



# Using Maps/Map Project

By: Lori McDonald  
Elementary school teacher; Ed.D. in School Leadership/Administration

Social Studies  
Grades K-2



## Introduction

This is a lesson that would consume more than a typical class time. There are some very engaging activities in this lesson that would allow students to actually use maps in a real-world setting. It also involves an activity that would require some help from parents. Prior to these activities, each student should have brought in a “map” of the basic layout of the student’s room including four walls, doors, and windows only. This map should be created by the student with a parent with paper sent by the teacher in order to standardize the size and scale of the map. It would also be beneficial for parents to send in a photo of the student’s room as well. Also, prior to this lesson the teacher should have either obtained a map of the school or have done a rough sketch and labeled it with the rooms of the school. If your school is very large, you can focus on only one area or wing.

## Learning Objectives

The learner will recognize that a map shows a real-world place and can help you know how to find your way to a specific place.

## Materials Needed

- map of school
- map of each student’s bedroom
- squares and rectangles cut in a wide variety of sizes and colors
- photograph of the student’s bedroom (if possible).

## Procedure

**Warm up** – Demonstrate how difficult it is to give someone directions. Place an object somewhere in the room. The teacher will go stand in the opposite side of the room. Ask students to give you directions to get to that object. Do EXACTLY what the students tell you to. The teacher and students will quickly find out that it is not easy to understand directions. Tell students that this is a really good reason to know how to use a map.

1. Show students a map/floorplan of the school. Have this map clearly labeled with areas/rooms in the school that the students are familiar with, including the entry area. Review the map with the students. Tell students that the whole class is going to go on a map walk together. Go to the entrance of the school with the map. Walk through several areas of the building as you demonstrate the path you are taking on the map. Let students tell you which directions to go in order to get to certain rooms. After you’ve gone to a few locations, ask one of the students to lead the group.

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2. Upon returning to the room, work with the students to retrace the path that the class took on the school map.
3. Now it's project time. Students will be given their maps and photos of their bedrooms. Also, put the construction paper you previously cut somewhere easily accessible to students. Before students begin working, go over the project rubric with them so they know exactly what is expected in the project. The students will use the squares and rectangles to create the map of their bedroom. They will place any furniture they have in the room and label it accordingly. Students will need some guidance with this. It may even be a good idea to do this during small-group time, as other students are working on other activities.

## Evaluation

Category	4	3	2	1
<b>Neatness -Coloring</b>				
<b>Neatness - writing</b>				
<b>Labels</b>	All items on the map are labeled.	Most of the items on the map are labeled.	Some of the items on the map are labeled.	Little to no items on the map are labeled.
<b>Accuracy</b>	All furniture is placed correctly on the map.	Most of the furniture is placed correctly on the map.	Some of the furniture is placed correctly on the map.	Little to none of the furniture is placed correctly on the map.
<b>Details</b>	5 or more extra details on the map	3 or 4 extra details on the map	1 or 2 extra details on the map	0 extra details on the map
<b>Map Title</b>	Map title is clearly and neatly written at the top of the map.	Map title is written neatly and clearly somewhere on the map.	Map title is written somewhere on the map.	The map does not have a title.