

Connecticut

Alliance Created State Giant Traveling Map Lesson

Title: Tracing the Connecticut State Boundary

Recommended Grades: K-3

Time Needed: 2 lessons

Objectives:

Students will:

- Explore the state boundary of Connecticut

Materials:

- Giant CT Map
- [CT State Map](#) & marker for each student
- Smartboard or Whiteboard to introduce vocabulary

Preparation:

- Prepare a visual to introduce vocabulary: state, boundary

Rules:

- Shoes are not allowed on the map. Please have students remove shoes before walking on the map.
- No writing utensils on the map.
- No running on the map

Directions:

Lesson One: Tracing the Connecticut State boundary (with a marker!)

1. Pass out, examine and analyze the 1-page CT State Maps (Notice the location of their town, their capitol, the physical features near to them, etc.). 'Turn and Talk' to share what's observed.
2. Find the itty-bitty dotted line closest to their own town, and talk about how the color of the map changes right there. Ask them why. Have them trace the dotted line with their finger to see if they can follow it all the way around to back where they started.
3. Explain that this is the boundary of our state, where Connecticut stops and something else begins. Have them trace the dotted line with their marker, and ask them to notice what's on the other side.

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Lesson Two: Tracing the Connecticut State Boundary (with our feet!)

1. Depending on prior experience with the map, review past learning & behavior expectations.
2. Have a volunteer stand on the spot where the class started tracing their paper maps yesterday. Have them point to the Connecticut side, and the outside of the state- side. Have classmates line up behind that person, staying on the dotted line of the state boundary.
3. Have students walk all the way around the state, noticing Massachusetts to our north, New York to the west, Long Island Sound (still New York) to the south, and Rhode Island to the east.
4. Have students notice that our capitol, Hartford, is pretty close to the middle of the state. Have students notice where their town falls relative to the state border, and identify which border we are closest to.
5. Have more line leaders lead the class around the border, tip toe or sidestep, etc.

Tips:

- Works well with younger groups, but can be done quickly to orient older children as well.
- **Extension opportunities:**
 - **Social Studies:** Why do we need borders?
 - **Social Studies:** Who founded the states around us, and how is their story different than ours? When did they join the union? When did we?
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Vocabulary:

- State
- Boundary