

Mapping the Maldives

RECOMMENDED GRADES: K-2

TIME: 3-4 class periods

OBJECTIVES:

Students will...

- Develop map skills by
 - o recognizing basic map symbols, including land, water, and cities
 - o using cardinal directions on maps
 - o identifying the Maldives on maps
 - o locating Male', the capital of the Maldives, on a map
 - o constructing simple maps, including a title, map legend, and compass rose

MATERIALS:

- Salt dough (flour, salt, water, cream of tartar)
- Computer/iPad to access [Google Earth](#)
- Maps of the Maldives from [WorldAtlas](#) (1 outline map and 1 physical map for each pair of students)
- Picture vocabulary cards of key vocabulary (island, atoll, archipelago, etc.) from [World Landforms](#)
- Cardboard (1 piece for each pair of students)
- Paint / Paintbrushes / Pencils / Markers
- Paper
- Chart paper or poster

PREPARATION:

- Gather all necessary materials
- The salt dough can be prepared in advance instead of having students create it in class

DIRECTIONS:

- Guide students through the [See, Think, Wonder](#) routine as you view the Maldives using [Google Earth](#). As students make observations, record them on chart paper/whiteboard.

- Explain to students that the Maldives is a nation made up of more than 1,190 islands. It is located in the Indian Ocean and spans across the equator. Point out the capital city, Male', and make a connection to your country's capital city.
- Ask students to share if they have used dough to create something.
- Introduce the task: Explain that we will work with a partner to make a map of the Maldives out of salt dough.
- Ask students to share what key features they will need to include (e.g., title, map legend, compass rose, etc.).
- Create Salt Dough: Have students use their hands to mix together 4 cups of flour, 2 cups of salt, 2 cups of water, and 2 teaspoons of cream of tartar.
- Distribute [paper outline maps](#) of the Maldives to students. Have them cut out the map, trace it onto the cardboard, and then remove the paper map. You can also give them a [physical map](#) to use as a reference as they continue their map making).
- Have students press the salt dough onto the map; let the salt dough map dry overnight.
- Have students paint the salt dough maps, paint the land one color and water another,
- Have students label the Indian Ocean and Male', the capital city
- Have students add a compass rose

PRIOR SKILLS & UNDERSTANDINGS:

- Prior to this lesson, students would have already...
 - Studied a wide variety of maps / globes
 - Made observations about what different map symbols represent
 - Learned to identify their home country and capital city on a map
 - Had numerous experiences creating simple maps (e.g., of the classroom, playground, etc.) with a title, map legend, and compass rose
 - Identified land and water on different maps

EXTENSIONS:

- Have students label more features (e.g., surrounding countries)
- Have students create map of Southern Asia and label the Maldives within it
- If technology (i.e., iPads) are available, have students take a video of themselves explaining the key features of their map

MODIFICATIONS:

- Provide students with the map of the Maldives already traced onto the cardboard
- Provide students with premade labels of Male' and the Indian Ocean

- Students could work alone or an older buddy class could be invited to support students as they paint/label their map
- Sentence frames to use when making the video sharing their map

VOCABULARY:

map, globe, cardinal directions, north, south, east, west, compass rose, symbols, land, water, city, country, ocean, Maldives, Male', climate, island, atoll, archipelago

ASSESSMENT:

- Student self-assessment
- Peer assessment

RESOURCES:

- [GoogleEarth](#)
- [Maps of the Maldives - World Atlas](#)
- [See, Think, Wonder Thinking Routine](#)
- [World Landforms](#)