Gr.3 Mapping Unit

# Unit Foundations

 This unit was carefully planned to incorporate the Alberta Social Studies Program of Studies program rationale, philosophy, and foundations. The lessons were formed around the Values and Attitudes; Knowledge and Understanding; and the Skills and Processes Outcomes. By formulating the unit in this manner it enables and encourages students to examine issues, to respond critically and creatively, and to make informed decisions as individuals as a citizens of Canada.[[1]](#footnote-1)

# Core Concepts of Citizenship and Identity

 Students learn about being responsible citizens in their families, schools, and communities and before a student can feel a sense of belonging in the context of the world around them, they must first have a sense of their personal identity. This unit allows for learning opportunities for students to recognize the relationship between citizenship and identity. It incorporates the understanding that identity is shaped by multiple personal, social, linguistic, cultural, and geographic factors.

# Aboriginal Perspectives

 The Aboriginal perspectives within this unit include a lesson on the Medicine Wheel, where the students lean and understand the Aboriginal perspective and knowledge of the four cardinal directions.

# Cooperative Learning

 The unit is mostly founded on the principal of cooperative learning, in that members of a group are respected for their individual skills and contributions while building group consensus through cooperation, sharing, and responsibility. Providing a collaborative learning environment affords opportunity for peer support facilitates interaction and cooperation, while also encouraging risk taking, exploration and investigation.

# Accommodation and Differentiation

Every lesson within the unit has infused techniques that accommodate a variety of different learner needs. The lessons have been planned with the understanding of the different learning styles (auditory, visual, kinesthetic) as well as multiple intelligences (linguistic, logical, musical, kinesthetic, etc.). Lessons can also be easily adapted to specific learner needs, but are not present within this unit plan.

Lesson Overview

# Mapping

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| **Key Questions** | **Outcomes** | **Methods to be Used** |
| * What kind of information do maps tell us?

1 Lesson | GLO* Skills and Processes – Dimensions of Thinking

SLO* 3.S.3.1. - Students will develop skills of geographic thinking and create a simple map.
 | * Book – *There’s a Map on My Lap* by Trish Rabe
* Web game – Cat in the Hat: Map This & That - <http://pbskids.org/catinthehat/games/mappingtool.html>
 |
| * Where am I on the map in relation to different maps?

1-2 Lessons | GLO* Skills and Processes – Dimensions of Thinking
* Skills and Processes - Communicaiton

SLO* 3.S.3.1. - Students will develop skills of geographic thinking and create a simple map.
* 3.S.3.2 – Students will use cardinal and intermediate directions to locate places on maps and globes.
* 3.S.3.3 – Students will apply the concept of relative location to determine locations of people and places
* 3.S.7.6. – navigate within a document, compact disc or other software program that contains links.
* 3.S.7.9. – Draw conclusions from organized information
* 3.S.8.1. – Students will demonstrate skills of oral, written and visual literacy by organizing and presenting information.
* 3.S.8.4. – Students will demonstrate skills of oral, written and visual literacy by creating visual images for particular audiences and purposes.
 | * Book – *Me on the Map* by Joan Sweeny
* Making a poster showing the student on the map in their: home, street, city, province, country, world.
 |
| * How do the First Nations people of Canada view and understand the four cardinal directions (North, East, South, West)?

1 Lesson | GLO* Skills and Processes – Dimensions of Thinking
* Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities.

SLO* 3.S.3.2 – Students will use cardinal and intermediate directions to locate places on maps and globes.
* 3.1.1. – Students will appreciate similarities and differences amoung people and communities by demonstrating an awareness and interest in the beliefs, traditions and customs of groups and communities other than their own.
 | * The Medicine Wheel -
 |
| * What is the purpose of the compass rose?
* What are the different parts of a map?
* What type of information can we learn from maps?

6 -11 Lessons | GLO* Skills and Processes – Dimensions of Thinking

SLO* 3.S.3.1. - Students will develop skills of geographic thinking and create a simple map.
* 3.S.3.2 – Students will use cardinal and intermediate directions to locate places on maps and globes.
* 3.S.3.3 – Students will apply the concept of relative location to determine locations of people and places
* 3.S.3.4 – Students will apply terms of hemisphere, poles, and equator.
 | Centers1. Looking at the Globe
2. World Map
3. North America
4. Landforms
5. Waterways
6. A Map Grid
7. A Compass Rose
8. A Map Key
9. Reading a Road Map
10. A Map Scale
11. Canada
 |
|  | GLO* Students will engage in current affairs, issues and concerns of a local nature.
* Skills and Processes – Research and Deliberative Inquiry

SLO* 3.S.7.5. - access and retrieve appropriate information from electronic sources for a specific inquiry.
* 3.S.7.9. - draw conclusions from organized information.
* 3.S.7.6. - navigate within a document, compact disc or other software program that contains links.
* 3.S.9.2. – identify key words from information gathered from a variety of media on a topic or issue.
 |  |
| * How can I make a map of our schoolyard?
* What are the important parts of a map that need to be included on my map?

1-3 Lessons | GLO* Skills and Processes – Dimensions of Thinking
* Skills and Processes - Communicaiton

SLO* 3.S.3.1. - Students will develop skills of geographic thinking and create a simple map.
* 3.S.3.3 – Students will apply the concept of relative location to determine locations of people and places
* 3.S.8.1. – Students will demonstrate skills of oral, written and visual literacy by organizing and presenting information.
* 3.S.8.4. – Students will demonstrate skills of oral, written and visual literacy by creating visual images for particular audiences and purposes.
 | * Performance Task – The student will create a map of the schoolyard. For this task students will apply the important parts needed to make a map and include them in their project. Eg. Compass Rose/Directions, Title, Legend/Key, Grid,
 |
| * What is the purpose of the compass rose?
* What are the different parts of a map?
* What type of information can we learn from maps?

1 Lesson | GLO* Skills and Processes – Dimensions of Thinking

SLO* 3.S.3.1. - Students will develop skills of geographic thinking and create a simple map.
* 3.S.3.2 – Students will use cardinal and intermediate directions to locate places on maps and globes.
* 3.S.3.3 – Students will apply the concept of relative location to determine locations of people and places
* 3.S.3.4 – Students will apply terms of hemisphere, poles, and equator.
 | * Catch Up Day – Will take some time to catch up on work such as completing worksheets in the Centers Student Workbook and finishing up our Maps of the Schoolyard.
 |
| * What are the 7 continents and 4 main oceans of the world?
* What Countries make up North America?
* What are the Provinces and Territories of Canada?

1 Lesson | GLO* Skills and Processes – Dimensions of Thinking

SLO* 3.S.3.3 – Students will apply the concept of relative location to determine locations of people and places
 | * Review – Map of the World (7 continents and 4 Oceans); Map of North America; Map of Canada.
* Continents and Oceans Song
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References

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 This is a book of various mapping worksheets.

Klawitter, P. (1985). *Learning about maps: Grades 2 – 3*. St. Louis, MO: Milliken Publishing Co.

 This is a book of various mapping worksheets.

Moss, J., & Wilson, G. (1988). *Maps, charts, and graphs: Grades 2 – 3*. Torrance, CA: Frank Shaffer Publications Inc.

 This is a book of various mapping worksheets.

Public Broadcasting Service. (2013). The cat in the hat can map this & that. Retreived from <http://pbskids.org/catinthehat/games/mappingtool.html>

 This is a internet game/tool that allows students to create simple maps of rooms or landscapes.

Popular Book Company (Canada) Ltd. (2012). *Complete Canadian curriculum: Grade 3*. Richmond Hill, ON, Canada: Author.

 This is a book of various student worksheets.

Quinn, G. (2000). *Canada map book 2: Grades 3 – 4.* Richmond Hill, ON, Canada: Apple Press Publishing.

 This is a book of various mapping worksheets.

Rabe, T. (2002). *There’s a map on my lap*. New York: Dr. Seuss Enterprises.

 This is a picture book that introduces students to geography and mapping. Includes vocabulary words.

Ritchie, S. (2009). *Follow that map*. Toronto, ON: Kids Can Press.

 This is a picture book that introduces students to geography and mapping.

Sheppard Software. (2013). All about Canada. Retrieved from <http://www.sheppardsoftware.com/Canadian_Geography.htm>.

 This is a website that includes various computer games relating to Canadian geography.

Sweeny, J. (1996). *Me on the map*. New York: Crown Publishers.

 This is a picture book that introduces students to geography and mapping.

1. Alberta Educaiton. (2005). *Social studies kindergarten to grade 12: Program rationale and philosophy*. Edmonton, AB, Canada: Alberta Education Retrieved from <http://www.education.alberta.ca/teachers/program/socialstudies/programs.aspx> [↑](#footnote-ref-1)