

3: Mapmaker, Make Me a Map!

Based on the Colorado quarter reverse



OBJECTIVE

Students will identify various landforms on a map. Students will demonstrate an understanding of map keys through creating their own maps.



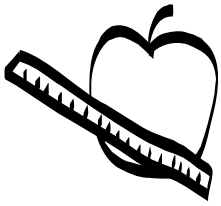
MATERIALS

- 1 overhead projector
- Overhead transparencies of the following:
 - “Colorado Quarter Reverse” page (or photocopy)
 - “Map It Out” worksheet
- “Colorado Quarter Reverse” page
- “Map It Out” worksheet
- 1 class map of the United States
- Color images of Colorado
- Images of land formations (mountains, rivers, streams, ponds, deserts, lakes, forests, etc.)
- Crayons and/or colored pencils
- Chart paper
- Markers
- Copies of a text about maps, such as:
 - *Me On The Map* by Joan Sweeney
 - *Mapping Penny’s World* by Loreen Leedy
 - *There’s a Map in My Lap!* By Tish Rabe
 - *My Map Book* by Sara Fanelli
- Topographical map of the United States of America (showing landforms and a map key)



PREPARATIONS

- Make copies of the following:
 - “Colorado Quarter Reverse” page (1 per student)
 - “Map It Out” worksheet (1 per student)
- Make an overhead transparency of each of the following:
 - “Colorado Quarter Reverse” page
 - “Map It Out” worksheet
- Gather color images of Colorado.
- Gather images of land formations (see examples under “Materials”).
- Locate a text that relates to maps (see examples under “Materials”).
- Locate a topographical map of the United States with land formations and a map key.



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GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Art



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Map key
- Symbol



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

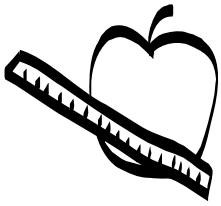
- Maps
- Land and water features
- Compass Rose
- Cardinal directions



STEPS

Sessions 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Colorado on a classroom map. Note its position in relation to your school's location.
2. Display the transparency or photocopy of the "Colorado Quarter Reverse" page, mentioning that the mountain must be special to be on a quarter. Read the coin inscriptions to



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the class. Discuss why the state motto is “Colorful Colorado.” Show the students color images of Colorado to emphasize the state motto. Have the students identify the images in this coin design, including the trees and the mountain on this coin. Then color the mountain on the transparency or photocopy.

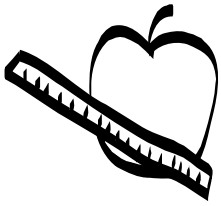
3. Explain to the students that Colorado has many land and water features (such as mountains, rivers, streams, lakes, and forests). Review and discuss the Colorado images, noting a variety of these features.
4. Ask the students what other types of land and water features they know, like deserts, ponds, hills, and plains. List these on chart paper with a picture cue to identify them.
5. Distribute a copy of the “Colorado Quarter Reverse” page to each student.
6. Have the students color the coin design on their page.
7. Collect the colored coins when finished.

Session 2

1. Introduce the students to the selected text on maps. Preview the text and illustrations and allow students to generate observations about maps.
2. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. Display the topographical United States map showing land and water features. Explain to the students that maps are visual representations of land and water. Discuss with the students the uses of a map. Point out the compass rose. Explain how the compass rose marks direction on a map and points to the North.
4. Introduce the term “symbols” with the students. Explain that symbols are objects that represent something else. Discuss symbols the students are familiar with such as those on a library sign, bathroom signs, handicap signs, and crosswalk signs.
5. Show the students the map key. Explain that its purpose is to show the meaning of the symbols on the map.
6. Review with the class the generated list of land and water features. As a class, decide what symbols could be used to represent these land and water features on a map. Have the teacher or students record student ideas on the chart paper.
7. Explain to the students that they will be using symbols in the next session to make their own maps showing land and water features and a map key.

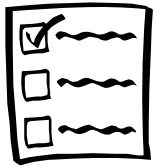
Session 3

1. Display the charts of land and water features and their corresponding symbols from the previous sessions. Review the content of the charts with the students.
2. Display the “Map It Out” overhead transparency. Explain to the students that they will work to create a map of their own in this session using a map key. Review each of the symbols and clarify what they represent using the map key.



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3. Distribute a “Map It Out” worksheet to each student.
4. Review the color images of Colorado from the previous session. Direct the students to raise their hands to identify the land and water features. Have them add each feature’s symbol to their worksheets within the outline of the state as the teacher models this activity.
5. Once the students have added all the symbols, tell them to add the symbols to the map key box and label it. Allow an appropriate amount of time for the students to complete this activity.
6. Collect the maps and colored coins. Display the completed maps and colored coins.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



ENRICHMENT/EXTENSION

Direct the students to create a map of their choice using their own symbols. Remind them to include a map key.



DIFFERENTIATED LEARNING OPTION

- Have students work in pairs to complete the map.
- Have students complete maps that have been started for them.
- Have cutout map symbols available for students to choose from and paste on their maps.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn about another coin with connections to land formations and map keys, using the Grade 1 lesson plan from *Ocean In View Nickel* found at www.usmint.gov/kids/components/nickelLessonPlans/pdf/2005-2Nickel1.pdf.
- Have students learn about other mottos on coins using the 2004 Wisconsin quarter, the October 2004 Coin of the Month, found at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/10.cfm.



Name _____

Map It Out

Directions: Draw symbols for Colorado's land and water features on the map. Then draw the symbols on the key and label them. "Forest" is already done as an example.

COLORADO

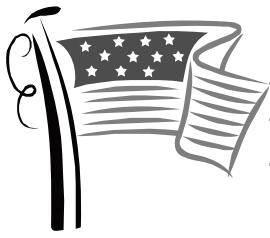


MAP KEY



forest





Colorado Quarter Reverse

