

Lesson Procedures**Literature Connection**

1. Ask students the following questions: Can you be in two locations at one time? Why or why not? Explain that by the end of this lesson, they will be able to answer this question.
2. Introduce the book, *Me on the Map*, and explain that as you read they should think about whether or not people can be in more than one location at the same time.
3. After reading the first page ask students where the little girl in the book is located (her bedroom)
4. Read the next page and ask how the little girl describes her location now (house)
5. Ask: Can she be in her bedroom and her house at the same time? How is this possible?
6. Continue reading until the little girl is looking at the world, stopping regularly to ask questions about her location
7. Finish the book
8. Ask students: What does the story teach you about your location?
9. Ask students: can you be in two locations at the same time? Why or why not?

Using Google Earth (turn off all layers)

10. Tell students that you are going to use Google Earth to look at the location of your school
11. Open Google Earth and show students what happens when you type the address of your school into the Fly To box and hit enter
12. Zoom in as close as possible but be sure to include all of the school grounds
13. Ask students how they know this is their school (assuming a birds-eye view can be difficult for students in the primary grades, so you may need to help a bit)
14. Create a placemark where the school is located (label it with the name of your school)
15. Zoom out so students can see the school and its surrounding neighborhood
16. Ask students:
 - Can you still see your school?
 - What can you see now that you could not see when you were only looking at the school?
 - What could you see when you were zoomed in on the school that you cannot see now? Why? (emphasize that as you move farther out the area that can be seen increases, but the detail of that area decreases)
 - How would you describe your location? (emphasize that they are in a school and their school is in a neighborhood, so they are in the neighborhood, too)
17. Zoom out so students can see first the city, then the state and country, and finally the world that includes your school. After each view, ask students:
 - Can you still see your school?
 - What can you see now that you could not see in the previous view?
 - What could you see in the previous view that you cannot see now? Why?
 - How would you describe your location?

18. Repeat the process in the reverse order so you end up back at your school
19. Ask: Can you be in more than one place at the same time? (emphasize that you are in fact in one location but that there are different ways to describe that location)
20. Ask a student to tell you one way to describe his/her location (e.g., I'm in {city name}, I'm in {school name}, etc.)
21. Explain that each student will be creating a book that is similar to the book, *Me on the Map*
22. You might begin by leading students through the creation of a map of the classroom. Identify the elements you want students to include in their maps (e.g., a title, date, orientation, symbols, and a legend for young students) You might also emphasize that maps are usually made from a birds-eye view.
23. Return to the close-up aerial view of your school on Google Earth
24. Model how to use the picture to make a map
25. Continue to move farther out and have students create maps (in addition to the map of the school, two additional maps will probably be enough to reinforce the concept of identifying one's location in different ways)
26. Share books
27. Close with a brief discussion that reviews the key concepts and skills covered in the lesson.
Possible questions:
 - What did you learn about making maps?
 - What did you learn about the relationship between maps and scale? How does scale influence what you see on a map?
 - Where are you on the map of your schoolyard, city, state, country?
 - Can you be in a city and a state at the same time? Can you be in a city and a country at the same time?
 - Can you be in more than one place at the same time? Why or why not?

Assessment

Fulfillment of the objectives will be assessed when students respond to teacher questions, create their maps, and mark their location on the maps.