I will notify you which letter your family will send.

Thank you for your help,

-----

Student's Name: \_\_\_\_\_

\_\_\_\_ I can send a letter to someone in our town.

\_\_\_\_ I can send a letter to someone in our state.

\_\_\_\_ I can send a letter to someone in this state: \_\_\_\_\_

\_\_\_\_ I can send a letter to someone in this country: \_\_\_\_\_

Even though each family will only send one letter, please check off all of the places that your family *could* send a letter. This will expand our possibilities when we assign destinations.



Dear Parent of \_\_\_\_\_,

Thank you so much for your quick response to my first letter about our GEOGRAPHY BEE unit. The educational partnership between the home and the school is critical to increasing children's enthusiasm for school and learning.

You may find additional opportunities in your daily routine that you can use to help your child as we work through this geography unit:

1. Allow your child to explore maps and atlases you have at home.
2. When you are traveling around town or out of town, show your child a map and describe where you are going and how you will get there.
3. When a different location comes up in a book or on a television show or movie, take the opportunity to show your child that location on a map.

We have received responses from the families of our students, and request that you please send a letter to a person in the following location:

---

Please study the sample letter attached. Help your child to fill in the necessary information, or help him or her to write an original letter using the model as a guide. After analyzing the information from the classroom families, please send the letter to a person in the following location:

- \_\_\_\_\_ To someone in our town
- \_\_\_\_\_ To someone in our state but not in our town
- \_\_\_\_\_ To someone in another state
- \_\_\_\_\_ To someone in another country

Please send the letter as soon as possible.

Thank you for your help,



Dear \_\_\_\_\_ ,

My class is studying maps and geography in school. We are learning about places in our town, our state, other states and other countries. You can be a great help to our class as we learn about our world.

Please send a postcard or a picture from your city or town to me at my classroom. The address is:

---

Pupil's name

---

School name

---

Street address

---

City, State and Zip Code

Each student in my class is sending a letter like this to someone he or she knows. We are sending these letters to other cities, states and countries. As the postcards and pictures arrive in the classroom, we will find the location where the postcard or picture originated on one of the maps displayed in our classroom.

We are very excited about sending our letters and are anxious to receive postcards and letters with pictures inside. When we receive your postcard or pictures, we will be able to learn about other cities, states and countries. We will understand where our families have friends and relatives all around the world. We will understand better the geography of our world.

Thank you for your help.

Sincerely,



[illegible]



# DAILY DIRECTIONS — Day 1

## Materials

1. DAILY GRAPH TITLE (I have looked at a map)—*one*
2. GEORGE THE GEOGRAPHY BEE—*one (enlarged and colored, if desired)*
3. SCHOOL MAP CHART—*one (enlarged) or display copy*
4. Colored sticky stars—*several (optional)*
5. Crayons—*enough for class*
6. Drawing paper—*class set*
7. Globe—*one or more*
8. Maps (city, state, United States, world)—*one of each*
9. Photos of school personnel—*one of each*
10. Scissors—*one*
11. School map (chart size)—*one*
12. School maps\* (8.5" x 11")—*class set*
13. String—*several yards*
14. Tape—*one roll*



### TEACHING TIP

*Prior to class prepare the pictures of school personnel and the school maps (both chart-size and individual copies). See Setup Directions #6 and #9 for more detailed information.*

\*Mark your classroom with a star.

## Procedure

*See Setup Directions #13 for suggested daily graphing options.*

1. Begin the class by handing out the *I have looked at a map* graph and having your students sign their names in the “yes” or the “no” column.
2. After all students have the opportunity to respond to the graph question, count the number who have looked at a map and discuss the different maps your students have seen.
3. Ask your students if they know why people use maps. Answers will probably include: to help find certain places, to see how far one place is from another, etc. Some students may mention that an additional type of map, a blueprint of a house or building, shows rooms and other areas contained in the building.
4. Ask your students why they think they should learn about maps. Why are maps important? Allow time for students to relate personal experiences.
5. Introduce your students to the different types of maps displayed in the room and tell them that over the next few weeks, they are going to study maps. As they learn, they will have the opportunity to look at each of the maps in the room more closely.



# DAILY DIRECTIONS — Day 1

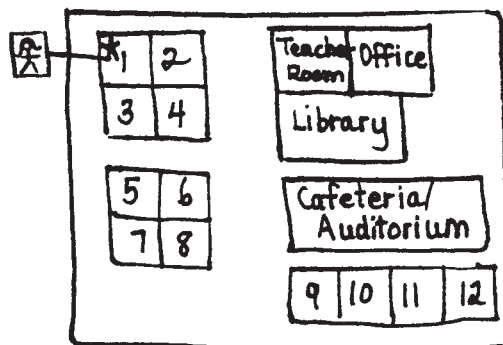
6. Bring out GEORGE THE GEOGRAPHY BEE and introduce it to your students as the class mascot during the time that they study maps. Post GEORGE THE GEOGRAPHY BEE beside the map of the school.

7. Tell the students,

READ OR TELL

“Today, we will look at a map of our school. This map is like a picture of our school taken from high in the air. We can see into the schoolrooms as if there is no roof. Even though many of the areas we will examine on our school map are familiar to you, when we look at these areas as part of a map, you may notice different things about them. Let’s look at the large map of the school together. Can anyone find our classroom on this map?”

8. When the children have located the classroom, draw or stick a star on it and put the picture of you in your classroom beside the map with a string leading from your picture to your classroom.



TEACHING TIP

*Your students may find the various places around the school in any order. For example, if the library is near your classroom, your class may begin this activity with the library.*

9. Post a picture of the school principal in his/her office on the board. Ask the students if they know where the principal’s office is located on your school map. After they find the principal’s office, ask the class if they think the principal’s office is near or far from your classroom. Ask,

“How many steps do you think it will take for us to get from our classroom door to the door of the principal’s office?”

READ OR TELL



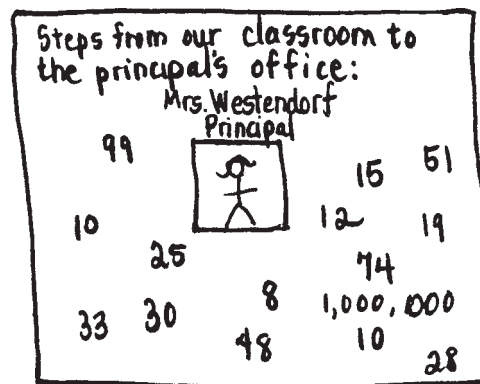
## DAILY DIRECTIONS — Day 1

- 10 If your students need some help with this concept, pace from one end of your classroom to the other, having the students count your steps as you go. Then say,

**READ OR TELL**

“If it takes \_\_\_\_\_ steps to go from one end of our classroom to the other, how many steps do you think it will take from our classroom to the principal’s office?”

11. Ask each child in the class to estimate the number of steps to get to the principal’s office and write all the estimates on the board around the picture of the principal’s office.



**TEACHING TIP**

*With an entire class counting steps, this could become confusing and controversial. Choose someone (a student or yourself) to be the official step-counter, to minimize problems. Rotate this responsibility as you count the steps to the various locations around the school.*

12. Take the time to have the students actually walk from your classroom to the principal’s office, counting off the steps as they go.
13. Return to the classroom and look at the board with all the estimates listed. If anyone guessed the correct number of steps to the principal’s office, circle that number; if not, circle the estimate that was the closest.
14. Write the number of steps it took to get to the principal’s office on the SCHOOL MAP CHART, either posting the enlarged chart at the board or using a display copy.
15. Move the picture of the principal in the office to an area on the school map close to the principal’s office and put a string from the picture to the actual location of the office.



# DAILY DIRECTIONS — Day 1

## TEACHING TIP

*The steps your students will repeat:*

1. Locate the destination on the school map.
2. Estimate the number of steps from your classroom.
3. Verify the number of steps from your classroom.
4. Post the related picture and connect to the school map with a string.

## TEACHING TIP

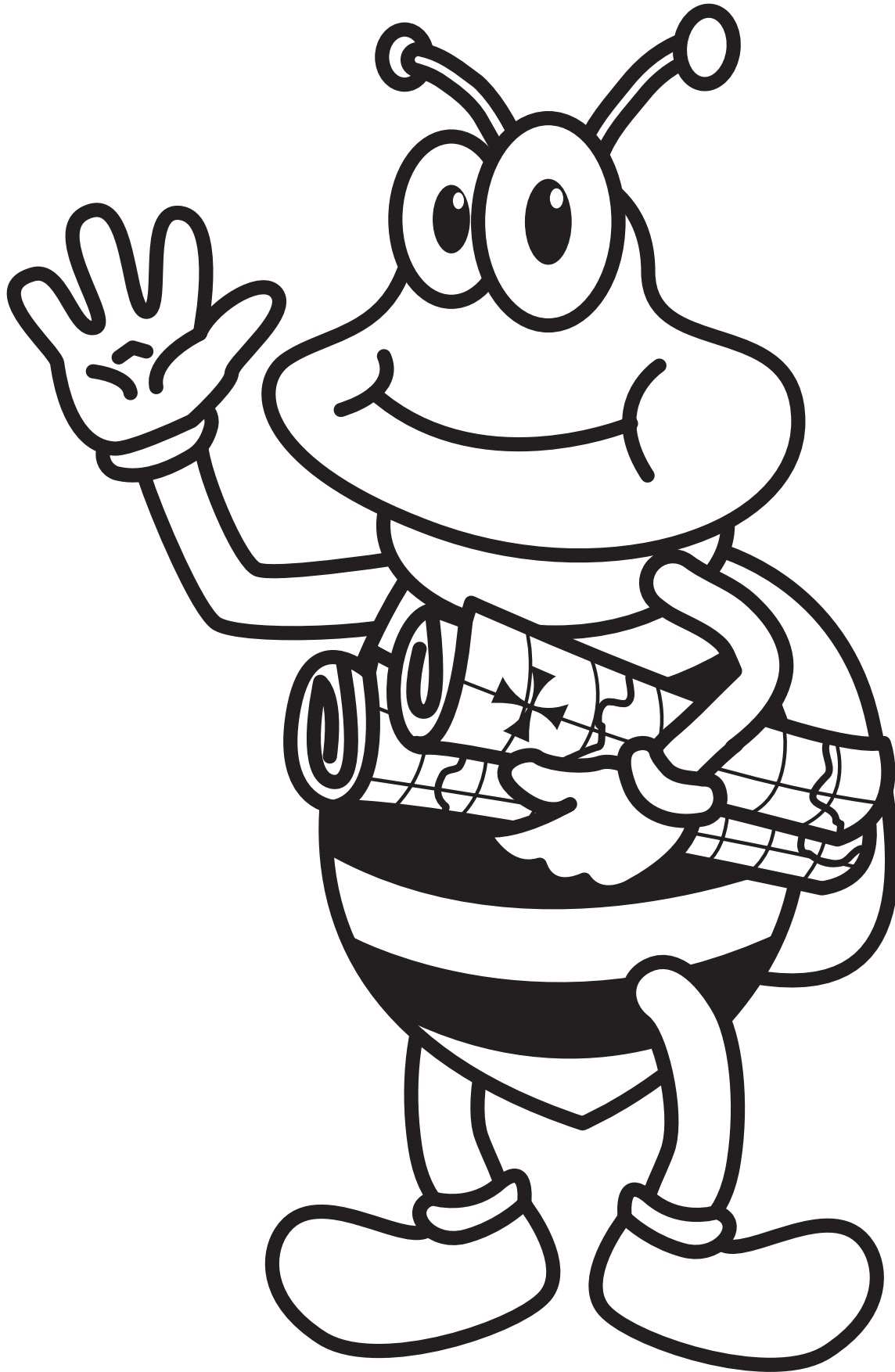
*If you have pens in the correct colors, you can color your display copy as your students are coloring their worksheet. If your students don't know their colors yet, assist as needed with the coloring activities.*

*These maps will be the first page of the students' My Book of Maps.*

16. Repeat the locating, estimating, verifying and picture posting procedure with the secretary in the front office, the librarian in the library, the monitors on the playground, and the workers in the cafeteria. Write the actual number of steps for each destination on the SCHOOL MAP CHART.
17. Hand out the small school maps to each student. Ask students to write their names on the back of these maps. Point to each area visited individually on the large school map asking each student to point to the same area on his/her small map. After they point to the area and you have quickly checked for accuracy, direct that the students color the areas as follows:
  - Our classroom—red
  - The principal's office—blue
  - The library—yellow
  - The secretary's office—green
  - The cafeteria—orange
  - The playground—purpleCollect the maps and check again for accuracy.
18. To reinforce the concepts of this lesson, allow time for students to write about their experiences with the school map.
  - Younger students with limited writing ability will benefit if you lead them through a shared writing on the board.
  - More proficient writers might fill in sentence frames such as those listed below:  
The playground is near \_\_\_\_\_.  
The library is near \_\_\_\_\_.  
The principal's office is near \_\_\_\_\_.  
The secretary's office is near \_\_\_\_\_.  
The cafeteria is far from \_\_\_\_\_.  - Capable writers should be able to write their own sentences about what they learned.
19. Have your students create a map of your classroom. This activity can be done individually or in small cooperative groups. Compare the classroom maps that groups or individuals create. Display the maps in your classroom.
20. **Optional:** Suggest that your students draw a map of their bedroom as a homework assignment.



# GEORGE THE GEOGRAPHY BEE



**MASTER: GEORGE THE GEOGRAPHY BEE**

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# School Map Chart

Location

Number of steps

School Office —  
the secretary

Principal's Office

Library

Playground

Cafeteria

**MASTER: SCHOOL MAP CHART**



## DAILY DIRECTIONS — Day 2

### TEACHING TIP

*In order to correctly label directions in your classroom, determine where north, south, east and west actually are before beginning this lesson. Copy and cut apart the word and abbreviation labels.*

### Materials

1. COMPASS ROSE—*class set*
2. DAILY GRAPH TITLE (I made a map of my bedroom)—*one*
3. N, S, E, W—*one set of labels*
4. NORTH, SOUTH, EAST, WEST—*one set of labels*
5. NORTH, SOUTH, EAST, WEST—*one set of signs*
6. SAMPLE COMPASS ROSE—*class set or display copy*
7. THREE LITTLE PIGS—N, S, E, W—*class set*
8. Compass—*one*
9. Crayons—*enough for class*
10. Pocket chart (optional) or chalkboard—*one*
11. School map (chart size)—*one (from previous day)*
12. School maps (8.5" x 11")—*class set (from previous day)*
13. School maps of fire drill evacuation route\*\*—*class set*  
**or** School map\*\*—*class set + display copy*
14. Stamps or stickers—*five per student*
15. Tape—*enough to hang labels and signs*

\*Alter the wording if mapping their bedrooms was not a homework assignment.

\*\*If your school doesn't have this map, give your students a copy of the school map and have them draw the fire drill evacuation route that your classroom follows as you draw it on the display copy of the school map.

### Procedure

#### TEACHING TIP

*See Setup Directions #13 for suggested daily graphing options.*

1. Distribute the *I made a map of my bedroom* graph and have students complete by signing their names under the “yes” or “no.” Count the number of students who answered yes on this graph. With your students compare the results with the graph completed on Day 1.

2. Say,

“Today we are going to learn some directional words that will help us as we learn to read maps.”

3. Using the direction word labels, place the word *North* in the pocket chart or on the board and say,

“Does anyone know this word?”

#### READ OR TELL



## DAILY DIRECTIONS — Day 2

4. Tell the children the word and have them repeat it with you. Repeat the procedure as you place the words *South*, *East* and *West* in the pocket chart or on the board.

### TEACHING TIP

More advanced students may also be ready to learn the intermediate directions, NE, NW, SE and SW.

5. Tell your students that these are the four main directions. Learning these directions helps us to tell where we are. We use these words to help us learn where we want to go.
  - Tell your students that when they look at a map on paper, *north* is at the top of the map. Tell them that most of the time, north is indicated on a map by the letter “N”. Take the N label and put it at the top of the map of the school from yesterday.
  - Following the *north* example, explain that *south* is shown at the bottom of a map and the letter “S” shows us the south direction on a map. Add the S label to the school map.
  - Explain that *east* is shown on the right side of a map and that the letter “E” shows us the east direction on a map. Add the E label to the school map.
  - Explain that *west* is shown on the left side of a map and the letter “W” shows us the west direction on a map. Add the W label to the school map.
6. Show your students where *North*, *South*, *East* and *West* actually are in your classroom. This concept could be confusing to children because they may believe that north has to be the front of the classroom, south has to be the back, east has to be the right side and west has to be the left side. Post the *North*, *South*, *East*, *West* signs in your classroom at the correct location.

### TEACHING TIP

More advanced students can also label the intermediate directions, NE, NW, SE, SW.

7. Return to the students the maps of the school that they colored yesterday. Ask each of them to point to *North* on their map. When they are all pointing at the correct place, have them write an “N” on their map where they were pointing. Follow the same procedure to label *South*, *East* and *West*.
8. To check student understanding, ask students to use their maps to answer these questions:

### READ OR TELL

What is North of our classroom?  
What is South of our classroom?  
What is East of our classroom?  
What is West of our classroom?



## DAILY DIRECTIONS — Day 2

8. Tell your students that whenever they look at a map, they will see a *compass rose* that shows north, south, east and west. Show your students the compass rose on the different maps you have in the classroom. If there is not a compass rose on the map of the school, have students draw one. Then collect students' individual maps of the school and check for understanding. Place the maps in a folder for tomorrow.
9. **Option:** To check for understanding, and if you think your students can follow directions, ask your students to stand up with their feet together and their hands out to the side (so they look like a "T"). Say *North* and have the students shake their heads, *South* and have them tap their feet, *East* and have them flap their right hand, *West* and have them flap their left hand. If your students seem to understand the directions, after a few times going through the directions in order, mix them up and see if they move the correct body part.
10. Give each student a map of the school with the class route for fire drills. If you have not yet had a fire drill in your class, have students leave the classroom and try to follow the route using the map. If they have experienced a fire drill this year, have them look at the map to see how accurately the escape route is drawn on the map. Return to the classroom. Collect the fire drill maps.
11. Hand out the THREE LITTLE PIGS—N, S, E, W. Have your students tell you which little pig is north, south, east or west from the Big Bad Wolf. Have them color the houses with the following colors:
  - The house that is north—blue (*Mama pig's house*)
  - The house that is east—yellow (*the house of straw*)
  - The house that is south—brown (*the house of twigs*)
  - The house that is west—red (*the house of bricks*)When students finish this activity, collect their papers.
12. To help review cardinal directions with the class ask students to point to the student who sits to the east, to the west, to the north, to the south.



### TEACHING TIP

*If your school does not have a map of the fire drill evacuation routes, distribute the blank school maps. Support your students as needed as they add the fire drill route by drawing it on your display copy of the school map as they draw on their individual school maps.*



## DAILY DIRECTIONS — Day 2

13. Tell students that they are going to have the opportunity to design their own maps. Distribute the SAMPLE COMPASS ROSE, or show the display copy. Ask students to answer the following questions:

### READ OR TELL

- What picture is south of the school bus?  
(*airplane*)
- What picture is east of the whale?  
(*school bus*)
- What picture is north of the bear? (*whale*)
- What picture is west of the airplane? (*bear*)

For more advanced students you may add the following questions:

- Which picture is north and east of the bear? (*school bus*)
- Which picture is south and west of the school bus? (*bear*)

### TEACHING TIP

*You may choose to have students draw pictures or shapes instead of using stickers or stamps.*

*More advanced students may write sentences to explain the relative positions of their stickers on their maps.*

14. Distribute the COMPASS ROSE activity sheets and give each child five different stickers or five stamps to place on their COMPASS ROSE to design their own map. Have them ask a partner about the relative position of the stickers or stamps that they placed on their paper.
15. Review N, S, E, and W with your students by having them point to a sticker or stamp on their paper that is north, south, east and west. Collect these papers and check for understanding.
16. Show your students the compass that you brought to class. Say,
- “A compass is a tool to help people find their way. If you look closely at this compass, you will see a pointer or needle that can move. You will also see N, S, E, and W on the compass. The needle in the compass always points to the north. A person can use a compass while hiking because that person knows if he or she walked north to start the hike, it is necessary to walk south to return to the starting point.”



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North

---

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South

---

---

East

---

---

West

---



N

S

E

W



# North



# South



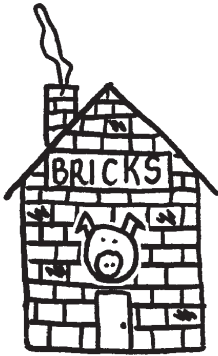
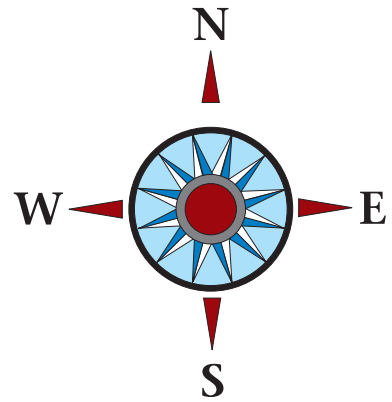
East



West

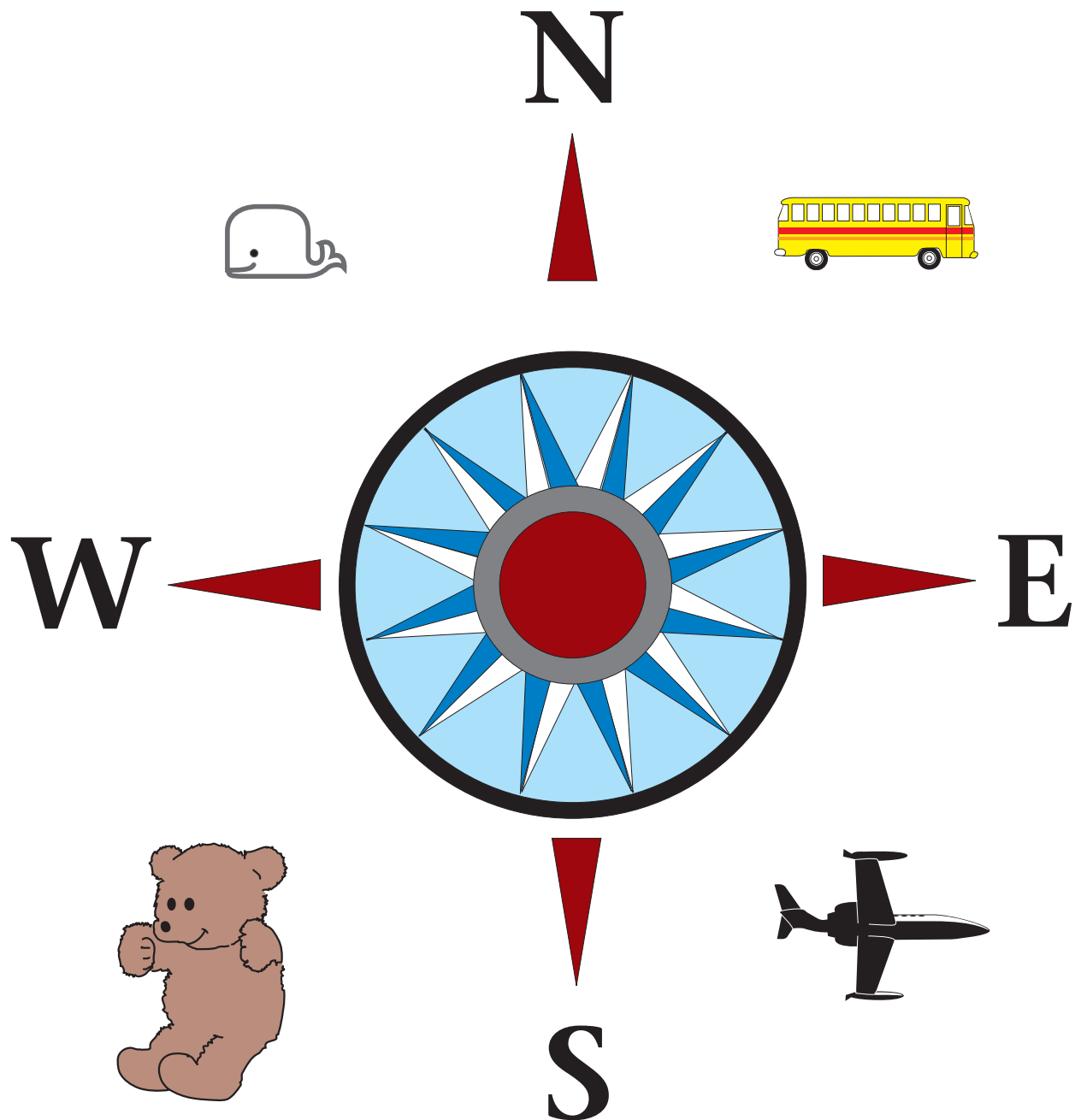


# THREE LITTLE PIGS — N, S, E, W





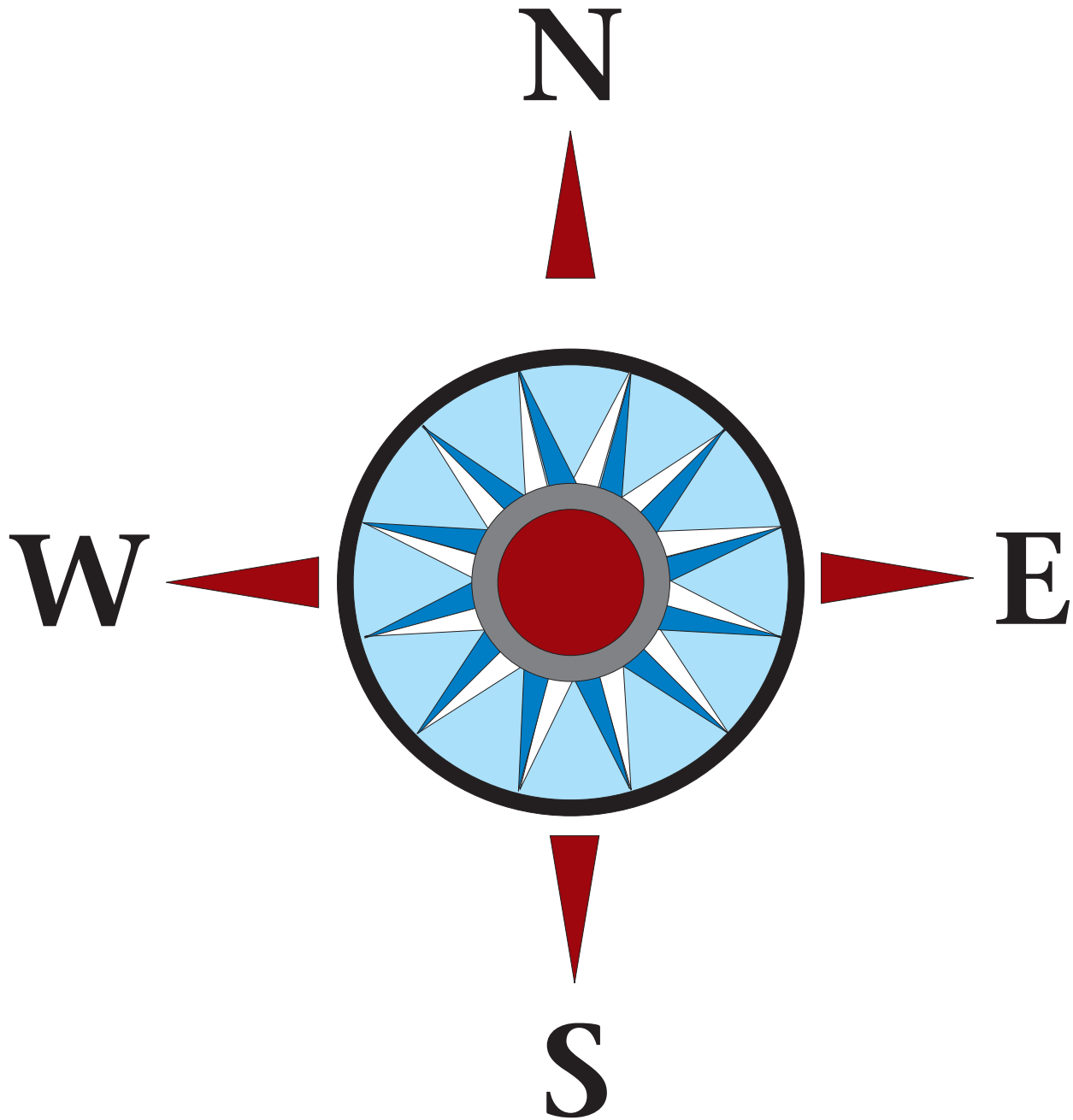
## SAMPLE COMPASS ROSE



**MASTER: SAMPLE COMPASS ROSE**



## COMPASS ROSE





# DAILY DIRECTIONS — Day 3

## TEACHING TIP

See Setup Directions #13 for suggested daily graphing options. and #16 for SENTENCE STRIPS options.

## Materials

1. DAILY GRAPH TITLE (I like reading maps)—*one*
2. MAP SYMBOLS—*class set + display copy*
3. N, S, E, W REVIEW—*class set + display copy*
4. N, S, E, W REVIEW SYMBOLS—*one set (optional: mount on tag board)*
5. SCHOOL SYMBOLS WORKSHEET—*class set*
6. SENTENCE STRIP (This is a map of my school)—*class set (optional)*
7. Crayons—*enough for students*
8. Pocket chart (optional) or chalk board
9. School map (chart size)—*one (from previous day)*
10. School maps (8.5" x 11")—*class set (from previous day)*

## Procedure

1. Distribute the *I like reading maps* graph and have your students sign their names under the “yes” or “no.”
2. Tell your students,

## READ OR TELL

“Today we are going to learn about symbols. A symbol is a picture or design that represents another object or an idea. Symbols on a map are small pictures or signs that stand for a city, a river, mountains, and other objects. Many maps have a key so that we know exactly what the symbols represent.”

3. Show your students symbols around your classroom. Point to the flag and ask if anyone knows what the flag symbolizes? (*our country*) Draw a picture of a happy face on the board and ask what it represents? (*happiness*). Draw a heart on the board and ask what it represents? (*love*). Write a +, -, x, ÷ and = sign on the board. Ask what each symbol means (younger students may need assistance).
4. Distribute MAP SYMBOLS and explain to your students that they are going to practice learning about symbols. Display a copy of MAP SYMBOLS. Ask students to find each of the symbols (the small pictures) on their sheets as you name them. First have students point to the symbol as you name it. Check to see that your students are pointing to the correct symbol.



## DAILY DIRECTIONS — Day 3

5. Have your students follow your directions regarding each symbol.

### READ OR TELL

### TEACHING TIP

*If you have pens in the correct colors, you can color your display copy as your students are coloring their worksheet. If your students don't know their colors yet, assist as needed with the coloring activities.*

- Find the symbol for the order to stop. Point to it. Color it red.
- Find the symbol for children. Point to it. Underline it in yellow.
- Find the symbol for railroad. Point to it. Trace the lines in black.
- Find the symbol for school. Point to it. Circle it in blue.
- Find the symbol for church. Point to it. Underline it in orange.
- Find the symbol for airport. Point to it. Color it green.
- Find the symbol for lake. Point to it. Color it blue.
- Find the symbol for mountains. Point to it. Circle it in brown.

6. Collect the MAP SYMBOLS worksheet. Review the cardinal directions that students learned yesterday—N, S, E, W. Tell your students that the next activity will combine the directions they learned yesterday and the symbols they are learning about today.

### TEACHING TIP

*Reinforce the idea that students consider this N, S, E, W REVIEW a map. East will be to the right, North will be towards the top, etc.*

### READ OR TELL

7. Show the class the N, S, E, W REVIEW. Say,

“Look carefully at this paper. You will notice that there are many boxes with pictures in them. These pictures are symbols. We will all start at the star on the bottom of the page that has the word start in it. Then, you will need to be careful listeners as I tell you which direction and the number of squares to move. For example, if I say we should move east three squares, we will count three squares to the east—or right—from the starting square and you will tell me the symbol you see.”



## DAILY DIRECTIONS — Day 3

8. Distribute the N, S, E, W REVIEW and show the display copy. Give each of the directions below:

**READ OR TELL**

“Go two squares east of the Start square. Point to the symbol you find.”

9. When each child points to the symbol of the children, point to the symbol of the children on the display copy. Place the large review symbol of children in the pocket chart or on the board. Then say,

**READ OR TELL**

“Go three squares north of the symbol of the children. Point to the symbol you find.”

10. After the students have pointed to the symbol of the heart, point to it on the display copy. Place the large review heart symbol in the pocket chart or board to the right of the symbol of the children. Then say,

**READ OR TELL**

“Go two squares south of the heart symbol. Point to the symbol you find.”

11. After the students have pointed to the “2”, point to it on the display copy. Put the large review 2 symbol in the pocket chart or board next to the heart. Then say,

**READ OR TELL**

“Go one square west of the 2 symbol. Point to the symbol you find.”

12. After the students have pointed to the child and the book, point to it on the display copy. Put the large review symbol of the child and the book in the pocket chart or on the board next to the 2. Finally say,

**READ OR TELL**

“Go two squares east of the child and the book symbol. Point to the symbol you find.”

13. After the students have pointed to the symbol of the maps, point to it on the display copy. Put the large review symbol of the maps in the pocket chart or on the board next to the child and the book.



## DAILY DIRECTIONS — Day 3

### TEACHING TIP

*The secret message is: Children love to read maps!*

14. Ask your students to look at the symbols on the pocket chart or board from left to right. Ask if they can read the secret message. Collect the papers.

15. Review the results of the class graph that your students completed earlier in the day. Have your students count the number of people who answered yes. Then discuss whether the secret message they just decoded was accurate.

### TEACHING TIP

*This game can be played during any time during the year when you have a few free minutes before recess, lunch or the end of the day.*

16. Play a game of *Simon Says* using the directions words your class has learned and the NORTH, SOUTH, EAST, WEST signs posted around the classroom. For example, some Simon Says ideas include:  
“Simon says turn to the east and jump.”  
“Simon says turn to the north and hop.”  
“Simon says turn to the west and nod.”  
“Turn to the south and clap.”

17. Give each student his/her school map from Days 1 and 2. Tell your students their task is to develop symbols for each of the areas they visited on Day 1 at the school. Suggest that one idea is to come up with symbols that remind them of each area. Distribute the SCHOOL SYMBOLS WORKSHEET and have your students begin to work on this assignment. Some examples of symbols for each area are:

- Principal’s office—a star or a heart
- Secretary’s office—a telephone
- Library—a book
- Your classroom—children
- The playground—a swing set
- The cafeteria—food

18. Collect the SCHOOL SYMBOLS WORKSHEET from your students after they complete it.

19. If your students are capable of writing a title for their school map, have them write, “This is a map of my school.” If not, distribute one copy of the *This is a map of my school* SENTENCE STRIP to each student, and have them glue it on the page.

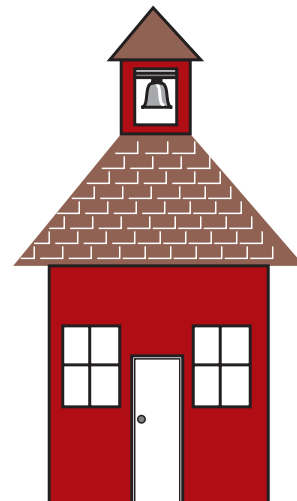
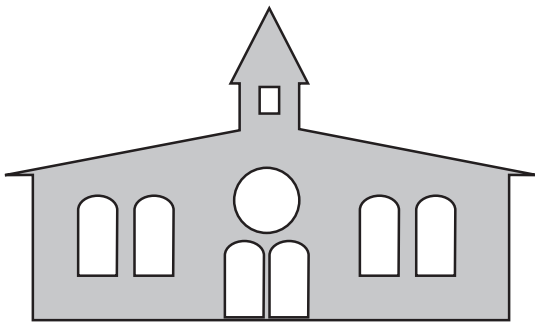
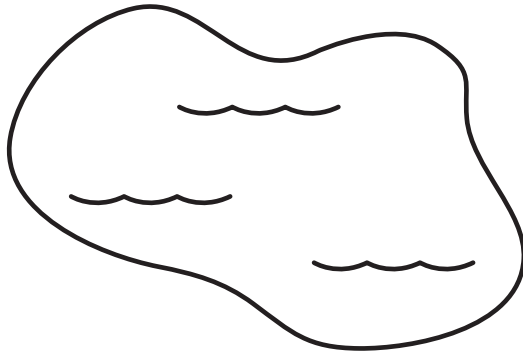
20. After the students have completed this assignment, collect their maps of the school and place in a folder for distribution on Day 15.

### TEACHING TIP

*If your students cannot complete this task independently, have the class brainstorm ideas. (Some students may just need some examples to get started. They will be able to come up with their own symbols after a small amount of help.)*



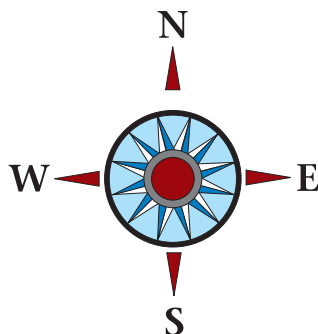
# MAP SYMBOLS


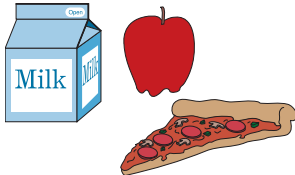

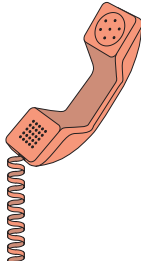
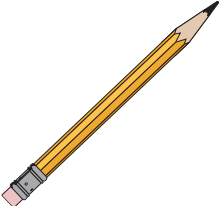
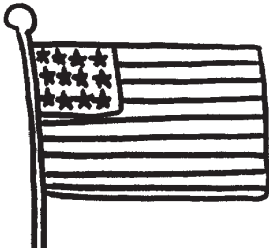


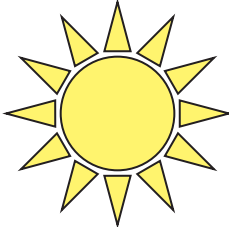


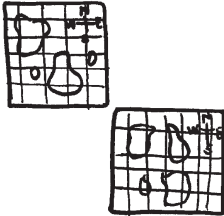
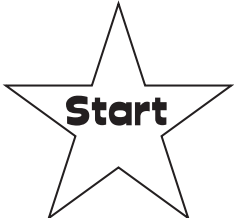
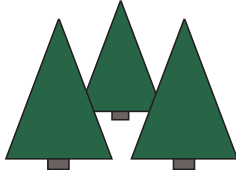




**MASTER: MAP SYMBOLS**



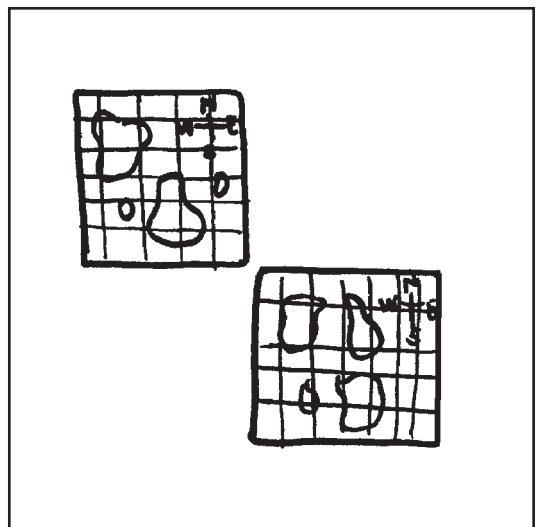
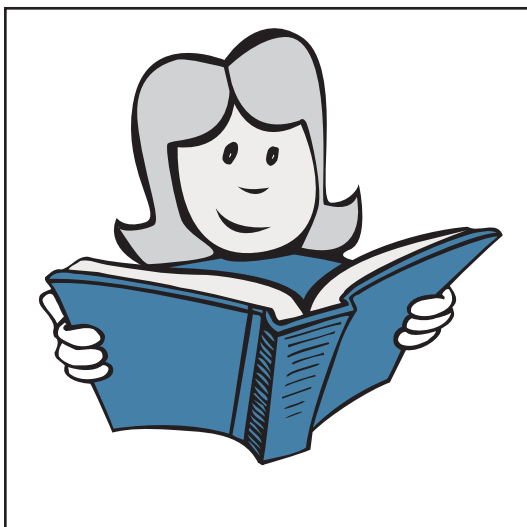
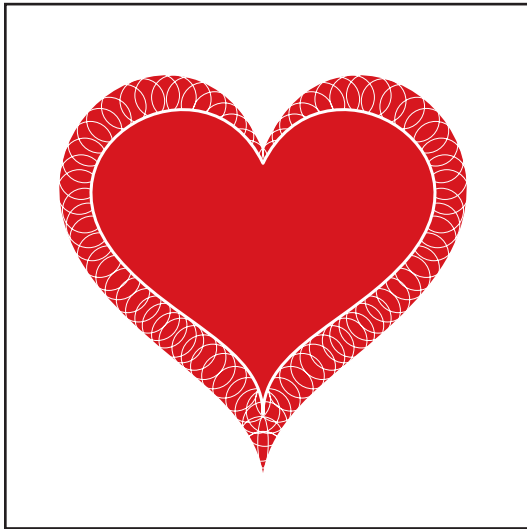
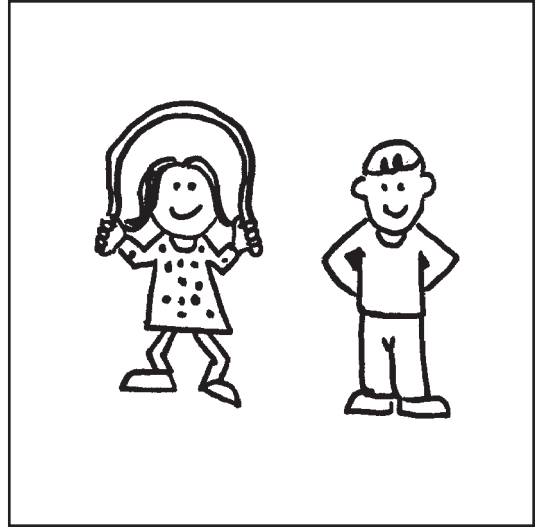
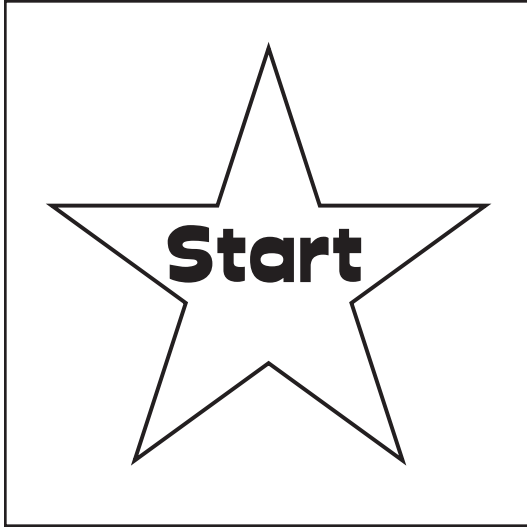
# N, S, E, W REVIEW





## N, S, E, W REVIEW SYMBOLS



**MASTER: N, S, E, W REVIEW SYMBOLS**



# School Symbols Worksheet

## MASTER: SCHOOL SYMBOLS WORKSHEET

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# DAILY DIRECTIONS — Day 4

## TEACHING TIP

Prior to class, write Neighborhood Map Key on a sheet of chart paper and attach it to the board near the detailed school neighborhood map. Eventually this Map Key will include the names of all students as well as neighborhood points of interest.

## Materials

1. DAILY GRAPH TITLE (I have lived in \_\_\_ all my life)—*one*
2. GEORGE THE GEOGRAPHY BEE—*one*
3. TRAVEL BAG—*class set*
4. Chart paper—*one sheet*
5. Drawing paper—*class set*
6. Map of your city or town—*one*
7. Objects to demonstrate scale (pencil, paper clip, magnetic alphabet letter, etc.)—*several*
8. Pencils—*class set*
9. Push pins—*two*
10. School neighborhood map—*one (enlarged)*
11. School neighborhood map (8.5" x 11")—*class set*
12. Toy car—*one*

## Procedure

1. Write the name of your city or town on the *I have lived in all my life* and have your students write their names under the “yes” or “no.”
2. Ask your students if they know the name of their hometown.
3. Move GEORGE THE GEOGRAPHY BEE to a position between the map of your city/town and the enlarged detail map of your neighborhood displayed in your room.
4. Point out the compass rose and the symbols that appear on the maps and review the lessons of the past two days about directions and symbols.
5. Review the results of the *I have lived in \_\_\_\_\_ all my life* graph. Have your students count the number of people who have lived in your town all their lives.
6. Ask your students if they know the name of the street where your school is located. Have a student mark the location of the school on the city/town map with a push pin (or with a marker if you don’t mind putting a mark on the map.)
7. Ask your students if your school is located in the north, south, east or west part of the town. If your students are more advanced, ask if the school is in the northeast, northwest, southeast or southwest portion of the city.

## TEACHING TIP

Maps of cities/town can also be found in local telephone books.



## DAILY DIRECTIONS — Day 4

8. Point out areas of special interest on the map of the city/town such as local lakes, community colleges or universities, and other well-known landmarks.
9. Show your students the area on the map of the city/town that was enlarged to show just your local neighborhood. Tell your students that many maps can show the same thing. An enlarged area of a map allows the mapmaker to include more details.
10. Distribute the individual student copies of the detail map of the neighborhood. Ask your students to write their names on the back of this map. These maps will be page 2 of the students' My Book of Maps.
11. On the enlarged neighborhood map, have a student mark the location of your school with a push pin and a small number "1." Then, on the Neighborhood Map Key, write the number 1 and the name of your school. Have students point to the location of your school on their individual maps and instruct that they mark that area with a number "1."
12. Collect the individual neighborhood maps from your students and place in a folder for tomorrow.
13. Point to your school on the three maps in the classroom that you've used so far.
  - Start with the large map of the school, then point to your school on the enlarged map of your neighborhood, and finally point to the school on the map of the city/town.
  - Show your students the difference in the size of the school on each of the maps. Tell your students,

### TEACHING TIP

*Sometime after completing Day 4 activities, take your students on a walk around the neighborhood. Have them compare the landmarks they see on their walk to the map of the neighborhood in your classroom.*

### READ OR TELL

“When a cartographer or map maker makes a map, he or she must draw places on the map exactly like they appear in the real world. But the map cannot be as large as places are in the real world or we would not be able to look at most maps. Imagine if our map of the school was as large as the actual school. We wouldn't be able to find paper that size. We certainly wouldn't ever be able to look at a map of the world if it had be the same size as the world.



## DAILY DIRECTIONS — Day 4

Mapmakers accurately draw places on a map like they appear in the real world by drawing these things much smaller, but keeping the distances between the places the same scale. On each map, the scale can be different. For example:

On a map of our classroom, one inch might equal three feet.

On a map of the neighborhood, one inch might equal 1,000 feet.

On a map of a city or town, one inch might equal one mile.

On a map of the United States, one inch might equal 300 miles.”

14. Point out scales on the various maps in your classroom. Tell your students that they might have to search on a map for the scale, because it can be located in different places on different maps.
15. Ask your students why scale is important on a map. For example, when you are traveling and using a map to find a place, scale will help you know how far away that place is.
16. Hold up the toy car you brought to class. Ask the students if the car is the same size as a real car. Tell them that toy cars, trucks, planes, buses and dolls are scale models of real objects.
17. Point to the pictures near the school map of you, the principal, the librarian, etc. Ask your students if the pictures are the same size as the people. Help them to understand that photographs make people look smaller than they really are, but the photograph shows the person’s features and body to scale.
18. Ask students to point out other examples of smaller versions of real objects. Students will have many examples to share such as play furniture and dishes, small action figures of movie characters, small stuffed animals, building blocks, etc. Allowing children to share their own smaller versions of real objects will make the idea of scale more meaningful.
19. Show a picture on the projector and show your students how you can make it appear larger and smaller by moving the



## DAILY DIRECTIONS — Day 4

projector closer and further away from the wall. Tell your students that what they see on the wall is a scale model of the object on the projector. Repeat with other pictures, until you believe that your students grasp the concept of scale.

20. Distribute drawing paper and ask the students to draw a tree on the paper. When they finish their pictures ask if their drawings are the same size as a real tree. Tell your students that they drew a smaller version of a real tree. Explain that if they wished to draw a scale model of a tree, they would have to measure how high and how wide a certain real tree is and draw the picture to a specific scale. For example one inch might equal one foot on the real tree.
21. Distribute the TRAVEL BAG homework. Explain that the homework must be returned tomorrow so that the students can label where they live on the neighborhood map.



### TEACHING TIP

*Be aware that some families may be reluctant to divulge personal address information without some assurances about how the information will be used.*



# TRAVEL BAG



Dear Parents,

Please help your child complete this travel bag homework and return the paper to school tomorrow. Each student will locate his or her home on a neighborhood map in school tomorrow.

Thank you!

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

Address: \_\_\_\_\_

\_\_\_\_\_

Main streets that are near my house: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# DAILY DIRECTIONS — Day 5

## TEACHING TIP

*Before starting today's lesson, identify the grocery store nearest your school and be able to locate it on your neighborhood map.*

## Materials

1. DAILY GRAPH TITLE (How I get to school)—*one*
2. LITTLE PIGGY GOES TO MARKET—*class set*
3. PICTURE OF MY STATE—*class set*
4. SENTENCE STRIP (This is a map of my neighborhood)—*class set (optional)*
5. Building blocks—*enough for class (optional)*
6. Camera (instant)—*one (optional)*
7. Marker—*one or two (optional)*
8. Neighborhood Map Key—*one (from previous day)*
9. Pencil—*one*
10. Push pins or markers—*class set*
11. School neighborhood map\*—*one (from previous day)*
12. School neighborhood map (8.5" x 11")—*class set (from previous day)*

## Procedure

1. Distribute *How I get to school* and have your students graph how they get to school each day by putting their name in the appropriate column.

## TEACHING TIP

*Depending on the age and attention span of the students in your class, you may decide to have a few children at a time map their homes during different intervals throughout the day. For example, you may have five students at the beginning of the day, five before morning recess, five before lunch, five after lunch and five before the end of the day.*

2. Collect the completed TRAVEL BAG homework. Distribute the 8.5" by 11" individual neighborhood maps from the previous day. Have each student do the following:
  - The student comes up to the large detailed neighborhood map and points to the place where she thinks her house is located.
  - If the student is correct, she marks the spot with a push pin or marker and writes the number "2."
  - The student writes the number 2 on the Neighborhood Map Key and writes her name.
  - The student then marks a star at the location of the house on her individual neighborhood map
  - The next student will repeat the process. He will write the number "3" on the large detailed neighborhood map and Neighborhood Map Key.
  - Continue until all of the students have marked the map with their houses and written their names on the Neighborhood Map Key.



# DAILY DIRECTIONS — Day 5

## TEACHING TIP

*If your students are ready for intermediate directions ask them who lives northeast, northwest, southeast and southwest of the school.*

3. When all of the students have labeled both the large school neighborhood map and their own individual maps, have the class look at the enlarged map. Ask questions like the following:

- Who lives nearest to the school?\*
- Who lives farthest from the school?\*
- Who lives north of the school?\*
- Who lives east of the school?\*
- Who lives south of the school?\*
- Who lives west of the school?\*
- What direction is the park from the school?

\*You may need a ruler for answers that are close.

\*\*There may be multiple answers.

## TEACHING TIP

*If your students are more capable, write the sentence on the board and have your students copy it on their map.*

4. Have your students add the SENTENCE STRIP *This is a map of my neighborhood* to their individual maps.
5. Look at the *How I get to school* graph that was completed earlier in the day. Have students determine if those who live nearest to the school walk to school while those who live farthest away ride the bus.
6. Have students help you add other notable landmarks to your neighborhood map such as a park, the fire station, the post office, a church, an office building, etc. As each new place is added, number it and add its name to the Neighborhood Map Key.
7. Review the nursery rhyme “This little piggy went to market, this little piggy stayed home, this little piggy had roast beef, this little piggy had none and this little piggy went wee, wee, wee all the way home.”
8. Distribute one LITTLE PIGGY GOES TO MARKET to each student. Tell them that they have to help the little piggy get to the market by drawing the streets he (or she) should take to get to the market.
9. Allow students to choose a partner (or assign partners) and practice the directions the Piggy must travel to get to the market. (*North* on Pig Place, *East* on First Street, *North* on Hog Way, *West* on Second Street)



## DAILY DIRECTIONS — Day 5

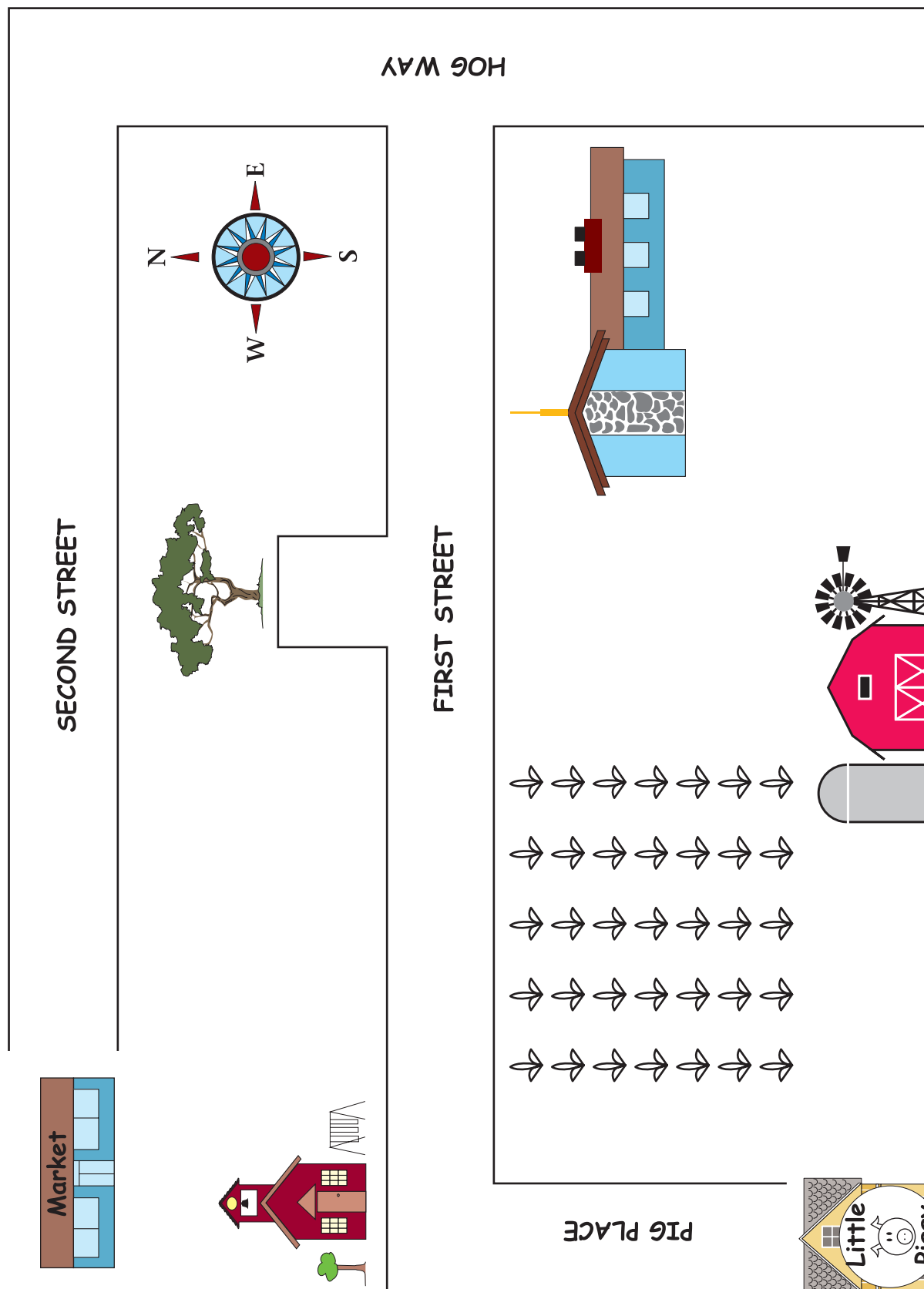
10. Identify and point out the closest market or grocery store on your posted neighborhood map.
11. Ask your students if they could help the little piggy find the way to the real market if he or she should visit your classroom.
12. Review the different map skills your students have learned this week: N, S, E, W, symbols and scale.
13. Collect the student's individual neighborhood maps. Place in a folder for distribution on Day 15.
14. To reinforce the concept of neighborhood, you may choose to have students complete one or more of the following optional activities:
  - Create an address book of all the children in the class with a neighborhood map in the front of the book.
  - Create an autograph book that students in the class can sign with their names and addresses.
15. To reinforce the concept of relating real space to maps you may do the following optional activity later in the day or at another time:
  - In small groups, have your students create a city or neighborhood out of blocks.
  - Take a picture of the city from above (to show what a map of the block city would look like) as well as a picture from ground level.
  - Allow the groups of students to look at the pictures and discuss the similarities and differences they find.
16. Distribute a PICTURE OF MY STATE homework to each child. Tell your students that it is important that they return the picture and description tomorrow because one of tomorrow's activities involves the pictures that your students bring.



### TEACHING TIP

*If your district has concerns about privacy issues, you may be unable to compile an address book of all students without parental permission. Check with your administration if you are unsure of district policy.*





**MASTER: LITTLE PIGGY GOES TO MARKET**



Dear Parents,

As you know, we are studying geography in our classroom. To help us learn more about our state, I would like each child in the class to bring a picture of a place in our state that he or she has visited. If you only have pictures of places that are local, please send one to school. We will appreciate any picture that you can spare.

Using a map of our state, we will look for the places in the pictures. Pictures of places that students have actually visited will make this lesson more meaningful for them.

Thank you for your help as we learn more about geography.

Sincerely,



# DAILY DIRECTIONS — Day 6

## TEACHING TIP

Prior to class, prepare an 8.5" x 11" outline map of your state using the NAME THAT STATE GAME CARDS.

## Materials

1. DAILY GRAPH TITLE (I have traveled to)\*—*one*
2. GEORGE THE GEOGRAPHY BEE—*one*
3. OUTLINE OF OUR STATE—*class set + display copy*
4. SENTENCE STRIP (This is a map of my state)—*class set (optional)*
5. Large map of your state—*one*
6. Push pins—*several*
7. STATE SONGS—*teacher reference*

\*Fill in the name of your state capital before class. If your city is the state capital, enter the name of a large city instead.

## Procedure

1. Distribute *I have traveled to* \_\_\_\_\_ and have your students complete the graph by signing their names under “yes” or “no.”
2. Ask your students if they know the name of their state. Move GEORGE THE GEOGRAPHY BEE to the large map of your state. Point out the following things on this map:
  - The compass rose
  - The scale
  - The map key
3. Ask if anyone knows where your city or town is located on the state map. Mark your city or town with a push pin. Ask your students if your city or town is in the north, south, east, west or in the center of the state.
4. Ask if any of your students know the name of the capital of your state. Show your students what the symbol for the state capital is on the map. Then, mark the capital of the state with a push pin. Ask:

Is the capital in the North, South, East or West of the state?

Is the capital North, South, East or West of our city or town?

Using the scale, how far away is the capital from our town?

## TEACHING TIP

You may expect more advanced students to answer with the intermediate directions: NW, NE, SW, and SE.

If you live in your state's capital, use a major city in your state as a replacement for the capital in this activity.

## READ OR TELL

## TEACHING TIP

Ask more advanced students to determine Northeast, Northwest, Southeast and Southwest directions for these questions.

5. Look at the graph that the students completed earlier in the day and count how many students have visited the state capital.



## DAILY DIRECTIONS — Day 6

### TEACHING TIP

*Since you will be receiving pictures and postcards as a result of your letters, you may allow students to take these pictures home after today, especially if display space in your classroom is limited.*

6. Ask students to bring out the pictures they brought to school for the PICTURE OF MY STATE homework assignment. Locate each of the places in the pictures on your state map. If more than one student brings a picture of a particular location, have them show the class their pictures at the same time. You may display the pictures on the board around the map of the state.
7. Show your students large cities and landmarks in your state that weren't shown in the homework pictures such as lakes, mountain ranges, national or state parks or major cities. Show your students what symbol is used on the map key to depict each of these landmarks.
8. To reinforce what the students learned about symbols, write on the board the name of the capital of your state and show your students the symbol that usually represents the capital city of a state (a star with a circle around it). Then write the name of your city or town and a symbol that often represents a city or town. (A city is a large dot, a town is a smaller dot.)
9. Distribute one small OUTLINE OF OUR STATE to each student. Tell the students to write their names on the back of this paper. This will be page 3 of the students' My Book of Maps.

### TEACHING TIP

*If your students are more advanced, have them try to locate the capital on their own. More capable students may copy the name of the capital on their OUTLINE OF OUR STATE map.*

10. Show your OUTLINE OF OUR STATE display copy. Point to the area where your capital is located on the display copy. Have your students point to the capital on their outline maps. When you have checked for accuracy, have the students mark their maps with the symbol for capital you showed them on the board.

### TEACHING TIP

*If your students are more advanced, have them try to locate your city or town on their own. More capable students may copy the name of your city or town on their OUTLINE OF OUR STATE map.*

11. Point to the area on the state map where your city or town is located. Have your students point to your city or town. When you have checked for accuracy, have your students mark their maps with the symbol for city or town.
12. Point out other areas of interest in your state that you want your students to label on their state maps. Include any features pointed out earlier on the large classroom state map. As you draw the symbols of each of these landmarks on the display copy of your state, have your students draw the symbols on their individual state maps.



## DAILY DIRECTIONS — Day 6

13. Sing the song, “The Bear Went Over the Mountain” with your class. Ask your students to help you change the words to the song to include other types of landmarks. For example, “The Bear Went Across the Ocean”; “The Bear Went Through the Desert”; “The Bear Went Over the River”; “The Bear Went Over the Plains”; “The Bear Went Across the Lake.”



### TEACHING TIP

*If your students are capable, have them copy the sentence from the board on their paper.*

14. Have your students glue the *This is my state* SENTENCE STRIP on their state map.
15. Collect your students’ individual state maps and place in a folder for distribution on Day 15.
16. Find the music to your state song and have your students sing it. The titles are listed in this Teacher Guide for your reference.



# STATE SONGS

STATE	SONG	STATE	SONG
<b>Alabama</b>	"Alabama"	<b>Montana</b>	"Montana"
<b>Alaska</b>	"Alaska's Flag"	<b>Nebraska</b>	"Beautiful Nebraska"
<b>Arizona</b>	"Arizona March Song" & "Arizona"	<b>Nevada</b>	"Home Means Nevada"
<b>Arkansas</b>	"Arkansas"	<b>New Hampshire</b>	"Old New Hampshire"
<b>California</b>	"I Love You, California"	<b>New Jersey</b>	NO STATE SONG
<b>Colorado</b>	"Where the Colombines Grow"	<b>New Mexico</b>	"O, Fair New Mexico"
<b>Connecticut</b>	"Yankee Doodle"	<b>New York</b>	"I Love New York"
<b>Delaware</b>	"Our Delaware"	<b>North Carolina</b>	"The Old North State"
<b>Florida</b>	"Old Folks at Home"	<b>North Dakota</b>	"North Dakota Hymn"
<b>Georgia</b>	"Georgia" & "Georgia on My Mind"	<b>Ohio</b>	"Beautiful Ohio"
<b>Hawaii</b>	"Hawaii Pono!"	<b>Oklahoma</b>	"Oklahoma!"
<b>Idaho</b>	"Here we have Idaho"	<b>Oregon</b>	"Oregon, My Oregon"
<b>Illinois</b>	"Illinois"	<b>Pennsylvania</b>	NO STATE SONG
<b>Indiana</b>	"On the Banks of the Wabash, Far Away"	<b>Rhode Island</b>	"Rhode Island"
<b>Iowa</b>	"The Song of Iowa"	<b>South Carolina</b>	"Carolina"
<b>Kansas</b>	"The Kansas March"	<b>South Dakota</b>	"Hail, South Dakota"
<b>Kentucky</b>	"My Old Kentucky Home"	<b>Tennessee</b>	"My Tennessee" & "When It's Iris Time in Tennessee" & "The Tennessee Waltz" & "Rocky Top"
<b>Louisiana</b>	"Give Me Louisiana"	<b>Texas</b>	"Texas, Our Texas"
<b>Maine</b>	"State of Maine Song"	<b>Utah</b>	"Utah, We Love Thee"
<b>Maryland</b>	"Maryland, My Maryland"	<b>Vermont</b>	"Hail, Vermont!"
<b>Massachusetts</b>	"All Hail to Massachusetts"	<b>Virginia</b>	"Carry Me Back to Old Virginia"
<b>Michigan</b>	"Michigan, My Michigan"	<b>Washington</b>	"Washington, My Home"
<b>Minnesota</b>	"Hail, Minnesota!"	<b>West Virginia</b>	"The West Virginia Hills" & "West Virginia, My Home Sweet Home" & "This is My West Virginia"
<b>Mississippi</b>	"Go, Mississippi"	<b>Wisconsin</b>	"Oh, Wisconsin!"
<b>Missouri</b>	"Missouri Waltz"	<b>Wyoming</b>	"Wyoming"

**MASTER**



# DAILY DIRECTIONS — Day 7

## TEACHING TIP

Prior to class, prepare the following MYSTERY STATE cards from the NAME THAT STATE GAME CARDS: Hawaii, Maine, Colorado, California and Texas. Optional states are Alaska, Michigan, Florida, Idaho and New York. See Setup Directions, #11 for more information.

## Materials

1. DAILY GRAPH TITLE (I have traveled to another state)—*one*
2. GEORGE THE GEOGRAPHY BEE—*one*
3. MYSTERY STATES—*one of each*
4. UNITED STATES MAP (8.5" x 11")—*class set + display copy*
5. Crayons—*enough for class*
6. Large United States map—*one*
7. Pocket chart (optional) or chalk board

## Procedure

1. Distribute *I have traveled to another state* and have your students complete the graph by signing their name under the “yes” or “no.”
2. Move GEORGE THE GEOGRAPHY BEE to the large map of the United States.
3. Ask your students if they know the name of our country. When students identify the name of our country, show them the following features on the U.S. map:
  - The compass rose
  - The scale
  - The symbols and map key

## TEACHING TIP

If necessary, point out your state on the map.

4. Ask if anyone knows how many states there are in the United States. Ask if any of your students can find your state on the map of the United States.
5. Distribute to each child a small UNITED STATES MAP. Tell the students to write their names on the back of this paper. This will be page 4 of the students' My Book of Maps.
6. Ask that the students point to your state on their individual maps. When you have checked to see that all students have found it, have them color your state red.
7. Tell your students that they are going to play the “State Mystery Game.” Explain that you will give them clues and they try to guess which state you are describing. When they have guessed (or pointed to) the correct state, place the MYSTERY STATE card in the pocket chart (or on the board). The students then locate that state on their individual



## DAILY DIRECTIONS — Day 7

United States maps and draw around the outline of the mystery state with one of their crayons. You may specify colors or allow students to choose their own decor.

8. **The State Mystery Game** Begin by reading one clue at a time. You may make this a contest by grouping students or may simply allow students to guess individually.
- First mystery state clues:  
[*Hawaii*]
    - a. This is the only state that is an island. Actually, the state has eight main islands and a total of 132 islands.
    - b. This is the 50th state to join our country.
    - c. A special feast in this far western state is called a luau.
    - d. The islands in this state move four inches every year.
  - Second mystery state clues:  
[*Maine*]
    - a. This is the only state in the United States that touches only one other state.
    - b. This state is farther east than any other state.
    - c. The nickname for this state is “The Pinecone State”
    - d. This state includes Acadia National Park, the only national park in the northeast part of the United States.
  - Third mystery state clues:  
[*Colorado*]
    - a. This state has the shape of a rectangle.
    - b. The capital of this state, Denver, is the only capital in the United States that is “a mile high.”
    - c. “The Rocky Mountains” located in this state are the youngest large mountain range in the world.
    - d. This state is called the Centennial State because it joined the union in 1876, one hundred years after the Declaration of Independence was signed. The word centennial means “one hundred.”
  - Fourth mystery state clues:  
[*California*]
    - a. This state has the largest population in the United States.
    - b. The Gold Rush started in this western state in 1849.
    - c. This “Golden State” includes the lowest point in the United States. It is called Death Valley.
    - d. Los Angeles, the second largest city in the United States, is in this state.



# DAILY DIRECTIONS — Day 7



## TEACHING TIP

*These clues are for students who need or will enjoy an additional challenge.*

- Fifth mystery state clues:  
[Texas]
  - a. This is the second largest of the United States in area.
  - b. This southern state borders Mexico and the Gulf of Mexico along with four other states.
  - c. This state's nickname is "The Lone Star State."
  - d. The Johnson Space Center is located in this state in the city of Houston.

### 9. The State Mystery Game Optional Additional Clues

- Sixth mystery state clues:  
[Alaska]
  - a. This is the largest state in the United States.
  - b. The most northern point in the United States is located in this state at Point Barrow.
  - c. Even though this is the largest state in area (size), it is the third smallest state in population (the number of people who live there.)
  - d. The highest mountain in the United States, Mount McKinley, is found in this state.
- Seventh mystery state clues:  
[Michigan]
  - a. This state is divided into two separate parts that do not touch.
  - b. The Great Lakes are located in and near this state.
  - c. More cars are made in this northern state than in any other state.
  - d. Lake Superior, the largest lake in the world, borders the northern part of this state.
- Eighth mystery state clues:  
[Florida]
  - a. This southeastern state looks like a finger pointing down with a tail.
  - b. This state is called a peninsula because it is surrounded on three sides by water.
  - c. Neil Armstrong, the first man to walk on the moon, blasted off from the John F. Kennedy Space Center, in Cape Canaveral in this state.
  - d. The Everglades National Park, home to alligators and other animals, is found in this state.

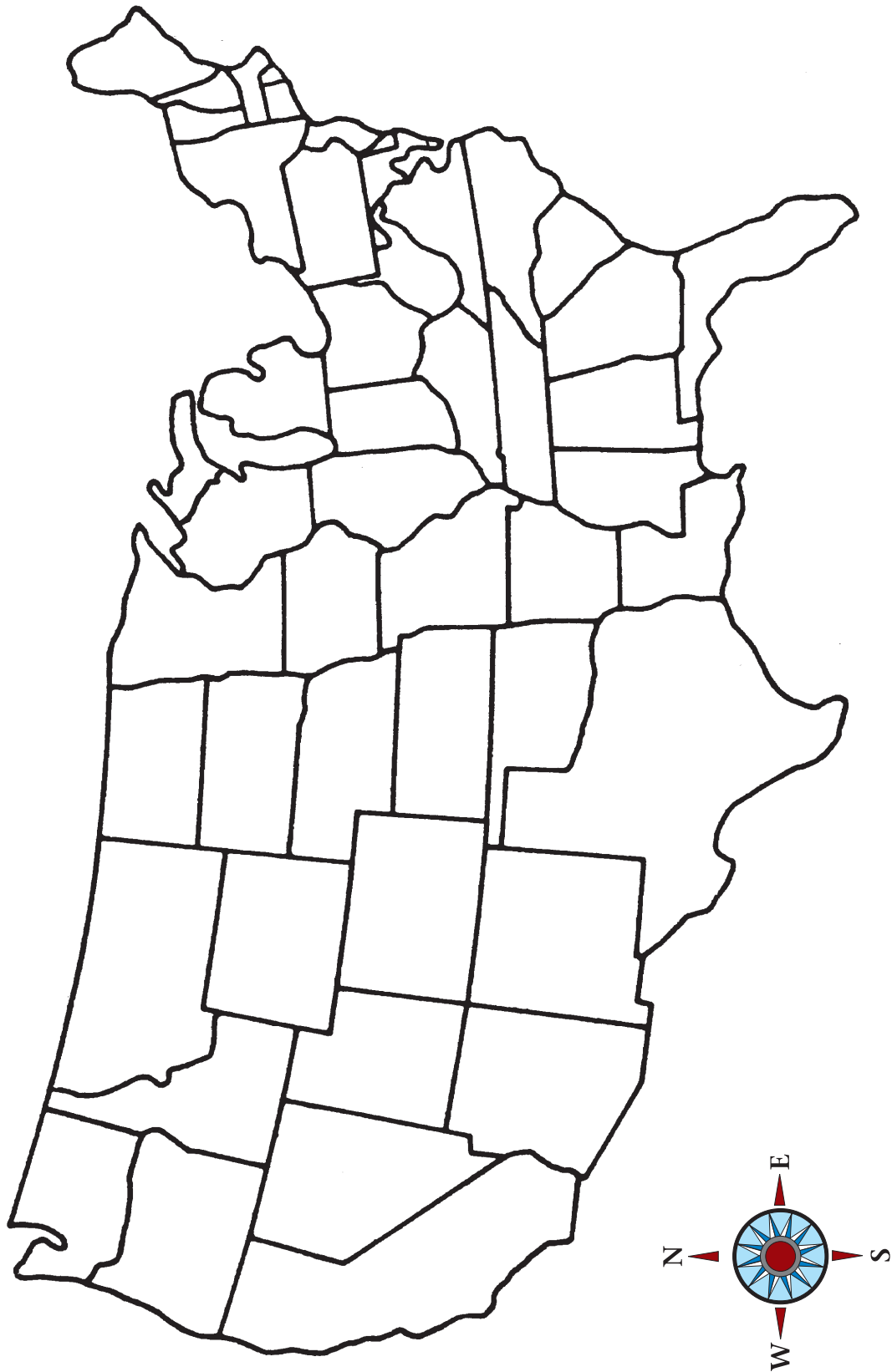


## DAILY DIRECTIONS — Day 7

- Ninth mystery state clues:  
[Idaho]
    - a. This northwestern state looks like a chair.
    - b. This state is known for the potatoes it grows.
    - c. The Snake River has many rapids and spectacular waterfalls. Raft trips on the river are exciting.
    - d. Craters of the Moon National Monument is in this state. It really looks like you are on the moon at this monument because of the lava cones and fields.
  - Tenth mystery state clues:  
[New York]
    - a. The largest city in the United States is located in this state and shares the same name as the state.
    - b. The Statue of Liberty is located in a harbor in this state.
    - c. This state in the northeastern part of the United States has over 8,000 lakes and rivers.
    - d. Niagara Falls is located in the northwest corner of this state.
10. Collect each student's UNITED STATES MAP and place in a folder for tomorrow.



# UNITED STATES MAP





## DAILY DIRECTIONS — Day 8

### TEACHING TIP

The sports teams you focus on will depend on the time of year you are doing this unit. If you are studying the unit in the fall, use the material on the professional football teams. If you are studying the unit in the winter, use the professional basketball teams. If you are studying the unit in the spring, use the professional baseball teams.

### Materials

1. BASEBALL TEAMS—*teacher reference*
2. BASKETBALL TEAMS—*teacher reference*
3. DAILY GRAPH TITLE (My favorite \_\_\_\_\_ team)\*—*one*
4. FOOTBALL TEAMS—*teacher reference*
5. SENTENCE STRIP (This is a map of my country)—*class set (optional)*
6. UNITED STATES MAP (8.5" x 11")—*class set + display copy (from previous day)*
7. UNITED STATES SPORTS TEAMS MAP—*teacher reference*
8. Large map of your state—*one*
9. Large United States map—*one*

\*Write *Football*, *Basketball* or *Baseball*, depending on the time of year.

### Procedure

1. Prior to class list three professional sports teams that you know are popular on the *My favorite \_\_\_\_\_ team* graph. Hand out the graph and allow students time to sign their names under their preferences.
2. Distribute the United States maps from the previous day. Tell your students that you have just discovered a new version of the "Gingerbread Man" story that will help them learn their map skills. Begin the story:

"Once upon a time there was a little old lady and a little old man who lived in a little old house. The little old man spent most of his time working in the fields so the little old lady was lonely. She decided to make a gingerbread man to keep her company. She rolled out some gingerbread dough and cut out the figure of a man. She added raisins for his eyes, a string of licorice for his mouth and three peppermints for his buttons. The little old lady put the gingerbread man in the oven to bake and went outside to work in her flowerbed.

### TEACHING TIP

If your students have not heard the story of *The Gingerbread Man*, read it to them before beginning this activity. There are many versions of *The Gingerbread Man* and one can easily be found in the school or public library. When reading this new version of the *Gingerbread Man* mention the sport that goes with the time of the year you are doing this simulation (fall—football, winter—basketball, spring—baseball.)

### READ OR TELL



## DAILY DIRECTIONS — Day 8

**READ OR TELL** 

“When it was time for the gingerbread man to be finished baking, the little old woman opened the door to her oven. The gingerbread man popped out and said, ‘Run, run as fast as you can, you can’t catch me, I’m the gingerbread man.’ The little old lady and the little old man ran after the gingerbread man, but they could not catch him.

“The gingerbread man ran up to a cow and said, ‘Run, run as fast as you can, you can’t catch me, I’m the gingerbread man. I’ve run away from a little old lady and a little old man and I can run away from you too. I can, I can.’ The cow ran after the gingerbread man, but could not catch him.

“The gingerbread man ran up to a boy and girl playing by the road and said, ‘Run, run as fast as you can, you can’t catch me, I’m the gingerbread man. I’ve run away from a cow, a little old lady and a little old man and I can run away from you too. I can. I can.’ The boy and girl ran after the gingerbread man, but they could not catch him.

“The gingerbread man came to a lake. He knew if he tried to swim across the lake, he would fall apart. He saw that the boy and girl, the cow and the little old lady and little old man were not far behind him. A fox came out of some trees nearby and said, ‘I’d be happy to give you a ride across this lake. Just hop on my tail and I’ll swim across.’



## DAILY DIRECTIONS — Day 8



**READ OR TELL**

“The gingerbread man jumped on his tail and started to ride across the lake. The water started to get deeper. The fox said, ‘Hop on my back so you won’t get wet.’ The gingerbread man hopped on the fox’s back. They swam out further and the water got deeper. The fox told the gingerbread man, ‘Jump on my head so you won’t get wet.’ The gingerbread man jumped on his head. They swam out further and the water got deeper. The fox told the gingerbread man, ‘Jump on my nose so you won’t get wet.’ The gingerbread man hopped on the fox’s nose.

“The fox’s mouth snapped open and he said, ‘Now that I have your attention ... I need to talk to you. I am a sports agent.’

“The gingerbread man asked, ‘What is a sports agent?’ The fox said, ‘A sports agent is a person who helps athletes sign up for a professional sports team. Anyway, I was watching how fast you run and how well you dodge people. I know you will make a great (football, basketball, baseball) player. How would you like to try out for a professional (football, basketball, baseball) team?’

“The gingerbread man answered, ‘Sure!’ As they reached the other side of the lake, the fox said, ‘Great! I’ll get a tryout arranged with the (Chicago Bears [football], Chicago Bulls [basketball], Chicago White Sox [baseball]).’”



## DAILY DIRECTIONS — Day 8

3. Ask your students,

READ OR TELL

“In which state would we find Chicago?”

4. Point out *Illinois* on the map of the United States and where *Chicago* is located (see the UNITED STATES SPORTS TEAMS MAP). Have your students mark Chicago with a large dot (the symbol for a large city) on their UNITED STATES MAPS.

5. Continue the story of the Gingerbread Man:

READ OR TELL

“The Gingerbread Man told his agent, the fox, that his tryout in Chicago didn’t work out very well. The fox said, ‘Don’t worry, there are lots of other teams we can try. I have a new tryout for you with the (Seattle Seahawks [football], Seattle Super Sonics [basketball], Seattle Mariners [baseball]).’”

6. Ask your students,

READ OR TELL

“In which state would we find Seattle?”

7. Point out *Washington* on the map of the United States, and where *Seattle* is located (see the UNITED STATES SPORTS TEAMS MAP). Have your students mark Seattle with a large dot (the symbol for a large city) on their UNITED STATES MAPS.

8. Continue the story of the Gingerbread Man:

READ OR TELL

“Once again, the Gingerbread Man told the fox that his tryout wasn’t successful in Seattle. The fox said, ‘We have a few more possibilities. I have arranged another tryout for you with the (Detroit Lions [football], Detroit Pistons [basketball], Detroit Tigers [baseball]).’”



## DAILY DIRECTIONS — Day 8

9. Ask your students,

**READ OR TELL**

“In which state would we find Detroit?”

10. Point out *Michigan* on the map of the United States, and where *Detroit* is located (see the UNITED STATES SPORTS TEAMS MAP). Have your students mark Detroit with a large dot (the symbol for a large city) on their UNITED STATES MAPS.

11. Continue the story of the Gingerbread Man:

**READ OR TELL**

“The Gingerbread Man told the fox that his tryout wasn’t successful in Detroit. The fox said, ‘Don’t worry about Detroit. I have arranged a tryout with the (Atlanta Falcons [football], Atlanta Hawks [basketball], Atlanta Braves [baseball]).’”

12. Ask your students,

**READ OR TELL**

“In which state would we find Atlanta?”

13. Point out *Georgia* on the map of the United States, and where *Atlanta* is located (see the UNITED STATES SPORTS TEAMS MAP). Have your students mark Atlanta with a large dot (the symbol for a large city) on their UNITED STATES MAPS.

14. Continue the story of the Gingerbread Man:

**READ OR TELL**

“The Gingerbread Man told the fox that his tryout wasn’t successful in Atlanta. The fox said, ‘Don’t worry about Atlanta. I have arranged a tryout with the (Philadelphia Eagles [football], Philadelphia 76ers [basketball], Philadelphia Phillies [baseball]).’”



## DAILY DIRECTIONS — Day 8

15. Ask your students,

**READ OR TELL**

“In which state would we find Philadelphia?”

16. Point out *Pennsylvania* on the map of the United States, and where *Philadelphia* is located (see the UNITED STATES SPORTS TEAMS MAP). Have your students mark Philadelphia with a large dot (the symbol for a large city) on their UNITED STATES MAPS.

17. Continue the story of the Gingerbread Man:

**READ OR TELL**

“The Gingerbread Man told the fox that his tryout wasn’t successful in Philadelphia. He said, ‘I’m tired of trying out for (football, basketball, baseball) teams. I’m starting to fall apart.’ The fox said, ‘Yes, I’ve noticed that you’re looking a little crumbly. How about if you and I go to my house to take a rest?’

“So the Gingerbread Man and the fox went to the fox’s house to eat milk and cookies. And they lived there happily ever after.”

18. Look back at the graph your students completed earlier about their favorite teams. Help students locate each of the favorite teams listed on the large map of the United States.

**TEACHING TIP**

*If your students are capable, have them copy the sentence from the board on their paper.*

19. Have your students glue the *This is a map of my country* SENTENCE STRIP on the bottom of their UNITED STATES MAPS.
20. Collect your students’ individual UNITED STATES MAPS and place in a folder for distribution on Day 15.



# FOOTBALL TEAMS

TEAM	STATE
New England Patriots	Massachusetts
Miami Dolphins	Florida
New York Jets	New York
Buffalo Bills	New York
Indianapolis Colts	Indiana
Pittsburgh Steelers	Pennsylvania
Jacksonville Jaguars	Florida
Tennessee Titans	Tennessee
Cincinnati Bengals	Ohio
Baltimore Ravens	Maryland
Kansas City Chiefs	Kansas
Denver Broncos	Colorado
Seattle Seahawks	Washington
Oakland Raiders	California
San Diego Chargers	California
New York Giants	New York
Washington Redskins	Washington D.C.
Philadelphia Eagles	Pennsylvania
Dallas Cowboys	Texas
Arizona Cardinals	Arizona
Green Bay Packers	Wisconsin
Minnesota Vikings	Minnesota
Detroit Lions	Michigan
Tampa Bay Buccaneers	Florida
Chicago Bears	Illinois
San Francisco 49ers	California
Carolina Panthers	North Carolina
Atlanta Falcons	Georgia
New Orleans Saints	Louisiana
St. Louis Rams	Missouri
Houston Texans	Texas
Cleveland Browns	Ohio



# BASKETBALL TEAMS

TEAM	STATE
Miami Heat	Florida
New York Knicks	New York
New Jersey Nets	New Jersey
Washington Wizards	Washington D.C.
Orlando Magic	Florida
Boston Celtics	Massachusetts
Philadelphia 76ers	Pennsylvania
Chicago Bulls	Illinois
Indiana Pacers	Indiana
Charlotte Bobcats	North Carolina
Atlanta Hawks	Georgia
Cleveland Cavaliers	Ohio
Detroit Pistons	Michigan
Milwaukee Bucks	Wisconsin
Toronto Raptors*	Canada*
Utah Jazz	Utah
San Antonio Spurs	Texas
Minnesota Timberwolves	Minnesota
Houston Rockets	Texas
Dallas Mavericks	Texas
Memphis Grizzlies	Tennessee
Denver Nuggets	Colorado
Seattle Super Sonics	Washington
Los Angeles Lakers	California
Phoenix Suns	Arizona
Portland Trailblazers	Oregon
Sacramento Kings	California
Golden State Warriors	California
Los Angeles Clippers	California
Dallas Mavericks	Texas
New Orleans Hornets	Louisiana

\*Teams are not in the United States

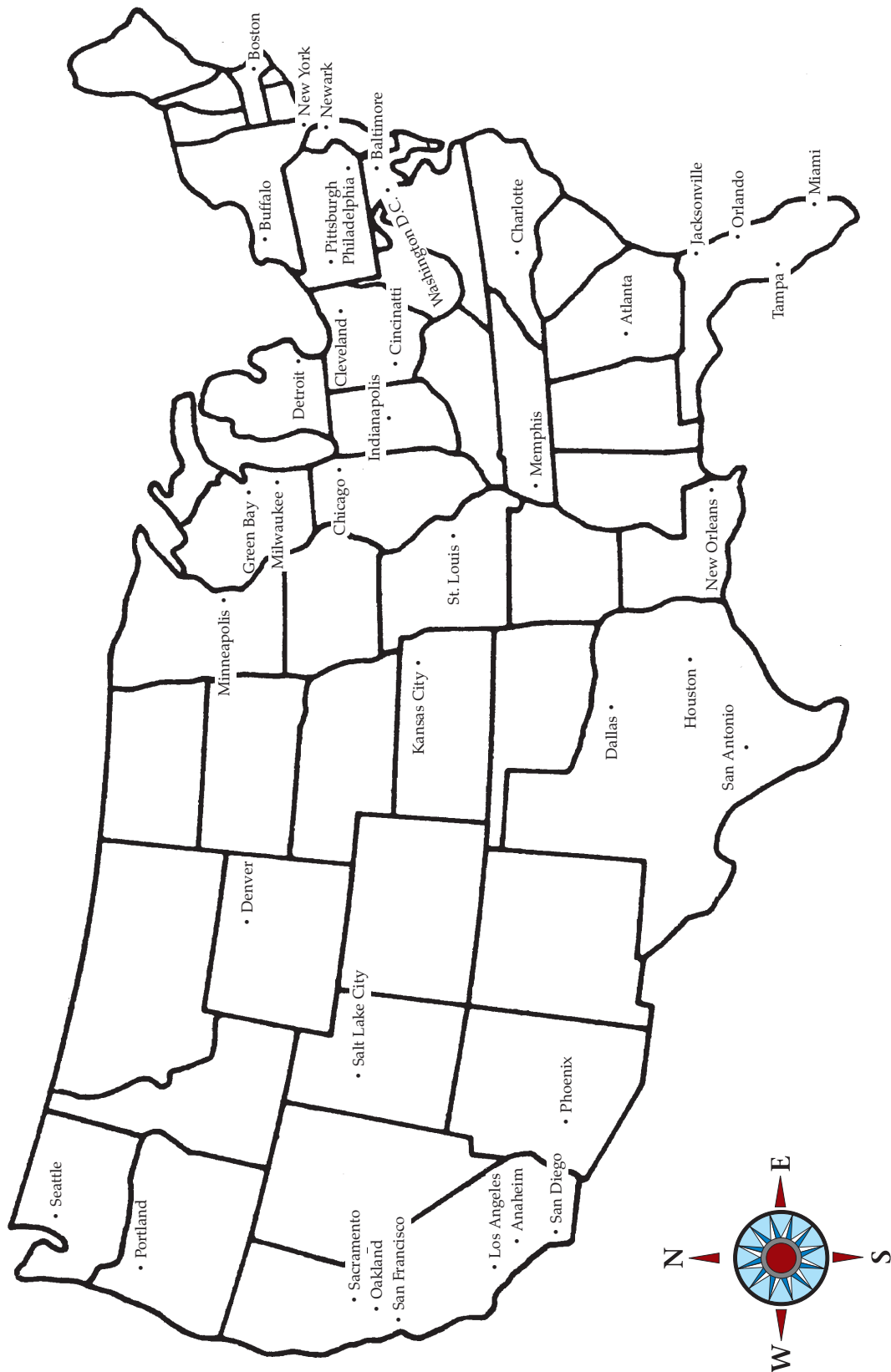


# BASEBALL TEAMS

TEAM	STATE
New York Yankees	New York
Boston Red Sox	Massachusetts
Toronto Blue Jays*	Canada*
Baltimore Orioles	Maryland
Tampa Bay Rays	Florida
Cleveland Indians	Ohio
Chicago White Sox	Illinois
Kansas City Royals	Kansas
Minnesota Twins	Minnesota
Detroit Tigers	Michigan
Texas Rangers	Texas
Los Angeles Angels of Anaheim	California
Seattle Mariners	Washington
Oakland Athletics	California
Colorado Rockies	Colorado
Atlanta Braves	Georgia
New York Mets	New York
Philadelphia Phillies	Pennsylvania
Washington Nationals	Washington D.C.
Florida Marlins	Florida
Houston Astros	Texas
Chicago Cubs	Illinois
St. Louis Cardinals	Missouri
Cincinnati Reds	Ohio
Milwaukee Brewers	Wisconsin
Pittsburgh Pirates	Pennsylvania
San Diego Padres	California
San Francisco Giants	California
Los Angeles Dodgers	California
Arizona Diamondbacks	Arizona

\*Teams are not in the United States





## MASTER: UNITED STATES SPORTS TEAMS MAP



# DAILY DIRECTIONS — Day 9

## TEACHING TIP

Prior to class, prepare the NAME THAT STATE GAME CARDS. See Setup Directions, #11 for more information.

## Materials

1. DAILY GRAPH TITLE (I have looked at a weather map)—*one*
2. NAME THAT STATE GAME CARDS—*one set*
3. UNITED STATES MAP (8.5" x 11")—*class set (fresh copy) + display copy*
4. SENTENCE STRIPS (four United States maps)—*class set of each (optional)*
5. UNITED STATES PHYSICAL MAP—*class set*
6. UNITED STATES POLITICAL MAP—*class set*
7. UNITED STATES PRODUCT MAP—*class set*
8. UNITED STATES WEATHER MAP—*class set*
9. Crayons—*enough for students*
10. Large map of the United States—*one*
11. Pens—*several colors*
12. Weather map from your local newspaper—*one or more*

## Procedure

1. Distribute the *I have looked at a weather map* graph and have students complete by signing their names under the “yes” or “no.”
2. Prepare your display copy of the UNITED STATES MAP. Take out the NAME THAT STATE GAME CARD of your own state. Introduce the **Name That State** game by saying,

## READ OR TELL

## TEACHING TIP

More advanced students may be able to identify the states by the outline only.

“Today we are going to play the Name That State game. To play this game, each of you will have a blank map of the United States and some crayons. I will pull out a NAME THAT STATE GAME CARD like this one of our state. Each game card has the outline of the state on one side and the name of the state on the other side. I will show you both sides of the card and I’ll help you read the name of the state. Then, you will look for the state on your map. When you find it, color it in with one of your crayons. Let’s start the game.”

3. Distribute a clean 8.5" x 11" UNITED STATES MAP to



## DAILY DIRECTIONS — Day 9

each child. Begin to play the game. If your students need hints to find the state, give them clues using some of the skills they have learned in this unit. For example, say “This state is in the south and east part of the United States” or “This state is north of the state you just colored.” As your students find each state, mark it on your UNITED STATES MAP display copy.

### TEACHING TIP

*If your students are more capable, the game can be put in a learning center for students to work on independently.*

4. Play the game until your students have named 10-20 states (or until you decide they have had enough practice for one day.) This is a game that you can pick up and play at other times. You can use it for review when you have five or 10 minutes before lunch or recess throughout the year.

5. Collect the UNITED STATES MAPS.

### TEACHING TIP

*These maps will be pages 5, 6, 7 and 8 of the students' My Book of Maps.*

6. Tell your students that you are going to give them four different maps of the United States. Distribute a set of four specialized United States maps to each student and have them write their names on the back of each. Tell them to compare the maps to see how they are the same and how they are different. Pair students or put them in cooperative groups so they can share and discuss their ideas with others.
7. Ask students to describe how the maps are the same and how they are different.
8. Tell your students that you are going to describe each of the different types of maps. After they hear each description, they are to hold up the map that you described. Begin by saying,

“One type of map is called a physical map. A physical map shows the physical features of the land, like mountains, valleys and lakes.”

Ask students to hold up their physical maps.

### READ OR TELL

9. Continue by saying,



## DAILY DIRECTIONS — Day 9

**READ OR TELL**

“Another type of map is called a political map. This type of map shows the boundaries between countries or states. It also shows the capital cities on the map.”

Ask students to hold up their political maps.

10. Say,

**READ OR TELL**

“Another type of map is called a product map. This type of map shows things that are grown or mined in a location.”

Ask students to hold up their product maps.

11. Say,

**READ OR TELL**

“Another type of map is called a weather map. This type of map shows what the weather in a certain place has been or will be in the next few days.”

Ask students to hold up their weather maps.

**TEACHING TIP**

*If your students are more capable, write each of these sentences on the board and have your students copy the titles after they identify the correct maps.*

12. Give your students the THIS IS A PHYSICAL MAP OF MY COUNTRY sentence strip. Have your students show you their physical map and tell you why it is a physical map. Then have them glue the sentence strip on this map.

13. Give your students the THIS IS A POLITICAL MAP OF MY COUNTRY sentence strip. Have your students show you their political map and tell you why it is a political map. Then have them glue the sentence strip on this map.

14. Give your students the THIS IS A PRODUCT MAP OF MY COUNTRY sentence strip. Have your students show you their product map and tell you why it is a product map. Then have them glue the sentence strip on this map.

15. Give your students the THIS IS A WEATHER MAP OF MY COUNTRY sentence strip. Have your students show you their weather map and tell you why it is a weather map. Then have them glue the sentence strip on this map.

16. Collect the four maps from your students and place in a

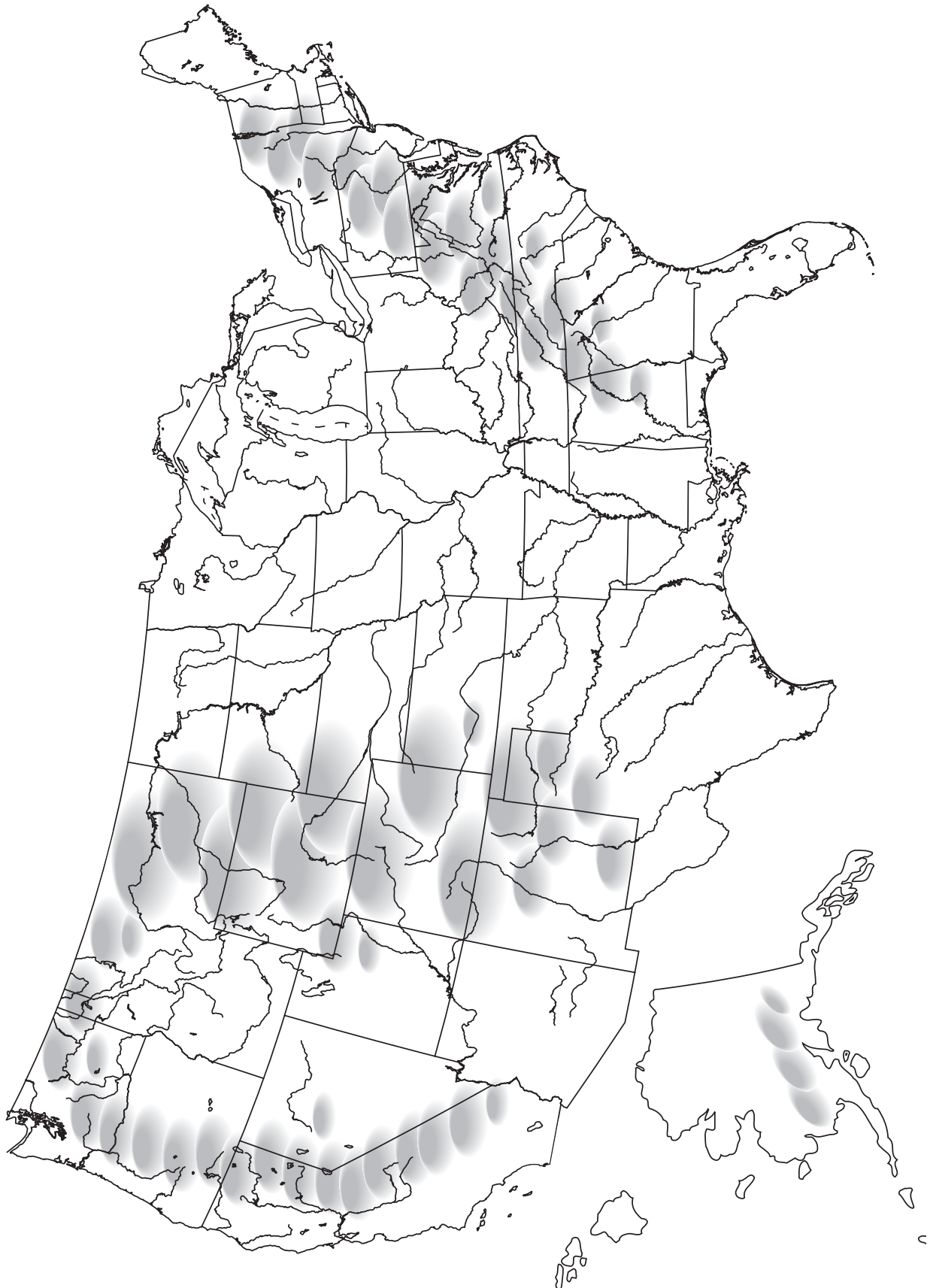


## DAILY DIRECTIONS — Day 9

folder for distribution on Day 15.

17. **Optional activity:** Tape a televised weather report to show the students during class or ask your students to look at a weather report on the news.
  - In cooperative groups, groups of students prepare and deliver imaginary weather reports
  - Students develop symbols (pictures) of the types of weather they are predicting
  - Students draw or attach the symbols to clean maps of your state or the United States
  - Allow this activity to proceed for the next three to five days.

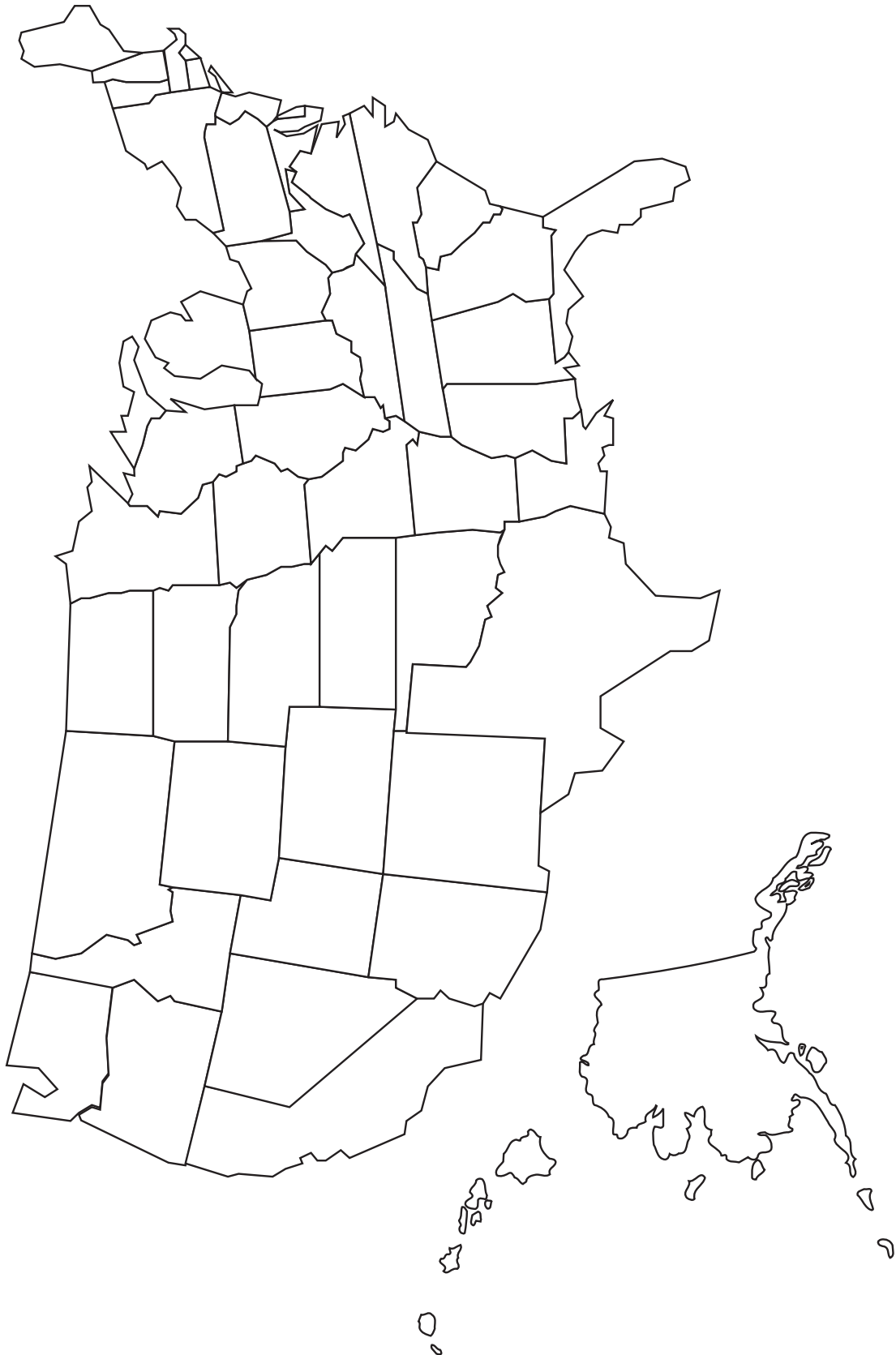




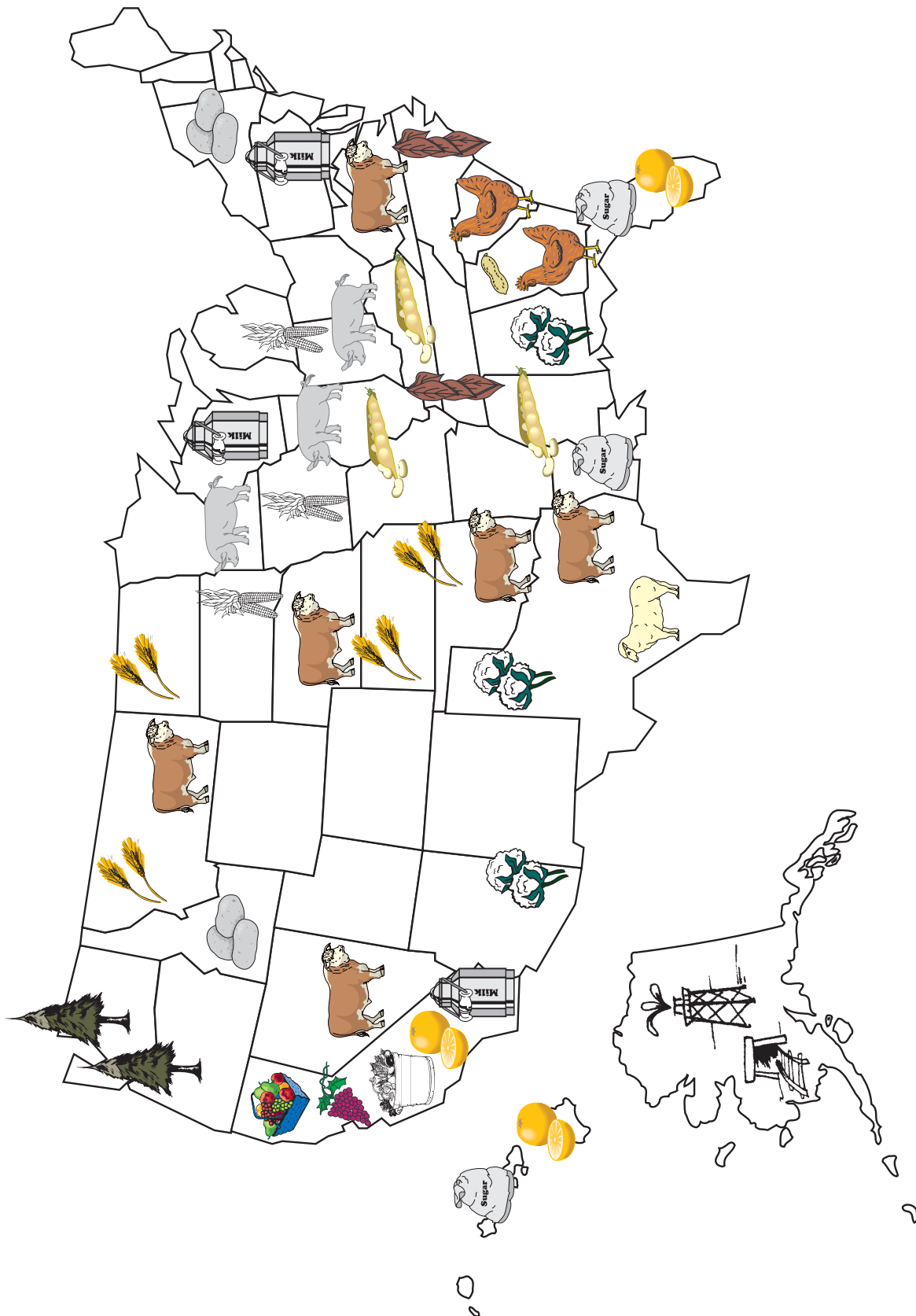
**MASTER: UNITED STATES PHYSICAL MAP**

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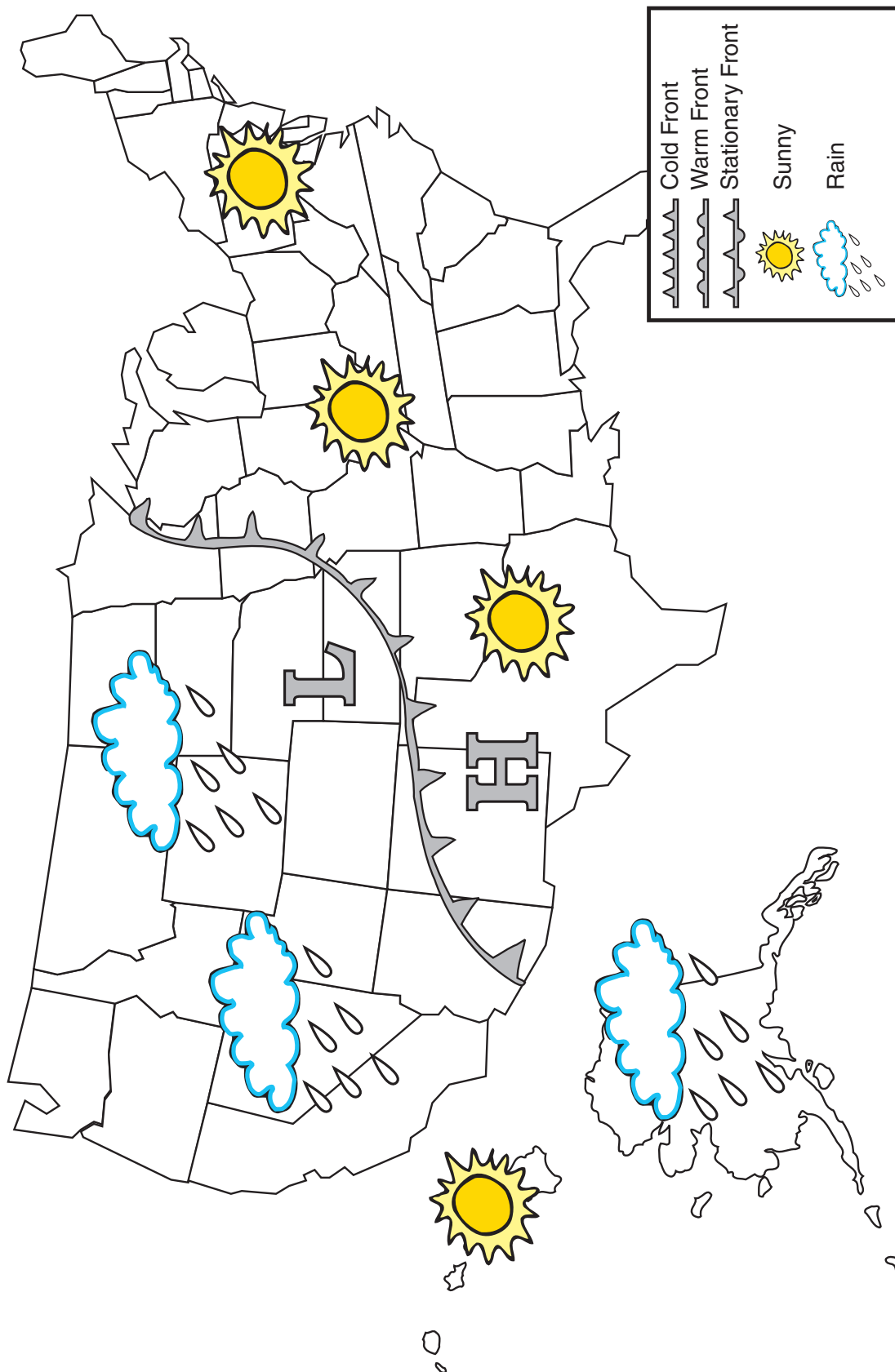




## MASTER: UNITED STATES PRODUCT MAP

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# DAILY DIRECTIONS — Day 10

## Materials

1. CONTINENTS OF THE WORLD—*class set*
2. DAILY GRAPH TITLE (I have traveled to another country)—*one*
3. GEORGE THE GEOGRAPHY BEE—*one*
4. MY ANCESTORS—*class set*
5. NORTH AMERICA MAP (8.5" x 11")—*class set + display copy*
6. SENTENCE STRIP (This is a map of my continent)—*class set (optional)*
7. SENTENCE STRIP (This is a map of my world)—*class set (optional)*
8. WORLD MAP (8.5" x 11")—*class set + display copy*
9. Crayons—*enough for students*
10. Large North America map—*one*
11. Large world map—*one*
12. Pens—*several colors*

## Procedure

1. Distribute *I have traveled to another country* and have students complete the graph by signing their names under “yes” or “no.”
2. Move GEORGE THE GEOGRAPHY BEE to the large map of North America.
3. Have students point out the following features on this map:
  - The compass rose
  - The scale
  - The map key (or legend)
4. Distribute an 8.5" x 11" NORTH AMERICA MAP to each student. Tell them to write their name on the back. This will be page 9 of the students' My Book of Maps. Ask your students to do the following:
  - Find our country and outline its borders.
  - Locate our state on the map and point to it.
  - Mark the location of our city or town with a star.
5. Distribute the *This is a map of my continent* SENTENCE STRIPS and have the students glue one at the bottom of the map.
6. Collect the NORTH AMERICA MAPS and place in a folder for distribution on Day 15.

### TEACHING TIP

*If you have trouble locating a map of North America, project an enlarged image on the wall or board.*

### TEACHING TIP

*If your students have any difficulty with these directions, offer assistance by outlining the country and your state and locating the approximate site of your city or town using the display copy.*

*If your students are capable, write the sentence on the board and have them copy it on the bottom of their papers.*



## DAILY DIRECTIONS — Day 10

7. Move GEORGE THE GEOGRAPHY BEE to the large world map. Ask students to point out the following things on this map:
  - The compass rose
  - The scale
  - The map key
8. Write the scales of the different maps on the board: school map (if you have the scale), neighborhood (if you have the scale), city or town, state, continent, and world. Ask students why the numbers on the scale get bigger on each map.
9. Distribute an 8.5" x 11" WORLD MAP to each student and have them write their names on the back. This map will be page 10 in the students' My Book of Maps. Ask the students to locate our continent on this map and point to it. Once they have located our continent, have them outline it with a crayon. Outline the continent on the WORLD MAP display copy.
10. Ask your students,

### READ OR TELL

“Why does our continent look smaller on this map than on the first map of our continent we looked at today?”

### TEACHING TIP

*Remind your students of the lesson they learned about scale. Help them understand that the map of the world is showing a much larger area.*

*Depending on the ability of your students, you may need to guide them through this activity. If they need the help, go through the continents one at a time and mark the number of the continent on your display copy of the WORLD MAP as your students are marking their individual WORLD MAPS.*

11. Have your students work in pairs or in cooperative groups to decide how many continents they believe are in the world by looking at this map. The numbers your students come up with may vary. Unless they have background knowledge, they are unlikely to know that Europe and Asia are two separate continents. They may also count other areas as continents that are not.
12. Ask pairs or cooperative groups to share the number they decided with the rest of the class.
13. Distribute a CONTINENTS OF THE WORLD to each student. Tell them that the world has seven continents. Point out that each of the continent outlines contains a number from 1 to 7. Ask your students to find each of the continents on their individual CONTINENTS OF THE WORLD. Then have the students number the continents on their individual WORLD MAPS.



## DAILY DIRECTIONS — Day 10

### TEACHING TIP

*Use your display copy to guide the students as they complete these activities.*

14. On their WORLD MAPS have students find the spot where you are currently located. This task is difficult on the map of the world and may need to be broken down into steps
  - a. First, have students locate our continent.
  - b. Next, have them find a spot that is close to where your state is located.
  - c. Have them approximate the location of your home city or town.
  - d. Have them mark the spot with a star. (Mark the spot on your WORLD MAP display copy, also.)

### TEACHING TIP

*As always, if your students are capable, write the sentence on the board and have them copy it on the bottom of their papers.*

15. Distribute the *This is a map of my world* SENTENCE STRIPS and have the students glue one at the bottom of the map.
16. Collect the WORLD MAPS and put in a folder for tomorrow.
17. Distribute MY ANCESTORS. Tell students that their parents or grandparents will help them learn what country(s) their ancestors came from if they don't already know. Request that they bring the papers back tomorrow for an activity they will do in class.



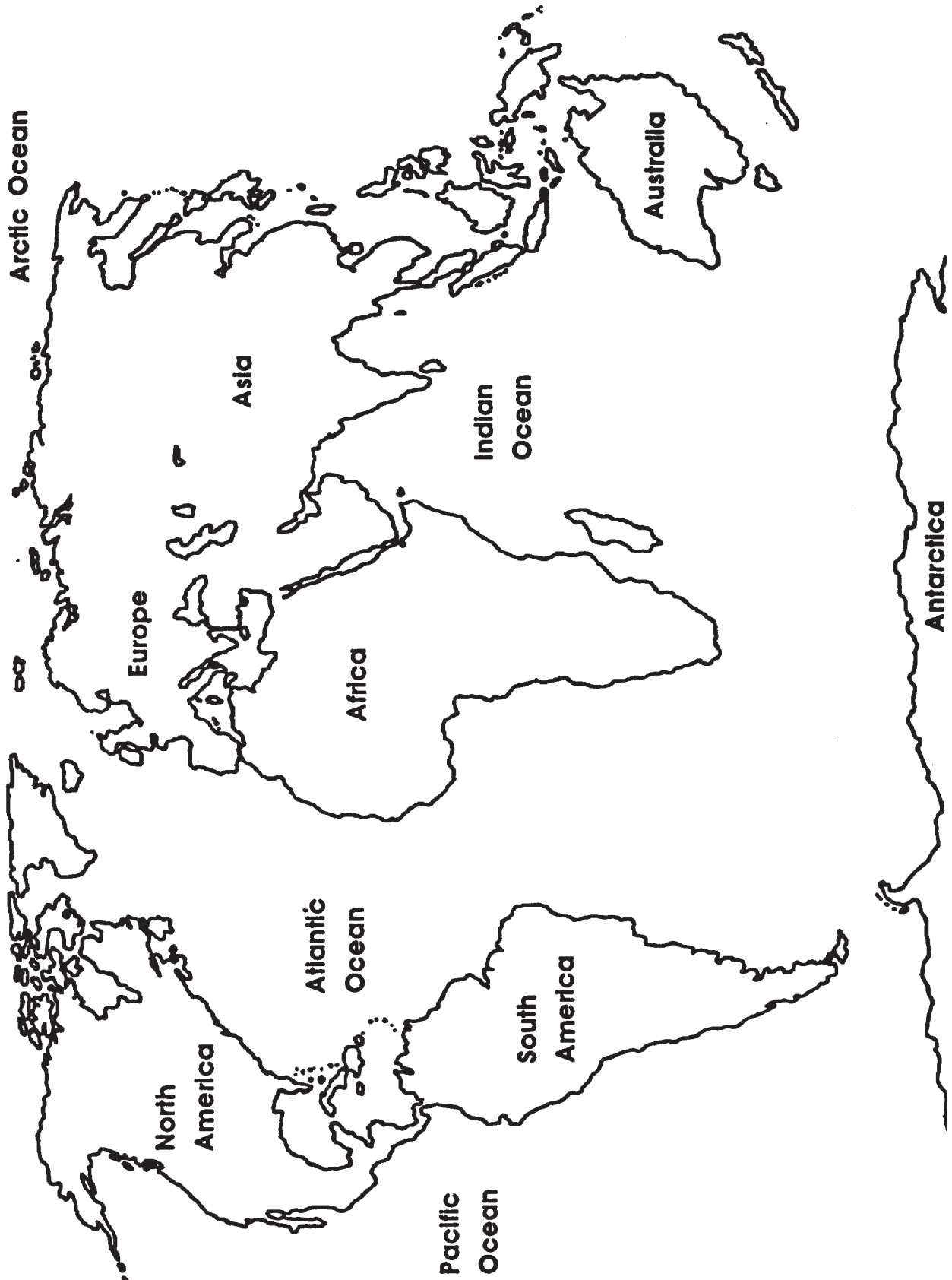
# NORTH AMERICA MAP



**MASTER**



# WORLD MAP



**MASTER**



# CONTINENTS OF THE WORLD



**MASTER**



Dear Parents,

As you know, we have been studying geography in our classroom. To help students learn more about the world map, please help your child complete this ancestor homework and send the paper back to school tomorrow.

Thank you for your help!

Please list the country (or countries) your child's ancestors came from. (Don't feel that you have to fill in all of the blanks.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



# DAILY DIRECTIONS — Day 11

## TEACHING TIP

Before class starts, collect the MY ANCESTORS homework. On a separate sheet of paper, write each country listed on the homework sheets and the number but not the names of students who listed that country.

### Germany

- 1.
- 2.
- 3.
- 4.

### Mexico

- 1.
- 2.
- 3.
- 4.

## TEACHING TIP

Some students may need more assistance with this assignment than others. If your students don't know which countries they listed on their homework, move around the classroom, tapping on the shoulder each child who listed a specific country.

## Materials

1. DAILY GRAPH TITLE (I think the world contains)—one
2. WORLD MAP (8.5" x 11")—class set (from previous day)
3. Large world map—one
4. Push pins—several
5. Scissors—one or more
6. String—several yards
7. Graph paper—class set (optional)

## Procedure

1. Distribute *I think the world contains*: and have students complete the graph by signing their names under the “More Land” or “More Water” column. Students may look at the map of the world before signing the graph. Encourage your students to look at the map to gain information—one of the goals of this unit.
2. Look at the results of the class graph. Count the number of students who think the earth contains more land. Then count the number of students who think the earth contains more water. Direct your students’ attention to the map of the world, comparing the amount of water to the amount of land. Elicit from them that there is more water on the earth than land.
3. Return to the students the small WORLD MAPS from yesterday and their MY ANCESTOR homework. Tell students that you are going to call them in small groups to share where their ancestors came from while looking at the large map of the world. While the small groups come forward, ask the rest of the class to color the oceans on their map of the world blue.
4. Using the papers on which you wrote the names of the countries listed on the homework assignment, call forward the students who listed the country on your first sheet of paper. For example, if the first sheet of paper says *Mexico*, call all students who listed Mexico on their homework sheet forward.



## DAILY DIRECTIONS — Day 11



### TEACHING TIP

*More than one group of students can work on this assignment at the same time.*

5. Ask each group of students you call forward to do the following:
  - Bring along their small WORLD MAPS.
  - Locate the country on the large world map.
  - Mark the country with a pushpin.
  - Each student writes his or her name on that country's sheet of paper.
  - Attach a piece of string that leads from the map to the country paper listing the students' names.
  - Mark the country on their small maps with a dot.



### TEACHING TIP

*Many of your students will have more than one country listed on their ANCESTOR homework. Use this as a teaching tool to discuss the diversity of our country.*

6. When all of the students in the class have completed this activity, have them look at the large map of the world. Count the number of countries represented by the class.
7. Ask students to count the number of students whose ancestors came from each country listed.
8. If your students are more advanced, you may have them make a graph showing the countries represented in the class and the number of students whose ancestors came from each of the countries listed.
9. Collect the students' small WORLD MAPS and place in a folder for distribution on Day 15



# DAILY DIRECTIONS — Day 12

## TEACHING TIP

Provide two dots of two different colors for each student. Light colors work best. Cut the sticky dot sheets apart into pairs of sticky dots with backing still attached.

## Materials

1. EASTERN AND WESTERN HEMISPHERE—*class set*
2. DAILY GRAPH TITLE (I have seen a globe)—*one*
3. GEORGE THE GEOGRAPHY BEE—*one*
4. NORTHERN AND SOUTHERN HEMISPHERE—*class set*
5. OUR GLOBE—*class set*
6. SENTENCE STRIP (This is our globe)—*class set (optional)*
7. Construction or tissue paper—*enough for students (optional)*
8. Crayons—*enough for students*
9. Globe—*one*
10. Rubber bands—*class set*
11. Scissors—*class set (optional)*
12. Small sticky dots—*four dots per student*
13. Styrofoam balls\*\* (4" diameter)—*class set*
14. Tape or glue—*enough for students (optional)*
15. Toothpicks\*—*two per student*

\* Provide extras in case of breakage.

\*\*You may substitute oranges for the styrofoam balls.

## Procedure

1. Distribute *I have seen a globe* and have students complete the graph by signing their names under “yes” or “no.”
2. Ask the students who answered *yes* on the class graph to tell the rest of the students what a globe looks like and how it is different from a flat map of the world.
3. Show your students the globe. Move GEORGE THE GEOGRAPHY BEE beside or on top of the globe. Ask your students the following questions:

## READ OR TELL

“What does a globe show?” (*the earth*)

“What shape is the earth?” (*round; like a sphere*)

“Which do you think is more real—a flat map of the world or a globe?” (*a globe*)

“Why?” (*It is almost impossible to make something flat look the same as something round.*)

4. Give each child a Styrofoam ball. Ask how the foam ball or orange is like a globe. (*They are the same shape.*)



## DAILY DIRECTIONS — Day 12

**READ OR TELL**

5. Show students the equator on your classroom globe. Say,

“On a globe, there is an imaginary line running right around the middle of the globe. We say that the line is imaginary because we wouldn’t see the line if we were in the Space Shuttle looking at the earth, but we do see the line on a globe. This line is called the equator. The equator divides the earth so that half of the earth is north of the equator and half of the earth is south of the equator.”

6. Ask students to look at the globe and tell you if they live north of the equator or south of the equator.
7. Give each child a rubber band. Suggest that the students imagine that the foam ball or orange is a globe. Then tell them to imagine that the rubber band is the equator. Ask students to place the rubber band around the middle of their “globes.”
8. Show students the North Pole on your classroom globe. Say,

**READ OR TELL**

“The North Pole is the most northern point on the earth. From the North Pole, the only direction is south. The North Pole is in the Arctic Ocean and is usually covered by ice.”

**TEACHING TIP**

*Do not allow your students to be confused about the locations of the North Pole where lines of longitude meet and the north magnetic pole in Alaska.*

9. Give each student one toothpick and two same colored sticky dots. Instruct students to proceed as follows:
- Write an “N” on each sticky dot (model this for students who need help.)
  - Attach the sticky dots to each other at the top of the toothpick.
  - Push the toothpick into the top of the “globe” to show the location of the North Pole.

**TEACHING TIP**

*More advanced students may cut their sticky dots into triangles so that their North Pole toothpick resembles a flag.*





## DAILY DIRECTIONS — Day 12

10. Show students the South Pole on your classroom globe. Tell your students,

**READ OR TELL**

“The South Pole is the most southern point on the earth. From the South Pole, the only direction is north.”

11. Give each student the other toothpick and two same-colored sticky dots. Instruct students to proceed as follows:
  - Write an “S” on each sticky dot (model this for students who need help.)
  - Attach the sticky dots to each other at the top of the toothpick.
  - Push the toothpick into the bottom of the “globe” to show the location of the South Pole.
12. Have the students look at their models of a globe. To make their globes look more realistic, students may want to color them or cut out paper continents to tape or glue to them.
13. Collect the “globes” and place on display within the classroom.
14. For review, ask students to tell you what the equator is. (*an imaginary line that is found on a globe that divides the earth into a north half and a south half.*)

**TEACHING TIP**

*Hemisphere comes from the Greek language. Hemi- means half.*

**Northern Hemisphere**— North America, Europe, Asia and more than half of Africa

**Southern Hemisphere**— most of South America, Australia, Antarctica, and part of southern Africa

15. Tell your students that the half of the globe that is north of the equator is called the Northern Hemisphere. The half of the globe that is south of the equator is called the Southern Hemisphere.
16. Distribute the NORTHERN AND SOUTHERN HEMISPHERE worksheets and have students write their names on the back. Have students share with a partner the continents that are in the Northern Hemisphere and the continents that are in the Southern Hemisphere. After partners have shared, allow time for students to share insights with the class.
17. Ask students to color the Northern Hemisphere red and the Southern Hemisphere blue. Collect these worksheets.



## DAILY DIRECTIONS — Day 12

18. Tell your students that the earth is also divided into halves from the North Pole to the South Pole. The imaginary line which divides the earth in half from the North Pole to the South Pole is called the Prime Meridian on one side of the world and the International Date Line on the other side of the world. Dividing the earth in half this way makes the Eastern and Western Hemispheres.

### TEACHING TIP

**Eastern Hemisphere**— Asia, Africa, Australia and part of Antarctica

**Western Hemisphere**— North America, South America, and part of Antarctica

19. Distribute the EASTERN AND WESTERN HEMISPHERE worksheets and have students write their names on the back. Have them share with a partner the continents that are in the Eastern Hemisphere and the continents that are in the Western Hemisphere. After partners have shared, allow time for students to share insights with the class.
20. Ask students to color the Eastern Hemisphere yellow and the Western Hemisphere green. Collect these worksheets.
21. Distribute the OUR GLOBE worksheet to your students. Ask students to write their names on the back. This map will be page 11 in the students' My Book of Maps. Ask them to locate our continent on OUR GLOBE and point to it. Once they locate the continent, have them outline it in crayon.
22. Have your students find the spot where you are located on OUR GLOBE worksheet and point to it. Once students have found your location, have them mark it with a dot.

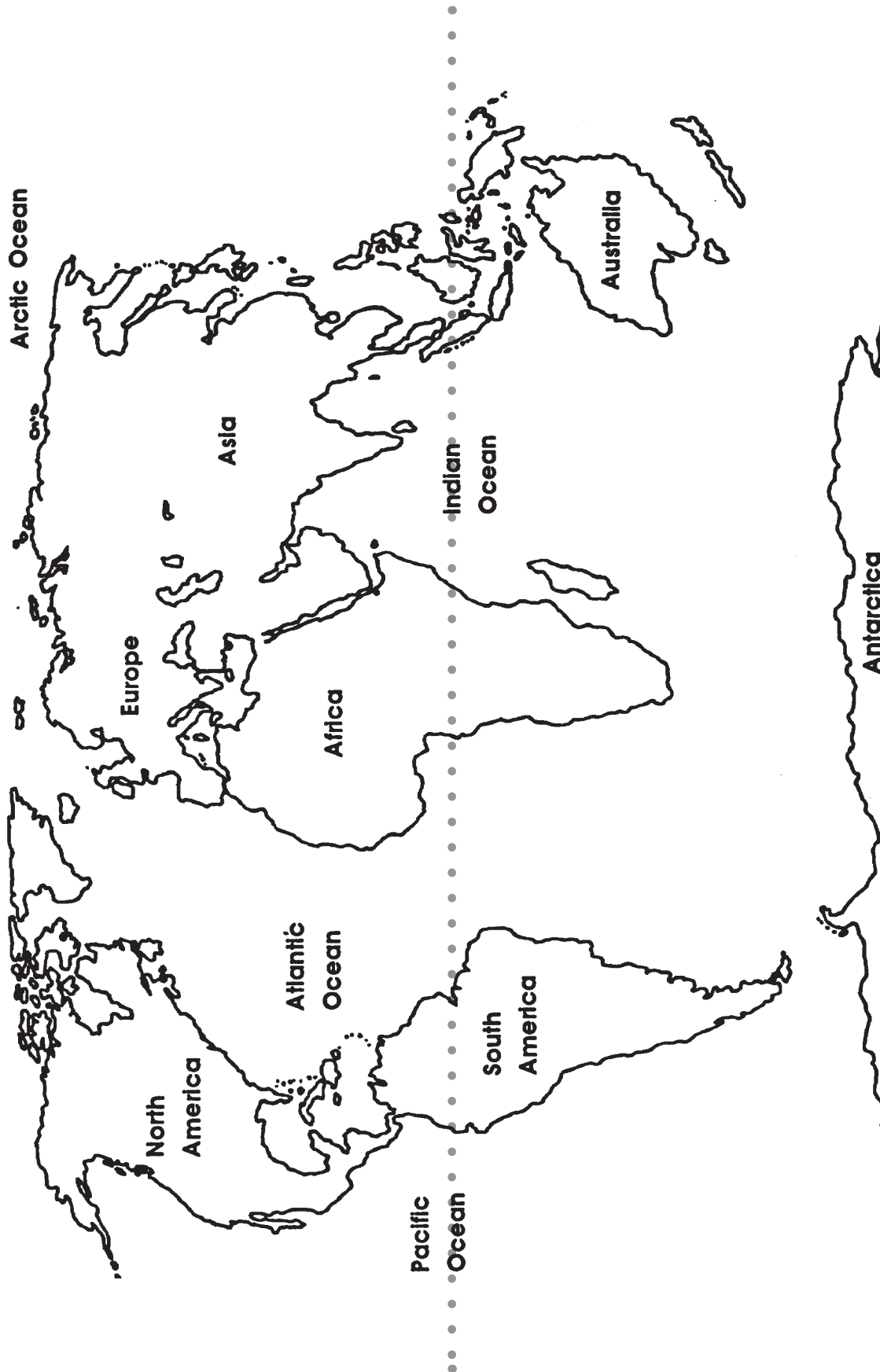
### TEACHING TIP

*As always, if your students are capable, write the sentence on the board and have them copy it on the bottom of their papers.*

23. Give each child the *This is our globe* SENTENCE STRIPS and have them glue to the bottom of the page.
24. Collect the OUR GLOBE maps and place in a folder for distribution on Day 15.
25. **Optional activity:** Have students bring collections of toys that they have which represent different countries from around the world. Stuffed toys, dolls, cars and trucks are possibilities. When students bring in toys that correlate with a country, have them locate that country on the map of the world and the globe.



Northern Hemisphere

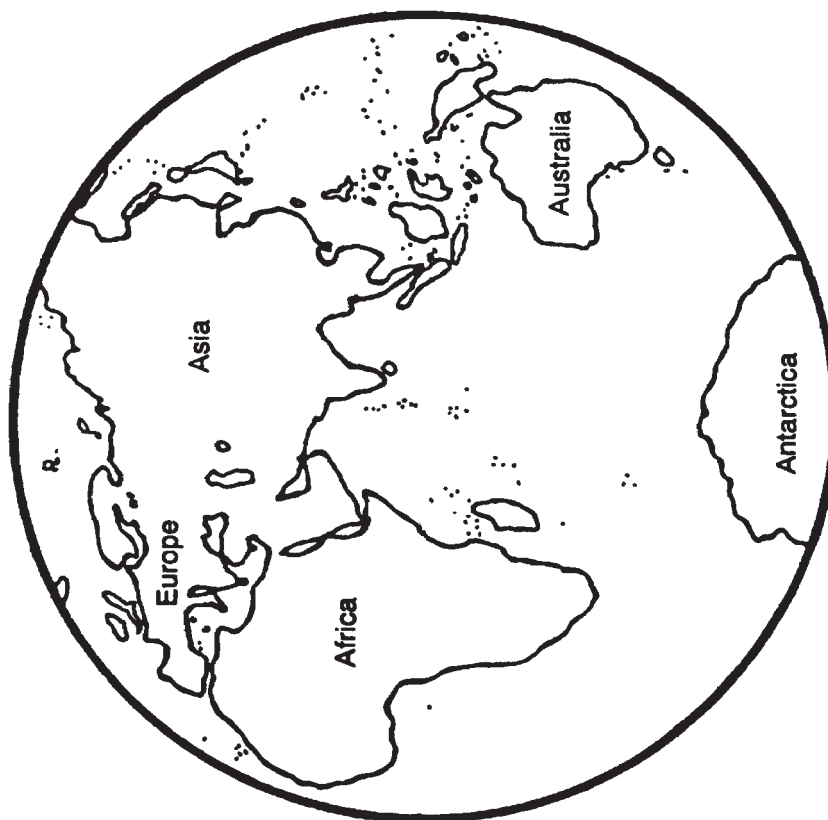


Southern Hemisphere

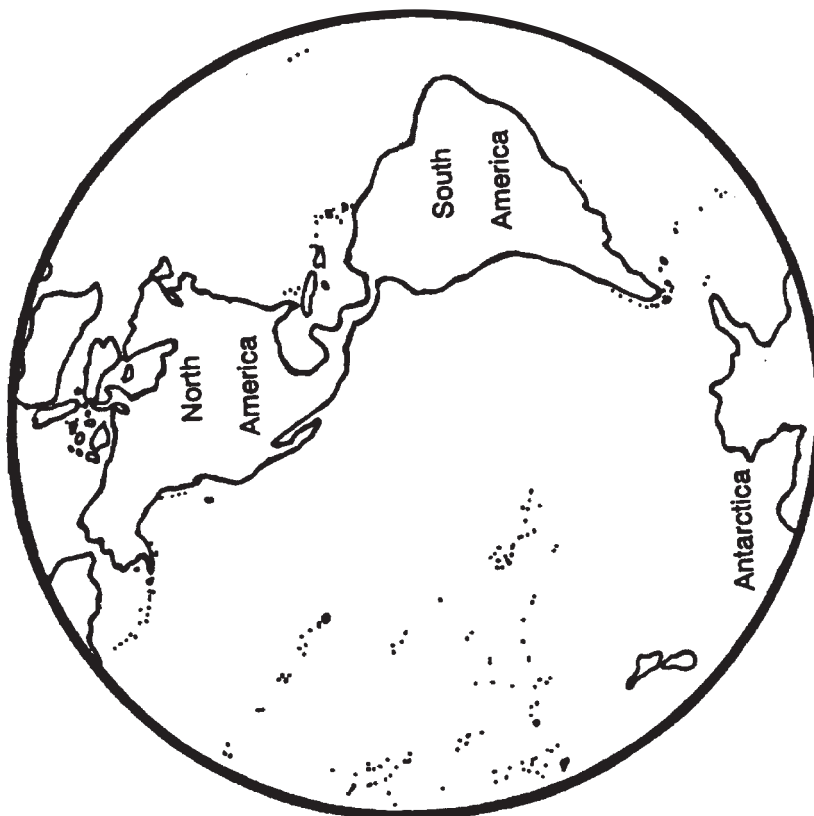
## MASTER: NORTHERN AND SOUTHERN HEMISPHERES



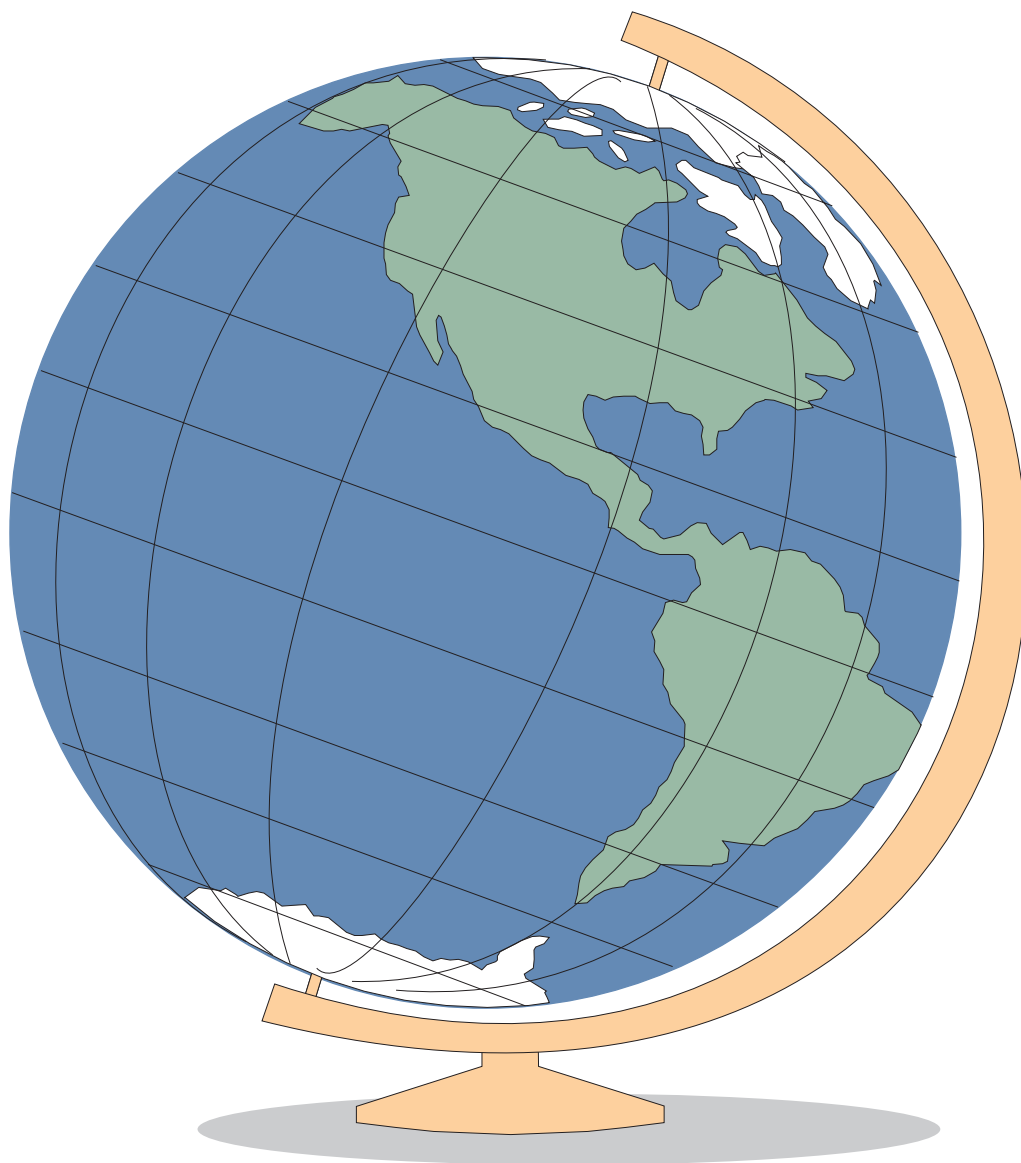
## **EASTERN HEMISPHERE**



## **WESTERN HEMISPHERE**









# DAILY DIRECTIONS — Day 13

## Materials

1. DAILY GRAPH TITLE (I Think I might travel to the North Pole someday)—*one*
2. THE WORLD TURNS—*class set + display copy*
3. THE U.S. TURNS—*class set + display copy*
4. Crayons or markers—*enough for students (optional)*
5. Paper lunch sacks—*one per group*
6. Pennies—*five per group*

## Procedure

1. Distribute *I think I might travel to the North Pole someday* and have students complete the graph by signing their names under the “yes” or “no.”
2. Tell your students,



READ OR TELL

“Today we are going to talk about how the earth moves around the sun. We have daylight and night because our earth makes one complete spin each day. At the same time, the earth is moving around the sun.”

3. Have one student stand up and pretend to be the sun. That student should stand still. Have another student walk in a circle around the sun, slowly turning in circles at the same time. Allow pairs of students to simulate the movement of the sun and earth with one student acting as the sun and the other acting as the earth. Then have the pair switch roles so that the student who was simulating the sun becomes the earth and the student simulating the earth becomes the sun.
4. Tell students that because the earth moves in a circle each day, the sun shines on different places on earth at different times of the day. Ask if any of your students know how many hours are in a day.



# DAILY DIRECTIONS — Day 13

## TEACHING TIP

*If your students are more advanced, elaborate on yesterday's explanation of the equator and the prime meridian.*

5. **Optional lesson information:** Tell these students that there are many lines that go around the earth in the same direction as the equator. These lines are called lines of latitude. There are also lines that extend around the earth in the same direction as the prime meridian. These lines are called lines of longitude. The time zones around the earth start at the prime meridian located in Greenwich, England (which is near London). Time zones are located at each 15 degrees of longitude from the prime meridian.
6. Explain to your students,

## READ OR TELL

“It takes one full day for our earth to make a complete spin. Since there are 24 hours in each day, our world is divided into 24 different time zones—one time zone for each hour of the day.”

## TEACHING TIP

*Different students may need different levels of support when completing this activity. Gear the amount of support you give to the needs of your students.*

7. Distribute THE WORLD TURNS time zone worksheets and have students write their names on the back. Have students fill in all the times after the Greenwich, England time. Demonstrate how to fill in one time on your display copy of this worksheet as your students fill in their worksheets. Then allow your students to fill in other times on their own as you check their papers for accuracy.
8. Explain that there are two time zones in the world that have the same time showing because there is a 1:00 a.m. (in the morning) and a 1:00 p.m. (in the afternoon). Expand on this so that students realize that this is true for every hour of the day.
9. Collect THE WORLD TURNS time zone worksheets.
10. Distribute THE U. S. TURNS time zone worksheets. Direct students' attention to the clock in your classroom. See if anyone in the class can tell you what time it is. Model how to write the correct time on the board. Then have students write the correct time in the blank clock within your time zone.



## DAILY DIRECTIONS — Day 13

11. With your assistance, have students fill in the correct time on the rest of this worksheet. For example, if it is 1:30 p.m. Pacific Time in your classroom in California, it will be 2:30 in the Mountain Time Zone, 3:30 in the Central Time Zone and 4:30 in the Eastern Time Zone.
12. Discuss some of the postcards you have received from different places in the country. Make this a personal experience for your students by making true statements about different time zones. For example, you might say, “Shelly’s Uncle Leo is three hours ahead of us right now. Since it is 1:30 p.m. in Bakersfield, California, we know that it is 4:30 p.m. in Washington D. C.
13. After the discussion, collect THE U.S. TURNS time zone worksheets.
14. Divide your class into groups of four. Tell each group of students that they will receive a brown paper sack and five treasure pennies. Instruct each group to do the following:
  - Write your names on the brown paper sack.
  - Place the five treasure pennies into the brown paper sack.
  - Very quietly decide where your group is going to hide your “treasure” for another group to find.
  - Keep your voices low and your plans secret, because you don’t want anyone to overhear your plans.
  - Discuss how and where your group will hide your treasure tomorrow.
15. As students prepare their treasure sack and discuss their plans, move around the room, helping each group of students with their plan for hiding their treasure.
16. Collect each group’s brown paper sack with the “treasure” pennies inside.



### TEACHING TIP

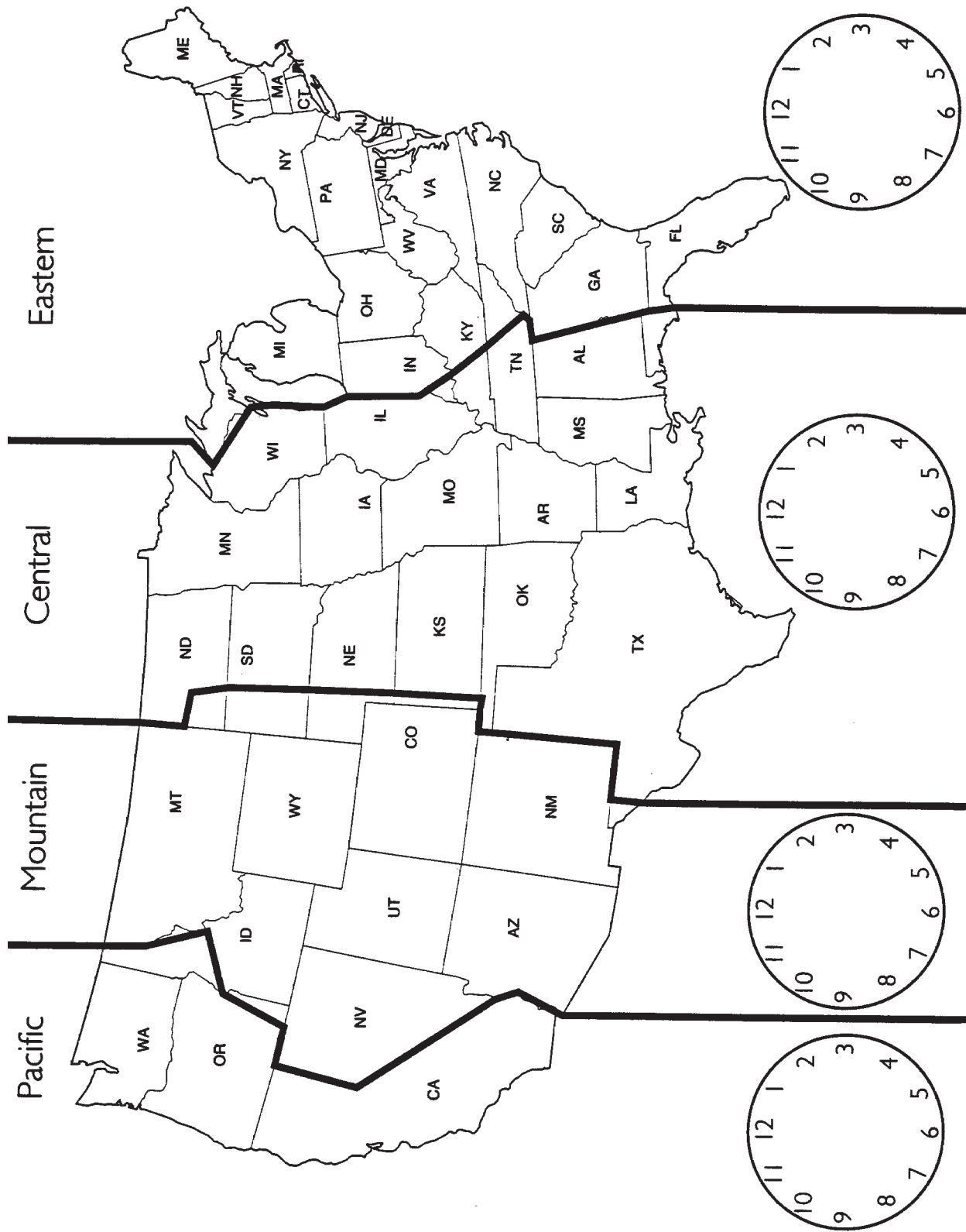
*Decide in advance if students will hide their treasures in the classroom, on the playground or in other locations around the school.*

*If time allows, students may decorate their sacks with crayon or colored markers.*









## MASTER: THE U. S. TURNS

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# DAILY DIRECTIONS — Day 14

## TEACHING TIP

*Based on students' abilities, consider whether your students are able to create a map on their own or whether they must use an existing map of your classroom or the school when they develop a treasure map.*

## Materials

1. DAILY GRAPH TITLE (I think it will take this long to find the buried treasure)—*one*
2. Drawing paper **or** classroom map **or** school map—*one per group*
3. Treasure sacks—*one per group (from previous day)*
4. Pencils—*one per group*

## Procedure

1. Distribute *I think it will take this long to find the buried treasure:* and have your students complete the graph by signing their name under “2 Minutes,” “5 Minutes” or “10 Minutes.”

2. Have students reassemble into the small groups from yesterday. Return to each group their brown paper “treasure” sack.

## TEACHING TIP

*Remind your students that a good map is easy to follow. (Some children may be tempted to “trick” the other group so that the treasure is difficult to find. Discourage such ideas.) Tell student that cartographers (mapmakers) are very glad when the maps they make are very clear and easy to follow. If your students are more advanced, you may suggest that they add landmarks or additional descriptive words to their maps.*

3. Model for the students how to develop a treasure map by hiding a treasure in your classroom. Show the following steps:

**Step 1** Decide on a starting point, such as the door to the classroom.

**Step 2** Demonstrate how to write step by step directions for another group to follow. For example, using the direction signs in the classroom, you might use the following directions:

- Five steps North (for very young students write 5 N)
- Three steps East (3 E)
- Two steps North (2 N)
- Six steps West (6 W)

**Step 3** Create the map as you move within the classroom, noting the exact number of steps and every direction change.

## TEACHING TIP

*You may need extra paper for those groups who refine their map so drastically that they decide to copy it over.*

4. Give each group a blank piece of paper or a map of the classroom or school and a pencil. Inform students that they will develop their group treasure map on this piece of paper.
5. Mention that the group hiding the treasure does not mark where the treasure is located with an “X.” They only create a map with directions for another group to follow. When the other group finds the treasure, they can mark an “X” on the map to show where they found the treasure.



## DAILY DIRECTIONS — Day 14



### TEACHING TIP

*It is important that you, your aide or a parent volunteer keep track of how much time it takes each group to find its treasure.*

6. Have each group develop its treasure map as the students hide their treasure.
7. When all groups have completed hiding their treasures, have the groups exchange treasure maps and look for each other's treasure.
8. After each group finds its treasure, look at the graph that was completed earlier in the day. See how accurate your students' predictions were.
9. Discuss the treasure map activity with the class.
  - Ask your students how difficult it was to create a treasure map.
  - Ask students how difficult it was to follow a map made by another group.
10. Collect the treasure maps and treasures from each group.



# DAILY DIRECTIONS — Day 15

## Materials

1. GEORGE THE GEOGRAPHY BEE—*one*
2. DAILY GRAPH TITLE (I enjoyed learning about maps)—*one*
3. SENTENCE STRIP (My Book of Maps)—*class set (optional)*
4. Collected map pages—*class set*
5. Construction paper\* (9" x 12")—*two per student*
6. Glue—*enough for students*
7. Stapler—*one or two*

\*or other sturdy paper

## Procedure

1. Distribute *I enjoyed learning about maps* and have students complete the graph by signing their names under the “yes” or the “no.”
2. Review the results of the class graph.
3. Distribute two sheets of construction paper to each student. Tell them that this will be the cover of their book of maps.
4. Distribute to each student one *My Book of Maps* SENTENCE STRIP and allow time for students to glue the titles to the front cover piece for their books. Have students write their names near the bottom of the front cover.
5. Distribute to each student the eleven pages completed throughout the unit that will make up his or her book. Have students check to be sure that each page is in the correct order:  
Page 1: This is a map of my school  
Page 2: This is a map of my neighborhood  
Page 3: This is a map of my state  
Page 4: This is a map of my country  
Page 5: This is a physical map of my country  
Page 6: This is a political map of my country  
Page 7: This is a product map of my country  
Page 8: This is a weather map  
Page 9: This is a map of my continent  
Page 10: This is a map of my world  
Page 11: This is our globe
6. Have students assemble their books and then staple the books together.



### TEACHING TIP

*If your students are capable, have them copy this title from the board on one of the sheets of construction paper.*



## DAILY DIRECTIONS — Day 15

### TEACHING TIP

*Prior to beginning this comprehensive review of the concepts taught during GEOGRAPHY BEE, organize any pictures and postcards received during the unit to reinforce the information.*

### TEACHING TIP

*Prompt your students as necessary as you review the unit with them.*

7. Practice reading the book together. Allow time for your students to practice reading their books to a partner.
8. Remind your students of all they have learned about maps in this unit.
9. Move GEORGE THE GEOGRAPHY BEE to the globe and ask students to remember what they learned about globes. During the review, be sure that students recall the following:
  - A globe is a sphere
  - Where to find the equator
  - North and South Poles
  - Northern and Southern Hemispheres
  - Eastern and Western Hemispheres
  - 24 global time zones
10. Move GEORGE THE GEOGRAPHY BEE to the map of the world and ask students to remember what they learned about the world. During the review, be sure that students recall the following:
  - A world map is a flat picture of something that is round
  - Seven continents
  - There is more water than land
  - Where our ancestors came from
  - Any postcards received from another country
11. Move GEORGE THE GEOGRAPHY BEE to the map of North America and ask your students to remember what they learned about North America. During the review, be sure that students recall the following:
  - United States is in North America
  - Where North America is located in the world
  - Any postcards received from other countries in North America
12. Move GEORGE THE GEOGRAPHY BEE to the map of the United States and ask your students to remember what they learned about the United States. During the review, be sure that students recall the following:
  - Different types of maps— physical maps, political maps, product maps and weather maps
  - Locations of sports teams
  - United States time zones
  - Any postcards received from other states



## DAILY DIRECTIONS — Day 15

13. Move GEORGE THE GEOGRAPHY BEE to the map of your state and ask your students to remember what they learned about your state. During the review, be sure that students recall the following:
  - The state capital location
  - Any pictures students brought to class of places around the state
  - Any postcards received from around the state
14. Move GEORGE THE GEOGRAPHY BEE to the map of your city or town and ask your students to remember what they learned about your local neighborhood. During the review, be sure that students recall the following:
  - Where their houses are located
  - How to get to the closest market
  - Any pictures students brought to class of places around the city or town
  - Any postcards received from your city or town
15. Move GEORGE THE GEOGRAPHY BEE to the map of your school and ask your students to remember what they learned about your school. During the review, be sure that students recall the following:
  - The locations of specific rooms and offices
  - How to create and use a treasure map around the school
17. Remind your students of how much they have learned about maps in this unit. During the review, be sure that students recall the following:
  - Directions (N, S, E, W)
  - Symbols
  - Scale
  - Location
18. Tell your students that they may take home their My Book of Maps and read it to their parents.



# Teacher Feedback Form

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# Release Form for Photographic Images

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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