Classroom Activities

Activities to Familiarize Students with Maps

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ACTIVITY: Familiarizing Students with Maps

Task 1: Treasure Hunt

Objective: To build map-reading skills.

Level: Classes 4 and 5

Material: Map of each floor of the school, a bunch of keys (or any attractive object)

Time: 15 Minutes

Type of Participation: Groups of four

Procedure

- Assemble the class to discuss the meaning of the game "Treasure Hunt". Explain that the treasure is an object that has been hidden (a bunch of keys, in this case).

- Divide the class into groups of four. Give one map to each group.

- Discuss the symbols used in the map (for stairs, gate, etc.) and also encourage them to tell the class how they would reach from one point on the map to another.

- The students have to look for the bunch of keys, whose location will be marked in the map.

- The team that finds all the keys first will be declared the winner.

- The facilitator has to observe every team during the activity. The students may ask the facilitator in case they have a doubt with regard to the directions or symbols used in the map.

Feedback

- Ask the learners to discuss their experiences of finding the treasure.

- Ask the students to articulate what they found difficult in the task and what they were able to do easily.

- The discussion should include how the students went about using the map to locate the keys and what they think about the utility of maps.

Task 2: Reading Maps

Objective: To read Maps.

Materials: pictures of Golconda Fort (of the required place), NCERT EVS Class 5 textbook

Time: 20 minutes

Type of participation: Pair work

Procedure

- Initiate a class discussion about a famous place, either one that is liked by the students, or one that has some peculiar characteristics. For instance, Golconda Fort is an example of a historic place with a specific history.
- Ask the students about the historical places that they have seen or heard about.
- The characteristics of the historical place (Golconda Fort in this case) should be discussed in the class with the help of pictures.
- The discussion is followed by showing the students the map of the region around Golconda Fort.
  Source: NCERT, Looking around, Class 5, "Walls Tell Stories")
- Ask the students questions based on the map, focusing on the symbols, the directions and comprehension of the map. Example: How many doors will you pass if you are going from the baoli to the sarovar?

Feedback

- Encourage the students to discuss their experience of map reading with each other.
- They can verify their findings themselves and also should be encouraged to give reasons for them.
- A discussion can then ensue around other interesting things on the map that students can spot for themselves.

Task 3: Drawing Maps

Objective: To create maps.

Level: Classes 4 and 5

Materials: Blank sheets, pencils

Time: 30-40 minutes

Type of participation: Individual or pairs

Procedure

- Ask the students to share their experiences of map-reading.
- Encourage them to recall the cues they followed to identify places on the map.
- Encourage the students to draw a map each.
- The map can be of a floor in the school, or of the route to a nearby chemist shop from the school building, or the route to a student's house. Any place that the student is familiar with will work for this activity.
- The facilitator may participate in the activity while performing the role of a supervisor.
- Ask the students to recall the turns and landmarks, such as a post office, that they encounter on the way.
- Get the students to share their maps with the class.

Feedback

- When the students share their maps, make sure that you highlight the efforts they have put in marking the landmarks on the map.
- Observe whether students have understood the concept of spatial representation and whether this reflects in their work.
- Show appreciation for the students' efforts.