



Journey to a New Land

Social Studies

We're off to see the Wizard, passing through city, country, farmland, woodland, forest and fields of poppies!

National Standards > Geography

NSS-G.K-12.1 The World in spatial terms (K-3)

- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Understand how to use mental maps to organize information about people, places, and environments in a spatial context.

Kentucky: Social Studies > Geography

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Geography (2.19) Grades K-3

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

SS-E-4.1.1 Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.

Ohio: Social Studies > Geography

- Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity.

Benchmark(s) Grades K-2

B. Identify physical and human features of places.

Benchmark(s) Grade 3

B. Identify the physical and human characteristics of places and regions in North America.

Grades K-3

Objective

Student will:

- Understand the concept and use of a physical map.

Assessment

Students will be able to:

- Display information regarding the Land of Oz in the form of a physical map.
- Create a map with physical and human features, symbols and map key.

Sample items to gauge student understanding:

1. Which is not a physical feature or landform shown on a map?
 - a. Building (*building—a human feature*)
 - b. Mountain
 - c. Lake
 - d. River
2. Draw a picture of landform found on a map. (*lake, river, mountain, forest, etc.*)
3. Describe the function of a map. (*used for finding location*)

Vocabulary

- Physical feature
- Human feature
- Landform
- Map key
- Biome

Materials

- The Once Upon a Time Map Book by B. G. Hennessey (fictional map of Oz)
- Copy of age appropriate books on map concepts (e.g., My Map Book by Sara Fanelli (1995); Map Keys by Rebecca Aberg (2003))
- Handout: Map of Oz—Physical and Human Features

Activity 1

Which Way to Oz?

Teacher will:

1. Introduce/review the concept of a physical map.
2. Share with students a picture book about physical maps that illustrate both physical and human features, and landforms such as mountains, rivers, and lakes; roads, buildings, cities and towns. (*Emphasis on the use of symbols and visual depictions.*)
3. Introduce students to the book, Once Upon a Time Map Book, to examine a fictional map of Oz. (optional)
 - a. Emphasize features such as the map key, and review the scale and road symbols, the map's grid lines, and compass rose, explaining the function and purpose of these features. (*The book provides a scavenger hunt on the map of Oz. The students look for two wedding presents and six buckets of water to throw at the Wicked Witch of the West. Allow students to locate places on the map for each step in the scavenger hunt. Review each step and note the directional terms such as south, beyond, under, northeast, due south, etc.*)

4. Explain to students that the map is just one example of a map of Oz, and as the Land of Oz is fictional, it may be interpreted in various ways.
5. Explain to students their task to create a new map of Oz incorporating information learned about Oz from the staged production.
6. Facilitate class discussion on the necessary features to include (e.g., place and biome—farm, woods, forest, city, etc. *(See [handout for other suggestions.](#))*)
7. Instruct students to construct labeled maps that include at least one physical feature, one human feature, one landform, compass rose and map key. (Students will work at the teacher's discretion in small groups, pairs or individually.)
8. Have students share their final map products with classmates.

Student will:

1. Examine sample models of physical maps, including a physical map of the Land of Oz (optional).
2. Create and construct a physical map to visually interpret and represent the Land of Oz.
3. Share finished product with classmates.

Activity Extensions

- Students will create a map of Oz that includes seven different physical features, seven different human features and a map key. Depicted landforms need to be placed on the map in logical locations (e.g., a desert is placed east of a mountain, a sea is placed at the end of a river, etc.).
- Students will read other stories such as [Alice in Wonderland](#), [Hansel and Gretel](#), or [Peter Pan](#) and create a map to depict the physical layout of the story's setting and events. Human and physical features are included as well.
- Students will gather various maps of Ohio, Indiana or Kentucky to compare visual depiction, symbols and map keys.



Handout: Social Studies (K-3)
Map of Oz—Physical and Human Features

Directions: Choose from the following items to include and draw on your map of Oz.

Places:

Emerald City
Munchkin Country
Gillikin Country
Winkle Country
Quadling Country

Human Features:

Yellow Brick Road
Wicked Witch's Castle
Glenda's Castle
Great Orchard
College of Prof. Wogglebug
Dorothy's House

Physical Features:

Impassible Desert
Great Sandy Waste
Deadly Desert
Shifting Sands
Forest of Fighting Trees
West Branch River
Mt. Munch
Munchkin River
Lake Quad
Winkie River
Merry go Round Mountains

(For younger students the list may be shortened to include only those places evident in the staged production.)