

# Over the River and Through the Woods to Grandmother's House

by: *Melissa Martin*

**Purpose:** The purpose of this lesson is to familiarize students with maps and traveling.

**Estimated Time:** One – two class periods.

**Grade Level:** K – 6

## **National Geography Standards Addresses:**

*Standard 1:* How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

*Standard 2:* How to use mental maps to organize information about people, places, and environments in a spatial context.

*Standard 9:* The characteristics, distribution, and migration of human populations on Earth's surface.

## **Indiana Social Studies Standards Addressed:**

3.3.6: Construct a map and graphs that show aspects of human/environment interaction in the local community.

4.3.2: Estimate distances between two places on a map, using scale of miles, and use cardinal and intermediate directions when referring to relative location.

## **Objectives:**

Upon completion of this lesson/activity, students will be able to...

1. develop of mental map to Grandma's house.
2. put the mental map onto paper in map form.
3. calculate milage from one point to another.

## **Materials Required:**

- Book: *Are We There Yet, Daddy?* by Virginia Walters ISBN: 0-670-87402-7
- Calculated milage to Grandma's house (previously calculated)
- White drawing paper (11 X 13)
- Colored pencils/markers/crayons
- Pencils
- Scratch paper

## **Procedures:**

1. Have students ask parents/guardian the distance to grandma's (or significant relative's) house.
2. Read book; *Are We There Yet, Daddy?*
3. Give students a few minutes to develop their mental map to Grandma's House.
4. Next, have students jot down their mental map in rough format on the scratch paper.
5. Once they have their general map completed, distribute the large white drawing paper for them to beginon their map to Grandma's House.
6. Be sure to have them include milage on their map. (Increments will depend on distance: 1, 5, 10, or more if necessary)
7. Have students include relevant points of interest, landmarks, and other significant features along their route.

**Assessment:**

Completed map to teacher's specifications.

**Adaptations/Extensions:**

- Read *Little Red Riding Hood*
- Incorporate Mapquest.com, Rand McNally.com or other map websites/programs.
- Easter Egg Atlas activity (see lesson in handout)
- Create display in hallway with maps