

# The Little Man in the Map

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*Teacher's Guide created by Cassandra Reigel Whetstone*

## Story Summary

*The Little Man in the Map, also known as MIM, comes to life during a class geography lesson. MIM helps the children use their imaginations to discover visual clues for learning the 50 United States.*

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[http://www.californiareaders.org/interviews/martonyi\\_e\\_andrew.php](http://www.californiareaders.org/interviews/martonyi_e_andrew.php)

*Ed Olson* is an illustrator and animator who makes his home in California. Read about Ed Olson at: [www.designloftstudio.com](http://www.designloftstudio.com)

Downloadable coloring pages and THE LITTLE MAN IN THE MAP Wall Map are available at: <http://www.schoolsidepress.com/>

## Pre-Reading & Post Reading (Activate Prior Knowledge)

### Grades K-6

**Materials:** Chart Paper, markers, map of the United States

**Preparation:** Draw a line down the center of the chart paper. Write “What We Know” on the left side and “What We’ve Learned” on the right side of the paper. Hang chart on wall and display map.

### Directions:

1. Say, “Tell me everything you know about the map of the United States.”
2. Record ideas on the left side of the paper.
3. Read *The Little Man in the Map*
4. Say, “This is what we knew before we read *The Little Man in the Map*,” and review the ideas from the left side of the map.
5. Ask, “What have we learned about the map of the United States?”
6. Record ideas on the right side of the map.

**Words and Concepts for Pre-Reading Sheltered Instruction:** clue, states, imagination, region

## Discussion Questions

1. How do the students feel about having to memorize the names of places of the United States?
2. Have you ever felt that way about an assignment?
3. What other ways have you used rhymes to memorize things? (*Suggest rhymes and songs that students may have learned for days of the week, counting rhymes, etc.*)
4. What state do we live in? What does it look like to you?
5. Why is imagination important to this story?

## Response to the Story: Writing Activity

### Grades K-2

**Materials:** white construction paper (12 x 18in), crayons, pencils

**Preparation:** On a board or overhead, write the cloze sentence, “If MIM came to (name of your town), I would show him \_\_\_\_\_.” (Kindergarten students may need this line prewritten on their papers.)

#### Directions:

1. Brainstorm local attractions, landmarks, parks, and other places that you might show an out-of-town visitor in your area. Record ideas on board.
2. Say, “If the Little Man in the Map came to visit us here in (name of your town), and he had time to visit one place in town, where would you take him?” Ask students to raise their hands when they’ve picked their location.
3. Pass out construction paper to students as they raise their hand. Tell them to copy the cloze sentence on their paper and fill in the blanks. Have them illustrate their sentences.

**Closure:** Compile finished illustrated sentences into a class book called, “Room \_\_\_’s Journeys with MIM.”

### Grades 3-6

**Materials:** blank paper, lined paper, pencils

**Preparation:** none

#### Directions:

1. Brainstorm local attractions, landmarks, parks, and other places that you might show an out-of-town visitor in your area. Write ideas on board.
2. Say, “If the Little Man in the Map came to visit us here in (name of your town), where would you want to take him?” Discuss possibilities.
3. Have students write a story about an adventure with MIM. Third graders might only write about taking MIM to one place in town, but older students should be encouraged to write about a weekend adventure with MIM.
4. On the blank paper, have each student draw a map to accompany the story.

**Closure:** Have volunteers share their stories with the class. If a local map is available, or can be easily drawn, make a bulletin board display with the stories posted around the map and titled, “MIM’s Adventures in (name of your town).”

## Singing with MIM: Music & Geography

**Materials:** The Little Man In the Map

**Directions:** Sing the following verses to the tune of *Wheels on the Bus* while showing pages from the book.

- “*The United States has 50 states, 50 states, 50 states. The United States has 50 states. See the map.*” (Show page 62.)
- “*MIM is made of five states, five states, five states. MIM is made of five states. See the map.*” (Show page 16.)
- “*The Midwest region has twelve states, twelve states, twelve states...*” (Show page 26.) Continue with South Central States on page 30, Southeastern on page 34, Northeastern page 40, Western on page 46.
- “*We live in \_\_\_\_\_ ...*” (Point to home state on page 60.)
- “*A neighbor state is \_\_\_\_\_ ...*” (Have students use map to identify neighbor states.)