

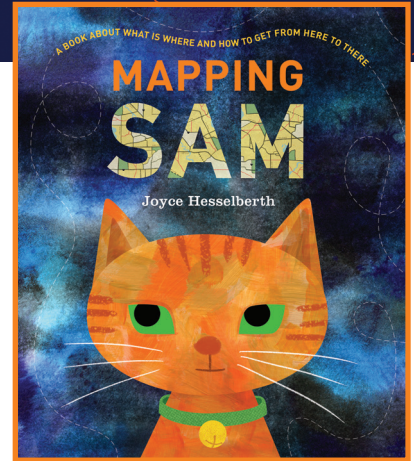
MAPPING SAM by Joyce Hesselberth

EDUCATOR'S GUIDE



About the Book

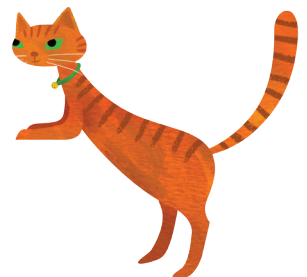
What kinds of maps do you see around you? Join a cat named Sam on her nightly adventures, and you'll start to see maps everywhere. After Sam puts her human family to bed at night, she likes to slip out of the house and disappear into the darkness. Where does she go? What does she do? Maps will guide you and Sam, not only in her neighborhood but also through hidden and far-away worlds. You'll find maps of a cat's body and a plant's parts. You'll see the skies through maps of the planets and constellations. You might even track a cat's dream. And at the end of the journey, you'll look at your own world in a new way.



Grades: Preschool–3

Discussion Questions

1. What are some words that describe Sam and her personality? How does she feel about her family? What does she like to do? What do you think she does during the day?
2. Look at the map of the first part of Sam's journey. What does the dotted line stand for? Find similar dotted lines elsewhere in the book and decide whether they are used for the same purpose. Talk about the meaning of "compass rose" and "scale." Can you figure out which directions Sam travels—north, south, east, or west—and how far she goes?
3. Find the map with the words, "Maps tell us how to get from HERE to THERE." What does it show? What do the labels stand for? How are dots and colors used to convey information? Try to map one or more routes from Cat Alley to Rabbit Way (as suggested in the endnotes).
4. On the spread that shows what's hidden in a pond, lines indicate the pond's depth in feet. Name what you see in the pond. How deep are various creatures or plants? For example, the fish eggs are in the first foot below the surface.
5. According to the map of the world, where does Sam live? Identify each of the continents and oceans. What are the white lines that run up and down the map, and side to side? (You can find clues in the endnotes.) How is this map similar to a globe of the Earth and how is it different?
6. Describe what Sam sees from her favorite perch on the tallest building. What does the picture tell you about the town where Sam lives? Who else is awake at that hour and what are they doing?
7. Talk about the final lines in the book: "Can you map a dream? You might try." How could you map a dream? What happens in Sam's dream as shown on the next two pages? What parts of the picture relate to the rest of the book?
8. After reading the book, go back to the title page and reread the first few pages of the story. Examine the pictures to find hints of what occurs later in the story. Why did the author include these hints?
9. Reexamine the spreads and discuss what the artwork shows that isn't in the words. What do the pictures tell you about where Sam lives and what she does at night? What other information do the pictures give?
10. Which kinds of maps in the book had you seen before? Which ones were new to you? Do you use maps in your own life? If so, what kind? How do the adults in your life use maps, if they do? Discuss where you see maps around you, such as a subway map if you live in a big city.



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Extension Activities

Map Yourself! One of the maps attaches labels to parts of Sam's body. Have students draw maps of themselves and label different parts. This could be done on a life-size scale by having students lie down on butcher paper and trace each other, or students could draw an outline on a smaller piece of paper and use lines to connect the labels to the body parts.

How Sam Sees It. What if the story were told in Sam's voice? As a class or individually, have students retell the story from Sam's viewpoint in a first-person narrative to express her thoughts and emotions. Here are some questions to consider: What does Sam feel about her family? Why does she go out at night? Who does she encounter on her journey? The new version should closely reflect the pictures and words while also developing Sam's voice and personality.

Your Personal Atlas. *Mapping Sam* shows maps of the neighborhood and of a building. Have students each create a map of someplace in their own lives, such as their classroom, school, home, or neighborhood. They should draw to scale as best they can—perhaps using graph paper—and add labels. Students can meet in small groups to discuss what their maps show. Post the maps on a wall or bulletin board to share with the whole class.

Scale, Spleen, and Stamen. Sam's journey touches on subjects with specialized vocabularies: geography, astronomy, botany, architecture, and more. As a class, make a list of words from the story that are new to students. Have each student choose two unfamiliar words to learn about. The student should first glean information from context in the story and then look up the word in a dictionary, write down the definition, and illustrate it if possible. Compile a class glossary to share.



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Joyce Hesselberth is a children's book illustrator, an app designer, and an illustration instructor at Maryland Institute College of Art. Her work has been recognized by *American Illustration*, the Society of Illustrators, and the Art Directors' Club of New York, among others. She is the author and illustrator of *Shape Shift*, which was a Bank Street Best Book of the Year and received a starred review from *Kirkus*. She lives with her family (and their two cats) in Baltimore.

