

# Culminating Activity—Mapping My Community

Have students create large-scale maps of their own community and lists to go with them so that they may show the extent to which they

- have synthesized and personalized the concept of community
- understand that communities—including their own community—have key features
- can record and express their observations and understandings in a clear fashion

## Blackline Masters

- Rubric for Mapping My Community Culminating Activity
- Self-Assessment Checklist for Mapping My Community Culminating Activity
- All About Towns—Pictorial Map
- All About Towns—Research Questions

Ask students to create their large-scale maps once they are familiar with the contents and concepts in the All About Canadian Communities topic and once they have had a chance to use the books in their own reading. As they plan, draft, and revise their maps and lists, students will draw on the knowledge of different kinds of communities that they have gained from studying the topic.

As general resources, students may use the pictorial maps on Student Book page 5 in each All About Canadian Communities book. However, students may find the perspective of the bird’s-eye view difficult to create; a large-scale two-dimensional map will be appropriate for this activity.

## Preparing

Familiarize yourself with the BLM “Rubric for Mapping My Community Culminating Activity” and explain its contents to your students. Distribute copies of the BLM “Self-Assessment Checklist for Mapping My Community Culminating Activity” to students.

You will want to have some materials on hand for students to use to research this project. As well as the All About Canadian Communities books, you could have road maps, school boundary maps, brochures about different features of your community, and community newspapers or newsletters.

Some Internet Web sites that you may find helpful for collecting resource material about your community for your students include the following sites. Older students may be able to research these Internet resources themselves.

- Mapquest Canada, which gives detailed road maps for Canadian communities (and even for neighbourhoods)  
<<http://www.mapquest.com/maps/main.adp>>
- The Atlas of Canada from Natural Resources Canada; click on Learning Resources, then Canadian Communities Gallery  
<<http://atlas.gc.ca/site/english.index.html>>
- Community Profiles (from the 2001 Census) from Statistics Canada  
<<http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm>>

## Stage 1

With students, brainstorm the different features of their community that they will include on their maps. Ask them to identify the natural and built features in the community, including the places where people work and where they can get the resources that they need. Ask them about transportation routes and about modes of transportation in their community. Point out to students that war memorials, theatres, museums, historical buildings, and local fairgrounds can all be features of the community’s culture. Make a class list.

Ask students to write down the class list of community features. Tell them that they need this list to use as part of their research notes for preparing their map and final, accompanying list.

For younger students, you may choose to limit their maps to the neighbourhood around their school. You could take them for a walk around the school neighbourhood and record their observations. Then on returning to class, you could have students work together either in groups or as a class to prepare a map of their school community.

## Stage 2

With younger students, you may choose to do this stage of the activity as a class. With older students, have them work in pairs to write some research questions that they will need to answer as they plan the content of their community map. Refer students to the research questions in the BLM “All About Towns—Research Questions.” Model for students how they can adapt those questions so that they can use them for research about their own community. For example,

- What do we mean by the environment of our community?
- What are some of the resources in our community that people use to fill their needs?
- How do people transport people and goods in our community?
- What occupations do people work at in our community?

To find answers to these questions, students can use the All About Canadian Communities book that covers their community type, the research materials that you have gathered about your community, recommended Internet Web sites, and personal knowledge. Students could also use their research questions in interviews with their family members and other members of the community.

## Stage 3

Once again, for younger students, you may wish to do this stage as a class activity. Ask students to review their labels on the BLM “All About Towns—Pictorial Map” and to carefully study any elements in the pictorial map that they may find helpful for their large-scale map. Suggest to students that they consider the following as they plan their maps:

- what size of paper they would like to use
- whether they might build their map in sections and then tape the sections together
- how they might orient their map on the paper
- which major landmarks of their community they should include
- what the outer limits of their map will be

Older students may be asked to add a compass rose to their maps to show direction within their community.

Ask students to use their notes from the class brainstorming session on natural and built features and resources of their community (Stage 1), and the answers to their research questions (Stage 2), to prepare a plan and then a rough copy of their large-scale map. Suggest that they use the BLM “Self-Assessment Checklist for Mapping My Community Culminating Activity” as they move through the planning, drafting, and revising stages of their map project. Also tell them to check their spelling in all of their labels.

## Stage 4

Ask students to prepare a final list to accompany their maps, noting the features in their community that their maps show. Ask them to use their notes from the brainstorming session (Stage 1) and answers to research questions (Stage 2) to identify the features in their maps by classifying them as the following:

- natural features
- built features
- places where people work
- routes over which people travel
- routes over which goods travel
- places where people buy the things that they need
- places where people go to school
- places where people live
- places where people play sports or go for entertainment

Students could use a simple three-columnar table for this part of their culminating activity, with the first column labelled “Feature,” the second labelled “Natural or Built,” and the third labelled “How We Use This Feature.”