

# Map Resource Scavenger Hunt

*Theme: Sense of Place*

*Author: Marsha Albrandi*

Massachusetts Bay Program —  
*Watershed to Bay: A Raindrop Journey*

## **Subject Areas**

Language Arts, Social Studies

## **Duration**

One to two class periods and  
some homework

## **Setting**

Indoors

## **Skills**

Investigation, letter writing, public  
speaking, research, map interpretation

## **Charting the Course**

The region called “Down Jersey” is rich in numerous natural, cultural and historical resources. Maps are a wonderful way to learn about a region and to identify with a sense of place. Maps come in a variety of formats and learning to read and interpret maps is a valuable learning experience. Having many maps of the region, the county and the town on display can provide a significant classroom resource.

## **Vocabulary**

Map, scale, topographic, GIS, census, and others as determined by the maps obtained

## **Correlation to NJ Core Curriculum Content Standards**

Language Arts

**3.1** (2, 7, 8)

**3.5** (4)

Social Studies

**6.7** (1, 5, 6, 10)

**6.8** (1, 2, 3, 5)

**6.9** (1, 2, 5, 8)

# Map Resource Scavenger Hunt

## ■ Objective

In cooperative groups, students will research, find, and collect resources for the classroom.

(Out-of-school assignment: 2–5 days.)

## ■ Materials

Local telephone directory

## ■ Procedure

**NOTE:** *If the students are too young to write letters, teachers could simply send a letter from the class on their own. It may also be more appropriate to use the telephone as a mechanism for connecting the agencies and offices listed.*

1. Tell the students that they are going to investigate the maps that are available that tell about the Down Jersey region. Have the students define “map” and describe different kinds of maps. If possible, show them examples. Ask the students how they would find out about where they can get different kinds of maps.
2. As a class, draft a letter to inquire from various agencies and offices (see listed sources on student handout pages) in order to solicit maps for the classroom. This will be written generically and specified with names and addresses individually.
3. Divide the class into teams of five to six students. Distribute the student handout pages to each team. Tell them that their assignment is to write letters to all of the places listed and ask for specific maps. The teams may divide up the list and have each student responsible for one section.
4. Students should then utilize the phone book to find out the addresses of the agencies and offices listed. Be sure to have them use the “blue pages” of the phone book, where all governmental agencies are listed.
5. As a homework assignment, students should write their letters and address their envelopes for mailing. The teacher may want to check the letters before they are mailed and collectively mail them from school.
6. Send out the requests and wait for a response. Soon, the classroom will be full of local map resources!

## ■ Extensions

How can we best utilize these resources? Make a display.

Students may each be given a different map and asked to interpret it. A series of teacher-developed questions could be asked for each map. Students should prepare an oral report for the class.

Set up map stations around the classroom and have students rotate through them in small groups to answer a series of questions and problem-solving inquiries.



## Student Handout Page 1

**Inquiry:** *How can we equip our classroom  
with as many free mapping resources as possible?*

From local government resources, your team will try to collect as many resources as you can from the list below. Each resource you are able to obtain will be worth five points, with any additional materials' point-value to be determined by your teacher.

### ***From Town Hall:***

Phone # \_\_\_\_\_ Address \_\_\_\_\_

	# Items	# Points
<b>Office of Planning or Engineering</b>		
Town Maps:		
Basemaps (Street, Topographic, Infrastructure, Land Use, GIS Basemap)	_____	_____
Aerials (Composite, Sections, Soil)	_____	_____
<b>Office of Conservation of Natural Resources</b>		
Maps of:		
Conservation Areas, Wetlands, Preserves, Recreation Areas, Surficial Geology, Floodplain	_____	_____
<b>Department of Public Works/Board of Health</b>		
Maps of:		
Hazardous Waste Sites, Public Water Supply Wells, Sewage/Gas/Electric/Telephone Infrastructure, Municipal Transportation	_____	_____
Plans:		
Sanitary Landfill and Sewage Treatment Facility	_____	_____
<b>Assessor's Office</b>		
Assessor's (Cadastral) Map, Town Reports, Town Census information	_____	_____
<b>Historic Commission</b>		
Phone # _____ Address _____		
History of the Town, Historic Site/House Inventory, Historic Photos, Newspapers, Maps, Views, Calendars, List of Archival Resources, Speakers, Programs	_____	_____

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## Student Handout Page 2

### *From County Offices:*

Phone # \_\_\_\_\_ Address \_\_\_\_\_

	# Items	# Points
<b>Agricultural Soil and Conservation Service</b>		
Town Soils Map, Geologic Formations, Surficial Geology, Farmland	_____	_____
<b>Cooperative Extension Service</b>		
Farmland, Farmland Past-Present	_____	_____
<b>Registry of Deeds</b>		
Historic Town Maps: 1700's?, 1800's?, 1900-1920?	_____	_____
County Maps: Current and Historic	_____	_____

### *From Chamber of Commerce:*

Phone # \_\_\_\_\_ Address \_\_\_\_\_

	# Items	# Points
Tourist Maps, Business Information and Locations, Brochures on Local History, Industry	_____	_____

### *From Town Library:*

Phone # \_\_\_\_\_ Address \_\_\_\_\_

Title, Author
History of the Town _____
Regional Historical Architecture _____
Archeology of Region _____
Regional Art History _____
Regional Industrial History _____
Regional Folk Art History _____