

ACTIVITY 7

Exploring Communities



Atlas pages 16–29

Objectives

- Understand map keys.
- Make a map key.
- Identify features on a map as natural or cultural.

Materials

- Maplewood Desk Maps
- map markers

Getting Started

Ask students:

- Do people build mountains? (*no*)
- Do people build schools? (*yes*)

Write **Natural Features** on the board. Ask students:

- What are some natural features? (*mountain, hill, river, lake, plain*)
- Can you define natural features? (*parts of Earth, or landscape, not made by people*)

Write the definition on the board. Explain that they have already learned about natural features, which are not made by people. Today they will learn about cultural features, which are features that are made by people.

Teaching

1 Understand map keys.


- a. Distribute Maplewood Desk Maps and map markers. Have students work in groups so that each group has both maps, side 3A and side 3B, facing up. Ask:
 - What do these show? (*a map of the community*)
 - How are 3A and 3B alike? (*They show the same place.*)
 - What clues did you use to figure this out?
- b. Review pages 16–29 in the atlas with a focus on the different types of places found in a neighborhood: places to live, places that sell goods, places that provide services, and places that make goods (factories).
- c. Have each group find and number the following places, first on side 3A and then on side 3B. Check students' markings.
 - school
 - lake
 - library
 - bank

- d. Have students draw an outline around the map key on side 3B. Ask:
- What colors are the boxes in the map key? (**brown, red, purple, gray**)
 - Look at Desk Map 3A. Where do you see those colors on the map? (**the roofs of buildings**)
- e. Review that map colors are symbols, and symbols stand for real things. Then explain that a map key tells what the symbols on a map stand for. It unlocks the meanings of the map symbols and helps us understand the information on the map.


2 Make a map key.

- a. Write **homes, goods, services, and factories** on the board. Help students understand that homes are where people live, goods are physical products they can buy, services are things that people do for someone else, and factories are where goods are made.
- b. Have students find and circle a home on side 3A of their desk maps. Then have them circle the same home on side 3B. Ask:

- What places on the map have brown roofs? (**homes**)


Have students write **homes** or draw a home symbol  next to the brown box in the map key.

- c. Have students find the food store and draw an **X** on it on side 3A of their desk maps. Then have them draw an **X** on the same store on side 3B. Ask:
- What color is the roof of the food store? (**red**)
 - Do grocery stores sell things that you can touch and buy? (**yes**)
 - What are those things called? (**goods**)

Have students write **goods** or draw a goods symbol  next to the red box in the map key.

- d. Have students find and draw a triangle on the school on side 3A of their desk maps. Then have them draw a triangle on the school on side 3B. Ask:
- What color is the roof of the school? (**purple**)
 - When you go to a school, do you go there to buy something? (**no**)

- Do the people who work at the school do something for you? Do they help you learn? (yes)

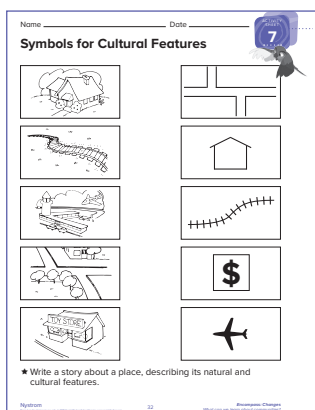
Have students write **services** or draw a services symbol  next to the purple box in the map key.

- Have students find and draw a square on the factory on side 3A of their desk maps. Then have them draw a square on the factory on side 3B. Ask:
 - What color is the roof of the factory? (gray)
 - What is made at factories? (goods)

Have students write **factories** or draw a factory symbol  next to the gray box.

3 Identify features on a map as natural or cultural.

- Have pairs place Maplewood Desk Maps 3A and 3B side by side. Then tell students to look at 3A. Ask:
 - What natural features can you find on 3A? (river, pond, trees, land)
 - Mark the river and the pond **NF** for natural feature.
- Tell students to look at 3B. Ask:
 - What symbol shows the pond? (the color blue and the shape)
- Have students mark each **NF**.
- Next, have students identify cultural features. Say:
 - What cultural features can you find on 3A? (stores, school, houses, hospital, other buildings, streets)
 - Mark two cultural features **CF**.
 - Mark the symbols for these cultural features **CF** on map 3B.



Activity Sheet 7

Summarizing and Assessing

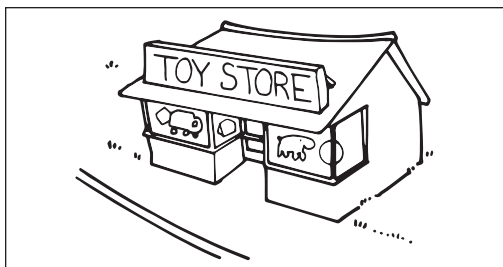
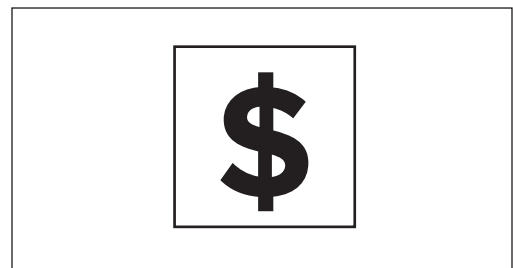
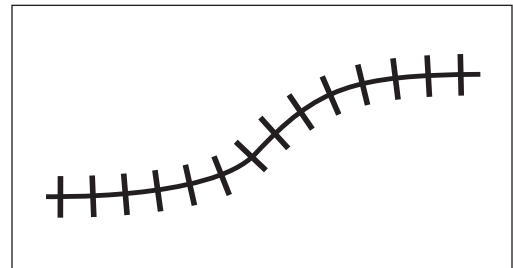
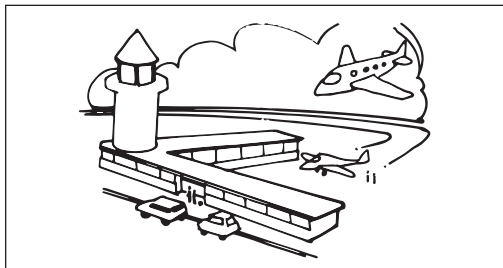
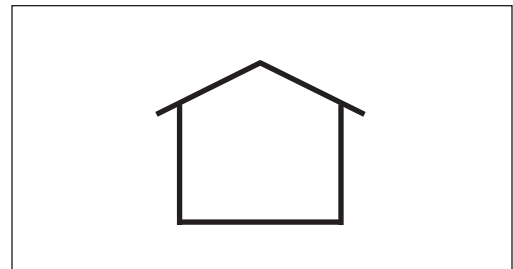
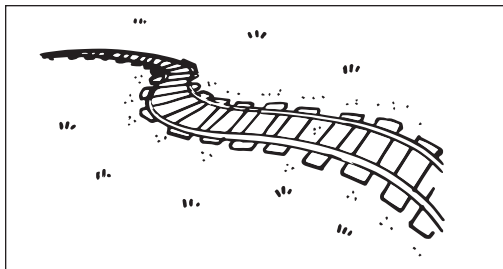
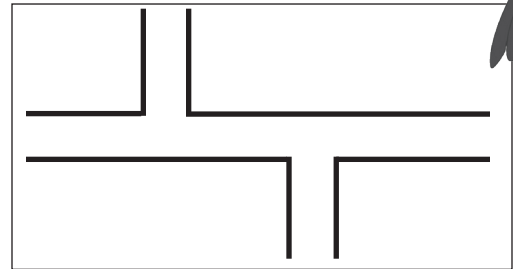
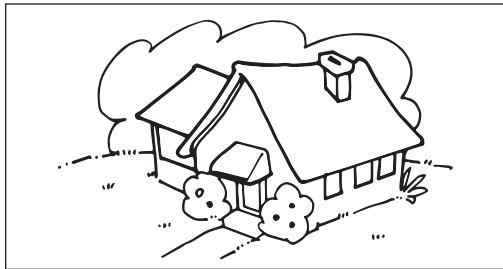
- Distribute Activity Sheet 7, *Symbols for Cultural Features*.
 - Tell students that the left column shows pictures of cultural features. For each picture, ask:
 - What cultural feature does this picture show?
 - Point out that the right column shows symbols that stand for these cultural features. For each symbol, ask:
 - What cultural feature does this symbol stand for?
 - Have students draw a line to match each picture with its symbol.

Extending

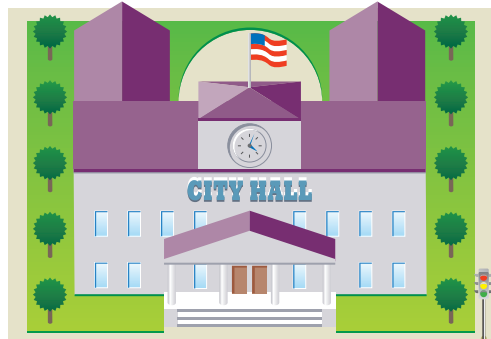
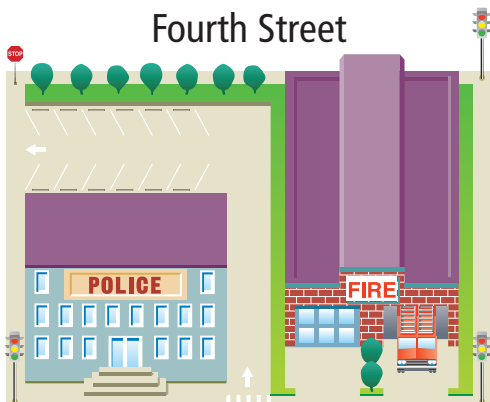
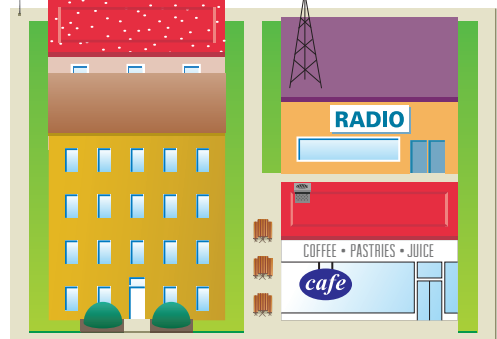
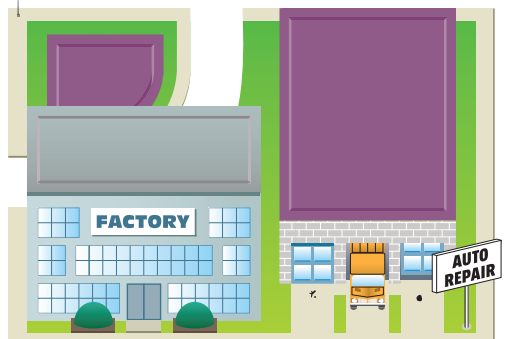
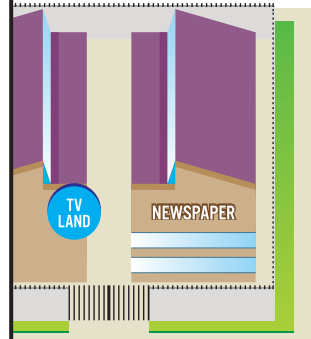
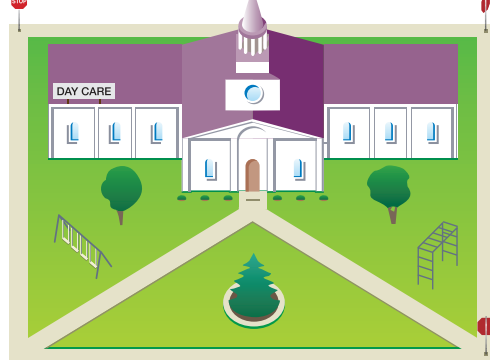
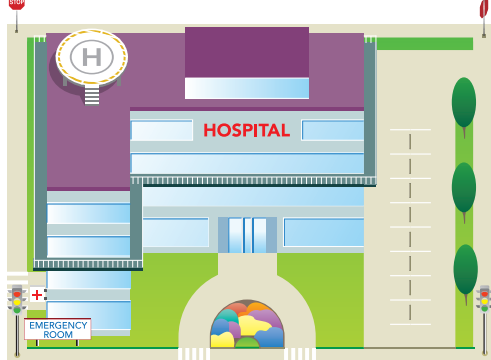
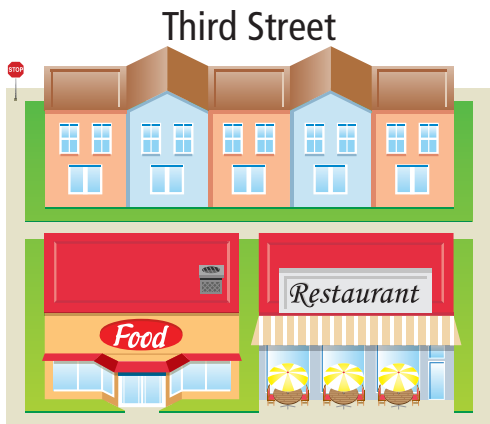
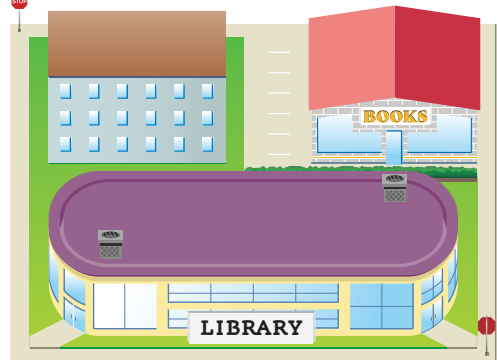
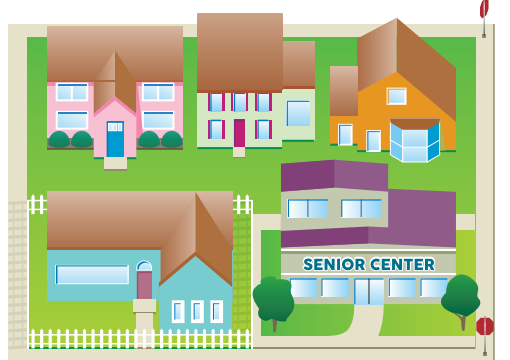
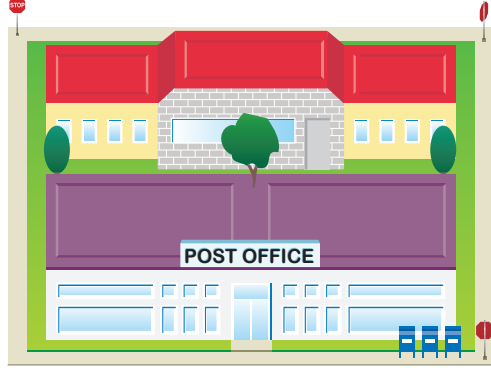
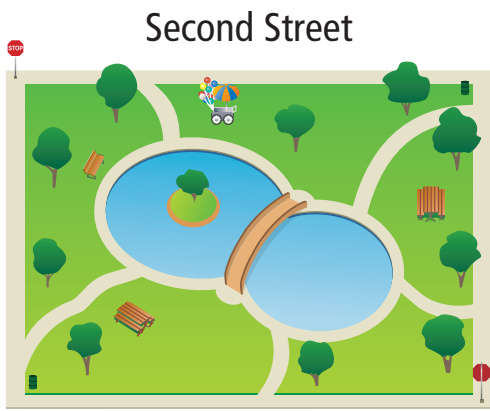
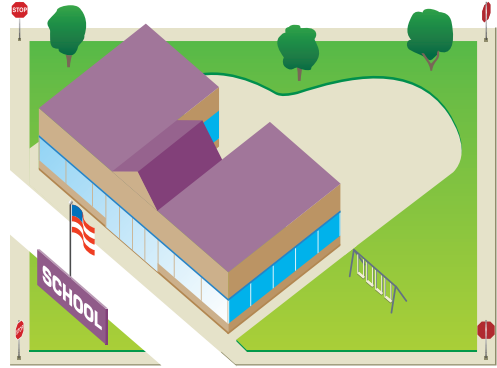
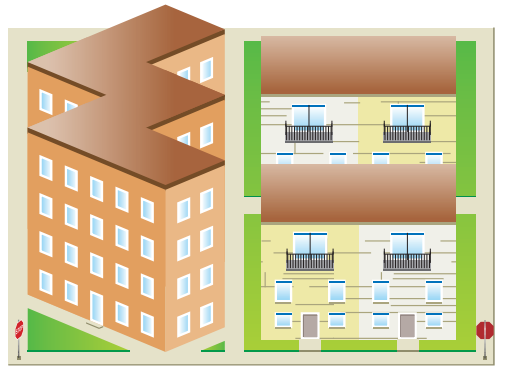
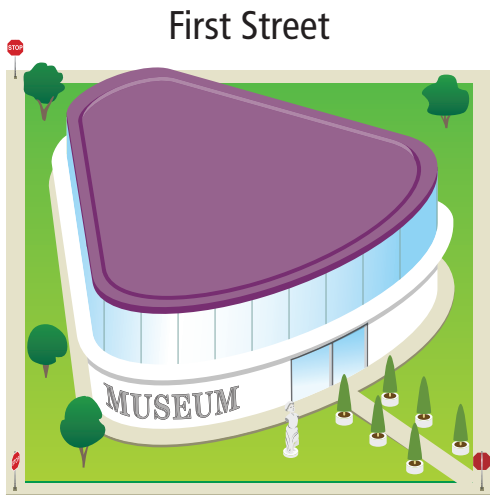
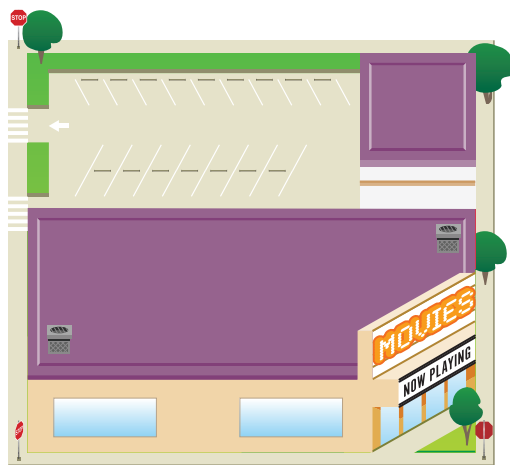
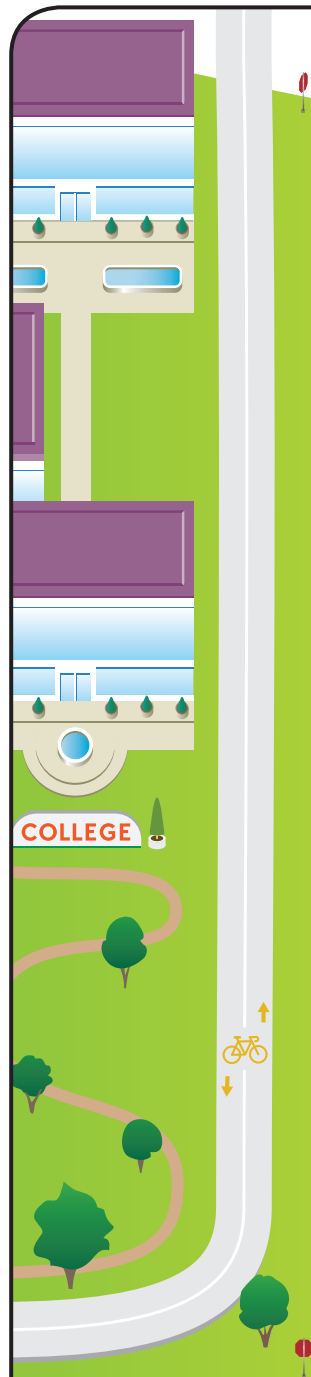
Art Ask students to come up with ideas for a symbol that could represent schools. Have students draw their ideas on the board and have the class agree on a symbol. Then have students draw and label the symbol and place it in their portfolios. Continue with other cultural features until students have a portfolio of cultural feature symbols.



Symbols for Cultural Features

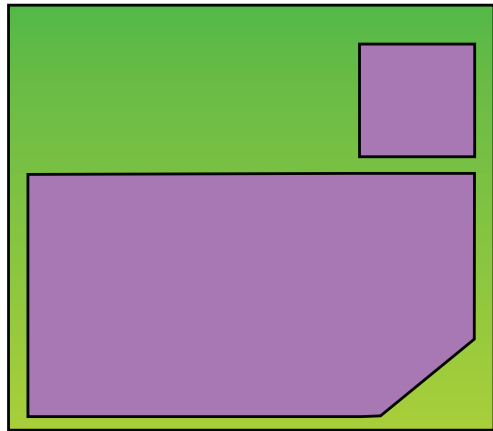


★ Write a story about a place, describing its natural and cultural features.

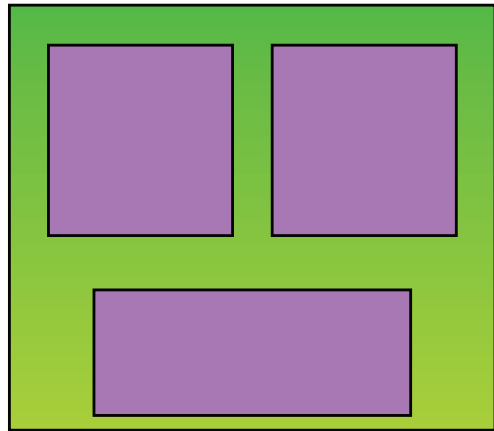


Fifth Street

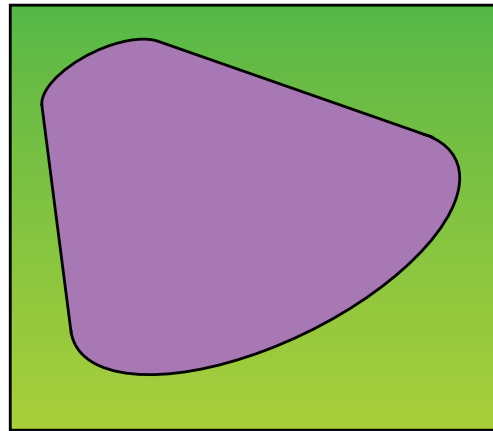
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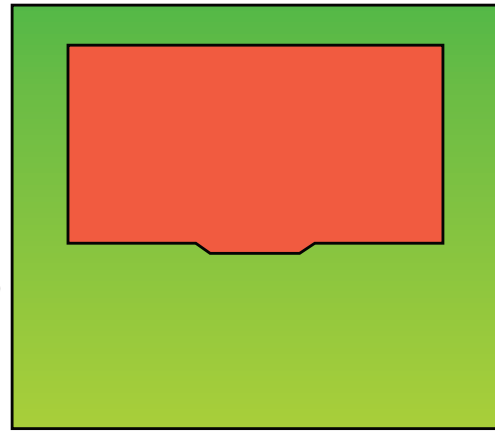
Bellflower Street



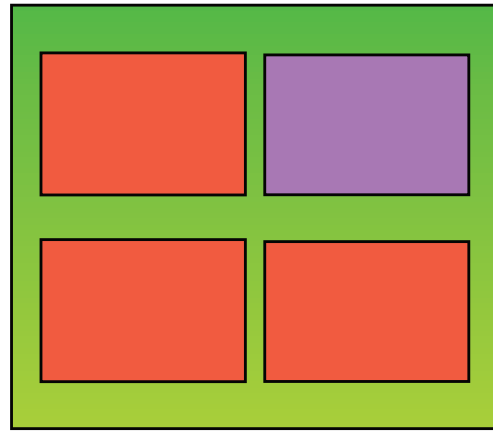
Cherry Street



Dogwood Street



Elm Street



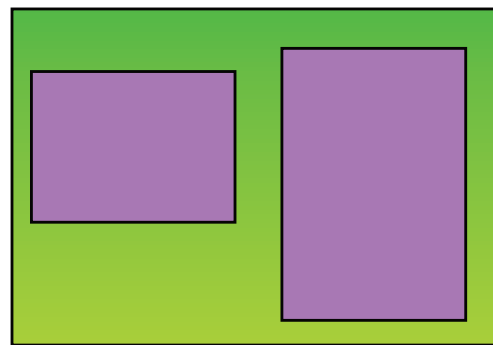
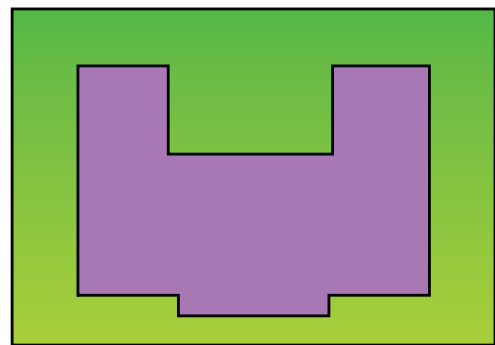
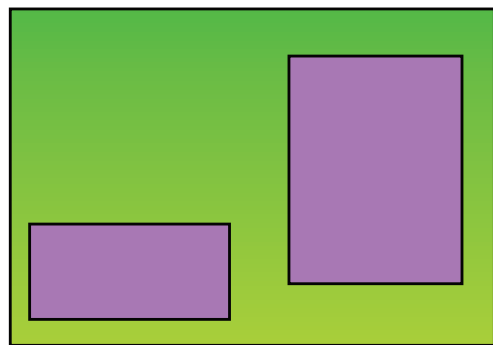
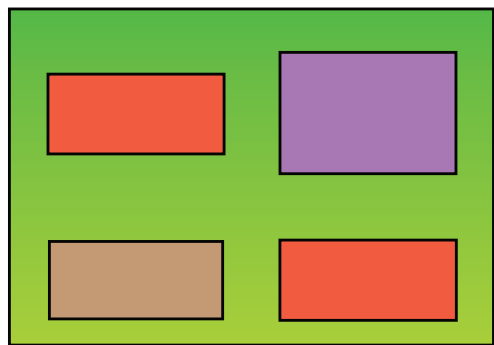
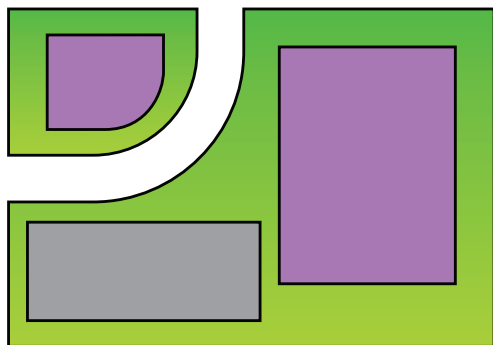
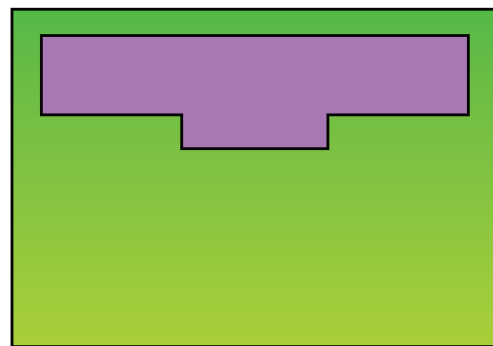
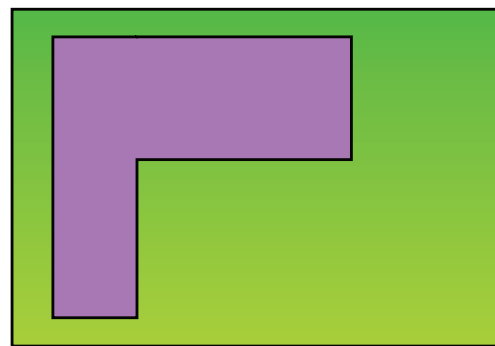
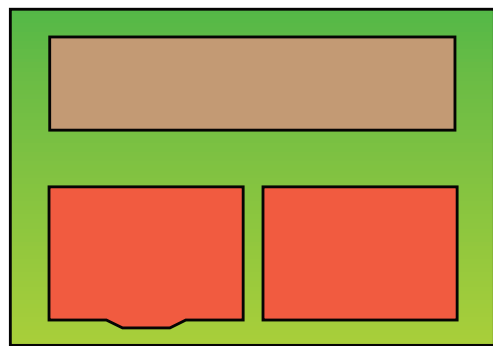
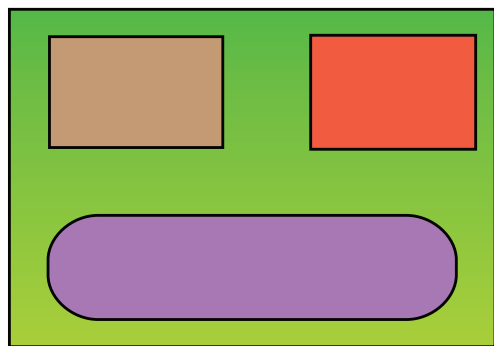
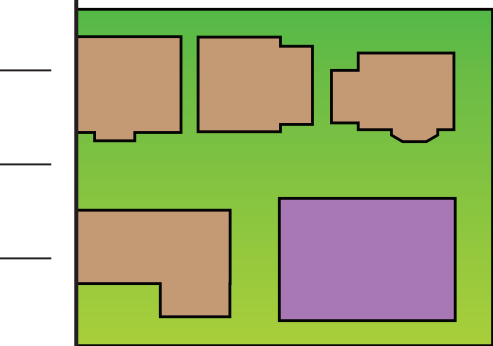
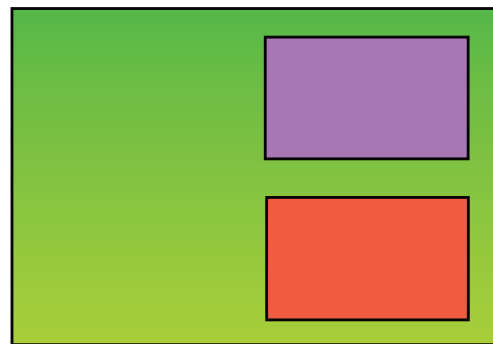
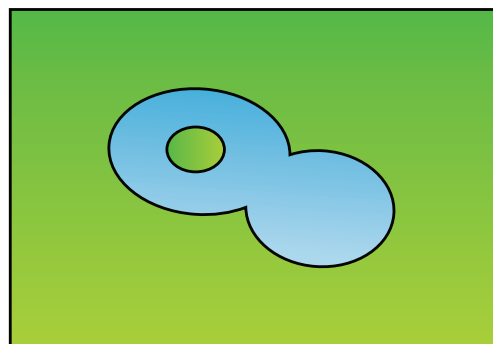
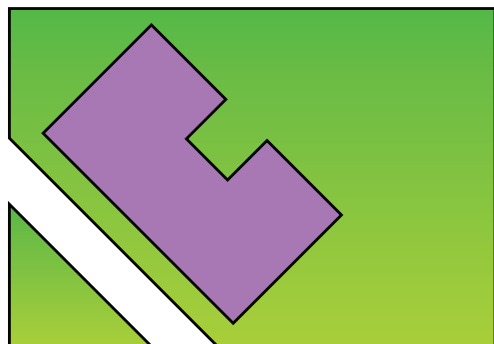
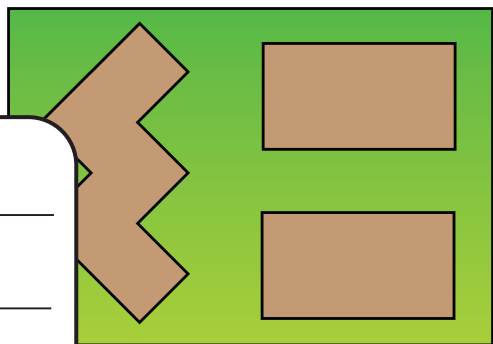
First Street

Second Street

Third Street

Fourth Street

Fifth Street



Legend for building colors:

- _____
- _____
- _____
- _____

