**Geocaching Scavenger Hunt Lesson – Map Making**

**OACS**

**Standard**: 6th Grade Social Studies

**Strand**: Geography

**Topic**: Spatial Thinking and Skills

**Content** **Statement**: 3 – Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

**Standard**: 6th Grade Social Studies

**Strand**: Geography

**Topic**: Places and Regions

**Content** **Statement**: 5 – Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

**Objectives**

The students will be able to identify places and regions within their school.

The students will be able to create a map, determining what to include and how to present it.

The students will be able to follow directions and find locations.

**Materials**

Variety of maps (search for local, state, parks, world, etc.)

Cards with clues about locations in the school, using cardinal directions and distance clues (examples in appendix)

Compasses

Meter sticks

Blank paper

Digital cameras (if possible)

Colored pencils/markers/etc.

**Intro**

Show students a variety of maps. Have them explore and identify locations (absolute and relative), describe the places based on the maps, and talk about regions.

**Lesson**

Tell students that they will be helping kids coming to their school next year by making a school map. They will be the school cartographers (ask them first and then explain what that means if necessary) and need to decide the important key places that should be included in the map, as well as what other items need to go on a map to help a kid when they come to the school.

They will be finding specific locations of places and then need to determine what other places and regions they should include on their map in order to help a student coming to the school.

Getting into groups of 4, students will be given a compass and meter stick. Each person in the group will have a role: Navigator, Measurer, Planner, and Art Director. The Navigator will be in charge of using the compass, the Measurer will be in charge of using the meter stick, the Planner will be in charge of sketching important things down on the rough draft of the map, and the Art Director will be in charge of taking photos or sketching images of places on the cards.

Students will start with different location cards. Once they reach the “key location” they will take photos or draw sketches of that place, take any measurements they need for their map, and get the clues for the next location.

Once students finish collecting data for their maps and getting their key locations, they should return to the classroom and start making a final draft of their map. They should talk about what they need to include aside from the kay locations they found using the cards, and how they’ll represent everything. Will they use photos/drawings for everything? Will they make a key? Will they label on the map? Will it be in color or black and white?

Each student will write a reflection explaining how they made their map, how they decided to include what they did, and how they chose the places and regions on their map.

Students will share their maps with each other in a gallery walk style where they post their maps around the room. Students will jot on a half sheet of paper a +/delta chart, where they write positives about the maps and what could be changed for a peer-assessment.

**Conclusion**

After, students should do a self-assessment of their work and look to identify how well they were able to identify locations using the cards, places and regions on their maps, and creating a map that is accurate and helpful to a new student in the building.

**Appendix**

**Example Key Locations**

Cafeteria, Library, Restrooms, Gym, Lockers, Office, etc.

**Example location cards (you’ll have to make your own based on your building and the key locations you want to include)**

|  |  |
| --- | --- |
| **Key Location 1**  Using your compass, start at the bottom of the stairs by the library and head north for 10 meters. Here you’ll find a key location that every student should know for their health!  *(this would lead students to the water fountain they can use in their hallway)* | **Key Location 2**  Start at the main entry way to the school. Travel south for 5 meters, turn west for 2 meters, and continue south again for 20 meters. Look west and identify this place that will help every student…before and after school , as well!  *(this would lead students to the library)* |