

World Map: Pictorial Input Chart

This activity is adapted from a GLAD teaching strategy.

Preparation

Create a large blank map. You can do this by lightly tracing (in pencil) the outline of the world map on large white butcher paper, projecting a blank map onto a large screen or by using a poster marker to enlarge a map. Lightly trace any additional information that you are going to present to students. The amount of information will depend upon the breadth of the information in the unit you are teaching and the grade level of your students. You may want to include oceans, continents, the equator, along with the names of the countries that relevant explorers came from and the names of the indigenous groups living in the areas they explored. You may also want to trace the routes that the explorer(s) took, and number them if there were multiple excursions. All of this is done lightly in pencil, when you present it to the students, then you will go over it in marker, as you talk through all of the information that you are presenting. Three examples of completed maps are provided here, below.

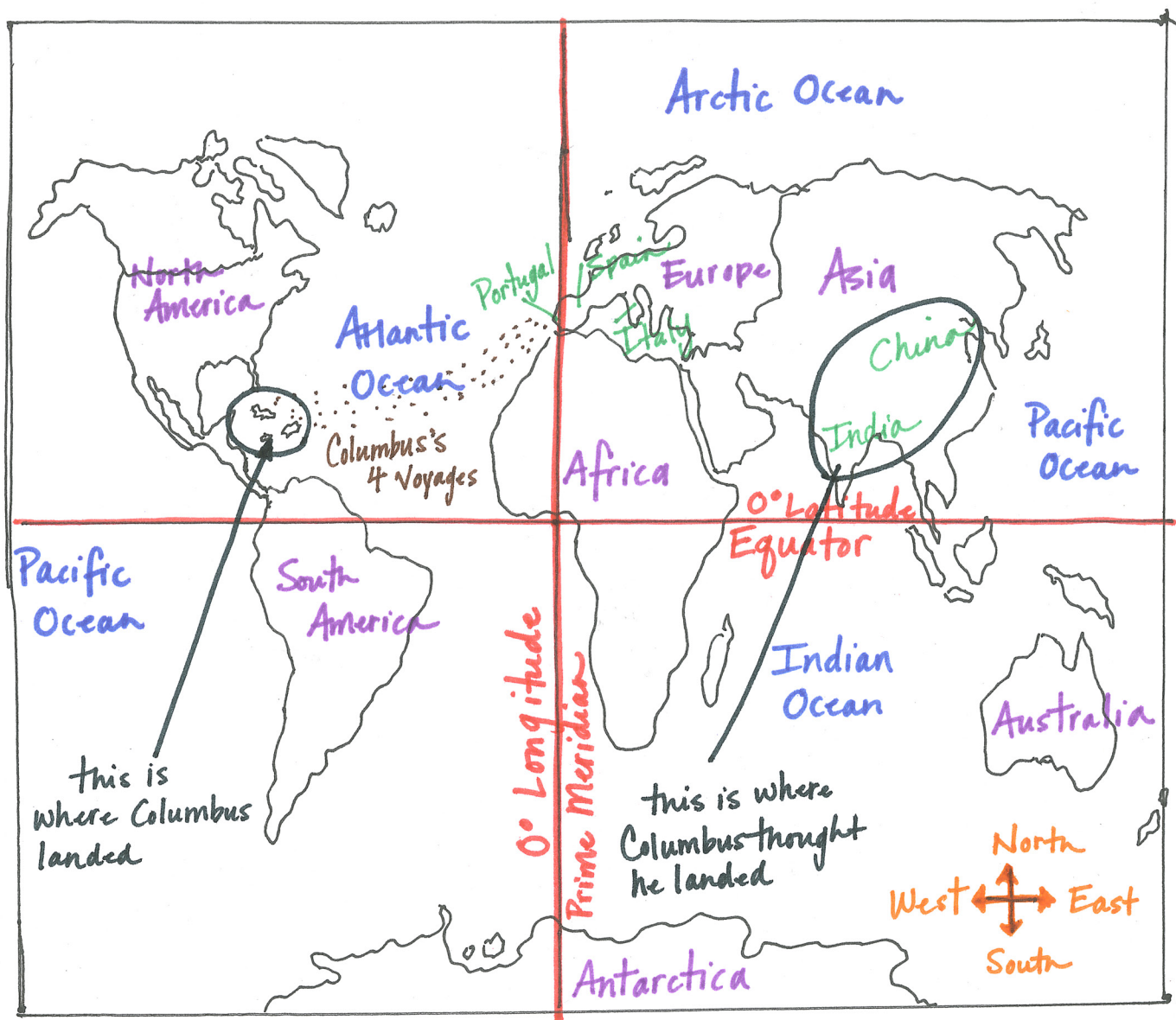
Process

1. Hang the traced map on the board. You have the option of printing off a blank outline map for each student to fill out along with you as you do the one on the board. It could serve as a resource for multiple units, adding new relevant information when appropriate. Placing individual student maps in sheet protectors will preserve them for use throughout the year.
2. Begin to color code and label important parts of the map—i.e. continent names in black, ocean names in blue, the equator in red, the compass rose, etc. This can be done in an interactive manner, asking students to help you, activating any prior knowledge they may have. You may stop here for the day, depending upon the attention span of your students and the time you have available for the lesson.
3. For the second part of the lesson begin to label countries appropriate to the unit—Spain, Portugal, France, England (depending upon the number of explorers you are covering). Then, label the names of the indigenous groups living in the areas that were explored (i.e. Taíno). Then, draw in and label the routes that the explorer took to that area (you may want to color code these too). You could label these routes with dates, time taken to arrive to new location, what was brought back etc.
4. Leave the map posted throughout the unit, referring back to it, and adding any new relevant information that is posted.








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KEY

-  Important Information
-  Oceans
-  Continents
-  Compass Rose
-  Voyages
-  Countries
-  Equator and Prime Meridian

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