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# Introduction

**T**he wonderful thing about teaching children map skills is that they really want to know how to read maps. To children, maps are secret codes that any respectable spy must be able to figure out. Maps are keys to unknown places. Maps hold the promise of an adventure.

The learning standards at the third-grade level are typically very simple. Third graders must

- understand that maps are representational.
- identify geographical features on a map.
- identify, locate, and use the map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.
- use grid systems to locate communities.

Use the maps and activity pages in *Map Skills: Grade 3* to make your lessons fun and exploratory. Give children the maps, and read aloud the introductory text on the activity page. Have children discuss how the information relates to that map. Discuss with children the questions on the page, and have them work together to solve each problem or follow the directions asked of them.

The maps in this book progress from quite simple to more complex. Use them in order. Full lessons on each map skill are not provided. Supplement difficult concepts with lessons from your social studies curriculum. Schedule about 20 minutes for each map experience. Invite children to bring in maps they find, and have the class examine them. Have the class find the title, key, scale, compass rose, and grid on the map.

Always invite the class to imagine what they could do with each map. The magic in a map is the possibility of new adventures. The skills they use will one day take them safely to the places they want to go. Conveniently, these skills will also transfer well to a standardized-testing situation.



# How to Use This Book

## Hitting the Map Standards

**B**efore you have children read and complete the activity page that precedes each map, lay a firm foundation for the activity by having children complete the Evaluate the Map reproducible (page 5). This reproducible will keep children's map skills sharp for test-taking and will better prepare them to think critically as they complete the activity page that accompanies the map. Copy the map on an overhead transparency, and display the map so you can point to specific elements of the map during discussion. You may want to use the tips that follow as you do so.

1. Have children work in pairs the first time they complete the reproducible. More details are identified when two pairs of eyes examine the same map.
2. Read the directions to the class. Have children take a moment to look at the map. If there are labels, invite volunteers to read them. Point to each label as it is read, and have the rest of the class follow along. Be sure children understand what each label means before moving on. For example, when children look at the first map, you may explain that when a pond freezes over, often one part will be reserved for free skating and another for games.
3. Children may simply copy the title for question 1. For question 2 they should not repeat the information in the title. Have them carefully examine the map, and say *This map was created by a person. What was the person trying to show or teach in this map?* Record responses on the board.
4. Children may need a thorough review of the map terms before they can complete question 3. Assign colors to each check box, and have children circle or underline parts of the map that correspond to each check box. Invite volunteers to do so on the overhead map.
5. Have children discuss their answers to question 4. Record their responses as a list on the board. When the discussion is complete, point to each word or phrase in the list and read it aloud. Then, encourage children to use the list to write a sentence that answers question 4.
6. For question 5 invite children to simply jot down a keyword or words related to a part of the map that is confusing for them. Collect the reproducibles. Without reading names, quickly go through the reproducibles and read aloud the concerns. Use this information to clarify any areas of the map that are problematic for the class. You may spend more time on this step than on the others, but in return, children are likely to be much more independent as they complete the activity page that accompanies the map.

Name \_\_\_\_\_ Date \_\_\_\_\_



# Evaluate the Map

Use the map to answer the questions.

1. The title is \_\_\_\_\_.

2. This map shows \_\_\_\_\_.

3. Check the box. This map has . . .

land and water.

a compass rose.

a key.

grid lines.

a scale.

latitude and/or longitude.

4. How could you use this map?

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5. What does not make sense to you?

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Name \_\_\_\_\_ Date \_\_\_\_\_



# The Capitol

## Maps Show Places

### Read.

The **title** tells what the map shows. This map shows the area around the United States Capitol building. The title can help you find the map you need in a book of maps.

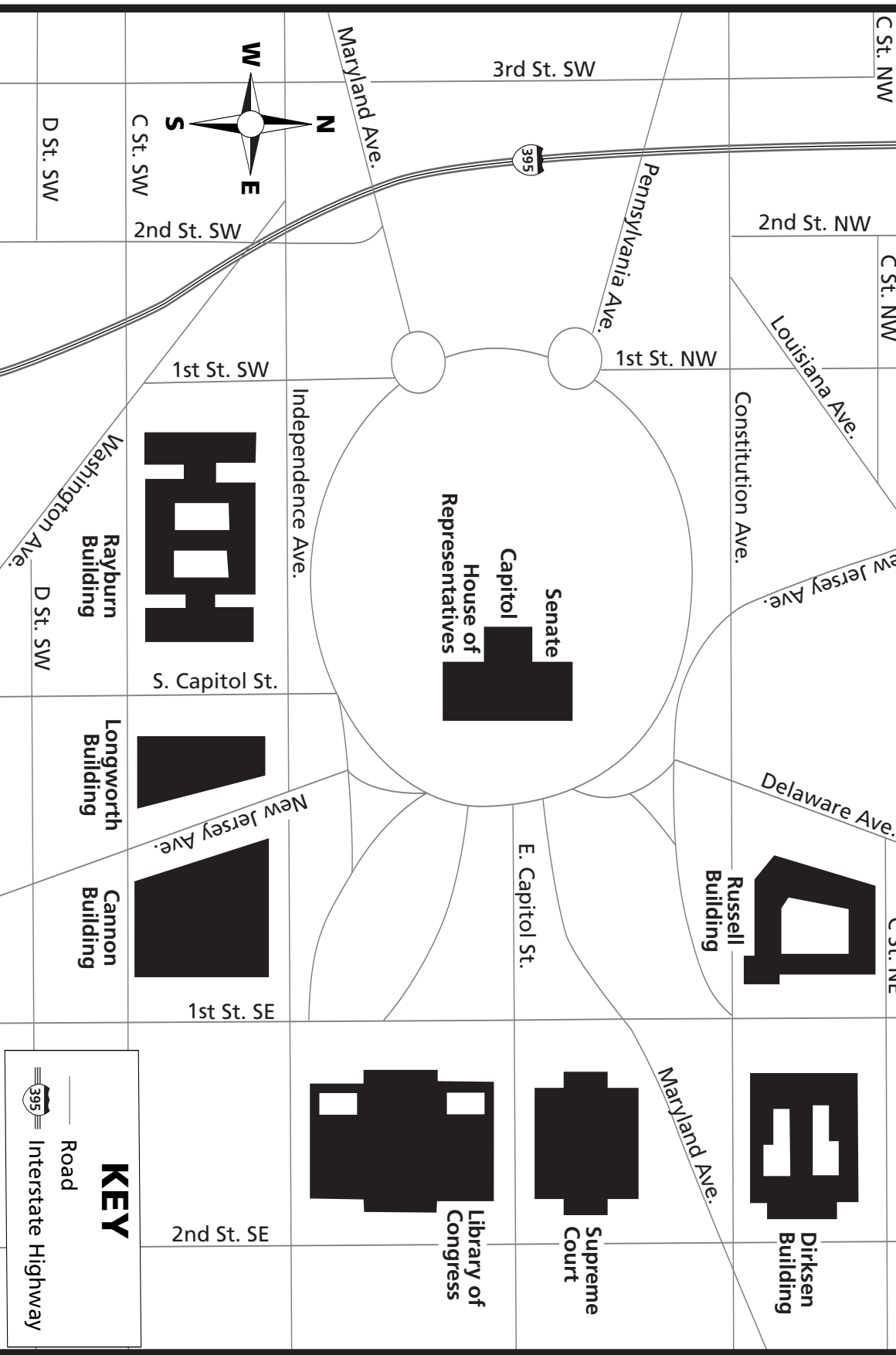
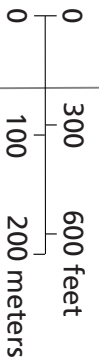
Remember that the key tells what the map symbols mean. On this map, labels on the Capitol building tell you which side houses the Senate and which houses the House of Representatives.

**Use the map to answer the questions. Follow the directions.**

**You will need crayons for this activity.**

1. Underline the title of the map with your green crayon. Draw a red box around the key.
2. Which interstate highway is on the map? \_\_\_\_\_
3. Use your yellow crayon to color along Independence Ave. Use your blue crayon to circle the Supreme Court.
4. What road would you take to walk from the Senate to the Library of Congress?  
\_\_\_\_\_
5. Which House of Representatives office building is between the Rayburn Building and the Cannon Building? \_\_\_\_\_
6. Which two Senate office buildings are within walking distance of the Supreme Court?  
\_\_\_\_\_

# THE CAPITOL



**KEY**

- Road
- Interstate Highway