

**LESSON: A Sound Map****TIME:** 90-120 minutes**SUMMARY:**

The idea of this map is to take a close look at a natural area near the school. Tell the group that you are going to use sounds and natural materials from the landscape in the map we create.

**OBJECTIVES:**

**SS.K.13.** Create a route to a specific location using maps, globes, and other simple geographic models.

**MATERIALS & RESOURCES:**

- Book: Mapmaking with Children, Sobel, D. (optional)
- Clipboards and pencils (one per child)
- Large piece of paper about 4 feet across (a circle is nice because it relates to the shape of the earth)
- Paints & brushes
- Glue
- Markers
- Eraser
- Crayons

**INTRODUCTION:**

If the students have limited experience with mapping, begin with the Neighborhood Mapping and/or Hide a Penny activities from Mapping With Children.

We're going to use sounds and materials from the area we hike to create a map on this big piece of paper. We've got paints and crayons, but we may also want to use mud, flowers or leaves to make our map as well. We'll sit really quietly and listen to the sounds we hear and figure out how to "show" those sounds on our map. We're going to incorporate parts of the natural landscape into our map of the landscape.

**DIRECTIONS:**

1. Choose an area you can walk to easily.
2. Ask your group to walk to the area silently.
3. Have them take notes of all the things they hear—anything and everything; loud and soft sounds. Ask them to collect enough sounds to make a sound map of the walk. Tell them that with this kind of map, people will be able to look at the map and hear in their minds what it would sound like to walk there. Ask the children to capture *how* things sound. Tell them to use their imaginations. They might even want to close their eyes some of the time so they can focus more on their sense of hearing.
4. Find things you can use to mark or color on the map. If there will be a stream on your map, collect stream water to mix with watercolor paints and draw it on the map. Have the children experiment with rubbing leaves, flowers, nuts and seeds onto paper. They can even collect things like wood chips and plant materials to glue on the map.
5. Create with the children a large map up to four feet across.
6. Help children use the materials they've collected to represent the natural world they've seen.
7. While you're working on the, talk about questions like these—
  - What did you hear?
  - What does your sound map remind you of?
  - How do you feel about the place we're mapping?

**BRIGHT SPOTS:**

How do you feel when you look at the map?

How do you fit into the place?

How do you fit into the map?

Did some of you see/hear things differently from others?

Try building a sound poem based on your map.