



Contributor: Mary J. Mills **Grade Level:** 1st-2nd

1. Identify the standards to be addressed:

Kansas State Standards:

KS.3. Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

3.1. Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

3.1.1. (K) The student describes the purposes of maps and globes (e.g., model of earth, representation of earth's features). 9

3.1.2. (A) The student finds Kansas on a wall map. 7

3.1.3. (A) The student makes a map to represent some location important to them. 8

3.1.4. (K) The student locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean). 7

2. Statement of the objective and lesson outcomes:

Children will become familiar with the USA map and the location of their home state, Kansas.

3. Materials, resources, and technology to be used by teacher/students:

Free Kansas map - <https://www.ksdot.org/bureaus/burtransplan/maps/MapsState.asp>

USA map

Paper

Construction paper

Pencil

Scissors

Markers or crayons

Glue

String or yarn

Brads

USA map puzzle, optional

4. Introduction of the topic:

Send a letter home with the children to their parents or guardian asking when, and from where, their family (or ancestors) moved to Kansas. Example: My family moved from Texas to Kansas in 1996.

Explain to the children they are going to be cartographers. The Merriam-Webster app defines a *cartographer* as "one that makes maps."

Allow the children to say where their families moved from to Kansas.

Explain to them the process of creating the states and the map.

5. **Procedure for instruction:**

Have the children locate their family's previous home state and their current home state, Kansas, on the map. Then, use the Kansas map to show them where their town is located.

Have them study the location, the distance, and the shapes of the states.

If the teacher has access to a USA puzzle, use the pieces to trace the states on different colored construction paper and cut them out. If not, allow the children to be creative and freehand the states' shapes.

Glue the states in their proper location on another piece of paper.

Use the brads to pinpoint where in the state the child's family was previously located and where they are located now in Kansas.

Use the string or yarn to show their family's migration patterns.

On the remaining space on the paper, label the states, the town's name, draw their favorite things about their states, and famous landmarks. Example: the world's largest ball of twine in Cawker City, Kansas.

www.roadsideamerica.com/location/ks

Have the children title their paper with: <Surname> Family. Example: Mills Family, 1996 or Mills Family

Coordinate with your librarian for map topic books so the children can check out them out.

Closure:

Now the children have become cartographers, next lesson is to make a map of their town/city: route from home to school.

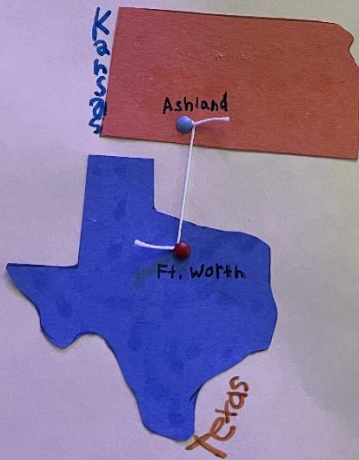
<https://www.pbs.org/parents/crafts-and-experiments/lets-make-a-map>

6. **Assessment of Understanding:**

Do the children understand what a cartographer is and what they do? Are they able to find Kansas on the map and find their town/city?

See photos below....

Mills Family 1996



Mills Family 1996

