

Landscape Picture Map - Lesson 1 (K-3)

Using the Landscape Picture Map to Develop Social Studies Skills

I. Social Studies Skills

- Place events in a proper sequence

Example: What do you do if you live here (mark the yellow house at C - 7) and your house catches on fire?

1. Go next door (show where)
2. Call 911
3. Give clear directions to fire truck driver

- Classify information

Example: Using these different color markers, classify

1. Different kinds of houses - circle in red
2. Work places - circle in blue
3. Places to buy things you need - circle in green

- Predict probable future outcomes

Example: Predict what the building under construction at A-B-4 will look like when its finished? What it might be used for? How long will it take to complete?

- Interpret visualize (e.g. pictures, charts, graphs, tables, time lines)

Example: Choose any grid section of either side of the map. Describe what you see; what might be happening that you can't see?

- Organize and express ideas in written and oral form

Example: Choose any two means of transportation shown, and tell the class how they are similar/different

- Use decision making skills and recognize consequences of decisions

Example: Your mother has just fallen and hurt herself. Call an ambulance and give clear directions to your home (choose any home you like). Discuss consequences, good and bad.

2. Interdependence

- Identify and accept responsibilities using appropriate behavior in the environment.

Example: Pick a place for a camping trip, keeping in mind fire safety, water safety and prevention of the beauty of nature. Tell why you picked your campsite and list the items you would need to take with you.

- Describe the role of self in the environment

Example: Choose any public building shown on side 1 or 2. Picture yourself inside and describe what's going on. Make a chart listing appropriate/inappropriate behaviors for that setting.

3. Production and Distribution

- Recognize that individuals and families must make economic choices among alternatives.

Example: Circle the buildings where you can go to spend money for wants or needs. If you've got only \$20.00 to spend, discuss which store you'd visit first. Why? Which last? Why? Number your choices 1 and 2. Compare with your neighbors.

- Demonstrate how individuals and families trade one thing for another and trade things for money.

Example: I live in the yellow, 2-story house located at B-7. You live on the peninsula at A-1. Brainstorm what I might have that you want or need; what you might have that I want or need; can we exchange or do we each have to sell our products to a store that then sell them to the other one. If we exchange, do we need \$?. How do we decide the worth of each product (2 chickens = 1 bird box?)? (4 pies = 8 fish, etc.).

4. Time, Continuity and Change

- Use vocabulary related to time and chronology.

Example: Look carefully at side 2 of your map. Brainstorm things that were different yesterday or last week. How will things be different 12 hours from now? Tomorrow? Next week?

5. Power and Participation

- Identify local authority figures and their responsibilities for enforcing rules in the school and community.

Example: Brainstorm to come up with a list of authoritative figures. Create

a symbol to stand for each of the authority figures. Draw the appropriate symbol in the appropriate location on the map. Make a legend that includes these symbols.

6. People and Environment

- Locate school city, state, nation, continent on maps and globes.

Example: Choose any house you like and pretend you live there. Circle it. Locate and circle the school. Trace the route you would take from home and school.

- Use directional terms such as above/below, near/far, left/right, north/south and east/west. Use maps to identify the relative location of places in the classroom, school and neighborhood.

Example: Working in pairs, each person marks a home of his choice and gives clear step-by-step directions, telling his partner how to get to his home. Include the terms left/right, near/far and N.S.E.W.

- Use simple maps to locate places and gather information.

Example: Each student picks a place on the map. All other students must locate the place using the alphanumeric grid system. (E-4)

- Identify local landforms and describe their characteristics.

Example: Circle and list 3 different landforms and 3 different bodies of water shown on the map. Are they the same as or different from your local landforms? How?