

Map with Flags

MATERIALS

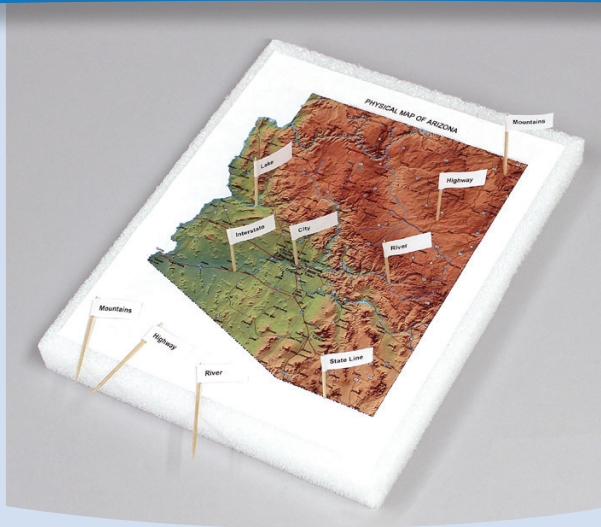
FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Blocks, cut from large Foam Block (see "FOR TEACHER") to 9" x 12" x 2" (approx.)
- Seven toothpicks
- Glue stick
- Paper plate
- Scratch paper (under flags when gluing)
- Ziploc bag (to hold flags)

FOR TEACHER:

- FloraCraft® Make It: Fun® Foam Block, 15/16" x 11 15/16" x 17 15/16" (approx. 12" x 18" x 1" thick) (can get two approx. 9" x 12" x 2" per block)
- FloraCraft® Design It:® Wire Cutter
- Paper cutter
- Computer with Internet connection and printer



- Copy paper
- Glue gun (for teacher only)
- Masking tape
- Permanent black felt tip marker
- Pencil
- Ruler

SOCIAL STUDIES

GRADE LEVEL

KINDERGARTEN – FIRST

COMPLETION TIME

- 30 minutes



OBJECTIVES

Students learn:

- To recognize the basic features on a map
- That the United States has different physical features throughout the country
- To think about how the land influences how people live

STANDARDS

- Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface
- Uses spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when in a hurry to help students. Be sure glue has cooled before returning projects to students (takes a minute or so.) It is also recommended that you make one project first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare.

[1] To cut the horizontal foam block in half, use a ruler and pencil to measure and make marks as ruler guides 9" from one short side. (Pencil will show on the foam if you go over the mark a couple of times. However, it's not necessary to draw the entire line – just measure and mark in a couple of places as a guide for placing the ruler.) Then, on a cutting mat or stack of newspapers, use a serrated knife against the edge of the ruler to cut the foam block with several passes of the knife.

Tear a 3" length of masking tape and put it on the bottom side of each foam base for students to print their names.

[2] On the Internet, search for physical (topographic) maps of the states that the students chose. Print them to fit on 8 1/2" x 11" copy paper.

Also type the names of the features in columns (to get as many sets of words on a sheet as possible) while still leaving enough space at the beginning of each word (to be folded back to make the flags.) Words can include: River, Mountains, Lake, Highway, Interstate, City, and State Line. (The photo sample used Arial, bold, 14 point.)

Test with one page, first, then make enough for all students.

[3] Use the paper cutter to trim each of the columns of words close on the right.

[4] Then fold the paper on the left side of the word column. Horizontally turn the paper and cut through both layers to cut apart each word flag. Leave flags folded, ready for students to glue flags with toothpicks sandwiched between.

[5] Glue sticks can wrinkle copy paper, but wrinkles in the printed areas are less noticeable than in the white areas. So, on the back of each student's printed state, draw a light dashed line that roughly follows the shape of the printed area on the front. This will give students a guideline for applying their glue sticks.

Also, prepare seven toothpicks per student by using wire cutter to snip points off of one end on each one.

[6] Use a permanent marker to write students' names on the plastic bags. Add to each bag one set of seven folded flags and the seven toothpicks. Just before students arrive, set the bag, scratch paper, their printed map and a glue stick on a paper plate at each student's place.

LESSON INTRODUCTION

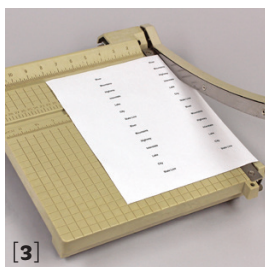
- Discuss basic map information in the United States, including the physical features (mountains, rivers and lakes) as well as the constructions people have built (roads, highways, interstate roads). If possible show a large-scale map and point out those features. Discuss how the land influences people's homes, clothes, food and work. Then ask each student to select a state in the U.S. for which they can create a map with flags identifying the features.



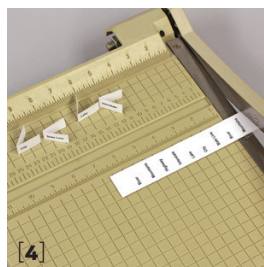
[1]



[2]



[3]



[4]



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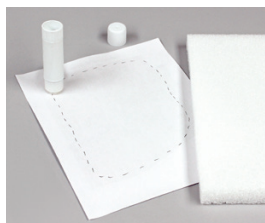
INSTRUCTIONS

[1] Show students your map with flags. Spend some time discussing the features and showing them how the flags go down into the foam, without being pushed all the way through the foam block. Explain that you've printed each of their requested states and have the flags ready for the toothpicks.

Have students write their names on their foam blocks.

[2] Demonstrate and have students apply glue stick (only) along the dashed line on the back of their map. Turn over the map and set it onto the foam block, aligning and pressing it into place.

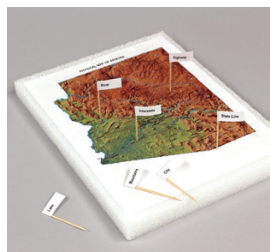
You or an assistant may want to go around to check the maps. If necessary, unplug the glue gun and put one dot of hot glue into each of the four corners to secure. (Be careful not to glue in the center areas where students will be inserting their flags.)



[3] Demonstrate and have students work on their scratch paper to open one flag at a time and apply glue stick. Then, set a toothpick (with the blunt-cut top, up) onto the inside fold of the flag. Close the flag around the toothpick. Remind students to check to be sure that the toothpick point is at the bottom. Have students repeat with all of the flags.



[4] Demonstrate and have students find one example of each of the features listed on the flags, and press a flag into that area, going through the map, into the foam.



[5] You might allow the students to exchange boards to look at other states and discuss how people live in those states. Then have them return them. After they've finished, ask them to remove their flags and put them into their bags.

THOUGHT QUESTIONS

- Does the state you chose have a lot of lakes?
- What might that mean to the people living there?
- Does the state you chose have a lot of mountains?
- What might that mean to the those people?
- Are there a lot of cities in that state?
- Are there a lot of roads?
- Can you tell where the farms might be located compared to the cities?
- Can you think of jobs that people might have because of where they live?
- How about the types of food people eat? Do you have thoughts on that?
- Is there anything else you wonder, when you look at the state you chose?

MODIFICATIONS

To simplify project:

- Have the maps already attached to the foam blocks.
- Reduce the number of flags to the most important features you want to discuss.

To expand project:

- Have students research other features for which they can make flags: Island, Desert, Prairie, etc. Discuss how the physical regions affect people's lives.
- Use larger foam blocks and piece together printouts of the United States. Make flags to show national features, including other country borders, oceans, etc.
- Use a local map and find features in the students' own city / town, discussing what effect the land has on their lifestyle.

For multiple ages:

- Younger and older students can work side-by-side with older students preparing the foam block / map and the younger making the flags.
- Older students can do Internet research for additional information how lifestyles and careers are influenced by the physical features of different regions.

ADDITIONAL IDEAS

- Print a world map and use flags to show well-known physical areas.
- Use a large foam ball for a world. Print the continents and cut them out to fit on the world foam ball. (For those more massive continents that won't easily wrap around the ball, cut along the country lines to ease them in. This won't be as accurate but it can still prompt discussion and allow for the flags to be made for the various areas.)
- Create learning centers / stations for students to use each other's states and flags.



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TIPS

- Keep the knife blade perpendicular to the table so that the foam edges are straight. Score lightly first and then press more firmly to cut deeper with several passes of the knife.
- If any cut edges of the foam are irregular, just rub another edge of foam against it, over a wastebasket, to sand them down.
- Before printing the maps, be sure that they have the physical features of the flags that you're making. If not, change one or the other.
- Keep each group of folded flags separate (to avoid going on a word-hunt!)
- Have extra folded flags for students who want to mark more than one of each physical feature. Also, there may be students who don't have some of the physical features (mountains) and they can set that flag off to the side or give it to another student who can use another.
- When snipping toothpick ends, work inside a paper bag to capture flying pieces.

REFERENCES

Me On The Map by Joan Sweeney
Follow That Map by Scot Ritchie
There's a Map on my Lap by Tish Rabe
National Geographic Beginner's World Atlas