

Mapping the Route

Companion Text: I Lost My Sock, by Lin Jakary & Ryan Olson

Subject Area & Grade Level: Social Studies, 3rd Grade

Materials: A small world map for each student, a small U.S. map for each student, markers

Objectives

After this lesson, students will be able to:

- Identify countries and bodies of water on a world map
- Explain the difference between cities, states, and countries
- Map transcontinental travel routes

Introduction

Ask students to name their city, state, and country. Point out that cities are contained in states (or “provinces” or “regions”), and that states are contained in countries. Then, ask students to find their location on a world map to the best of their ability (states and cities might not be labeled, depending on their size). Ask students to comment on the relative size and location of the U.S. to other countries (relatively large, not bordering very many other countries compared to the distribution of countries on other continents). Point out the location of the Pacific, Atlantic, and Indian Oceans, and call out names one country on each continent for students to try to find.

Procedure

Read the story once through without stopping. Then, ask students to name two places outside of the U.S. that were mentioned in the story (Rome and China). Pass out one world map, one U.S. map, and one routes worksheet to each student. Ask whether Rome and China are cities, states, or countries. Ask: “How can you tell?” Have students mark Rome, China, and their own location on the world map, and their own location on the U.S. map. Then, tell students that you are going to assume that this story was set in your city, and have them map a route for the sock to follow to get home from Rome, and one for the sock to follow to get home from China. Tell students that they can choose any route they’d like, but they are to travel only on land or by ship (no airplane travel). They should mark their land routes in green on the map, and their ship routes in blue. Then, they should complete their worksheets.

Discussion

Have students present their maps and explain why they chose the routes they did. Use student presentations as a springboard to discuss other reasons people move around geographically beside vacation travel, such as for work or to immigrate. Point out that in some parts of the world, there are groups of people who travel all the time, without maintaining a permanent home at all. These tribes of people are called nomadic, and move around according to the distribution of resources such as food and land.



Routes Worksheet

1. Name the cities, countries, oceans, and U.S. states—IN ORDER—that the sock traveled through on your route from Rome, Italy to your location in the U.S. Be as specific as you can be.

2. Describe in a sentence or two why you chose the route you did.

3. Name the cities, countries, oceans, and U.S. states—IN ORDER—that the sock traveled through on your route from China to your location in the U.S. Be as specific as you can be.

4. Describe in a sentence or two why you chose the route you did.

