Lesson-5: All About Maps

12 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Gratitude sheet.

Animation, Animated Activity, Concept Map, Dictionary, eBook, I Explain, Infographic, Interactive Map, Quiz, Slideshow, Test Generator

Curricular Goals and Objectives (NCF)

To enable the students:

- to recall the names of continents and oceans by locating them on a map.
- to define key terms related to maps and globes.
- to identify different types of maps and their uses.
- to describe the importance of symbols, colours and legends on a map.
- to compare different types of maps to understand their unique features.
- to use maps to plan routes, identify locations and understand how maps help with travel and navigation.

Methodology

Period 1

SHOULD DO
10 MIN.

Teacher: Good morning, my young explorers. How are you all today?

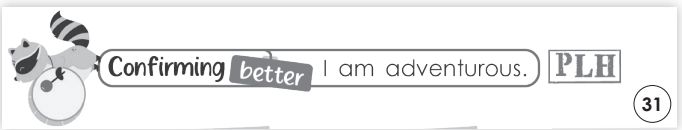
Students: Good morning, teacher.

Teacher: Today, we begin an exciting new journey about something that is a representation of the Earth's surface or a part of it on a flat medium. Can you guess what it is?

Students: Maps.

Teacher: That is correct. Maps are important tools that help us explore places near and far.

Confirming better



Teacher: Before we begin, let us confirm our learning with a positive thought. Repeat after me: 'I am adventurous.'

Students: 'I am adventurous.'

Teacher: Well done, everyone We will begin a new chapter, 'All About Maps'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

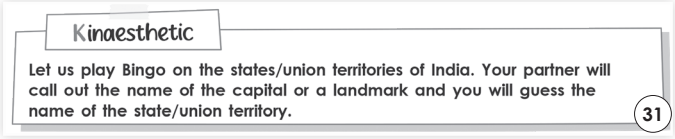
Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

MUST DO
10 MIN.

Teacher: Today, we are playing Map Bingo. Your partner will call out a capital city or a famous landmark and you must find and mark the correct state or union territory on your Bingo sheet.



Teacher: Let us do a quick example. If I say Mumbai, you mark Maharashtra. If I say Charminar, you mark Telangana. Simple, right? Now, let us begin.

(Students play in pairs, taking turns calling out capitals and landmarks while marking states on their Bingo sheets.)

Teacher: Fantastic work. Now, think—how did this game help you learn about maps? Why is it important to know capitals and landmarks?

(Students reflect and share.)

Teacher: Well done. Maps help us locate places and navigate better. Now, let us sharpen our listening skills with a new challenge.

Auditory

MUST DO
10 MIN.

Teacher: I will read aloud the names of some states and union territories. When you hear a name, raise your hand and say its capital aloud. Ready?

Auditory*

Listen to your teacher carefully. Answer the questions.

31

(Read the names one by one: Arunachal Pradesh, Bihar, Gujarat, Himachal Pradesh, Ladakh, Maharashtra, Tamil Nadu, Rajasthan. Students respond with capitals.)

Teacher: Fantastic. Now, let us make it a bit more fun. I will now say the capital and you guess the state or union territory. Let us see who can answer the fastest.

(Call out capitals and students respond with corresponding states.)

Teacher: Excellent work. Now, think—why is it important to know states and capitals?

(Students reflect and share.)

Teacher: Well done. Knowing capitals helps us understand geography better and use maps more effectively. Let us move forward with our next activity.

Pictorial

MUST DO
10 MIN.

Teacher: That was a great listening activity. Now, let us use our eyes to explore maps. Open your books to the political map of India on page 31. Look at it carefully.

Pictorial PS

Look at the map. Answer the following questions.

a. the Union Territory which is also the capital of two states
_____

b. a state that houses the southernmost tip of India
_____

c. a water body that surrounds India on the eastern side
_____

d. a state that lies in central India, bordering the state of Gujarat to its west
_____

31

Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there.
*Guide the students to recall and answer these in their notebooks.

Teacher: Maps are full of information, but we must know how to read them. Let us answer some questions using the map. I will read a question and you will find the answer by looking at the map. Ready?

Teacher: First question—Which Union Territory is also the capital of two states?

(Students observe the map and respond.)

Teacher: Great. Now, look at the southern tip of India. Which state is located there?

(Ask the rest of the questions in the same manner.)

Teacher: Fantastic. You are becoming experts at reading maps. Now, let us think—why is it important to read maps carefully?

(Students share their thoughts.)

Teacher: Great responses. Maps help us understand places, directions and boundaries. That is why knowing how to read a map is an essential skill. Well done, everyone.

Differentiated Activity

110km/hr

Draw a simple map of your school and label key locations such as the classroom, library and playground.

80km/hr

Explain why maps are important in daily life.

40 km/h

Identify and label directions (North, South, East, West) on a printed compass rose.

Home Task

Look at any map at home or in your book. Write down the three things you notice on the map (e.g., a river, a mountain, a road).

Period 2

SHOULD DO
05 MIN.

Teacher: Good morning, young explorers. Are you all ready for another exciting day of learning?

Students: Good morning, teacher.

Teacher: Before we begin, let us refresh ourselves with a simple question. Imagine you are visiting a new place. How would you find your way?

(Students share answers—some might say using a map, asking someone or using a phone.)

Teacher: That is right. Today, we will explore maps and how they help us.

Interacting better

SHOULD DO
10 MIN.

Teacher: Now, let us have a quick discussion with our partners. Think about your favourite place in your state or union territory. It could be a park, a monument, a museum or even your school.

Interacting better ICL

What is your favourite place to visit in your state/Union Territory? Discuss with your partner.

32

Teacher: Turn to your partner and discuss:

- What is your favourite place?
- Why do you like it?
- Have you ever seen it on a map?

(Students discuss in pairs for a few minutes.)

Teacher: Let us hear from some of you. Who would like to share the place they talked about?

(Students take turns sharing.)

Teacher: Wonderful. Maps help us find and explore these amazing places.

You may show the **eBook** of the story given on digital platform.

MUST DO
15 MIN.

A globe or a map is used to study the Earth. A globe is a simple and accurate model of the Earth. However, we cannot always use a globe to study the Earth. Also, a large globe is difficult to carry around. All the details of a place cannot be shown on a globe. We cannot make a globe showing only a part of the Earth. Only one half of the Earth can be seen at a time on a globe. Thus, to overcome these shortcomings, we use a map to study the Earth.

Teacher: Now, let us look at the picture in your books given on page 32. Observe it carefully. What do you see?

(Students describe what they notice—the girl holding a globe, the book of maps, the store setting, etc.)

Teacher: Excellent. Now, let me ask you some questions to think more deeply:

1. What is the girl holding in her hands? Why do you think she is carrying it?
2. The mother is holding a book of maps. What is it called?
3. Look around the store. What kinds of things do you see on the shelves? How do these relate to learning?
4. The girl asks, 'Why do we need globes and maps when we have maps on our phones?' What do you think?

(Students share their thoughts, leading to an interactive discussion.)

Teacher: Great thinking, everyone. We use both digital and physical maps for different purposes. Now, let us read the text under the image together.

(Students read the paragraph about maps and globes.)

Teacher: Now that we have read this, what are some advantages of maps compared to globes?

Teacher: That is correct. Maps are easier to carry, show more details and help us study the Earth in a simpler way.

Teacher: Before we end today's lesson, let us summarise what we learned. Who can tell me one new thing they discovered today?

COULD DO
10 MIN.

(Students share different points.)

Teacher: Wonderful. Now, let us think about the differences between a globe and a map.

1. Which one is easier to carry—a globe or a map?
2. Which one gives us a more accurate shape of the Earth?
3. Can a globe show the entire Earth at once? Why or why not?
4. Why do we use maps more often than globes in daily life?

(Students answer these questions, deepening their understanding.)

Teacher: Well done, explorers. You are all becoming map experts. Tomorrow, we will continue our journey and learn even more. Keep exploring.

Differentiated Activity

110km/hr

Write a short paragraph explaining the differences between a globe and a map.

80km/hr

How does a map help us locate places more easily than a globe?

40 km/h

Try to find India on a globe and on a map? Which one is easier to use?

Home Task

Find a map or a globe at home or online. Write down two things you observe about it.

- If it is a map, note its symbols or colours.
- If it is a globe, note how it shows continents and oceans.

Period 3

SHOULD DO
10 MIN.

Teacher: Good morning, young explorers. Before we start today's lesson, let us play a quick game. I will describe something and you have to guess what it is.

1. It is flat, but it shows the entire world. (A map)
2. You can spin it around and it looks like the Earth. (A globe)
3. People use it to find their way when they travel. (A map or GPS)
4. It has symbols and keys to represent different places. (A map)

Teacher: Well done. Today, we will dive deeper into maps and learn about their features.

You may show the **Animation** given on the digital platform.

Maps

Teacher: Now, open your books to page 32. Before we read, let us think: What do you already know about maps?

MUST DO
10 MIN.

MAPS

A map is a representation of the Earth's surface or a part of it on a flat medium. The word 'map' comes from the Latin word *mappo*, which means 'a napkin'. An atlas is a book of maps. The first atlas was published by a Flemish cartographer, Gerardus Mercator. A map can be drawn to show different places, such as continents, countries, cities and even a neighbourhood. You can draw a map of your school and show all the details on it. Map 5.1 helps us locate the various continents and water bodies of the Earth.

32

(Students share their responses.)

Teacher: Excellent. Let us read the first paragraph together.

(The teacher and students take turns reading aloud.)

Teacher: Now, let us discuss:

- Why do you think early people needed maps?
- Why do you think maps are still useful even when we have GPS and Google Maps?

(Students share their thoughts.)

Discovering better

MUST DO
10 MIN.

Teacher: Now, look at the Discovering better box on page 32. Let us learn about Gerardus Mercator- one of the first people to create world maps.

(Explain about Gerardus Mercator, show a simple image of an old map if available.)

Teacher: Can you imagine a world without maps? How would explorers travel?

(Students discuss.)

Teacher: That is why cartographers or mapmakers, are so important. They help us understand the world better.

Teacher: Great thinking, everyone. You are all becoming map experts. Tomorrow, we will explore how to use maps in daily life. Give yourselves a big round of applause.

Map 5.1

Teacher: Now, we will become map detectives. Open your books to Map 5.1 on page 33. Look at the world map carefully.

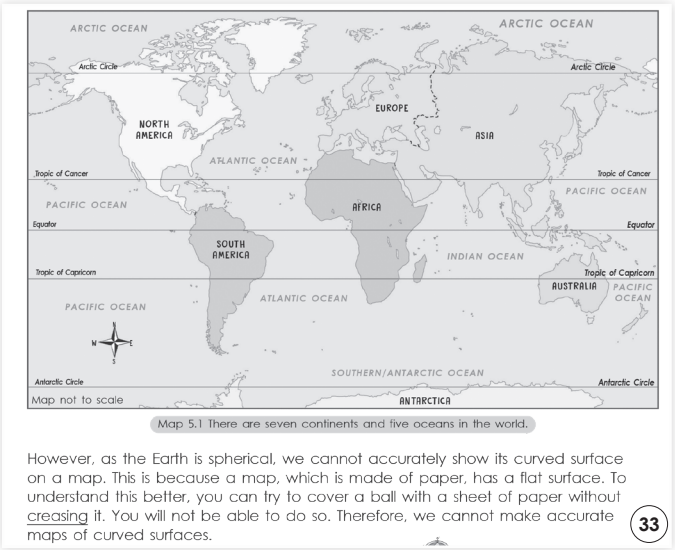
MUST DO
10 MIN.

Teacher: What do you see? Can you find:

The seven continents?

The five oceans?

The Equator?



Map 5.1 There are seven continents and five oceans in the world.

However, as the Earth is spherical, we cannot accurately show its curved surface on a map. This is because a map, which is made of paper, has a flat surface. To understand this better, you can try to cover a ball with a sheet of paper without creasing it. You will not be able to do so. Therefore, we cannot make accurate maps of curved surfaces.

33

(Students take turns identifying continents, oceans and important lines on the map.)

Teacher: Fantastic. Now, let us answer a few fun challenges using the map:

1. Which continent is the biggest? (Asia)
2. Which continent is the smallest? (Australia)
3. Which ocean touches the most continents? (Pacific Ocean)
4. Which continent do we live in? (Asia)
5. Can you find the Tropic of Cancer and Tropic of Capricorn?

(Students locate these features and discuss.)

Teacher: Amazing work, everyone. Now, let us learn about someone who made maps famous.

(You may show the **I explain** given on digital platform.)

Differentiated Activity

110km/hr

How do maps help people in daily life?

80km/hr

Who was Gerardus Mercator?

40 km/h

Can a globe show all parts of the Earth at the same time?

Home Task

Imagine you are a cartographer (mapmaker). Draw a simple map of your classroom or neighbourhood and label at least three places (e.g., door, window, playground, library, etc.).

Period 4

SHOULD DO 05 MIN.

Teacher: Good morning, young explorers. Before we begin, let us quickly recall what we learned in the last class. Who can tell me one thing they learned about maps?

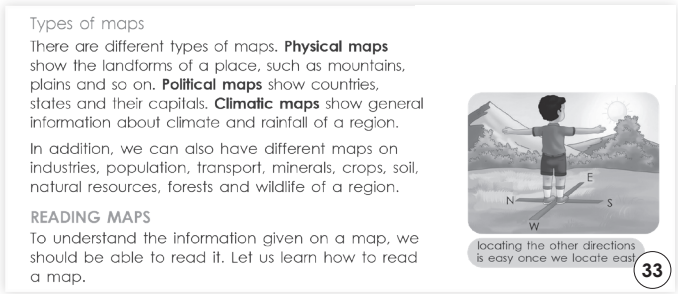
(Students respond.)

Teacher: Fantastic. Today, we will continue our journey and learn more about types of maps and directions. But first, let us revisit a word we read in the last class.

Types of maps & Reading Maps

MUST DO 10 MIN.

Teacher: Now, let us explore different types of maps. Open your books to the section "Types of Maps". Let us read together.



Types of maps

There are different types of maps. **Physical maps** show the landforms of a place, such as mountains, plains and so on. **Political maps** show countries, states and their capitals. **Climatic maps** show general information about climate and rainfall of a region.

In addition, we can also have different maps on industries, population, transport, minerals, crops, soil, natural resources, forests and wildlife of a region.

READING MAPS

To understand the information given on a map, we should be able to read it. Let us learn how to read a map.

locating the other directions is easy once we locate east

33

(The teacher and students take turns reading aloud.)

Teacher: So, we have learned that:

- Physical maps show mountains, rivers and landforms.
- Political maps show countries, states and capitals.
- Climatic maps show weather and rainfall patterns.

Teacher: Now, let us discuss:

- Why do we need different types of maps?
- If you were a traveller, which map would be most useful?
- If you were a farmer, which map would help you the most?

(Students share their answers.)

Teacher: Excellent. Now, let us learn about how to read a map.

You may show the **Slideshow** given on digital platform.

Discovering better

MUST DO 05 MIN.

Teacher: Open your books and look at the Discovering better box given on page 33. Who remembers what the word "creasing" means that we read in the topic 'maps?

Discovering better

creasing: lines on cloth or paper when folded or pressed

LAD

33

(Students answer.)

Teacher: Great. "Creasing" means lines that form on cloth or paper when it is folded or pressed. Now, let us connect this to maps. Imagine trying to wrap a football with a sheet of paper. Can you do it without creating folds?

Students: No

Teacher: Exactly; that is because the Earth is round and a map is flat. When we make a flat map of the round Earth, some shapes and sizes change. That is why maps can never be 100% accurate.

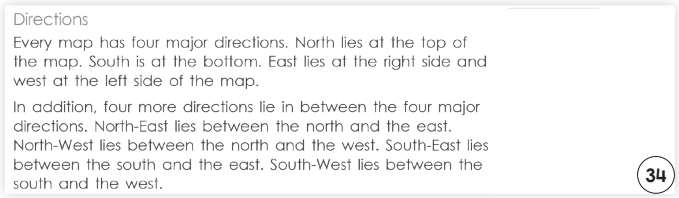
(Students discuss.)

You may show the **Dictionary** given on the digital platform.

Directions

MUST DO 20 MIN.

Teacher: Every map has four major directions: North, South, East and West. Look at the picture in your book given on page 33. What direction is the boy facing?



Directions

Every map has four major directions. North lies at the top of the map. South is at the bottom. East lies at the right side and west at the left side of the map.

In addition, four more directions lie in between the four major directions. North-East lies between the north and the east. North-West lies between the north and the west. South-East lies between the south and the east. South-West lies between the south and the west.

34

Students: East.

Teacher: That is correct. When we find East, it becomes easier to locate the other directions. Now, stand up and follow my instructions.

1. Point to the front of the class. That is North.
2. Now, point in the opposite direction. In what direction is that?

Students: South.

3. Point to the right. That is East.
4. Point to the left. That is West.

Teacher: Well done. Now that we know the four main directions, let us learn about four major directions: North-East, North-West, South-East and South-West. Instead of just looking at our books, we will create a live direction map right here in our classroom.

Teacher: I need eight volunteers to help me. Who wants to come up?

(Select eight students and ask them to come forward.)

Teacher: First, let us set up our four main directions.

Student 1, stands here and points straight ahead. You are North.

Student 2, stands opposite and points down. You are South.

Student 3, stands to the right and points that way. You are East.

Student 4, stands to the left and points left. You are West.

(Students take their positions and the class observes.)

Teacher: Great. Now, let us add the four in-between directions.

Student 5, stands between North and East. You are North-East (NE).
Student 6, stands between North and West. You are North-West (NW).
Student 7, stands between South and East. You are South-East (SE).
Student 8, stands between South and West. You are South-West (SW).
(Students take their positions.)
Teacher: Now, let us practice.
If I want to travel from North to East, which direction will I take? (North-East)
If I am moving from South to West, what direction am I going in? (South-West)
If I am standing at East and want to move diagonally up, where will I go? (North-East)
(Students answer and point in the correct directions.)
Teacher: Fantastic job, everyone. Now, let us think:

- Why is it important to know all these directions when reading a map?
- How do these directions help travellers and pilots?
- Can you name a real-world example where we use in-between directions?

(Students discuss and share.)
Teacher: Wonderful answers. Now, the next time you look at a map, you will be able to find locations quickly and accurately. Well done!

Differentiated Activity

110km/hr

Why do we need different types of maps?

80km/hr

Which map helps us find countries and states?

40 km/h

How many major directions do we have?

Home Task

Write a short story using directions, where you give instructions to a friend on how to reach your house from school using North, South, East and West.

Period 5

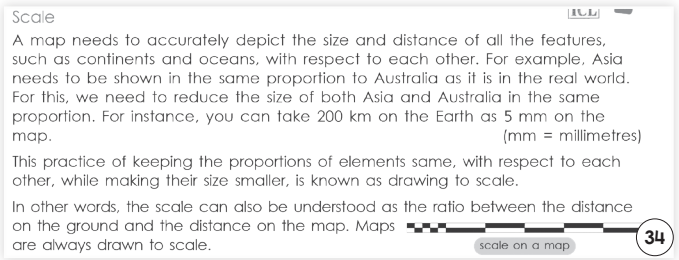
SHOULD DO
05 MIN.

Teacher: Good morning, students. How are you all today?
Teacher: Before we begin today's lesson, let us quickly recall what we learned yesterday. Can anyone tell me the four major directions on a map?
(Students respond: North, South, East and West.)
Teacher: Excellent. Now, let us move one step ahead and learn about the scale on a map, how do we understand distances and the symbols that are used on maps.

Scale

MUST DO
10 MIN.

Teacher: Look at the section 'Scale' on page 34. A map needs to show the size and distance of places just like they are in the real world, but in a smaller size. Imagine drawing a huge country like India on a small page. How do we do that?


Scale

A map needs to accurately depict the size and distance of all the features, such as continents and oceans, with respect to each other. For example, Asia needs to be shown in the same proportion to Australia as it is in the real world. For this, we need to reduce the size of both Asia and Australia in the same proportion. For instance, you can take 200 km on the Earth as 5 mm on the map. (mm = millimetres)

This practice of keeping the proportions of elements same, with respect to each other, while making their size smaller, is known as drawing to scale.

In other words, the scale can also be understood as the ratio between the distance on the ground and the distance on the map. Maps are always drawn to scale.

scale on a map

34

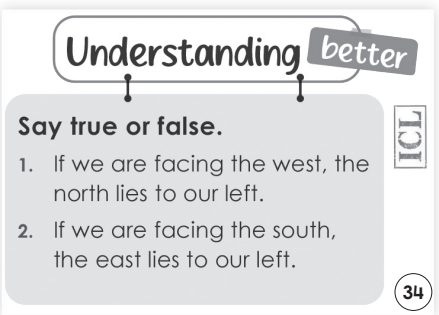
Teacher: We draw to scale. This means we reduce all sizes proportionally. For example, if 200 km in real life is shown as 5 mm on a map, we are using a scale.

Teacher: Let us do a fun exercise. Look at the scale given in your book. If 1 cm on a map equals 100 km in real life, can you tell me how far two cities 4 cm apart on a map would be in real life?
(Students calculate and respond: 400 km)
Teacher: Fantastic. Understanding scale helps us measure distances on maps. Now, let us move on to a fun True or False challenge.

Understanding better

MUST DO
10 MIN.

Teacher: Now, let us test how well we understand directions. I will read two statements and you will tell me if they are true or false.


Understanding better

Say true or false.

1. If we are facing the west, the north lies to our left.
2. If we are facing the south, the east lies to our left.

ICL

34

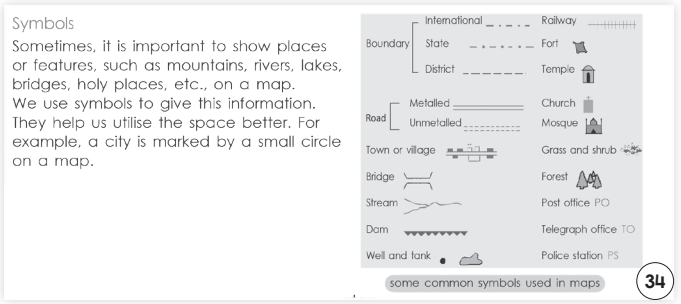
1. If we are facing west, the north lies to our left. (True)
2. If we are facing south, the east lies to our left. (False. East would be to our right.)

Teacher: Great work. Directions help us navigate the world, but we also use symbols to make maps easier to read. Let us learn about them.

Symbols

Teacher: Open your books to the section "Symbols" on page 34. A map is like a secret code. Instead of writing everything out, we use symbols.

MUST DO
15 MIN.


Symbols

Sometimes, it is important to show places or features, such as mountains, rivers, lakes, bridges, holy places, etc., on a map. We use symbols to give this information. They help us utilise the space better. For example, a city is marked by a small circle on a map.

Boundary: International, State, District
Road: Metalled, Unmetalled
Railway, Fort, Temple, Church, Mosque
Town or village, Bridge, Stream, Dam, Well and tank
Grass and shrub, Forest, Post office PO, Telegraph office TO, Police station PS

some common symbols used in maps

34

Teacher: Look at the chart of common map symbols in your book. What do these symbols represent? (Point to different symbols and let students respond.)

- What does the small black circle mean? (A town or village.)
- What does the blue wavy line stand for? (A stream.)
- What symbol is used for a railway? (Black dashed line.)
- How do we show a police station? (PS symbol.)

Teacher: Wonderful. Now, let us do a quick activity.

Activity: Map Symbol Hunt

I will say the name of a place and you will point to its symbol in your book.

Example: Temple, Post Office, Dam, Forest, Road (Students find the symbols and share their answers.)

Teacher: Excellent. Tomorrow, we will learn about colours on maps and how they help us understand different features. Get ready for a colourful lesson.

Differentiated Activity

110km/hr

Imagine you are designing a new map for your city. Create three map symbols for important places in your city (e.g., hospital, park, school) and explain what they represent.

80km/hr

Look at a map in your textbook. Find three different symbols and write down what they stand for in your notebook.

40 km/h

Draw one map symbol (e.g., river, road or railway) and write one sentence about what it represents.

Home Task

Find any map at home (it could be in an atlas, textbook or even online). Identify two symbols used in the map and write down their meanings in your notebook.

Period 6

SHOULD DO
05 MIN.

Teacher: Good morning, young geographers. How are you all today?

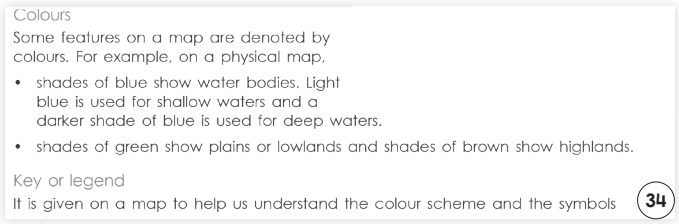
Teacher: Yesterday, we learned about symbols on maps. Can anyone tell me what symbol represents a police station?

Teacher: Great. Today, we will explore colours on maps and how they help us understand different landscapes. Let us begin.

Colours

MUST DO
10 MIN.

Teacher: Open your books to the section 'Colours' on page 34. We use different colours to show different features on a map. Let us read and understand what they represent.


Colours

Some features on a map are denoted by colours. For example, on a physical map,

- shades of blue show water bodies. Light blue is used for shallow waters and a darker shade of blue is used for deep waters.
- shades of green show plains or lowlands and shades of brown show highlands.

Key or legend

It is given on a map to help us understand the colour scheme and the symbols

34

Blue – Water bodies (light blue for shallow water, dark blue for deep water).

Green – Plains or lowlands.

Brown – Highlands, mountains or elevated areas.

Teacher: I will say a feature and you will guess the colour used for that on a map.

What colour represents rivers and lakes? (Blue)

Which colour is used for mountains? (Brown)

What colour will you find in plains and forests? (Green)

Teacher: Now, take out your notebooks. Draw a box with three rows. In each row, colour a small square with blue, green or brown. Next to each colour, write what feature it represents. Share your notebook with your partner and check if both of you got the colours correct.

Teacher: Well done. You now understand how maps use colours to represent different landscapes. Now, let us move on to the 'connecting better' activity.

You may show the **Infographic** given on the digital platform.

Connecting better

MUST DO
10 MIN.

Teacher: Look at the Connecting better section in your book. Maria and her mother are looking at a political map and discussing about Jammu & Kashmir. What special thing is Jammu & Kashmir known for?

(Students respond: Pashmina wool.)

Tell students how we get wool from sheep. And how their thick hair protects them in the cold weather.

Teacher: That is correct. Now, let us think:

1. How can maps help us learn about places and their specialities?
2. If you could pick one state to learn about, which one would it be and why?

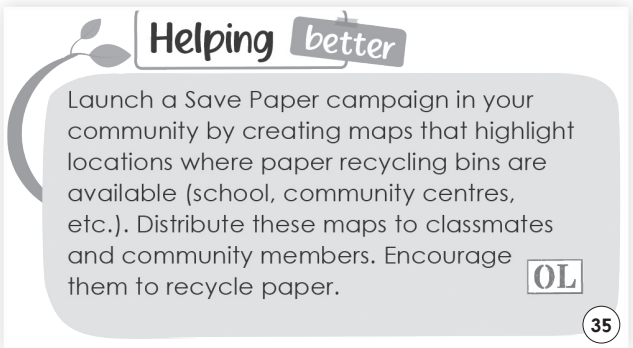
(Students discuss and share answers.)

Teacher: Excellent. Maps are not just about locations; they tell us stories about cultures and resources. Now, let us see how maps can be used to help our environment.

Helping better

MUST DO
10 MIN.

Teacher: Look at the Helping better box. It talks about launching a Save Paper campaign by creating maps maps. How can we help save paper by using maps?



(Students think and respond: By marking recycling bin locations, guiding people to recycling centres and reducing paper waste.)

Teacher: Let us start by observing our surroundings. Where do we already have recycling bins? Where should we place new ones? Think about places like classrooms, libraries or school entrances.

(Students discuss and give answers.)

Teacher: Excellent. Now, take out your notebooks and draw a simple map of your school or neighbourhood.

Teacher: Now, mark the places where we should place paper recycling bins. Use a green recycling symbol to show these spots.

(Students start working on their maps.)

Teacher: Pair up with a partner and explain your recycling map. What places did you go and why? How can we encourage others to use these bins?

Teacher: Now, imagine you are a part of a "Save Paper Club." Your task is to convince students and teachers to use recycling bins. How will you spread awareness?

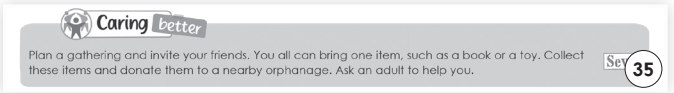
(Students share their creative ideas – posters, announcements or presentations.)

Teacher: Fantastic. You have all become environmental leaders today. Your maps can help our school become greener.

Caring better

MUST DO
05 MIN.

Teacher: We have learned a lot today, but before we end, let us take a moment to talk about kindness and giving. Look at the "Caring better" section in your book.



Teacher: Imagine you are organizing a small gathering with your friends where everyone brings one item to donate—like a book, a toy or something useful. Why do you think this is important?

(Encourage students to share their thoughts – answers may include helping others, spreading happiness or giving to those who have less.)

Teacher: That is right. Even small acts of kindness can make a big difference in someone's life.

Teacher: Now, let us discuss:

- If you could donate one item, what would it be and why? (Let a few students share their answers.)
- How do you think the children receiving these gifts will feel? (Encourage empathy-based responses.)

Teacher: Wonderful thoughts. Give yourself a tap on your back for the effort you put in today. See you in the next class.

You may show the **Animated Activities** given on the digital platform.

Differentiated Activity

110km/hr

Imagine you are designing a new map for your school. Add at least three symbols for important places (e.g., playground, library, recycling bin) and explain what they represent.

80km/hr

Look at a coloured map in your book. Why do you think mountains are shown in brown and water bodies in blue? How do these colours help us understand maps better?

40 km/h

Draw a simple map of your classroom and use at least two colours to show different areas

Home Task

Think about your neighbourhood. Identify two places where you think a recycling bin should be placed. Write their names and explain why those locations are suitable.

Period 7

SHOULD DO — 05 MIN.

Teacher: Good morning, students. How are you all today?

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we begin, let us play a quick game called Map Quest. I will say a word related to maps and you must point in the correct direction—up for north, down for south, left for west and right for east. Ready?

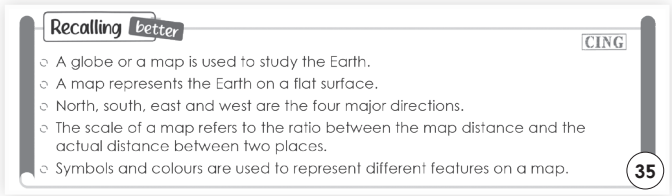
- Globe
- Map
- North
- East

Teacher: Great job, everyone. Now that we are warmed up, let us move on to today's lesson.

Recalling better

MUST DO — 10 MIN.

Teacher: Open your books to the Recalling better section. Let us quickly revise what we have learned about maps. I will ask some questions and you will raise your hands to answer.


Recalling better

CING

- A globe or a map is used to study the Earth.
- A map represents the Earth on a flat surface.
- North, south, east and west are the four major directions.
- The scale of a map refers to the ratio between the map distance and the actual distance between two places.
- Symbols and colours are used to represent different features on a map.

35

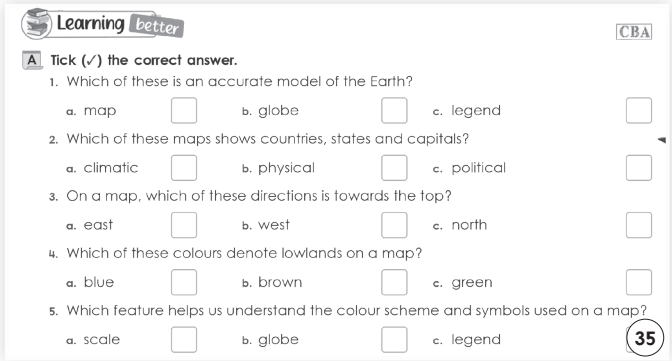
1. What do we use to study the Earth—a map or a globe?
2. What are the four major directions?
3. What does the scale of a map represent?
4. How do we use symbols and colours on a map?

Teacher: Well done. You are all becoming experts at reading maps. Let us now move on to the next activity.

Learning better

MUST DO — 10 MIN.

Exercise A


Learning better

CBA

A Tick (✓) the correct answer.

1. Which of these is an accurate model of the Earth?
   a. map ☐ b. globe ☐ c. legend ☐
2. Which of these maps shows countries, states and capitals?
   a. climatic ☐ b. physical ☐ c. political ☐
3. On a map, which of these directions is towards the top?
   a. east ☐ b. west ☐ c. north ☐
4. Which of these colours denote lowlands on a map?
   a. blue ☐ b. brown ☐ c. green ☐
5. Which feature helps us understand the colour scheme and symbols used on a map?
   a. scale ☐ b. globe ☐ c. legend ☐

35

Teacher: Now, we will work in small groups for Exercise A. Each group will discuss and choose the correct answers together. Discuss the options and decide on the correct answer. One person from each group will share their answers with the class.

(Assign groups and guide them as they discuss.)

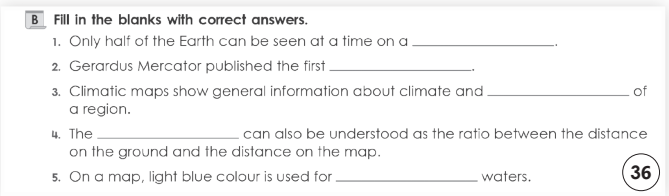
Teacher: Now, let us check our answers. I will read each question and each group will share their answer.

(Read aloud each question while students mark their answers.)

Exercise B

MUST DO — 15 MIN.

Teacher: For this activity, we will continue working in groups. Each group will receive one question, discuss it and write their answer. Read the sentence carefully. Discuss and decide on the correct answer. Write the answer in your books. Each group will present their answer to the class.


B Fill in the blanks with correct answers.

1. Only half of the Earth can be seen at a time on a _____.
2. Gerardus Mercator published the first _____.
3. Climatic maps show general information about climate and _____ of a region.
4. The _____ can also be understood as the ratio between the distance on the ground and the distance on the map.
5. On a map, light blue colour is used for _____ waters.

36

Teacher: Now, let us hear the answers from each group.

(Groups present their answers.)

Teacher: Great teamwork, everyone. Before we finish, give yourself a tap on your back for learning so well today. Keep practicing and I will see you in the next class

Differentiated Activity

110km/hr

Imagine you are going to visit a new city with your family. What symbols would you teach to your siblings which can help them read a map better?

80km/hr

Why do we use symbols instead of writing everything on a map? Write two reasons why symbols are important in maps.

40 km/h

Look at a map in your book. Identify and write down any three symbols you see and what they stand for.

Home Task

Find a small map in your book or any other source. Write two sentences describing what information the map provides and how it can be useful.

Period 8

SHOULD DO — 10 MIN.

Teacher: Good morning, class. How are you all today?

Students: Good morning, teacher. We are great.

Teacher: Wonderful. Before we begin, let us do quick-thinking exercise. Imagine you are a cartographer—a person who makes maps. What details do you think you need to include on a map?

Teacher: Think about colours, symbols and directions. I will give you 30 seconds to think and then I will call on a few of you to share your ideas.

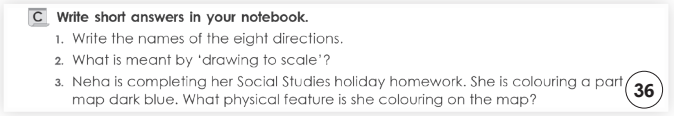
(Allow students to think and share their responses.)

Teacher: Excellent. Now, let us explore our exercises and learn more about maps.

MUST DO 15 MIN.

Exercise C

Teacher: Open your books to Exercise C on page 36. You will find three questions. Take 5 minutes to carefully read them and find the answers in your book. You can discuss with your partner if you need help.


C Write short answers in your notebook.
1. Write the names of the eight directions.
2. What is meant by 'drawing to scale'?
3. Neha is completing her Social Studies holiday homework. She is colouring a part map dark blue. What physical feature is she colouring on the map?
36

(Give students time to find answers.)

Teacher: Now, let us answer these questions together. I will randomly pick students to share their answers.

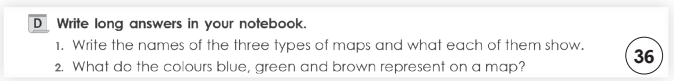
Teacher: First question: What are the names of the eight directions? Who would like to answer?

(Complete all the questions by following the same manner.)

MUST DO 15 MIN.

Exercise D

Teacher: Now, we will move on to Exercise D, where we will write long answers. Turn to the exercise in your book. I will read the first question aloud.


D Write long answers in your notebook.
1. Write the names of the three types of maps and what each of them show.
2. What do the colours blue, green and brown represent on a map?
36

Teacher: Before you start writing, take a moment to scan your book for the correct answers. You have 5 minutes to locate them.

(Give students time to find answers.)

Teacher: Now that you have found the answers, let us discuss them before writing.

Teacher: First question: What are the three types of maps and what do they show? Who would like to answer?

(Encourage student responses and guide them to correct answers.)

Teacher: Well done. Now, let us move to the second question: What do the colours blue, green and brown represent on a map?

(Allow different students to share answers.)

Teacher: Great job, everyone. Now, write the answers neatly in your notebooks. You have 10 minutes.

(Monitor the students as they write.)

You may show the **Quiz** given on digital platform.

Differentiated Activity

110km/hr

What is the name of the map feature that shows directions?

80km/hr

How does a map help travellers?

40 km/h

What colour is used on a map to show mountains?

Home Task

Bring materials for the Creating better activity. You will need a cardboard sheet, coloured pencils, markers, scissors and glue to make your map puzzle in the next class.

Period 9

SHOULD DO 05 MIN.

Teacher: Good morning, class. How are you all today?

Students: Good morning, teacher. We are great.

Teacher: That is wonderful. Before we begin today's activities, let us do a quick-thinking exercise. Imagine you are going on a journey. It could be to another city, state or even another country.

Teacher: What is the first thing you would check before travelling?

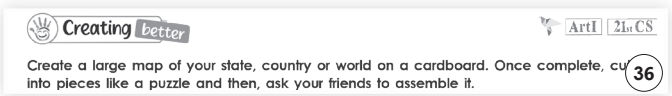
(Allow students to think and respond. Encourage them to mention maps, routes, distances, directions and landmarks.)

Teacher: That is right. A map helps us find our way and plan our journey. Today, we will use maps to create something exciting.

Creating better

Teacher: Now, we will do an exciting activity where you will create your own map and turn it into a puzzle.

MUST DO 20 MIN.


Creating better
Art | 21st CS
Create a large map of your state, country or world on a cardboard. Once complete, cu into pieces like a puzzle and then, ask your friends to assemble it.
36

Teacher: Here is what you need to do, take a large sheet of cardboard. Draw a map of either your state, country or the world. Label important cities, states or countries. Once your map is complete, carefully cut it into puzzle pieces. Exchange puzzles with your classmates and try to assemble each other's maps. Are you all ready?

Teacher: Great, now take your time with your drawings and labels. You will have 15 minutes to work on your maps. If you need help, raise your hand.

(Move around to assist students as they work on their puzzles.)

Teacher: Fantastic effort, everyone. Now, let us exchange our puzzles and try to solve them. Let us see who can put the pieces together the fastest.

(Allow students to complete their puzzles.)

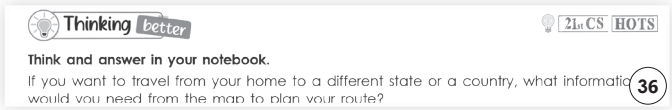
Teacher: That was a fun challenge. You all did a great job creating and solving the puzzles.

Thinking better

MUST DO

15 MIN.

Teacher: Now, let us think about how we use maps in real life. Open your notebooks and answer this question:


Thinking better

21st CS HOTS

Think and answer in your notebook.

If you want to travel from your home to a different state or a country, what informatio would you need from the map to plan your route?

36

'If you want to travel from your home to a different state or country, what information would you need from the map to plan your route?'

Teacher: Think about it carefully. Would you need to know the distance, directions or landmarks? You have 5 minutes to write down your thoughts.

(Give students time to write.)

Teacher: Now, let us discuss. Who would like to share their answer?

(Encourage students to share different ideas such as transportation routes, nearby cities, time zones or landmarks.)

Teacher: Wonderful answers. Knowing how to read a map can help us travel easily and safely. Now, in front of you is a Gratitude Sheet filled with different thank-you cards. Choose one card that you like, colour it and carefully cut it out.

Gratitude sheet

Teacher: On the back of the card, you will find space for a short note. Think about someone other than a friend who has helped you in some way. It could be a teacher, a school staff member, a librarian, a bus driver bhaiyya, a security guard bhaiyya or even a family member.

Teacher: Write a short message thanking them for something kind they did for you. Once you are done, find that person and hand them the card.

Teacher: Let us take this opportunity to make someone's day brighter. You may begin. See you in the next class.

Differentiated Activity

110km/hr

If you were a travel guide, how would you plan a trip to a new city or state using a map? What landmarks would you include and how would you decide the best route?

80km/hr

What are two important pieces of information you would need from a map before travelling to a new place? Why are they useful?

40 km/h

Can you draw a small map of your neighbourhood and mark three important places on it, such as a school, hospital or park?

Home Task

Compass Directions Game

- Stand in an open space and face north.
- Now, turn to the:

1. East
2. South
3. West

- Ask a family member to call out random directions and follow them.

Period 10

SHOULD DO

10 MIN.

Teacher: Good morning, class. How are you all today?

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we start today's activities, let us do a quick-thinking exercise. Imagine you are going on a road trip with your family. What would you need to take with you?

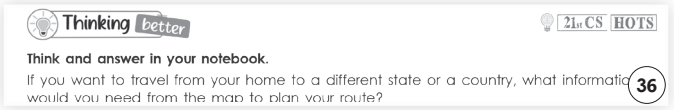
(Encourage students to mention things like maps, snacks, water, warm clothes for the hills, etc.)

Teacher: Great answers. Today, we will be learning about decision-making while travelling and the importance of maps.

Choosing better

MUST DO
10 MIN.

Teacher: Now, let us imagine another situation. You and your family are taking a road trip to a hill station. Suddenly, your sister feels slightly nauseous. What will you do? Look at your options and tick (✓) your answer.



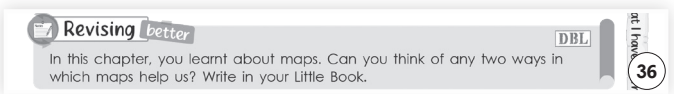
1. Offer her orange candies as they help reduce nausea.
2. Do nothing about it.

Teacher: Think carefully. What is the right thing to do?
(Wait for students to respond.)
Teacher: Yes. The best option is to offer her orange candies. Small actions like these can help us take care of others during trips.
'**Must** Do' (15 mins)

Revising better

MUST DO
10 MIN.

Teacher: We have learned a lot about maps in this chapter. Now, I want you to think and write.

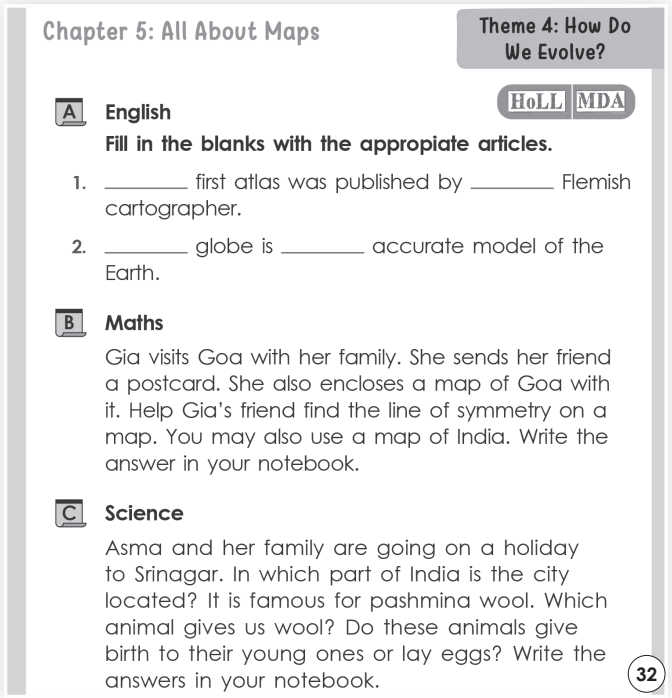


Teacher: Open your 'Little Book' and answer this question: 'Can you think of any two ways in which maps help us?'
Teacher: Take five minutes to write down your answers. Think about how maps help us in daily life.
(Allow students to write in their notebooks.)
Teacher: Now, let us share. Who would like to read their answer?
(Encourage students to share ideas like 'Maps help us find directions' or 'Maps show us locations of different places.')
Teacher: Excellent. Maps are very useful tools. Now, let us fill in the last column of the KWL chart.
Teacher: In this column, we will write what we have learned in this chapter.
Teacher: Think about the topics we have learned and write them neatly in the 'L' column of the chart.
(Wait for students to fill in the chart.)
Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Holistic Teaching

COULD DO
10 MIN.

(Refer to the Book of Holistic Teaching, page 32 under the title "All about maps." Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)



Differentiated Activity

110km/hr
Imagine you are lost in a new city. What three things would you check on a map to find your way?

80km/hr
Write one sentence about how maps help travellers.

40 km/h
Draw a simple map of your classroom, marking important places like the teacher's desk and door.

Home Task

Ask a parent or grandparent how they used maps when they were younger. Write down one interesting thing they said.

Period 11

SHOULD DO
05 MIN.

Teacher: Good morning, class. How are you all today?
Students: Good morning, teacher. We are great.
Teacher: Fantastic. Before we begin today's lesson, let us start with a quick question. Can anyone tell me why maps are important?
(Encourage students to share their ideas.)
Teacher: Great answers. Today, we will explore maps through a fun poster activity and a worksheet. Let us begin.

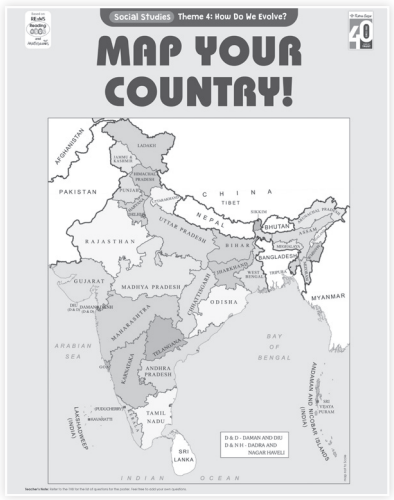
Poster

MUST DO

05 MIN.

Map Your Country

Teacher: Now, let us take a closer look at this map. This is a political map of India showing different states and union territories.



Teacher: Observe the map carefully and answer the following:

- What is the capital of your state?
- Can you find and point out two neighbouring states of yours?
- Which ocean lies to the south of India?
- Can you find a state that shares a border with another country?

(Encourage students to take turns identifying different states, capitals and geographical features.)

Teacher: Well done. Maps help us learn about our country and its geography. Now, let us move on to our worksheet.

Worksheet 1

MUST DO

15 MIN.

Teacher: Open your worksheets and let us complete the first section.

Theme 4: How Do We Evolve?

5. All About Maps

Worksheet 1

A. Fill in the blanks.

1. A globe or map is used to study the _____.
2. It is _____ to carry a large globe around.
3. The word 'map' comes from the _____ word, *mappo*.
4. The Earth is _____ in shape.
5. _____ maps show landforms of a place.

B. Write one-word answers.

1. The meaning of the word *mappo*: _____
2. The name of Gerardus Mercator's profession: _____
3. The name of the shape of the Earth: _____
4. The direction that lies to the right side of a map: _____
5. This shade is used to denote highlands in a map: _____

C. Which of the following statements about a map are true? Tick (✓) the correct answers.

1. An atlas is a book of maps. ☐
2. We use a map to study the Earth. ☐
3. It is easy to make accurate maps of curved surfaces. ☐
4. The word 'map' has been derived from the Latin word, *mappo*. ☐
5. It is a representation of the Earth's surface on a circular surface. ☐

19

1. Fill in the blanks – Read each sentence carefully and complete it with the correct word.
2. Write one-word answers – Keep your responses short and clear.
3. True or False – Tick (✓) the correct answers about maps.

Teacher: Take your time to think before writing. I will move around to assist anyone who needs help.

(Allow students to work independently, guiding them as needed.)

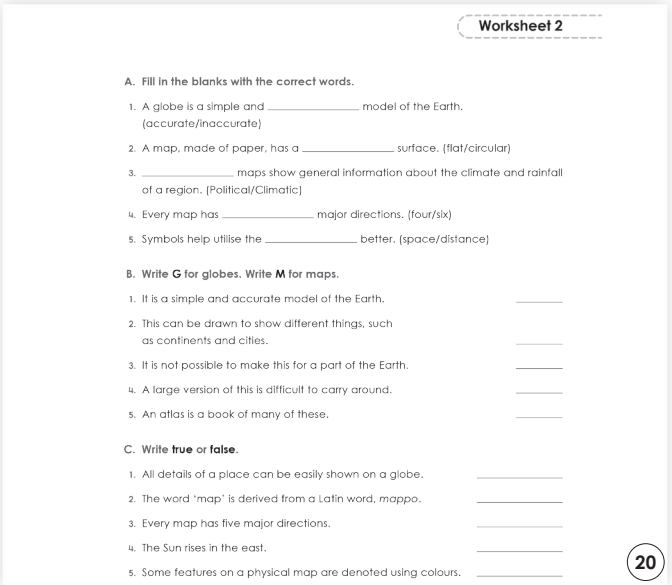
Teacher: Fantastic. Let us now move to the next exercise of the worksheet.

Worksheet 2

MUST DO

15 MIN.

Teacher: Now, let us complete the last exercise of our worksheet.



Worksheet 2

A. Fill in the blanks with the correct words.

1. A globe is a simple and _____ model of the Earth. (accurate/inaccurate)
2. A map, made of paper, has a _____ surface. (flat/circular)
3. _____ maps show general information about the climate and rainfall of a region. (Political/Climatic)
4. Every map has _____ major directions. (four/six)
5. Symbols help utilise the _____ better. (space/distance)

B. Write G for globes. Write M for maps.

1. It is a simple and accurate model of the Earth. _____
2. This can be drawn to show different things, such as continents and cities. _____
3. It is not possible to make this for a part of the Earth. _____
4. A large version of this is difficult to carry around. _____
5. An atlas is a book of many of these. _____

C. Write true or false.

1. All details of a place can be easily shown on a globe. _____
2. The word 'map' is derived from a Latin word, *mappo*. _____
3. Every map has five major directions. _____
4. The Sun rises in the east. _____
5. Some features on a physical map are denoted using colours. _____

20

1. Fill in the blanks – Complete the sentences using the correct words.
2. Write 'G' for globes and 'M' for maps – Identify if the statement is about a globe or a map.
3. True or False – Read the statements and write whether they are true or false.

Teacher: Work on this independently, but if you need help, raise your hand.

(Students complete the worksheet while the teacher provides support as needed.)

Differentiated Activity

110km/hr

If you had to create a new symbol for a historical monument on a map, what would it look like?

80km/hr

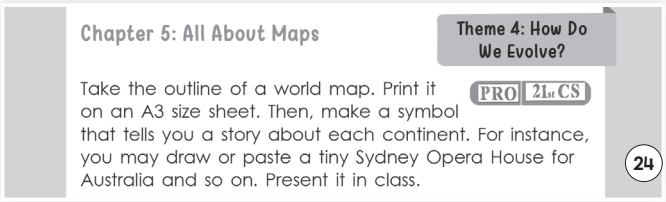
How does a political map differ from a physical map?

40 km/h

What is the name of your state and its capital?

Home Task

Project Idea


Chapter 5: All About Maps

Theme 4: How Do We Evolve?

PRO 21st CS

Take the outline of a world map. Print it on an A3 size sheet. Then, make a symbol that tells you a story about each continent. For instance, you may draw or paste a tiny Sydney Opera House for Australia and so on. Present it in class.

24

(For project Idea, please refer to the book of Project Ideas, page 24 under the title 'All About Maps.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about maps through this engaging project.)

Period 12

Teacher: Good morning, everyone. Today is our final lesson on this chapter. Before we begin, let us have a quick recap.

SHOULD DO

10 MIN.

Teacher: Can anyone tell me one new thing they learned about maps?

(Encourage students to share their thoughts.)

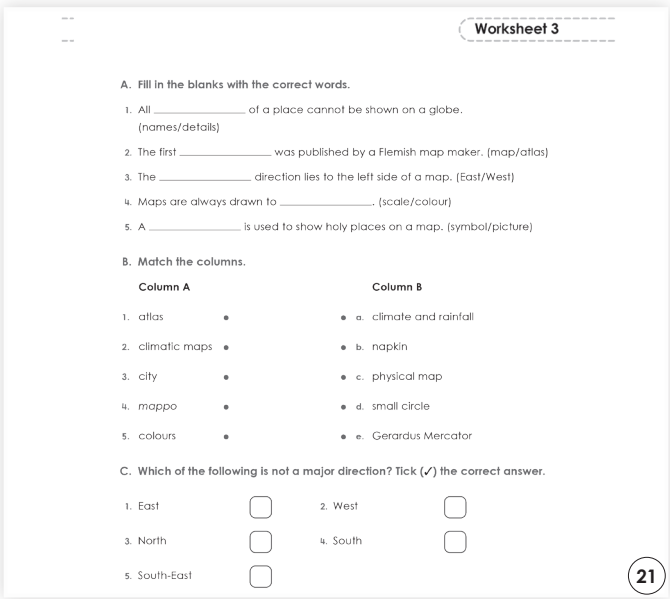
Teacher: Great. Maps help us understand places, directions and locations better. Today, we will complete our final worksheets and wrap up the chapter. Let us begin.

Worksheet 3

Teacher: Open your worksheets to page 3. Let us complete the first exercise together.

MUST DO

15 MIN.


Worksheet 3

A. Fill in the blanks with the correct words.

1. All _____ of a place cannot be shown on a globe. (names/details)
2. The first _____ was published by a Flemish map maker. (map/atlas)
3. The _____ direction lies to the left side of a map. (East/West)
4. Maps are always drawn to _____. (scale/colour)
5. A _____ is used to show holy places on a map. (symbol/picture)

B. Match the columns.

Column A		Column B
1. atlas	•	• a. climate and rainfall
2. climatic maps	•	• b. napkin
3. city	•	• c. physical map
4. *mappa*	•	• d. small circle
5. colours	•	• e. Gerardus Mercator

C. Which of the following is not a major direction? Tick (✓) the correct answer.

1. East ☐ 2. West ☐
3. North ☐ 4. South ☐
5. South-East ☐

21

1. Fill in the blanks – Read the sentences carefully and complete them with the correct words.
2. Match the columns – Draw a line to match the correct statements.
3. Tick (✓) the correct answer – Identify which option is NOT a major direction.

Teacher: Work on this at your own pace and raise your hand if you need help.

(Students complete the worksheet while the teacher monitors and assists.)

Teacher: Excellent. Now, let us move on to the next worksheet.

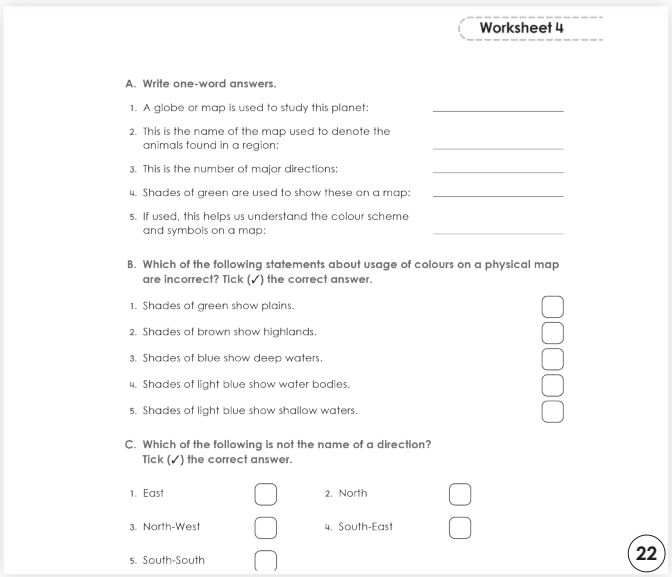
You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

Worksheet 4

Teacher: Now, let us move to worksheet 4.

MUST DO

15 MIN.


Worksheet 4

A. Write one-word answers.

1. A globe or map is used to study this planet: _____
2. This is the name of the map used to denote the animals found in a region: _____
3. This is the number of major directions: _____
4. Shades of green are used to show these on a map: _____
5. If used, this helps us understand the colour scheme and symbols on a map: _____

B. Which of the following statements about usage of colours on a physical map are incorrect? Tick (✓) the correct answer.

1. Shades of green show plains. ☐
2. Shades of brown show highlands. ☐
3. Shades of blue show deep waters. ☐
4. Shades of light blue show water bodies. ☐
5. Shades of light blue show shallow waters. ☐

C. Which of the following is not the name of a direction? Tick (✓) the correct answer.

1. East ☐ 2. North ☐
3. North-West ☐ 4. South-East ☐
5. South-South ☐

22

1. Write one-word answers – Answer each question with a single word.
2. Tick (✓) the incorrect statements – Read the statements carefully and identify which ones about the use of colours on a physical map are incorrect.
3. Tick (✓) the correct answer – Identify which of the given options is NOT a direction.

Teacher: Think carefully and check your answers before moving on. If you are unsure, ask for help.

(Students complete the worksheet while the teacher provides support as needed.)

Teacher: Well done, everyone. You have successfully completed this chapter. Let us do a quick review.

1. What are the four major directions?
2. How do colours help us read maps?
3. What is the difference between a physical map and a political map?

(Encourage students to answer.)

Teacher: Fantastic. Give yourself a tap on your back. You have all worked so hard and learned so much.

Teacher: Remember to keep exploring maps and directions in your daily life. See you all in the next class.
(You may show the **Interactive Map** activity given on the digital platform.)

Differentiated Activity

110km/hr

What challenges do you think a person can face while following a map?

80km/hr

Why do maps use symbols instead of words for certain places?

40 km/h

What are the four major in-between directions?

Home Task

Complete any pending worksheets and revise the entire chapter and review all key concepts.

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	• develop fine motor skills by engaging in activities like drawing maps, labelling places and cutting and assembling a map puzzle.
Socio-Emotional and Ethical Development	• demonstrate teamwork and collaboration by working in groups to complete mapping exercises and discussions.
Cognitive Development	• identify and classify different types of maps, their features and their uses through analysis and critical thinking.
Language and Literacy Development	• read, interpret and write about maps using key geographical terms such as scale, legend, directions and symbols.
Aesthetic and Cultural Development	• create a project showcasing different types of maps and express their understanding through creative illustrations and models.
Positive Learning Habits	• develop a habit of exploration and inquiry by using maps to locate places, plan travel routes and understand the world better.

Starry Knights

Were the learners able to locate places on the map easily? Which activity was the most enjoyable for you as well as the learners?

Reward yourself with a STAR.