

Making Mental Maps: Where Are We Going?

OVERVIEW & OBJECTIVES	GRADES
<p>Students will make mental maps of physical features shown in the stories, <u>Tikki Tikki Tembo</u> and <u>Millions of Cats</u>, although other stories could be used. Students will identify similarities and differences between the mental maps of these two stories and also compare the human characteristics shown in the two stories.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Create mental maps using symbols for physical features • Describe similarities and differences of physical characteristics in two stories • Describe similarities and differences in dress, homes, and social roles in two stories 	K-3
	TIME
	2 class periods
	REQUIRED MATERIALS
	<ul style="list-style-type: none"> ✓ <u>Tikki Tikki Tembo</u> and <u>Millions of Cats</u> ✓ Large sheet of paper, newsprint, or poster board ✓ Drawing paper, crayons or markers

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(K)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.

0.3.1.1.2 Describe a map and a globe as a representation of a space.

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.

(GRADE 1)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

1.3.1.1.1 Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps.

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).

(GRADE 2)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.

(GRADE 3)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

3.3.1.1.2 Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.

SUGGESTED PROCEDURE

Prior to having the students read Tikki Tikki Tembo, ask the students about their names. Ask: Why are they named what they are? Are there any things that are significant about their names? Introduce Tikki Tikki Tembo's entire name and repeat it together. Tell the children that as the book is read, they should look for physical features in the pictures such as hills, buildings, or trees.

After you have read the book, list on a large sheet of paper the physical features they found in the story. After listing the features, have the students choose symbols for them. They should also choose a symbol for the path or trail the characters take in the stories; they may want to use different colors for each person in Tikki Tikki Tembo. Together, the class will create a mental map of the story including the physical features and the paths taken.

Introduce Millions of Cats by discussing physical features again and asking the students to list any hills, lakes, meadows, etc. they might see. You may wish to discuss how much millions of cats would be and which number word represents what place value. You may wish to use the book, How Much is a Million by David M. Schwartz, published by Scholastic Inc. to help define a million. Each child, either individually or in a small group, should then create a map of Millions of Cats on drawing paper.

Post the completed maps on the wall, placing the Tikki Tikki Tembo map separate from the Millions of Cats maps. Have the students re-read Millions of Cats and examine the different maps to see if the maps have included the features in the book.

Ask students to compare the two story maps. How are they alike and how are they different? Ask students if they show the same place. Divide the class into three small groups who then choose a recorder. One group should look at how the clothes in the two books are alike and different, one group should look at the furnishings in the homes, and one group should look at the landscape (trees, flowers, grass). After completing the lists, they should present a brief report to the class identifying what they found. There should be a discussion why there are differences, how people in different lands live differently depending upon their traditions, and the natural materials they have at hand.

You should also show the map of China and find China on a world map. You could discuss if Tikki Tikki Tembo or Millions of Cats could have really taken place. Be sure to give the students a chance to once more repeat the Tikki Tikki Tembo name and how many cats the Old Man found.

The teacher should select other books that show landforms and have the students make more mental maps of the settings in these stories. Students may also draw mind maps of the plots of the stories to visualize where the action takes place. Both of these strategies promote the link between literacy and geography and encourage spatial thinking.

Extensions

1. The teacher may choose a variety of methods to demonstrate the human and physical features shown in the stories. The teacher may act out one of the two stories with the students. The class could construct a scale model of the setting using found materials.
2. The teacher may choose to discuss other topics related to either story. The teacher may discuss birth order in Tikki Tikki Tembo or the reverence and respect for elders, asking if either of these customs is important to families in the U.S. The teacher may discuss if cats are kept as pets in other countries as in Millions of Cats or if other animals are kept as pets.
3. The teacher selects other books that show landforms and have the students make more mental maps of the settings in these stories.
4. Students draw mind maps of the plots of stories to visualize where the action takes place.

Assessment

Class discussion

Mental maps of Tikki Tikki Tembo and Millions of Cats

Resources

Tikki Tikki Tembo retold by Arlene Mosel, illustrated by Blair Lent; originally published by Holt McDougal, 1968

Millions of Cats written and illustrated by Wanda Gag; originally published by Coward-McCann Inc., 1928