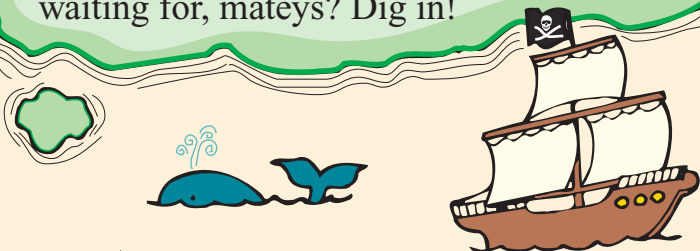


SHIVER ME MAPS!

Subscriber Ideas For Teaching Map Skills

Yo-ho-ho! Your adventure-seeking buccaneers will find this treasure chest of mapping activities irresistible! So what are you waiting for, mateys? Dig in!



X HOOKED ON MAP SKILLS

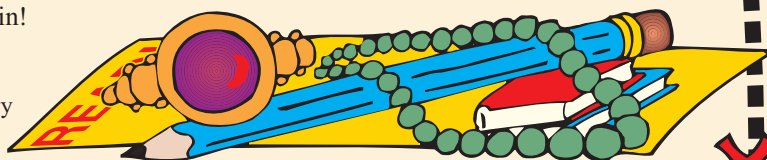
Keep your crew's map skills sharp with this hands-on approach to teaching map skills. Divide students into small groups and give each group a colorful, poster-sized map. (Maps of this type can be purchased at most school supply stores for modest prices.) Then have the students in each group work together to answer several map-related questions. Having a map for each small group of youngsters significantly increases the students' interest level and keeps them actively involved in the discovery process. Use the maps time and again by providing a new set of map-related questions for each use.

Nancy R. Zuellig—Gr. 2, Jackson Elementary School, Northridge, CA

X WHERE'S THE BOOTY?

Add excitement to map skills with a student-created treasure hunt! To begin, give each youngster a small treasure to hide within the classroom. (Treasures might include pencils, erasers, bookmarks, stickers, or duplicated awards.) On a sheet of drawing paper, ask each child to draw a map of the classroom and mark the location of his treasure with a large X. Also have each student write directions for how to find the treasure near the bottom or on the back of his map. Collect the completed projects; then randomly redistribute them to the students. Once you've determined that each student received a project other than his own, let the hunt begin!

Lisa Hash—Gr. 3
Austin Road Elementary
Stockbridge, GA



X WHERE IN THE WORLD?

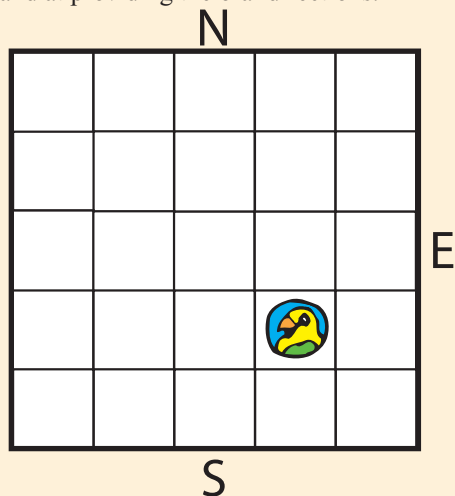
At this mapping center, students try to track down their missing teacher! Each week, choose a geographical location to "hide out." Then, on each of several index cards, write clues that can be used to determine your location. At the center mount the clues and the title "Where In The World Is [your name]?", and display an atlas, a globe, and a variety of maps (such as city, state, and regional). Place a supply of paper slips and a small travel bag nearby. A student uses the clues and the resources at the center to determine your location. When a student thinks he's found your hiding spot, he writes his name and your geographical location on a paper slip, then tucks the paper inside the travel bag. At the end of the week, empty the travel bag and award a sticker or other small prize to each student who "found you." Then reprogram the center for a different geographical hideaway.

Carrie Damron, Anchorage Christian School
Anchorage, AK

X NORTH, SOUTH, EAST, AND WEST

Buccaneers review cardinal directions during this daily mapping activity. On a bulletin board mount a poster-board grid like the one shown, and pin a small shape (laminated for durability) to the grid. Each morning ask a different child to move the cutout around the grid according to your oral directions. Encourage the remainder of the students to listen carefully to your directions and monitor their classmate's moves. Consider directions like "Move the parrot one square north, two squares east, and three squares south." When the student's turn is over, he pins the cutout to its new location. After students become familiar with the activity, have them try their hand at providing the oral directions.

Susan Barnett—Gr. 3
Northwest Elementary
Huntington, IN



X CONTINENTAL EVENTS

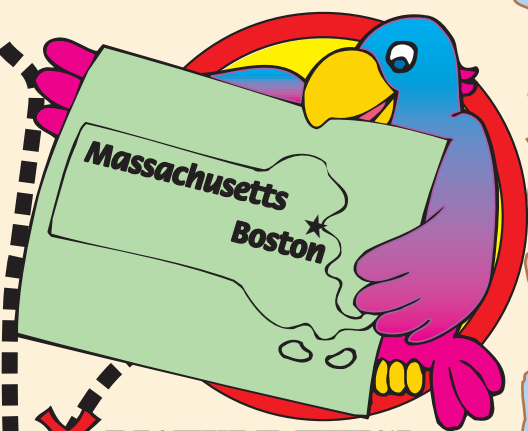
Why not keep your youngsters abreast of current events while simultaneously reinforcing their map skills? Each morning cut from a current newspaper five articles that mention five different countries. Highlight the name of the country mentioned in each article before posting the cutouts alongside your world map. To complete the activity, a youngster writes the five countries' names on a sheet of paper, locates the countries on the world map, and writes the corresponding continents on her paper. Encourage students to scan the newspaper articles for clues pertaining to the locations of the countries and continents. If desired, also ask students to list the hemispheres where the countries/continents are located. At the end of the day, either check the papers as a class activity or collect them to grade later.

Julie Johnson—Gr. 3, Colonial Hills Elementary
Houston, TX

A LITTLE HELP FROM THE NFL

You'll score big with this mapping activity! With your youngsters' help, create a resource list of the teams in the National Football League. (A list of team names can be found in *The World Almanac*.) List each team's name and its corresponding state and/or city on a length of bulletin-board paper; then display the resulting poster. Next give each child a duplicated map of the United States and a supply of small stickers. To complete the activity, a student attaches stickers to his map to show the locations of the NFL teams. For a fun follow-up to this activity, have each child choose a city within a state that does not have an NFL team. Then have each student create a poster unveiling a new football team. A student's poster should include the team's name, its corresponding city and state, and an illustration of its mascot.

Lisa Roeschley—Gr. 3
Elkton Elementary
Elkton, VA



X PICTURE THIS!

Review states and their capitals again and again with this popular large- or small-group game! If you have a states-and-capitals puzzle, use the puzzle pieces to trace the shapes of the states onto construction-paper squares. (Otherwise refer to a United States map to complete your sketches.) Inside each outline write the name of the state and its capital city. Laminate the resulting game cards for durability; then store the cards in a large container. To play, select a child to be the game host. This student draws a card from the container and begins sketching the corresponding state on the chalkboard (using the outline on the card as a reference). At the same time, he calls on classmates who raise their hands to indicate that they can name the state he is drawing. The first player to correctly identify the state is given the opportunity to name its capital. If the student's response is correct, the round is over, and he becomes the new game host. If the student's response is incorrect, the game continues until a correct capital is provided. The student who supplies the correct capital hosts the next round of play.

Natalie Nastasi—Substitute Teacher
Randolph, MA

X MAPS FOR THE TEACHER

Put your youngsters' mapping skills to the test with this motivational assignment. In a parent letter explain that you will be asking each child to draw a map that shows how to get from the school to her home. Specify that each child needs to know the name of each street or road that needs to be traveled on, whether right or left turns are necessary, and the address of her home. Also mention in the letter that when the maps are completed, you will be using them to deliver a small goodie bag to the doorstep of each youngster's home. Give the students several days to research and complete their mapping projects. Then begin to visit the students' homes in the order that you receive their completed maps. Each afternoon announce whose homes you plan to visit. Explain that if you do not arrive at a child's home by a certain time, you'll meet with the child the following school day to explain why. Then, if needed, meet with any children whose maps were incorrect. Point out where you got lost and let them submit corrected versions. This procedure guarantees that goodies will be delivered to every child's home.

Libby Price
Carmel, IN



X AN ELEVATING EXPERIENCE

To give students firsthand experience with map elevation, have them make relief maps of the United States. To make a map of this type, trace a simple map of the United States on a sheet of bulletin-board paper, cut around the shape, and glue the resulting cutout atop a slightly larger piece of heavy cardboard. (Be sure to allow room for a map key near the lower edge of the project.) After studying a physical or a relief map of the United States, use newspaper strips and wallpaper paste to cover the paper cutout with papier-mâché so that the country's terrain is accurately represented. (For example, the Rocky Mountains in the West would have a greater elevation than the Appalachian Mountains in the east.) When the papier-mâché is completely dry, design a map key at the lower edge of the project; then paint the map according to the key. Students develop an awareness of the different elevations across the country and experience a wonderful sense of accomplishment when their projects are completed.

Dana Muraski—Substitute Teacher
Clifton Park, NY

MAP MURAL

With this hands-on idea, you can easily incorporate map skills into your next country unit. And in the end, students will have a greater understanding of the country they have just studied. Enlarge the appropriate country's shape onto a length of bulletin-board paper, write the country's name across the outline, and mount the resulting map so that it is within your youngsters' reach. Routinely refer to the map as you teach students about the country. The first time a specific city is discussed, ask a student volunteer to put the city on the map by drawing and labeling a dot in the appropriate location on the map. When geographical features are discussed, have students add them to the map. For example, students could attach and label blue-yarn rivers and brown-paper-triangle mountain ranges. In the end you'll have an informative student-made map. If space is available, consider keeping the maps on display throughout the year. If not, have a drawing and send each completed map home with a lucky winner.

Julie Johnson—Gr. 3
Colonial Hills Elementary
Houston, TX



WHICH STATE IS MISSING?

If you have a map of the United States that has removable states, you have a ready-to-go mapping activity! Before your students arrive each morning, remove one state from the map. Challenge students to secretly record the name of the missing state on a slip of paper. Near the end of the day, have each youngster display his guess atop his desk. Carrying a supply of stickers or other small rewards, walk among the desks and present each student who made a correct guess with a prize. Then return the missing state to the map. Repeat the activity daily until each of the 50 states has been removed one or more times.

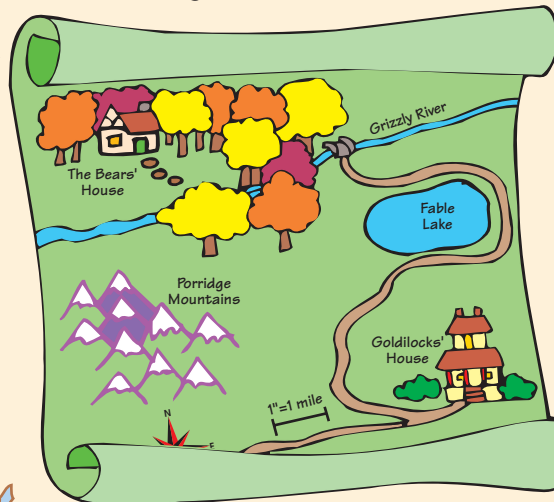
Paula Ciotti—Gr. 2, Lauderhill Paul Turner Elementary, Sunrise, FL

ONCE UPON A MAP SKILL

This unique approach to map skills has a very happy ending! To find the happy ending, follow up favorite storybook tales with mapping projects. For instance, after several readings of your favorite rendition of *Goldilocks And The Three Bears*, have your students create maps that show the story's setting. Give each student, student pair, or small group of students a large piece of bulletin-board paper. Students must show the places and things that are mentioned in the story on their maps; however they may embellish the maps with additional elements. For example, in addition to showing the woods, the Three Bears' cabin, and Goldilocks's house, students can also add a river running through the woods, a lake behind Goldilocks's house, and a mountain range to the south of the bears' home. Be sure to request that each map include a map key, a map scale, and a compass rose.

If desired, have students write series of questions that relate to their maps and program corresponding answer keys. That will give you a ready-made map center for several weeks. Wow! That is a happy ending!

April Johnson—Gr. 3
Morningside Elementary
Perry, GA



IN THE NEWS

This ongoing mapping activity makes "I've got a news spot!" a familiar classroom phrase. Laminate a large world map; then mount the map so that it is within your youngsters' reach. Also attach a sticker to the map to indicate the approximate location of your state or city. Each day allow time for students to report on current news events from around the world. Before a student shares his news story, have him attach a sticker to the map to show the geographical location or "news spot" of the event. (Provide assistance as needed.) If a sticker is already in place, ask him to point out the corresponding map location for his classmates. At the conclusion of each report, have students note the distance between the news spot and their state or city. If desired, provide an estimated number of miles or hours of travel time between the two locations.

Betty Crites—Gr. 2
Minier-Armington Elementary
Minier, IL

I've
got a
news
spot!



STEP-BY-STEP

This partner game helps students get in step with cardinal directions. Label each wall in your classroom with the appropriate cardinal direction. To play, one student in each pair secretly chooses an object in the classroom; then he guides his partner to the mystery object by giving him a series of directional clues. For example, a student might give clues such as "Take four giant steps west. Now take two tiny steps south." The student continues giving directional clues until his partner arrives at and identifies the secret object. Then the partners switch roles and play the game again.

Beth Davino—Gr. 1, Acreage Pines Elementary
West Palm Beach, FL

X A CONTINENTAL APPROACH TO READING

Here's a unique way for students to travel around the world without leaving the classroom! With the help of your school's media specialist, collect a supply of books that have settings all over the world. For example *Mama, Do You Love Me?* by Barbara M. Joesse and *Possum Magic* by Mem Fox take readers north to the Arctic and south to Australia, respectively. When your supply of books is in place, ask each student to select a book from the collection, then read the story and prepare a review of it for his classmates. As part of the review assignment, ask each child to determine the continent where his story takes place.

When the reviews are ready, capture the action on video. In turn, ask each youngster to step up to a world map and use a pointer to direct his classmates' attention to the continent where his story takes place. Then have him present the book and give his review. After all the reviews have been presented, rewind the tape; then sit back and view it with your youngsters. What a trip!

Kathleen Darby—Gr. 1, Community School, Cumberland, RI

X HIDDEN TREASURE

Students put their map skills into action to discover a hidden treasure box! In advance, decorate a cardboard box to resemble a treasure chest; then fill the chest with enough treats for each child. Hide the box in your classroom or elsewhere on the school grounds. Divide students into small groups and give each group a different teacher-made treasure map that leads to the hidden chest. On a given signal, send the groups off with their maps to find their way to the chest. When all of the groups have arrived at the chest, open the box and distribute the treasures found inside. Happy hunting, mates!

Sr. Sandra Krupp—Gr. 1, Our Lady Of Loreto Pittsburgh, PA

X "I'M THINKING OF..."

Reinforce cardinal directions with this large- or small-group game. Without your youngsters' knowledge, identify an object within the classroom. Then give your students a series of directional clues to aid them in identifying the mystery object. For example a series of directions might be, "I'm thinking of an object that is south of the pencil sharpener, north of the window, and east of the bookshelf. What am I thinking of?" If desired, have a student confirm his hunch about the mystery object by first asking you a directional question such as "Is the mystery object east of your desk?" If the response is affirmative, the child makes a guess. Once the object is identified, choose another mystery object and begin play again. Soon your youngsters will be eager to choose mystery objects and deliver corresponding directional clues to their classmates.

Beth Davino—Gr. 1, Acreage Pines Elementary West Palm Beach, FL

X THE CREW'S ALL HERE!

Conclude your concentrated study of map skills with this fun-filled finale. In a parent note, request that students come to school dressed in pirate attire on a designated day. (Make plans to dress up on this day, too!) Plan a series of activities related to the pirate theme. For example, students could write and illustrate pirate adventure stories and treasure maps, enjoy a snack of peanut butter-and-jellyfish sandwiches, and paint colorful parrots during art time. Conclude the day with a treasure hunt such as the one described in "Where's The Booty?" on page 4.

Betsy Meyer—Gr. 1
Pulaski Academy
Little Rock, AR



X BASEBALL CARD MANIA!

Coach your little sluggers into the major leagues with these mapping activities. With your students' help, collect a large supply of baseball cards. Then have students use several cards to complete a variety of mapping activities such as those listed below. Students can work independently, in pairs, or in small groups. Batter up!

- Locate the state or country where each player was born.
- Locate the state where each player now lives.
- Determine which direction a player would need to travel from his hometown to visit his birthplace.
- Determine which direction a player would need to travel from his hometown to visit your school.

Kathy Seals—Gr. 3
Park Lane Elementary
Lawton, OK



X ONE STATE AT A TIME

Keep students involved in your state-by-state study with this cumulative display. Using an overhead projector, enlarge and then trace a map of the United States onto bulletin-board paper. Repeat the procedure a second time, changing only the color of the paper. Trim around one map and mount the resulting cutout on a bulletin board. Trim around the second map; then cut apart each state. Laminate the resulting cutouts for durability and store them in a large container. Every three or four days (depending on the number of days in your school year), ask a student to draw a state cutout from the container and attach it to the mounted map in the appropriate location. Then, before the next cutout is drawn, challenge students to find out the name of the state and its capital, and discover other points of interest within the state. Set aside time for youngsters to share the information they have learned; then use a permanent marker to label the cutout with the name of the state and its capital, and any other desired information. Continue in this manner until all 50 states are featured on the map. What an accomplishment for your students!

Jan Waring—Learning Disabilities, Roswell North Elementary, Roswell, GA

X PUTTING THE SQUEEZE ON PROJECTIONS

This hands-on activity helps students understand how a sphere such as the earth can be represented as a flat surface. Using a fruit peeler and two oranges, demonstrate two methods of projection that are used. (See the illustrations.) After emphasizing that it's impossible to make a flat map of the earth that shows all distances, directions, shapes, and areas as accurately as a globe, ask students why flat maps are necessary. Then let each student try his hand at projection by peeling an orange (with a fruit peeler) in one of the manners you have demonstrated. The juicy conclusion to this activity is obvious. Yummy!!

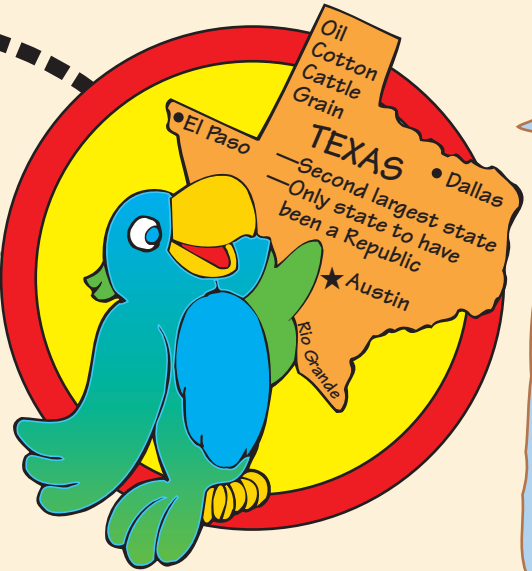
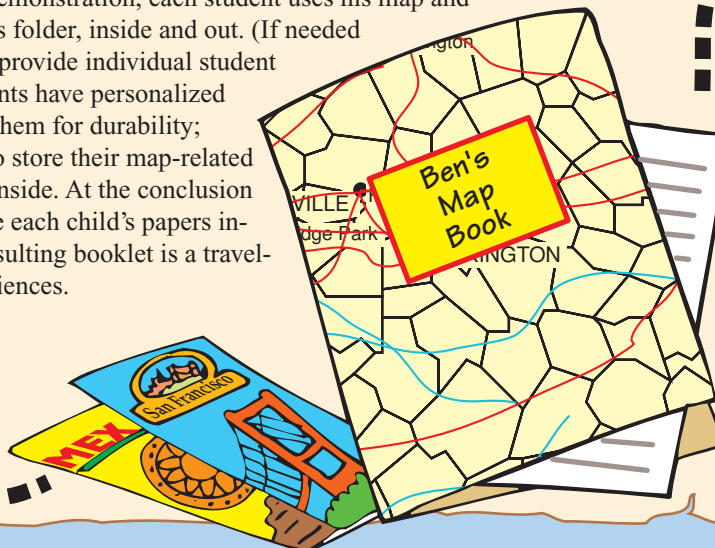
Pam Miller—Grs. K–2 Special Education
Carnall Elementary
Fort Smith, AR



X FOLDERS WITH DIRECTION

What better place for students to store their map-related projects than in map-covered folders! Give each child a discarded manila folder and outdated map. (Inquire at a local travel agency for outdated maps or solicit them from your students' parents.) Then, following your step-by-step demonstration, each student uses his map and glue or tape to cover his folder, inside and out. (If needed enlist older students to provide individual student assistance.) After students have personalized their folders, laminate them for durability; then instruct students to store their map-related activities and projects inside. At the conclusion of your map unit, staple each child's papers inside his folder. Each resulting booklet is a travelogue of mapping experiences.

Cheryl Phillips—Gr. 1
Marshallville Elementary
Orrville, OH



FROM MEXICO TO CANADA

Put this idea into action, and by the end of the year your graduates will know a wealth of information about the continent of North America. To begin, draw the outline of North America on a large sheet of poster board or plywood. Involve your youngsters in using papier-mâché to construct the continent's physical features. Students can also use tempera paint to "colorize" the resulting geographic details. As the year progresses, have your youngsters embellish the project. For example a study of the Oregon Trail could result in the trail being painted on the map. Or a transportation unit could include adding major highways to the map project. Whether the facts pertain to the past or present, there will be a place for them on your map!

Janice C. Simon—Gr. 3
Bay Minette Elementary, Bay Minette, AL

X MARSHMALLOW MASTERPIECES

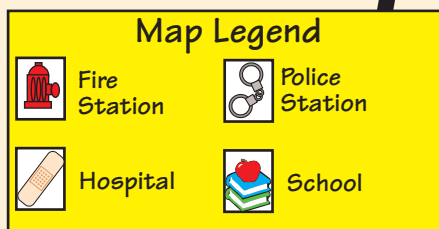
If your youngsters are learning about landforms, here's a hands-on approach that's sure to make a sweet impression. Have each child draw the outline of a different state on his own sheet of poster board. Then, using a terrain map as a reference, have each student use marshmallows to design a topographical representation of the state and a corresponding map legend. Students will look forward to sharing their masterpieces with their classmates.

Phil Forsythe—Gr. 3
Northeastern Elementary School
Bellefontaine, OH

CREATING A COMMUNITY MAP

At the conclusion of this mapping activity, students will have a colorful community map to their credit. Display a length of bulletin-board paper labeled with a series of streets and avenues. Explain that these are the roads of the community. As students brainstorm places where people live, work, and play in a community, list their ideas on the chalkboard. Have each child choose a different place from the completed list, and on each of two, small pieces of white construction paper, have him illustrate a symbol to represent his community location. Emphasize that the two symbols must be identical. In turn have each child attach one of his illustrations to a poster-board chart titled "Map Legend." Write a brief student-generated description beside each symbol. Next, as a class, have students decide how the community should be organized; then have each student attach his remaining illustration to the map in an agreed-upon location. After students have chosen a name for their community, label the map with the name and a compass rose. Use the resulting map for a variety of map-related discussions.

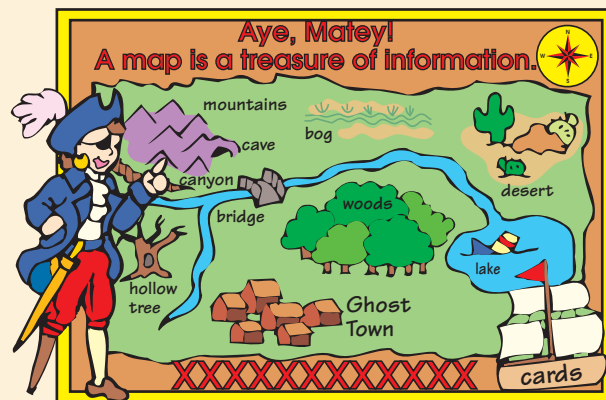
Tonya Byrd—Gr. 2
William H. Owen Elementary
Fayetteville, NC



A TREASURE OF INFORMATION

Aye, mateys! Here's an interactive bulletin board that your students will surely treasure. Mount the character, title, and compass rose. To make the map, cut a grocery bag down one side and cut to detach the bag bottom. Draw and color a desired map on the paper and cut out the resulting shape. Use a match or a lighter to carefully scorch the map's edges; then crumple the map and flatten it out several times before attaching it to the display. Next program several activity cards. Each card should contain clues needed to locate buried treasure. Program the backs of the cards for self-checking. Place the cards in a three-dimensional ship like the one shown or in another desired container. Along the bottom of the display, pin a series of red X cutouts (one per activity card). A student chooses an activity card and follows the provided clues. When he thinks he's discovered where the treasure is buried, he pins an X to the spot. Then he flips over the card to check his work. Before leaving the display he returns the activity card and the X cutout to their original locations. Reprogram the center as often as desired.

Cheryl Rhodes—Gr. 3, Washington Elementary
Port Neches, TX



ENVELOPE EXCURSIONS

Consider including Jeff Brown's book *Flat Stanley* in your mapping unit. In the story, Stanley is flattened, but not hurt, when a bulletin board falls atop him. His parents take advantage of his flattened condition and send him in an envelope to California to visit relatives. Students will enjoy sending decorated paper-doll cutouts to friends and relatives in other cities and states, then charting their cutouts' travels on a large classroom map. Send home a blank envelope with each child and request that an adult help him address the envelope to a friend or relative in another city or state. When the envelopes are returned, have each youngster cut out and decorate a paper doll to his liking, then tuck the project and a duplicated letter which briefly explains the mapping activity inside his envelope. In the duplicated letter, ask each recipient to return the paper doll to the school (be sure to include the school's address) with a small souvenir from the trip. Place the sealed envelopes in the mail with the appropriate amount of postage affixed. When a student's cutout returns, the child attaches a sticky dot to the classroom map to show where his cutout has been, and he shares the souvenir he received. Use the stickered locations marked on the classroom map for a variety of map-related discussions and activities.

Lynn Azukas—Gr. 1
Saratoga Elementary
Springfield, VA

