

Geography Mapping Curriculum (Any Grade)

Objectives:

- to build awareness of and recognize a variety of physical and political features of the world
- to practice transfer skills between a map and paper, and eventually into the memory
- to integrate art and history into geography

Scope and Sequence:

- Adjustable Number of Lessons
 - Ideally one new map per month with two to three lessons per week.
 - 15-30 minutes per lesson

Supplies:

- Individual student atlases (such as *National Geographic Student World Atlas, 4th Edition*)
- Sketch pad and pen, one per student; OR blank paper and pencil for each student
- Internet access: <https://www.printableworldmap.net/category/continent> and printer
- Two blank outline maps of each featured area for each student.
- Optional: Encyclopedia set

Preparation:

- Choose which regions your students will map during the year.
 - One idea is to start with the world map for the first month, and do a different continent each month for the rest of the school year.
 - Consider choosing areas based on your history lessons. For instance, Italy, Greece, and Egypt are great areas to map if you are studying ancient history. Alternatively, various regions of North America are great if you are studying the early exploration and discovery of the New World.
 - If local history is being studied, consider choosing maps on a very local scale, such as counties or states.
- Decide which kind of features your students will map, and how many of each they should know.
 - One idea is found in the table below:

	Lines of Latitude and Longitude	Countries	Cities	Water Features (Lakes, Seas, Oceans, Rivers, Bays)	Physical Features (Mountain Ranges, Deserts)
Grades 1-2	0	6	6	4	4
Grades 3-4	4	8	8	6	6
Grades 5-6	4	10	10	8	8
Grades 7-8	6	12	12	10	10

- In some cases, these assessments will need to be amended. For instance, with Antarctica, no countries are identified, but the assessments have a larger number of lines of latitude/longitude, and research stations are substituted for cities.
- I allow students to label island countries as Countries or Physical Features, however they prefer.
- If very local maps are used, be creative with the assessments. Student might need to identify counties, rather than countries, or include local highways as features.

Daily Lesson Plan:

- Weeks one and two: Hand out sketch pads and individual atlases. Students sketch their own proportional maps, getting to know the featured area. Most of this time is quiet and on their own. Point out any features or locations relevant to your studies in history or current events.
- Week three: Have students sketch their own maps, particularly with the assessment in mind, being sure they can identify and label all the necessary features.
- Week four: Give students an unlabeled outline map and quiz themselves on the first lesson of the week, allowing them to check their answers at the end. During the last lesson of the week, give the unlabeled outline map as an assessment. Collect and grade when finished.

Teaching Suggestions:

- Great for multiple age and ability levels!
- Consider having all of the students, or rotating students, investigate more facts about the featured location and share them with the other students.
- Coach children to use proper spelling with their maps.
- Expand and integrate lessons with crafts or food from the area studied.
- Consider playing music in background while students work on their maps.