

ENRICHMENT: Landmark Mapping

Objectives and Summary: Students create a map by identifying landmarks.

Standards:

Materials

- Journals or larger sheets of blank paper
- Pencils
- Clipboards
- Waskowitz trail map

Location and Duration: Waskowitz trail system or main campus, 30min- all day.

Procedure

Introduction: “Turn left on 234th Street. There will be an Albertson’s on your right. At the Texaco Station turn right.” Have you ever given directions similar to this? You may not have recognized it, but you were using *landmarks*; landmarks are stationary objects that are easily identifiable. Using them to give directions provides concrete, visual clues to a location and greatly aids in navigation. Today, we are going to create a map of our local area using landmarks. Before heading out for a hike gather the students around to discuss:

- Examples of different types of maps (road maps, topographic maps, etc.). You may want to use the trail map at the bridge as a visual. What are landmarks they can find on the trail map? Where should we be sure to place landmarks on our map (at trail junctions/changes in the path)
- Talk about how the first maps were created by people doing what they will be doing – walking through an area and drawing what they see.

Lesson/Activity

1. Tell students that as they hike they will be drawing a map of their path, periodically stopping to add to it. Remind students to consider *scale*. Do they want to draw their landmarks so big that they take up big sections of their mapping paper? How can they accurately show distance they have traveled? A dot for each footstep? A line for each 10 minutes?
2. To begin their mapping project have them pick their first landmark. It may be the bridge or the trail map or some other stationary object found nearby. Have them draw this object in a corner of their paper.
3. Remind them that it is their job to complete the map as the hike continues. The class may stop and do other activities but by the time they have returned to camp they should have a map showing landmarks they encountered along the way.

Conclusion: After returning to camp have students compare their maps to a Waskowitz Trail Map. How accurate were they? Brainstorm ideas for making their maps more accurate.



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Extensions

- Have students add topography to finish their maps. Use contour lines, etc.
- Instead of having each student make a map, pair them up and give each pair a compass. Have them create maps which show the direction of each trail.
- Include a key and scale student maps
- Focus on mapping the campus in conjunction with the GPS or Basic Orienteering activity

Notes:



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