Do We Still Need Paper Maps?

Supporting Questions

1. How do maps help us find what we are looking for?
2. How can we use maps to show others where things are?
3. How do electronic maps make finding places easier?
# Kindergarten Map Inquiry

## Do We Still Need Paper Maps?

| Georgia Performance Standards & C3 Framework Indicator | SSKG2: The student will explain that a map is a drawing of a place and a globe is a model of the earth.  
<table>
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<tbody>
<tr>
<td>Supporting Question 1</td>
<td>Students watch a video in which a boy talks about a time he got lost and have a discussion about what they have done when they have gotten lost.</td>
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</table>
| Supporting Question 2                                  | How do maps help us find what we are looking for?  
How can we use maps to show others where things are?  
How do electronic maps make finding some places easier? |
| Supporting Question 3                                  | Explain how each map helps people find something they may be looking for.  
Create an electronic and paper map of their home, classroom, school, or neighborhood.  
Use a GPS mapping site to get directions from student’s address to school and participate in a discussion of ways this can make finding the school easier. |
| Featured Sources                                       | Source A: Map of Zoo (example)  
Source B: My Map Book  
Source C: Google Maps or MapQuest  
Source A: The Cat in the Hat Can Map This & That  
Source B: National Geographic MapMaker Tool  
Sources from SQs 1 and 2 |

## Formative Performance Task

### Supporting Question 1

Understand

- How do maps help us find what we are looking for?

**Formative Performance Task**

- Explain how each map helps people find something they may be looking for.

### Supporting Question 2

Understand

- How can we use maps to show others where things are?

**Formative Performance Task**

- Create an electronic and paper map of their home, classroom, school, or neighborhood.

### Supporting Question 3

Understand

- How do electronic maps make finding some places easier?

**Formative Performance Task**

- Use a GPS mapping site to get directions from student’s address to school and participate in a discussion of ways this can make finding the school easier.

## Featured Sources

- **Source A**: Map of Zoo (example)
- **Source B**: My Map Book
- **Source C**: Google Maps or MapQuest
- **Source A**: The Cat in the Hat Can Map This & That
- **Source B**: National Geographic MapMaker Tool
- Sources from SQs 1 and 2

## Summative Performance Task

**ARGUMENT** Do We Still Need Paper Maps? Construct an argument supported with evidence that addresses the compelling question.

**EXTENSION** Students record their arguments for presentation to their peers.

## Taking Informed Action

**ASSESS** Determine which type of map would help a school visitor find their classroom.

**ACT** Create a school map in the chosen medium to share with school visitors.
Overview

Inquiry Description

This inquiry leads students through an investigation of electronic and paper maps as representations of the physical world. In examining the different ways in which the two mediums reflect place and positionality, students should consider the utility and relative value of different geographic representations. Through interaction with the formative performance tasks and featured sources, students build their knowledge and understanding so that they are able to develop an argument that answers the compelling question “Do We Still Need Paper Maps?”

This inquiry partially embeds the Taking Informed Action sequence. The understand element is developed through Supporting Questions 1, 2, and 3. In the assess element, students determine which of the mediums would best be used to help visitors find their classroom. The act piece, the creation of a school map of chosen medium, can be done in addition to, or as a substitute for, the Summative Performance Task.

It is important to note that this inquiry will require prerequisite knowledge relating to mapping. Thus, teachers should have already introduced their students to maps as tools representing locations and a source of information for establishing place.

NOTE: This inquiry is expected to take three to five 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Do we still need paper maps?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence from a variety of sources.

Staging the Compelling Question

In staging the compelling question, “Do we still need paper maps?” teachers may prompt students with a video clip in which a boy talks about a time he got lost. Students should discuss what they have done when they have gotten lost. This activity draws upon students’ experiences in order to consider how they (or adults) determine location, as well as how to get to different places.

Supporting Question 1

The first supporting question—“How do maps help us find what we are looking for?”—asks students to consider the features, purpose, and relative utility of different types of maps. The formative performance task asks students
to explain how each map helps people find places they may be looking for. The featured sources for this question are of various mediums and locations. It is suggested that teachers use maps of places familiar to their students. Featured Source A is a map of the Atlanta Zoo, which includes both images and words to identify features of the location. Other suggested maps of similar style could include a city park, museum, amusement park, and the like. Featured Source B is a children's book that presents several map representations of different locations with which students may be familiar. Featured Source C is a GPS mapping site, such as Google Maps or MapQuest. In addition to these three styles of maps, teachers may choose to include maps of other familiar places (e.g., the students' school, neighborhood, city, town). Additionally, teachers may choose to use a globe or world atlas to supplement this supporting question.

**Supporting Question 2**

For the second supporting question—“How can we use maps to show others where things are?”—students consider the ways in which they can represent a location using two different mediums. The formative performance task asks students to create an electronic and paper map of their home, classroom, school, or neighborhood. In addition to the resources from the previous supporting question, the featured sources are two student-friendly electronic mapping tools. Featured Source A, *The Cat in the Hat Can Map This and That*, allows students to create a map by choosing from a variety of different-shaped locations and adding features. Featured Source B is a map-making tool from National Geographic. This resource allows students to search and zoom in on a location, then add markers, lines, shapes, and/or text.

**Supporting Question 3**

The third supporting question—"How do electronic maps make finding some places easier?"—asks students to consider how GPS mapping can assist them in finding directions between two locations. Students use a GPS mapping site to get directions from students' home addresses to school and then participate in a discussion of ways this resource can make finding the school easier. Students use earlier featured sources, particularly Google Maps or MapQuest, to complete this task. Teachers may also choose to use an app on a phone or tablet.

**Summative Performance Task**

At this point in the inquiry, students have worked with a variety of sources in order to understand the advantages and disadvantages of different mapping mediums. This work contributes to students' understanding of place. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. Students might cite evidence for their arguments in a variety of developmentally appropriate ways. It is important to note that students’ arguments could take a variety of forms, including a class discussion or combination of drawing and writing.

Students’ arguments will likely vary, but could include any of the following:

- We need paper maps because not all places or things we need to find are on electronic maps.
- For a lot of places we need to find, digital maps show you how to get there better than paper maps.
• Electronic maps can be very helpful in finding specific directions, but don't help us find other things we are looking for.

To extend their arguments, teachers may record students’ arguments for presentation to their peers.

Students have the opportunity to Take Informed Action by drawing on their understandings of the advantages and disadvantages of different mapping mediums. To assess, students determine which of the mediums would best be used to help school visitors find their classroom. To act, students create a school map of their chosen medium to share with school visitors. Depending on which type of map students choose, it can be shared either in the school’s office or on the website.
## Staging the Compelling Question

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Accessed from: [https://www.youtube.com/watch?v=fFU7c7D8X6A](https://www.youtube.com/watch?v=fFU7c7D8X6A)
Supporting Question 1

**Featured Source**

**Source A:** Zoo Atlanta, map, Map of Atlanta Zoo, 2015

Accessed from:

Sample of book contents:

More information can be accessed from: http://www.sarafanelli.com/docs/bg02.html#
# Supporting Question 1

| **Featured Source** | **Source C:** Global Positioning System programs |

Google Maps: [https://maps.google.com/](https://maps.google.com/)

MapQuest: [https://www.mapquest.com/](https://www.mapquest.com/)
Supporting Question 2

| Featured Source | Source A: PBS Kids, video, *The Cat in the Hat Can Map This & That*, 2010 |

Supporting Question 2

| Featured Source | Source B: National Geographic, map-making program, NatGeo MapMaker Interactive, (no date) |