

# Lesson 1: Creating a Map of Your Village

Timeline: 2 days

Objectives: Students learn what a map is and working together, how to make a map of their village.

## Essential Questions:

How do we show or explain to people how to get around our village if they have never been here before?  
What is a map? When do we use maps?

## Standards:

L1. Knows words and pictures carry message. L10. Follows directions. L11. Uses expanding vocabulary. L13. Persists, attends and engages. L14. Recalls people, places, objects and experiences and makes connections. L20. Uses a variety of writing or art tools. M5. Understands spatial relationships. SSC1. Draws and constructs.

## Alaska Native Values:

Have patience: Some things cannot be rushed.

## Materials:

Computer to display map  
Large White cardboard piece  
Kwik Stix paints  
Pencils  
Modeling clay  
Masking tape (to create roads)



## Promoting Culture Self Assessment:

- (2) I select props for the dramatic play/ housekeeping area that are culturally diverse including those that reflect Alaska Native culture (e.g. dolls, clothing, cooking utensils, household articles, furniture).
- (6) I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- (15) I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

## Center Set Up

### Whole Group

Gather materials (cardboard piece, paper, tape and markers) to use during the opening activities.

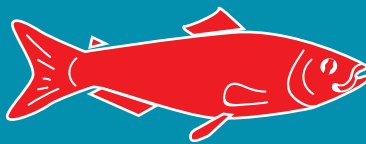
### Writing Center

Leave paper out for students to draw about their favorite places around the village ex: forts, swimming spots, sledding hills. Help students to label their drawings.

### Play Center

Set up blocks or legos for students to use to build their houses & roads in their village. Use cars or 4-wheelers to get around to different places.

# Activity



## Engage: Hook, Iqsak, Uqtaq, Ihshak

One way to see a large area is to look above the area like a bird or an airplane. Let me show you how our village looks from this perspective." Pull up on google maps your village by opening internet tab Search the name of your village: ex: Kokhanok. Click on the maps tab (between ALL and IMAGES tabs). This will pull up a map of your village but to get a better view click satellite (a small box on the bottom of map to display a satellite image. Use + to zoom into map or - to zoom out. Play around with it before asking students questions.

"This is a map that shows our village. We are going to make a map on a board to learn about new things. Let's look at this map to help us. What are some things that you notice about this map?" Listen to responses. Use the following guiding questions.

"What colors do you notice?" (Green, blue, white)

"What do you think the different colors are showing?" (Green for land, blue for water, white for beaches, high elevation or roads)

"What is this line?" (road)

"If I wanted to go fishing where would I go?"

"Where do you go to get wood? Where do you go to gather berries?" "What are some other places within our community that you visit?"

Demonstrate: "Let's pretend we are at the airport and follow the road to see if we can make it to the school. First, "Can someone help me find the airport?" Next, "Can someone help me find the school!" Now, I'll point my finger (or the end of a pencil) to show I'm at the airport and I'll follow the road until I reach the school." Ask students to use a finger in the air to also follow the road along with you. Demonstrate how you go from the airport to the school.

## Explore: Touch, Agturu, Agtur, Vandaniilchit

Ask questions to have students identify, and show to others, additional places on the map such as lakes, their houses, or rivers. Allow them to actively follow paths to these places.

(Day 2 will include an extension to this initial activity and lesson.)

"Now, we are going to make a map of our community." Ask "What are some things we need to make sure to add to this map?"

Using a large piece of cardboard, begin to map out the village with students. The airport is a good place to start as it is usually on one end of the village. Use masking tape to quickly make sections of the road. Draw in water sections with a blue kwik stix or outline with sharpie to assign coloring area to students. As you make your roads, use words: before, after, beside, and next to. For example: "What building is down the road here after the church?" "What is across the church and next to the store here?" With a pencil do a quick box for student home locations and write their names in the box. You can also add a place holder for other important places that students mention (the next lesson will be to add these in, but for now, it will help to establish your road). Ask students if there are any important landmarks they know that should be put on this map (mountains, big rocks (that have names for location purposes), points, or beach spots).

During independent play time or when a student is finished with their work, assign them to a section on the map to color with the kwik stick. You can tape areas off where they should not color or outline places to color. As a class, color in land and water on your map. Modeling clay can be used to hold things into place such as sticks for drying racks.

Explain to students their options for the Art and Blocks stations for these activities.

## Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: "A map is a great way to see a large area quickly. Now that we have started to make a map of our village we can start adding in important places. When you're outside or walking around, I want you to be thinking of important places or things we can add on our map."

## Evaluation

**Emerging:**  
Student does not participate in the activity.

**Developing:**  
Student does not understand a concept of a map but is able to tell or draw where their favorite place in the village is.

**Proficient:**  
Student can identify the roads and water sources on the map.

**Advanced:**  
Student is actively engaged and can identify roads, trails, water and important landmarks on the map.