

Unit: My Place in History

Title of lesson: Creating a Mental Map: Intro Lesson

Timeframe: 2 Class Periods

Standards addressed:

District Standards:
the Demonstrate and apply map, globe, and historical analysis skills to
study of Alaska.

State Standards:
Geography A. 2 – Make maps

Social Studies Knowledge, Skills, Dispositions:

Use map reading skills.
Locate places on a map.
Compare maps and make inferences.
Express relative location.

Learning objectives: At the completion of this lesson, students will:

- *Students will be able to draw a map of Alaska
- *Students will be able to place given cities on a map
- *Students will be able to give directional descriptions of city location (i.e. Anchorage is south of Fairbanks)

Cooperative skills addressed:

Compare/contrast with partner.

Technology needed:

Overhead Projector

Materials needed:

Overhead copy of Alaska Outline Map
Blank overhead film
Overhead Markers
Overhead Projector
Paper and Pencil
Reference Map of Alaska

Lesson Plan/Lesson Design

1. Prior assignment/preparation –

Students should already know that they live in the city of Anchorage and the state of Alaska. To check for this, ask questions like: Where do you live? What city do you live in? What state do you live in? Students will have been working on their map skills. Have students locate and point out Alaska on a map. Have them point out Anchorage. What do maps show us? (cities, streets, places, rivers, etc.)

2. Opening activity –

Ask students to draw a map of the classroom. Have group members share their maps. Look for similarities and differences. Talk about how this might have been a difficult task. Discuss how hard it would be right now for them to draw a map of Alaska. Explain that by the end of the year they will be able to do just that, from memory.

3. Specific lesson design--

Day One:

Explain that the students are going to draw a map of the classroom. On the whiteboard, brainstorm some locations that they think should be included. Leave list up on the board during activity. On the board, model what a room map would look like, draw your kitchen or bedroom. Be sure to label items or specific locations on the map.

Pass out paper for the students to draw their maps. Allow approximately 15-20 minutes for drawing and labeling. After the students have drawn their maps have them share their map with a partner or small group. Have them look for similarities/differences between their maps of the same place.

Debrief students on the map drawing experience. Was it hard? Did they leave out something another student put on their

map? Were there varying levels of detail? Did they label their maps? Etc.

Day Two:

Think back to yesterday when you had to draw a map of our classroom. How do you think it would be different to draw a map of our state? (it's bigger, it'd be hard, it has a funny shape and not a rectangle like our classroom, etc.).

We are going to work on developing a mental map of Alaska. A mental map/image is a picture you see in your head when asked to draw or describe something. Have students close their eyes. Call out words like cat, dog, house, and school. Ask if the students can "see" it in their head. Next call out some nonsense word and ask if they have a picture of it in their head. Some will say they do, most will say they don't. Explain that they don't have the mental image because they've never seen a _____ before. Those who say they did see it, ask if they think they saw the same thing as Billy.

Explain that what they are going to be working on is developing that mental image of Alaska, so that they can all draw the same map, they all have the same picture in their heads. To help them do this you are going to show them how to build up their mental picture. Starting with very little detail and gradually adding in more detail and more structure until at the end of the year they are able to draw the map from memory.

Put the outline map on the overhead projector. Place blank sheet on top of the map. Show how Alaska can be broken down into three rectangular sections. A large square/rectangle for the main chunk of the state and two smaller, skinnier rectangles for the panhandle and the Aleutian Islands.

Have the students draw their own rough (rectangle) map of Alaska on a sheet of paper to be kept in their Alaska folder or notebook. Label the panhandle and the Aleutian Islands. Check that each student had gotten this far and stop for the day. Let them know that they will be using these rough maps again. They will begin to add in cities and other features of Alaska and after a lot of practice they will be able to draw and label a map of Alaska.

4. Assessment –

Day One: Students will draw a map of the classroom. This is to be shared within their groups. Teacher will check table groups during work time.

keep

Day Two: Students will have their first rough sketch of Alaska to in their Alaska Folder/Notebook.

and

Final Assessment: At the end of the year, the students will draw label their “mental” map of Alaska.

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.