

Mind's Eye Map

objective

Students will create their own “mind’s eye maps” of a designated place: their neighborhood, the whole city, their favorite place, etc. A specific topic can be chosen to fit with curricular needs.

Suggestion: Make a guide for someone who has never been (to this place) before. Where would you recommend they go? What would you want them to see?

materials

1. 1 sheet of paper per student. (The larger the original paper, the more room to write and draw: 18" x 24" recommended for a longer project. For a one-class session project, or a project that is meant to be photocopied, 8 1/2" x 14" or 8 1/2" x 11" works well.)
2. pencils, pens, markers, crayons, colored pencils as desired
3. scissors

discussion

What does “mind’s eye” mean? What does it mean for something to be “in your head” as opposed to the “outside world/reality”? When might you prefer the former to the latter? When might you prefer vice versa? Discuss how the point of a “mind’s eye map” is not geographical accuracy but rather the way the individual mapmaker thinks about a place.

To get students thinking about spatial relations, ask questions such as: What do you think of as being close, and what do you think of as farther away? How long does it take you to walk to your subway stop versus your friend’s house? How long is the bus ride from the pizza shop to the movie theater?

Encourage students to represent a place as they want to: maybe draw a slice of pizza for the pizza shop or the subway number for the stop; don’t worry about drawing a storefront or stairs or the train.

procedure

1. Have students create the one-sheet book, main variation (see page 8). If students have not made this book before, make your own book one step at a time along with them.
2. Students should number their pages in pencil (in small handwriting), “front cover, pages 1-6, back cover.” This will avoid confusion once the book is open.
3. Unfold and open book, and on the backside (not where the numbers are), have students draw a map of the chosen topic. Encourage them to use the whole space. Ask: What do you see in this place? How close together are these different places within this place? How can you show why you like it so much?
4. Students should create and then label six locations within their map 1-6. If students run out of ideas for sites within their map, ask them specifics: What public transportation do you take? Where do you eat? Where do you buy things? Where do you go with your friends? Do you have any cousins in your neighborhood, and if so, where do they live? Is there a park you like to go to? etc.
5. On the other side of the map (the side with the page numbers), have students write a brief description or narrative about each of the six locations designated on their map.
6. Close up book, decorate front and back covers.

conclusion

Class reflection—have students talk about their maps. Did you learn anything new about the place you were representing? How are these cognitive maps different from traditional maps (perhaps have some NYC tourist maps on hand to facilitate discussion)? Which type of map lets you know more about the mapmaker? Which map gives you a better sense of place? Which map makes it easier to get around?

additional suggestions

Books can be hung up opened for display.

If the books are on 8 1/2" x 11" or 8 1/2" x 14" paper and made with just black pen, they could be photocopied and exchanged with kids at another school who are doing the same project. Then students would have guides to different neighborhoods other than their own.

For older students, the writing assignment could be given in advance; a rough draft could be written as homework, and then the drawing, bookmaking, and final draft of the writing could be done in class. Topic could be historical or fictional to align with a class project (what New York City looked like in 1861; what a character's neighborhood was like in a novel, with the six places being key locations within the narrative).

The Baby Bilingual Book

objective and theme

Create a straightforward, user-friendly book that can fit in any purse or pocket and that can be accessed in any environment or situation. Students of all ages who are trying to become more proficient in a foreign language will benefit from this tiny book. The flip-up feature is a helpful addition, as it assists in the process of memorization. Students are able to test themselves by printing a word or series of words on the outside cover and then the translation on the inside flap. For younger students, pictures can replace words, so as to learn through association (e.g., an apple is paired with an orange, a letter with a mailbox, a glass of milk with a cow, a happy child with a school).

materials

1. paper (either 8 1/2" x 11" or 11" x 17")
2. scissors
3. pens, colored pencils, markers, collage material (see page 6)
4. water book template (in the back of the Manual)

preparation and introduction

Prepare a list of vocabulary words that students should know. List can be arranged according to a theme or at random (e.g., parts of the body, members of a family, visiting a restaurant, ways to express feelings). This book form is also conducive to learning the definitions of unfamiliar words (either in a foreign or native tongue).

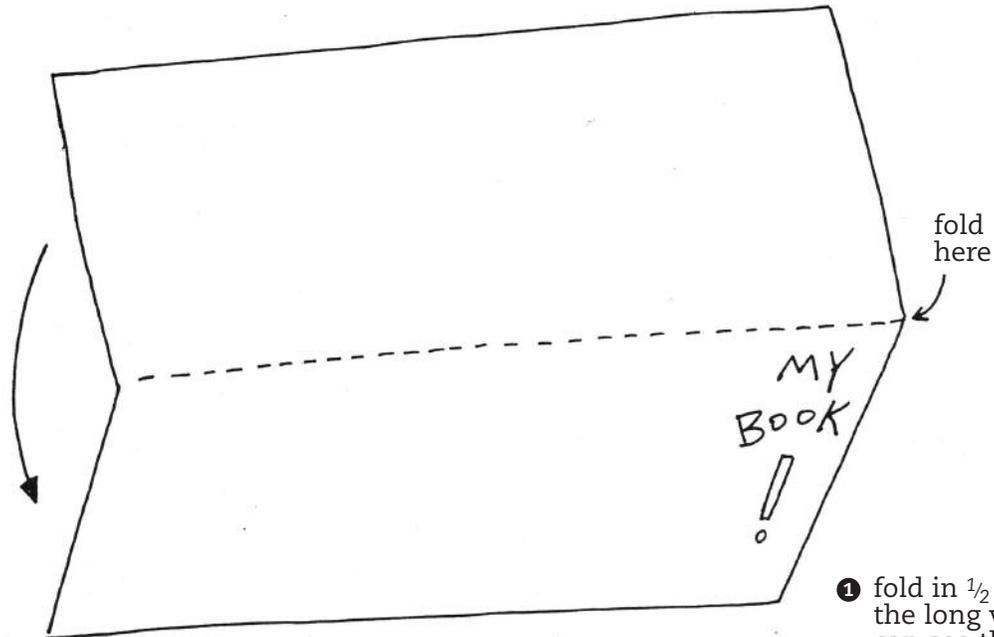
procedure

1. Place paper horizontally (landscape format) and then fold paper in half lengthwise (side to side).
2. Then fold paper in half again (from top to bottom).
3. Then again.
4. Unfold the paper entirely. There will be eight squares. However, you can alter the amount of pages you want by the amount of folds you make.
5. Cut lengthwise up the three bottom folds until you reach the center.
6. Then fold tabs over, so that they are covering the other half of the sheet.
Like a peek a boo.
7. Fold into an accordion (back-forth-back-forth).

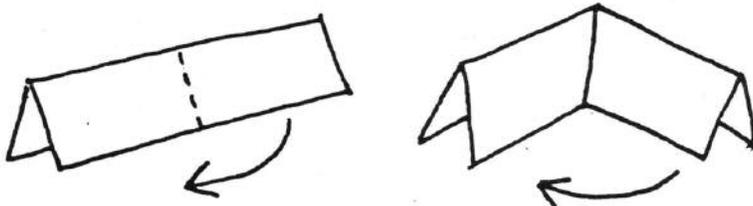
conclusion and notes

Ask students if they would be more inclined to study or take notes if they did so while making their own book. Which would they be more inclined to use, flashcards or baby books?

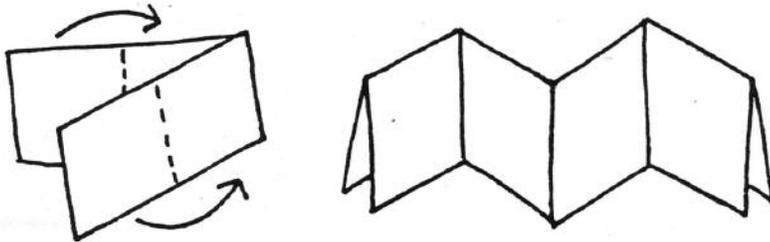
Make a Book! A Water Book*



- 1 fold in $\frac{1}{2}$ lengthwise—the long way so you can see the picture.



- 2 fold lengthwise one more time.



- 3 fold each end in toward the center.

- 4 color, draw, or write in your book.

- 5 don't forget to sign your name!

* Templates can be found in the back of the Manual.

Make a Wish

objective and theme

Students are encouraged to imagine an ideal world and to express it on paper while learning simple One-sheet book techniques.

What's your favorite book?...Why?

Have you ever made a book?

Come up with at least seven wishes

Introduce some basic book-making terminology.

See Book Body Parts page 4.

materials

1. paper (standard office size paper—8 1/2" x 11" is appropriate, color paper is exciting)
2. scissors
3. glue sticks

project

1. Pass out materials to each student, as well as Instruction Sheet (page 8) for one-sheet book.
2. Demonstrate one-sheet folding techniques.
3. Demonstrate folding again and have students follow with you.
4. Number pages after book is folded and unfold book to see the page layout .
5. Students can put text/images in their books before or after they are folded.
6. Honor students' work by displaying toward the end of the class period or at a later date .

conclusion and notes

A homework assignment can be given beforehand whereby students are instructed to collect images/brainstorm on the subject of the book (in this case, anything to do with wishes).

Tie in with collage (see page 6).

Ideal for younger students grades K through 6.

This project can be easily completed within one class period.