4. What’s Where?

Overview
Where are we going? What will be there? What’s that over there? Ever heard those questions before? This lesson uses the resources of Minnesota to help us find our way around a map.

Grade Levels: 2 & 3
Time: Four to five 20 minute class periods.

Minnesota State Standards: Geography

GRADE 2
Benchmark: 2.3.1.1.2
Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.
For example: Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.

Benchmark: 2.3.1.1.3
Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.

GRADE 3
Benchmark: 3.3.1.1.1
Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world.
For example: Relative location words—close to, above, bordering. Description using relative location words—“Our school is across from the post office.” Description using cardinal directions—“Mexico is south of the United States.” Description using intermediate directions—“Hawaii is southwest of the continental United States.”

Objectives
• Explain where locations are, on a map, using directional and relative location words.
• Create a simple compass rose.
• Find locations of particular places on a map by following clues which use cardinal directions.

Materials
• Food for Thought Maps found at http://www.mda.state.mn.us/fft
  ➢ Select 2-3 maps thematic crops maps (Maps 1-17) to display for the class
  ➢ MN Native Vegetation (Map 34)
  ➢ Major Cities and Waterways (Map 40), one for each pair of students
  ➢ Five State Region (Map 43), one for each pair of students
  ➢ Five State Region (Map 43), two for the teacher (Enlarge into a wall map, if possible, so this map could be used for many other references.)
• Food for Thought Color Student Desk Map, one for each student (Order this free resource at http://www.mda.state.mn.us/fft)
• USA Scavenger Hunt Worksheet, one for each student
• Copy of blank USA map, one for each student
• 3” x 3” square piece of paper, one per student
• Dark crayon or maker, one per student
• Working compass (optional)
Key Words

- next to, behind, in front of, opposite, near, far, right, left, up, down, above, below, bordering, north, south, east, west, compass rose, northeast, southeast, northwest, southwest

Procedure

Part 1

1. Using the Five State Region map (Map 43), decide where we live and mark it. Find your own city or town. Label the surrounding states, using the positional words above as you mark them.

2. Choose five students to be Minnesota, Wisconsin, Iowa, North Dakota and South Dakota. Have the class tell you how they should stand to show how they neighbor Minnesota. (Add the Canadian provinces, Lake Superior or other, further neighbors, if you wish).

3. Display the second Five State Region map and explain that you have become confused as to whom our neighboring states are; could the students please explain what is where? Label this map according to what the students tell you.

4. Repeat step two with other students to reinforce the learning. Label parts of the classroom showing where our neighboring states are located.

Part 2

1. Explain that maps use other directional words and arrows to point the way. Have four students stand in front of the class. Arrange them in north, south, east, and west directions. Ask everyone to point or walk to the different directions in the classroom. Each student creates a sentence that uses one of the four words telling where something is in the room (i.e. the pencil sharpener is in the east).

2. Give each student a 3” by 3” paper and instruct them to fold it in half. They should then fold it the other direction in half to create a perpendicular pair of lines. At the end of one line, have them write “N”. Explain they have just labeled the line “N” for north. Label the opposite end of the same line “S” for south; continue by labeling the east and west ends of the other lines. (If you have a compass, this would be a time to show it.)

3. In pairs, the students place their compass on the edge of the Five State Region map. Using the correct names of the states, have students explain using the cardinal directions how the states are related to each other. They may also write this in sentences.

Part 3

1. Using the compass rose the students created in Part 2, have them apply that knowledge to the different thematic maps. With their compass roses in front of them, tell them that they are detectives using clues to find a place in Minnesota.

2. Display Map 34 (Native Vegetation) and add a mark for your own community. Have the students find the same map on their placemats and follow along. Discuss what the legend tells us. Tell them that you are thinking of a place in Minnesota and have them ask you only yes or no questions to find it; the questions should use relative location words or the cardinal directions. (i.e. “Is it north of the deciduous forest? Is it next to a swamp?”)

3. Display Map 40 (Major Cities and Water Features). Add a mark for your own community. Distribute a copy of the map to students and have them mark their community. Repeat the questioning, again reading the legend to understand the map.

4. Repeat the questioning with another thematic map, again reading the legend to understand the map.

5. You may want to have each student choose a thematic map and mark a place on their own map, asking their partner to find the place through questioning.

Part 4

Scavenger Hunt

1. Distribute a copy of the Scavenger Hunt Clues to each student and a copy of the USA Scavenger map.

2. Students will read the clues and find the locations on the corresponding U.S. Scavenger map.

3. Students will use their knowledge of cardinal directions to help them find the various locations.

4. Answer Key for Scavenger Hunt: 1 D, 2 A, 3 E, 4 B, 5 C

5. To further extend this activity, use the blank USA map. Have students label locations on the map. Students will write clues using cardinal directions to locate the places they have labeled on the map. For third grade students incorporate intermediate directions. A variety of maps can be used with this activity (i.e. world, state, thematic).
Part 5 (Third Grade Benchmark, optional activity for second grade)

1. Bring eight students to the front of the class. Arrange four of them as the cardinal directions. Then ask if the others stood between the first four, putting a student between north and east, what would be the names of the additional four students? (ne, se, nw, sw) Repeat the activity of finding objects in the classroom, but use the additional direction terms.

2. Draw or fold a new compass rose, adding northeast, southeast, northwest and southwest. Discuss why we want to have those new terms on a map.

3. Apply these terms again to one of the maps.

Assessments

1. Lists or narratives using the cardinal directions to explain where things are in the class or where our neighbors are in the five state region.

2. Treasure hunts created by the students that use cardinal directions in the clues.
There are 5 locations on the map marked with letters A - E. Each clue below will match with one of the letter locations marked on the United States map. Write the letter location on the map that matches each clue below.

<table>
<thead>
<tr>
<th>Clue</th>
<th>Letter Location on Map</th>
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<tbody>
<tr>
<td>1. I am one of the fifty states. Start at Minnesota and go south. I am Minnesota’s neighbor to the south.</td>
<td></td>
</tr>
<tr>
<td>2. If you were to find me you would have to go far north. I am a country that shares a border with the United States.</td>
<td></td>
</tr>
<tr>
<td>3. I am a popular vacation city in the United States. You will have to travel very far south to find me. I am located in the state of Florida.</td>
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<tr>
<td>4. I am a very large body of water. I am on the west coast. Four U.S. states border me. Bonus: Can you name all four states that border this body of water?</td>
<td></td>
</tr>
<tr>
<td>5. The last location is on the eastern side of the United States. I am a very important city. The president lives here in the White House. I am the capital city of our nation.</td>
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</tbody>
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