**Title: *Musical Features***

**Creator:**

* *Megan Smith-Keenum*, National Geographic Certified Educator
* First Grade Teacher
* Forest Hills Elementary School
* Florence, Alabama
* [mskeenum@florencek12.org](mailto:mskeenum@florencek12.org)

**Recommended Grades:**

* 1

**Time Needed:**

* 10-15 minutes (not including preparation)

**Objectives:**

* Students will recognize the need for and use of symbols, especially on maps.
* Students will locate physical features on the Alabama State Giant Traveling Map, including rivers, cities, forests, borders, bordering states, gulf, and lakes.

**Materials (all included in the trunk):**

* *Me on the Map* by Joan Sweeney
* *Map Keys* by Rebecca Olien
* World maps
* United States maps
* Symbol cards
* Music (provided by teacher)

**Preparation:**

* Familiarize yourself with the map key of the Alabama Giant Traveling Map.
* Brainstorm symbols that are meaningful to students.

**Rules:**

* Shoes are not allowed on the map. Please have students remove shoes before walking on the map.
* No writing utensils on the map.

**Setup:**

* Prepare your selected music (song suggestion: *Sweet Home Alabama* by Lynyrd Skynyrd).

**Review:**

* Read *Me on the Map* by Joan Sweeney.
* Introduce or review maps (small in size, different colors represent different things, symbols, maps in the story, etc).
* Use symbol cards to discuss symbols that students see every day (road signs, recycle/trash, superheroes, man/woman for restroom, restaurant signs).
* Discuss why we use symbols (a quick and simple way to communicate information).
* Discuss why symbols are used on a map and the types of symbols you may find (mountain, lake, river, ocean, valley, forest).
* Read *Map Keys* by Rebecca Olien.
* Show students the map key for the Alabama Giant Traveling Map and discuss the symbols on the map key (state capital, city/town, state boundary, forests).
* Discuss the following additional features:
  + Border states
  + Gulf

**Activity:**

* Give students an opportunity to walk around the map and try to locate some of the features (see **Review**) for a few minutes.
* Students stand on the gold perimeter of the map.
* Begin playing music and have the students walk along the gold perimeter of the map.
* After a few seconds, stop the music and tells students to find a **river.**
* Give students an opportunity to all stand on a river. Ask some students the names of the rivers on which they are standing. Discuss the locations of some of the rivers and how far/close they are to your town/city.
* Repeat these steps of starting and stopping the music and discussing the feature for the following:
  + City
  + Forest
  + State Boundary
  + Bordering State
  + Gulf
  + Lake
  + (point to the) highest point (Cheaha Mountain)
  + (point to the) state capital (Montgomery)

**Standards:**

ALCOS Social Studies 2010

* 1.8.) Identify land masses, bodies of water, and other physical features on maps and globes.
  + Using vocabulary associated with geographical features, including river, lake, ocean, and mountain

**Vocabulary:**

* Map key, city, forest, boundary, gulf, lake, capital, river

**Resources:**

* National Geographic Alabama tabletop map
  + <http://nationalgeographic.org/topics/state-mapmaker-kits/?page=2>
* National Geographic United States map
  + <http://nationalgeographic.org/maps/us-physical-mapmaker-kit/>
  + (click “Tabletop map” link)