

# Map Activities & Projects

## Ancestor Map and Related Projects, Following Bible Journeys

### Bible Map Projects

- **Ancestor Map (and Related Projects)**

Levels 3 and Above— Make a "Roots" Ancestor Map. Get a very large map of the world and mount it on the wall (preferably on corkboard or homosote). Students will do Interviews and research in their families to see where their grandparents, great-grandparents, or great-great grandparents came from. Each class can do their own family tree/class tree or ancestors map.

**Materials Needed:**

**A large wall map of the world.** (if you cannot find one large enough, use a small outline map, put it on a transparency and place on an overhead projector. Tape an old white (or light color) sheet to a corkboard or homosote (or hang on a wall) and project the image of your country and other countries of family origin onto the sheet. Outline the countries and/or sections of continents on the sheet with dry markers.

**Dry Markers:** You can use different colors for different continents or countries

**String:** Lightweight string or heavy-duty thread that won't break easily. Can also use different colors.

**Tacks/Staples/Pushpins**-(clear): Depending upon the kind of backing material used (corkboard, homosote or similar substance), test to see which best holds the string in place.

1. Locate on the map the city, county or state (depending upon map size) where your parish is located. Then locate the areas where families of the class members originated.
2. From the country of their ancestral homelands, stretch colored strings or heavy thread to the town or state where their family lives now. (Note: If the class is small, each person can stretch as many strings as needed to the different countries of family origin. If the class is large, and many families come from the same country, it may be sufficient to identify only the countries, without identifying each family or family member, or lists can be provided at the sides of the map).
3. Some students will have more strings going abroad, while others may stretch only to other places in North America. (Students who are not able to obtain their family history may wish to interview other older parishioners who do not have children, or whose children and grandchildren are not in your parish.) Try to have as many parishioners as possible represented on the map.

- **Following Bible Journeys**

**Materials Needed:**

**Outline Maps of Bible Lands** (See Abingdon Press for a complete book of outline maps from different periods.)

**Transparent Overlays** (approx. 9 x 12" or larger)

**Eraseable Dry Markers** of different darker colors (red, blue, green, purple, black, brown)  
**Bible Study Resource Book** (See Regal Books for Student edition of  
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1.
  - a. Students can trace the journey of the Hebrews' Exodus from Egypt.
  - b. Instruct them to indicate on their maps the places where certain events and miracles happened, and draw small symbols or pictures to remind them of these events (e.g., the dividing of the waters, manna and quails in the wilderness, the tent church, the receiving of the 10 Commandments, etc).
2.
  - a. Report and show on a map the journeys made by Mary, Joseph and the child Jesus from Bethlehem to the Temple in Jerusalem, to Egypt and finally to Nazareth.
  - b. Trace and narrate the story of the journey that Mary, Joseph and the 12 year old Jesus took from Nazareth to Jerusalem and what happened there.
3.
  - a. Locate on a map of Galilee where Jesus called His disciples, where He preached His first sermon, where He made His home, and where He performed some of His first miracles.
  - b. Locate Mt. Hermon and Mt. Tabor; the area of Judea and the river Jordan where Jesus was baptized, and the wilderness of Jordan where He was tempted by the devil.