



MAP IT: HOW WELL DO YOU KNOW YOUR NEIGHBORHOOD?

Subject: Social Studies

Skills: Description, Discussion, Drawing, Mapping, Visualization

Duration: 2-3 lesson periods (or more depending on depth and discussion)

Setting: Classroom

Materials:

- copies of **Map It: How Well Do You Know Your Neighborhood?** worksheets for each student

Michigan Curriculum Framework Content Standards and Benchmarks:

- Social Studies II.1.LE 2:** Strand II. Geographic Perspective, Standard 1. Diversity of People, Places, and Cultures, Benchmark LE 2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
- Social Studies II.2.LE 4:** Strand II. Geographic Perspective, Standard 2. Human/Environment Interaction, Benchmark LE 4. Explain how various people and cultures have adapted to and modified the environment.
- Social Studies V.1.LE 1:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark LE 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
- Social Studies V.1.LE 2:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark LE 2. Organize social science information to make maps, graphs and tables.
- Social Studies V.1.MS 1:** Inquiry, Standard 1. Acquire information from books, maps, newspapers, data sets and other sources. Benchmark MS 1. Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.

Kent County Collaborative Core Curriculum (KC⁴)

- Social Studies:** 3:3, 3:5
4:4, 4:6, 4:7, 4:8, 4:9, 4:10
5:2, 5:4, 5:5
6:1, 6:2, 6:3, 6:4, 6:5, 6:6, 6:7, 6:10
7:1, 7:2, 7:4, 7:5, 7:8, 7:10
8:2, 8:3, 8:9

OVERVIEW

Students draw a map from memory when they imagine that they are flying in a helicopter and looking down on their neighborhood.

OBJECTIVES

After participating in this activity, students should be able to:

- Convey neighborhood information by drawing a map with a legend.
- Discuss their community using relevant vocabulary.

BACKGROUND

Maps are often unable to show the same level of detail for objects or features found on the Earth. Consequently, mapmakers, called **cartographers**, often use **symbols** to represent some of these objects or features. For example, in a map of your city, mapmakers will not draw a separate picture of every school. Instead, they draw a square with a flag on top as a symbol of a school. Colored symbols are often used to depict features. Features are often symbolized with the color they are associated with. For example, water features such as rivers and lakes are shown as blue; vegetation cover such as trees, shrubs, and grass are shown as green; and constructed features such as buildings and streets are shown as black.

When we look at a map, we may be unsure of what a particular symbol represents. On a map, symbols are identified in an area called the **legend**. The legend often displays other important information including scale and direction.

Remind students that only a permanent feature or object on the ground would be included on a map. Consequently, things such as the animals or people would not be included on a map or in the legend.

A community is made up of smaller neighborhoods, like the one where you live. A neighborhood is an area in which people have relationship and a real sense of belonging. Residential neighborhoods are often within walking distance of an elementary school or park that serves as a gathering place. Neighborhoods can also be identified by their boundaries or

borders, such as major streets or railroad tracks.

Tell students that knowledge of their community is important so that they don't get lost and so they know safe places to go if they need help. It is also nice to be proud of unique and fun places in their neighborhood.

PROCEDURE

- Tell students that they will be **cartographers** as they draw a map of their neighborhoods from memory. With your class, review what a map and legend are.
 - A **map** is a picture of what your neighborhood would look like from the air. People who draw maps are called cartographers. A map should include a legend to identify the symbols drawn on the map.
 - A **legend** is a collection of symbols needed to read a map. A **symbol** is an object that stands for something else. It can be a drawing, a shape, a letter, or a number. The legend also displays other important information including scale and direction.
- Ask students what symbols they would need to draw a map of their neighborhood. List and draw these (or have the students do this) on the overhead or chalkboard.
- As an example, show the students on the board how you would map your neighborhood from memory. Use the symbols in the legend the students just generated.
- On a blank piece of paper to be used for their map, have the students copy the legend from the board in one of the corners.
- Hand out the **Map It: How Well Do You Know Your Neighborhood?** worksheet to be completed in class or for homework.
- For discussion, have the students pair up. Students may want to use a Venn diagram to compare and contrast their maps. How are they different? How are they alike? Did they need all the symbols in the legend? Was anything missing that they forgot to include?

ASSESSMENT OPTIONS

- Collect and evaluate **Map It: How Well Do You Know Your Neighborhood?** worksheets and neighborhood maps for completeness and accuracy.
- While in pairs, have students evaluate each other's neighborhood maps for completeness. Have them complete a checklist. For example, name, legend, correct symbols used, answers to questions on the map, etc.

Adaptations/Extensions

- When completing the neighborhood maps, allow students to devise their own symbols and map legend. Have students display their own maps and discuss the need for a set of common symbols.
- Have students sketch drafts of their maps in one color. Ask students to notice details about their neighborhood on their way home from school, then instruct them to add those details in another color. (Students could then make a final copy, if desired.)

Computer Extensions

- Yahoo. Yahoo Maps. 9 May 2002. <<http://maps.yahoo.com>> Enter an address and it will be marked with a star on a street map. The map can be zoomed in or out. Enter your school address!
- U.S. Geological Survey. The Learning Web. Mar. 2002. 9 May 2002. <<http://www.usgs.gov/education>> The Learning Web is dedicated to education and exploring things in, on, around, and about the Earth, such as land, water, plants, animals, and maps.
- U.S. Geological Survey. Map Adventures. Jan. 2002. 9 May 2002. <<http://interactive2.usgs.gov/learningweb/teachers/mapadv.htm>> This teaching packet is appropriate for grades K-3. Students will learn basic concepts for visualizing objects from different perspectives and how to understand and use maps.
- U.S. Geological Survey. What Do Maps Show? Jan. 2002. 9 May 2002. <<http://interactive2.usgs.gov/learningweb/teachers/mapsshow.htm>> This teaching packet is for grades 5-8 and is organized around geographic themes: location, place, relationships, movement, and regions. A map is a picture of a place. Different maps show different information. No one map can show everything. Students will compare shaded relief maps, road maps, and topographic maps.
- U.S. Department of Education - Office of Educational Research and Improvement. Helping Your Child Learn Geography. 9 May 2002. <<http://www.ed.gov/pubs/parents/Geography/index.html>> Complete on-line book with helpful Internet links.

SOURCE

Original credit given to the Kids Neighborhood Workshop. "Part 1: Mapping Your Mind" by City of Rancho Cucamonga Planning Division. Additional credit given to *Walk Around the Block* "Generating a Map Legend" page 12 and "Mapping Your Mind" page 14 by Ginny Graves. HAIA, 5328 W 67th St., Prairie Village, KS 66208, Tel (913) 262-8222, Email: ginny@cubekc.org, Web: cubekc.org. Worksheet developed by Anne Williamson, curriculum consultant for *United Growth for Kent County*, a grant project of Michigan State University Extension.

ADDITIONAL RESOURCES

Contacts:

Center for Understanding the Built Environment (CUBE)
Grand Valley Metro Council
Local Community Center
Local Neighborhood Association or Neighborhood Watch
Michigan Geographic Alliance
U.S. Geological Society
United Growth for Kent County

References and Teacher Resources:

Graves, Ginny. *Walk Around the Block*. Prairie Village, Kansas: Center for Understanding the Built Environment, 1997.

CONCEPTUAL FRAMEWORK REFERENCE

IB1,IIIA4,IIIB1,IIIB2,IIIB3

Possible Legend Symbols

j
Airport

H
Boat Launch

C
City

U
Highway

f
Bike Path

—
Lighthouse

í
Camping

ï
Golf Course

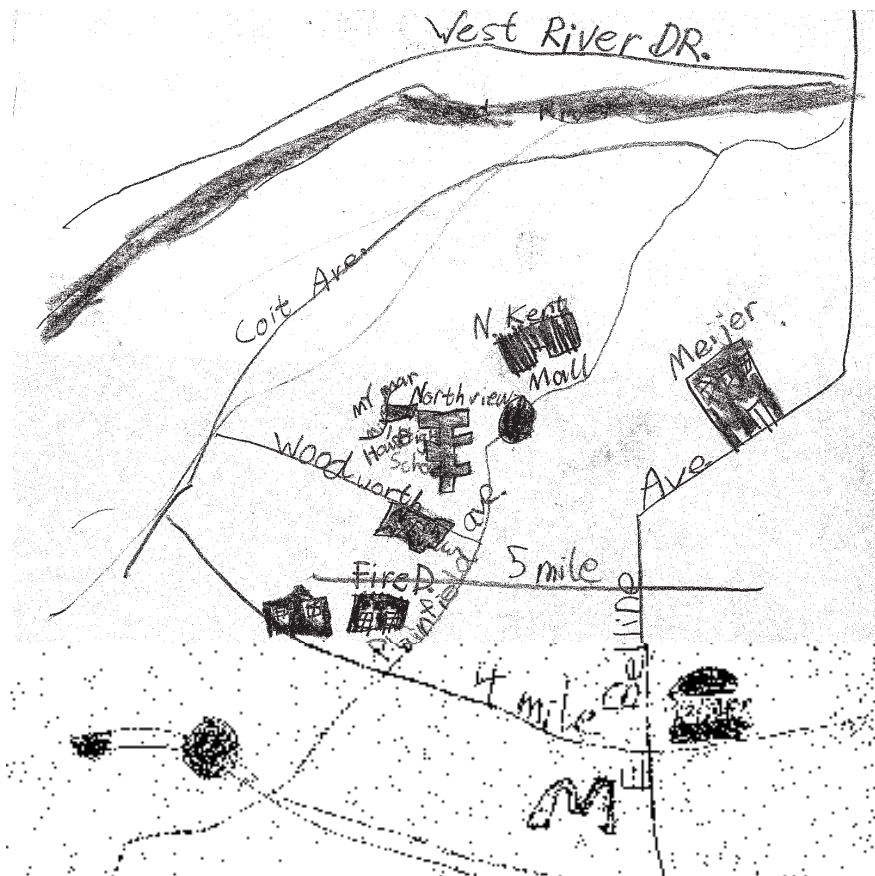
Ô
Heliport

⌘
Picnic Area

⊙
Parking Lot

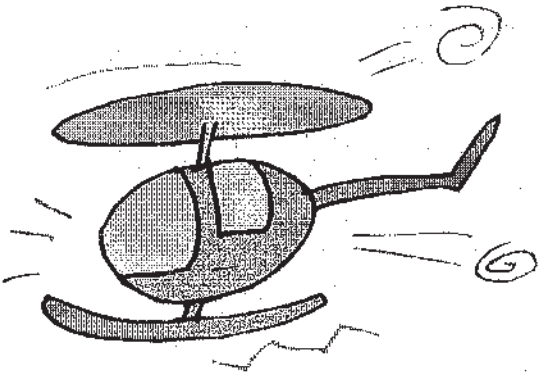
⌘
School

⊙
Fire Station



Third Grade Student
Rebecca Dill's Class
North Oakview Elementary
Grand Rapids, MI

Map It: How Well Do You Know Your Neighborhood?



DO THIS: Close your eyes and imagine that you are flying in a helicopter and looking down on your neighborhood. What do you "see" in your mind?

1. Where is the center of your neighborhood? Is there a street, shopping place, park or school that is at the center of your neighborhood?

2. What landmarks are in your neighborhood? Is there a church, school, government building, or fire station? Name 2 or more.

3. Where is your favorite place to go in the neighborhood?

4. Where is your least favorite place to go in the neighborhood?

5. What are the directions you would take from your house to school? Use cardinal directions North, South, East and West.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

6. List any major boundaries in your neighborhood. (Examples are geographic features like rivers, forests, mountains or hills, or man-made boundaries like railroad tracks, highways and freeways.) Name 2 or more.

7. What three things would you do to make your neighborhood better?

A. _____

B. _____

C. _____

8. Draw a map of your neighborhood. Draw the answers from questions 1-6 on your map and major roads. Be sure to include your name and the date in the legend.

WORD SEARCH: Look up these words in a dictionary or encyclopedia: Map, Legend, Symbol, Cartography, Landmark, Neighborhood.