

LESSON: Hunting for Treasure

GRADE: 2

OBJECTIVES:

Students will...

- Be introduced to map use
- Search for puzzle pieces and put them together to make a class puzzle
- Examine the daily experience of going to and from school
- Share their experience of going from home to school and back
- Represent the order of places along a line of travel
- Represent sequence in one dimension
- Understand their relationship to the area mapped
- Understand their relationship to components of society and culture (Social Studies)

MATERIALS:

Book; page 32 *Mapmaking with Children* by Sobel, D., large map described on page 35-36 of *Mapmaking with Children* , puzzle pieces (one for each student; a Community Puzzle would work well), treasure of your choice

PRESENTATION:

If the students have limited experience with mapping, begin with Neighborhood Mapping and/or Hide a Penny from the Kindergarten and First Grade Lesson Plans.

DIRECTIONS:

1. Follow the directions on pages 39 of *Mapmaking with Children*

TIME:

PROCESSING THROUGH THE SIX PILLARS:

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WHAT:

- Think of your map as one giant puzzle, which is defined by many puzzle pieces, each representing a part of your community.
- Illustrate one observation you made in your mapping project on the puzzle piece.

SO WHAT:

- Is any puzzle piece of less importance than another puzzle piece?
- Does it matter if one of the puzzle pieces is missing?

NOW WHAT:

- Does a complete community require all the pieces of the puzzle connected together?