



## Creation Station Activity: Making a Paper Mache Map

**Type of Teacher Tool:** Individual/Differentiation

**Targeted Grade Level(s):** 4-9

**Targeted Curriculum Areas:** Geography

### Learning Objectives:

The learner will:

1. analyze, construct, identify, and draw conclusions about a specific country's features and characteristics.
2. create a map representative of a particular country that includes both a scale and a legend.

### Featured National Standards:

1. NCSS 3.1.9: The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.
2. NCSS 3.3.2: Constructing a map depicting the school, community, state or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features.
3. NCSS 3.2.5: Calculate distance, scale, area, and density, and construct maps and models of geographic information.

**Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.**

### Resources/Materials Needed:

1. Educate.Today videos linked to this activity:  
Maps-3, Maps-4, Maps-5, Maps-7, Maps-10
2. Additional materials needed for this activity:  
Shredded paper  
Heavy/flat piece of cardboard (a pizza box will work)  
Water  
Glue  
Map of country studied  
Enlarged map of country studied  
Paint (acrylic works best)  
Sharpie or similar marker

**Teacher Instructions:**

1. Use this activity as students study geography in general and/or the geography of a specific country.
2. Depending on the organization and content of your geography unit, assign students the country to depict with their 3D map or allow them to choose their own country to depict.
3. Have students study a map of their assigned or chosen country to determine the locations and features they wish to include on their 3D representation.
4. Have students create a list of the locations and features they have chosen to include.
5. Have students trace (using the enlarged map), or draw freehand, their country map onto the heavy cardboard.
6. Mix glue and enough water to make a soupy paste. Add in enough shredded paper as needed to build the map.
7. Shape the paper mache into the country outline, being sure to build up mountainous areas and provide for other terrain features as well. Allow the map to dry thoroughly (This may take a few days). (**Note:** Make sure the map does not take up the entire area of the heavy cardboard so students will be able to use the extra space to identify border features of their country. If needed, students can always place their paper mache map onto a larger piece of cardboard or paper to identify the border features.)
8. Have students create a legend for their map that will help identify their chosen locations and/or features.
9. After the map is completely dry, paint the paper mache portion of map. Using paint and sharpies, students should label and identify their chosen locations and features as appropriate with their legend. (**Note:** It may be beneficial to put a layer of primer on the project first, so the paper mache map doesn't soak up so much paint.)
10. Comparing their country's original map to their enlarged map, have students determine an appropriate scale for their map and include it either on the map itself or on the outside area of the cardboard box.
11. Using paint or colored pencils have students fill in/label the border area of their country with appropriate surrounding countries and/or water features.

**Extension Activity Options:**

1. Depending on the age of students and the point of study in your geography unit, have the list of features chosen by students to include on their map vary by type, number, category, etc.
2. Have students journal about their experience in the activity including what they liked about the activity, what frustrated them about the activity, and what they learned about geography as a result of the activity.
3. If students chose different countries to depict, see if it's possible for them to place their models together in some way to depict a particular region, continent, area of the world.

**Assessment/Evaluation Options:**

1. Evaluate each student's map against their list of chosen locations and features. For example: Are they included and depicted clearly and/or appropriately?
2. Evaluate each student's map on its reflection of the chosen/assigned country. For example: Is the shape appropriate? Are appropriate borders/boundaries included?
3. Evaluate the scale and legend of each map. For example: Is the scale accurate? Is the legend clear and reflected appropriately in the map itself?

**Sample Photos:**

