

Map Journaling

SUMMARY

Having examined Joseph Treat's journal entries and map drawings, students will create a journal entry and map drawing based on the classroom, their bedroom, or their favorite place. This activity is a hands-on way of exploring the processes and thinking Treat used to create a detailed representation of an undocumented region of Maine. Students will use spatial thinking to understand and communicate information about the places and environments they inhabit daily.

INTRODUCTION

For this activity, students will create a map of their classroom, their bedroom, or their favorite place. Next, they will write a journal entry describing their journey to their chosen location. Both should be very descriptive and communicate information about the space like how it is used and what makes it unique. The map should include some measurements.

PROCEDURE

1. Discuss the meaning and purpose of maps.

Talk about how a map is a representation of reality as the mapmakers see it, and the mapmaker selects what is important to include on the map and what to leave out. If mapmakers included all the data known about a specific location, it could be visually confusing and hard to read. Mapmakers consider the purpose and use of the map they are designing a map. Have students look at a variety of maps such as political, road, or tourism maps. The Osher Map Library is a resource for a variety of map images <https://oshermaps.org/browse-maps?r=5e669c8c2316e>

2. Review the types of land features and human-made structures that Treat's map drawings depicted.

Ask students to list features that a modern map might include.

3. Students make their maps.

Encourage students to be descriptive and colorful. Their drawings do not have to be elaborate but could include simple shapes to stand in for tables, beds, rocks, and plants. Using a yardstick or measuring tape, they should measure and note the size of the space they are depicting. If they want, they could also measure geographic or other structures in the area.

4. Students create their journal entries.

Next, students create journal entries describing traveling to and entering their mapped locations. Again, detailed descriptions are encouraged. Encourage students to think about what is the most important thing the reader needs to know.

5. Review student findings.

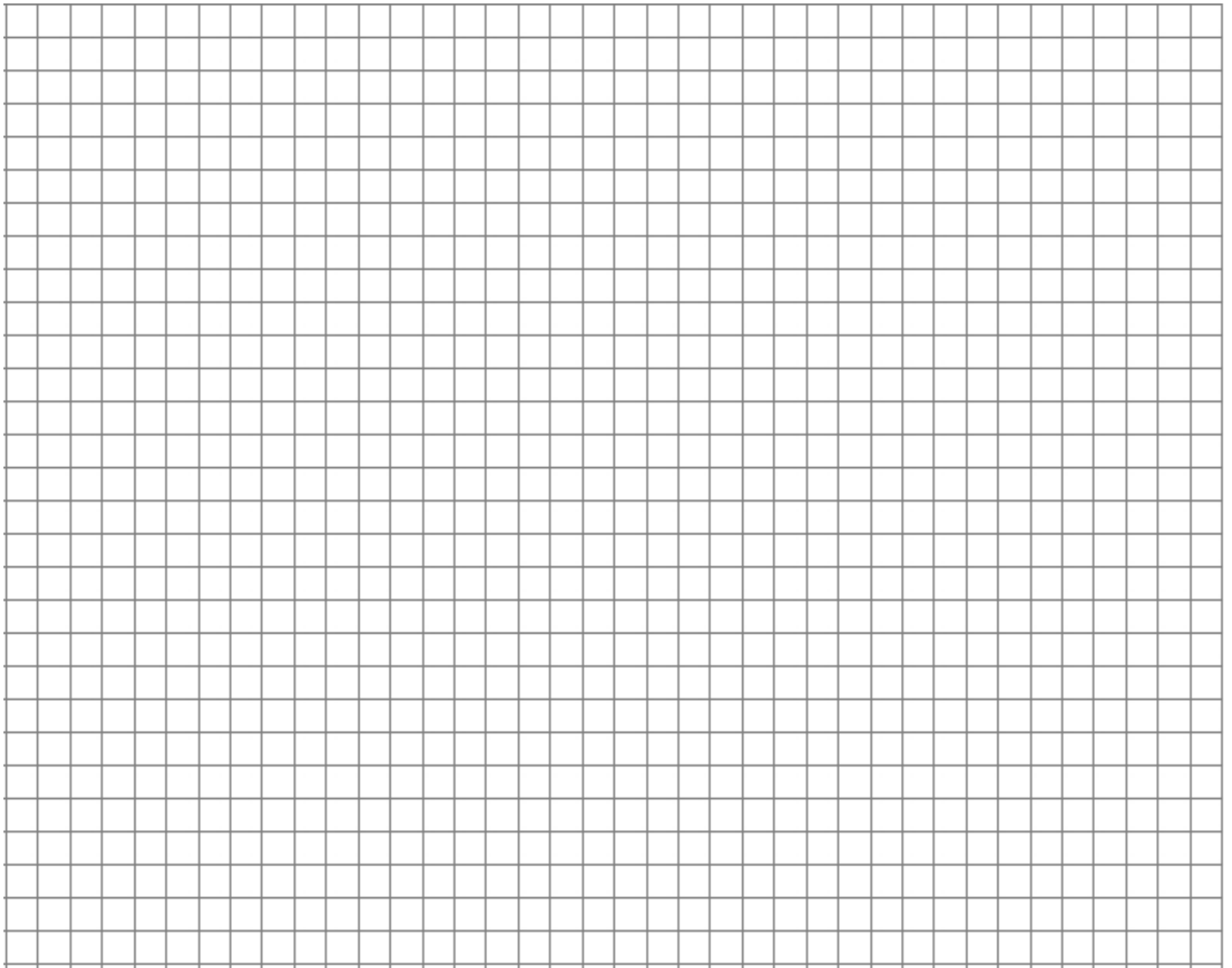
Break students into pairs to present their findings. Have one student close their eyes, while the second student reads their journal entry. The first students should try and picture the place or room being described. After reading the journal entry, both students should examine the map drawing together and discuss how their impressions of the place or room changed or didn't change. Students reverse roles and repeat the procedure.

Come together as a class and discuss students' opinions about the maps and journal entries and the experience of creating them. Ask students *What is the most interesting/surprising thing you discovered while working on this activity? What is the most interesting/surprising thing you discovered while looking at the creations of your fellow students? After recording your observations, do you think Major Treat did a good or bad job describing what he saw? Have your feelings about the Treat Journal changed, why or why not?*

WORKSHEET: MAPMAKING

Create a map of your classroom, bedroom, or favorite place.

- Be descriptive and colorful.
- Don't worry about your drawing skills. You don't have to be an artist to create a good map! Think about how you can use simple shapes, lines, and different colors to mark off different areas and to stand in for tables, beds, rocks, or plants.
- Using a yardstick or measuring tape, measure and record the size of the space you are depicting. Feel free to include other measurements of specific objects or land features on your map.



WORKSHEET: JOURNAL WRITING

Write a journal entry describing your journey to the location or room you just mapped.

- Use lots of descriptive words.
- Tell the reader how the area mapped is used and what makes it unique.
- You might want to describe:
 - How long it takes to reach? Did you walk, ride, fly, or drive?
 - What was the weather like?
 - Is the map location in a city, town, outside, or inside?
 - Is the ground you travel over to get to your mapped location look or feel like - flat, hilly, steep, rocky, wet, dry, soft?
 - What geological features or human-made objects are important to describe?

