

Veterans Legacy Program Curricular Materials

Veteran Map Activity

Grade(s): 3

Time (minutes):

150 minutes (5 days @ ½ hour each day)

Lesson Overview:

Students will learn about political, geographic, and population maps. Students will explore measurement on a scale model (globe) and use addition and subtraction to compare cemetery populations.

Relevant Social Studies Standards:

SS.3.G.1.1 – Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

SS.3.G.1.4 – Name and identify the purpose of maps (physical, political, elevation, population)

SS.3.G.1.5 – Compare maps and globes to develop an understanding of the concept of distortion

SS.3.G.1.6 – Use maps to identify different types of scale to measure distances between two places.

Additional Standard:

MAFS.3.MD.2.3 – Draw a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

Required Materials:

PowerPoint presentation (provided)

Student packet (provided)

Political globe(s) w/scale

Large world map (or large atlas) w/scale

Yarn/string (for measurements on the globe)

Learning Objectives:

I can identify different types of maps and gather important information from them.

I can locate the cemeteries I am studying in this project on a map and on a globe.

I can measure distance on a scaled map and on a scaled globe.

I can explain the difference between cemeteries with “American” and “National” in the name.

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I can create a bar graph representing the populations of different places using a population map.
I can calculate the differences in populations of places using a bar graph I created.

Procedure:

Day 1:

Using a large political world map and a political scaled globe (with scale), have the students locate Florida and France. Show students the scale on the map and on the globe. Ask:

- What differences do you see in the scales on the map and globe?
- Why are the scales different sizes?
- How are the images of Florida and France different on the map and on the globe?

Explain that the differences are because of *distortion* – the visual effect that occurs when an image on the surface of a sphere is stretched to be shown on a flat surface, and scale. After discussing the concept of distortion and reviewing the scales on the map and globe, model measuring distance on the globe using a string. Model measuring distance on a map using a straight-edge.

Day 2:

Use the PowerPoint presentation to show types of maps.

- Explain that political maps show the borders and locations of human-created spaces
- Explain that physical maps show the geographic features of an area
- Explain that elevation maps show the height of the land across an area
- Explain that population maps show how many people or things exist in an area

Have the students determine which map each of the following would show up on (hint: some might show up on more than one type of map)

Florida's borders	Mountains	How many people live in each of Florida's cities	Which parts of a mountain range reach a certain height
How steep a specific mountainside is	Walt Disney World	The locations of the capitals of the states	Rivers
How many veterans are buried in our national cemeteries	Roads	Number of people from each area of a map who voted in the last election	Forest areas

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Day 3:

Hand out the student packets. On the SmartBoard, pull up google maps. Type in each of the following, and allow the students to fill in the name and population of each of the following cemeteries (both national cemeteries will be marked on the student packet page with the Florida outline, both American cemeteries will be marked on the student packet page with the France outline):

- Florida National Cemetery (131,000)
- St. Augustine National Cemetery (2,783 + 5 French – round to 3,000 later for bar graphs/calculations)
- Aisne-Marne American Cemetery (2,289 – round to 2,000 later for bar graphs/calculations, also note 1,060 commemorated sites)
- Meuse-Argonne American Cemetery (14,200 – round to 14,000 later for bar graphs/calculations)

Note that the word “National” will appear in the names of cemeteries used by the federal government that are IN the United States, and that “American” will appear in the names of cemeteries used by the federal government that are OUTSIDE the United States.

Day 4:

Model using [Google Maps](#) to search for each of the four cemeteries in the study. Zoom out on the map to show the position of each of the student packets to locate the approximate locations of the cemeteries, have the students measure on a world map and on a scaled globe the distances between each of the cemeteries (six total measurements). Record the data on the student packet.

Day 5:

Using graph paper, demonstrate how to create a bar graph using the data collected on Day 3 in the student packet. Range the Y-axis to 15 (graphing by thousands), and explain that you will exclude Florida National Cemetery based on the disparate ranges. After graphing, students should answer the questions on the final page.