

BLM Lesson Plan
Climb a Mountain, Raft a River on Your Own Land

Grade: K-2

Overview

Young students will become familiar with map skills by creating their own map. They will be introduced to the concept of public lands and their varied uses. The students will draw symbols that represent types of land features and symbols that represent the different recreational uses of public lands managed by the Bureau of Land Management.

Connections to the Curriculum

Geography, Science, Language

Connections to Geography Standards

Standard 1- “How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information from a Spatial Perspective”

Standard 3 – “How to Analyze the Spatial Organization of People, Places, and Environments on Earth’s Surface”

Standard 4 – “The Physical and Human Characteristics of Places”

Standard 5 – “People Create Regions to Interpret Earth’s Complexity”

Time 2 hours

Materials Required

- Computer with Internet Access
- Drawing paper
- Crayons or markers

Objectives

Students will:

- Create a map of their own design
- Create symbols to represent land features
- Create symbols to represent recreational activities
- Incorporate the symbols into their map
- Compare the land features and uses of public lands
- Identify a variety of reasons to use a map

Geographic Skills

Asking Geographic Questions

Acquiring Geographic Information

Organizing Geographic Information

Analyzing Geographic Information

Answering Geographic Questions

Suggested Procedure

Opening

Prepare to share with the students the importance of Public Lands by reading the information at the website: http://www.blm.gov/education/00_kids/contents.html.

Development

Talk about public lands belonging to all people in the United States. Tell the students about the different land features such as forests, deserts, rivers, cliffs that are part of public lands. Discuss with the students how maps represent land such as states, countries, continents, and particular areas within the larger boundaries. Explain to the students that they are going to create an imaginary land using the land features that have been discussed. Show the students how to create a key for a map for the different land features.

Have the students draw a shape of their land on the piece of drawing paper. Tell them to draw a box enclosing the key that they have created for their land features. Next have them place the symbols on the map to represent the land features in different places on their map.

Discuss with the students how the various land forms can be used by people for recreation such as hiking, biking, river rafting, horseback riding, and mountain climbing. Help students create another key to represent the different forms of recreation associated with the land features. Next, have the students place the symbols for recreational use in the appropriate areas of use on their land features.

Closing

Ask the students what they learned about Public Lands and its uses. Encourage them to talk about how everyone can help take care of the land in many ways so that it will always be there for people to use in the future.

Suggested Student Assessment

Display student maps and have the students explain the representation and placement of the different land features and recreational uses. A rubric could be made to include the assigned segments of the maps.

Extending the Lesson

- Discuss with the students various forms of natural resource use of public lands such as mining, cattle grazing and harvesting lumber. Have the students create a key for the uses and then add them to their maps or make a new map for the resource uses.
- Use the activities on the website:
http://www.blm.gov/education/00_kids/contents.html

Related Links

http://www.blm.gov/education/00_kids/contents.html