

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT debate Constitutional topics found in the iCivics WebQuest: You Be The Judge! and Supreme Decision! http://www.icivics.org/web-quests/you-be-judge and http://www.icivics.org/games/supreme-decision	Content Objective: TSWBAT give examples of the 5 Themes.	Content Objective: TSWBAT use the information given in direct instruction in the 5 Themes of Geography Classroom Activity.	Content Objective: TSWBAT apply the 5 Themes of Geography in the "Creating a Map to My House" Activity. (Not actually their house.)	Content Objective: Review & Discuss Terms. Give out the study guide for the test and allow them to work on it before the weekend. Content Objective: TSWBAT summarize and discuss current events and identify for the 5 Themes of Geo in the netcast.
	Language Objective (SIOP): Students will debate Constitutional topics from iCivics WebQuest.	Language Objective (SIOP): Students will exercise language skills in guided note taking & in creating projects throughout the unit . Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking & in creating projects throughout the unit . Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking & in creating projects throughout the unit . Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking & in creating projects throughout the unit . Language Objective (SIOP): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 two and a half minute timed writing.
Assessment		5 Themes Quiz Students will create study cards from notecards. Term on front, definition on back.	Students will create study cards from notecards. Term on front, definition on back.	Students will create study cards from notecards. Term on front, definition on back.	Channel One Type 2 writing: summarize 3 events from the netcast.
Closing Activity	Students will create study cards from notecards. Term on front, definition on back.	Orange Latitude/Longitude	Freyer Model style assessment.	Cartesian Coordinate (Interdisciplinary Connection) style assignment.	Type 2 Writing.
Vocabulary	geography latitude parallel degree Equator longitude meridian Prime Meridian plain globe scale distortion projection compass rose cardinal direction key	geography latitude parallel degree Equator longitude meridian Prime Meridian plain globe scale distortion projection compass rose cardinal direction key	geography latitude parallel degree Equator longitude meridian Prime Meridian plain globe scale distortion projection compass rose cardinal direction key	geography latitude parallel degree Equator longitude meridian Prime Meridian plain globe scale distortion projection compass rose cardinal direction key	geography latitude parallel degree Equator longitude meridian Prime Meridian plain globe scale distortion projection compass rose cardinal direction key
Strategy	DI: Visual, Auditory, Action: Defining.	DI: Visual, Auditory, Action: Defining.	DI: Visual, Auditory, Action: Defining.	DI: Visual, Auditory, Action: Defining.	DI: Visual, Auditory, Action: Defining.
Published to:	http://www.mrmcgirr.com/downloads-9/index.html				

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
<p>CCS</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4. 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By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words
Assessment	Selected works from “Basic Not Boring” series by Imogene Forte and Marjorie Frank.	Selected works from “Basic Not Boring” series by Imogene Forte and Marjorie Frank.	Selected works from “Basic Not Boring” series by Imogene Forte and Marjorie Frank.	Selected works from “Basic Not Boring” series by Imogene Forte and Marjorie Frank.	Selected works from “Basic Not Boring” series by Imogene Forte and Marjorie Frank.
Activity	Dictionary Practice. I may choose to begin oral interpretation work this week.	Dictionary Practice. I may choose to begin oral interpretation work this week.	Dictionary Practice. I may choose to begin oral interpretation work this week.	Dictionary Practice. I may choose to begin oral interpretation work this week.	Dictionary Practice. I may choose to begin oral interpretation work this week.
Vocabulary	Varies	Varies	Varies	Varies	Varies
Strategy	Practice	Practice	Practice	Practice	Practice
CCS	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
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An Orange with Attitude

Presented by Purley Decker, AIG 2000

Purpose: The purpose of this lesson is to help children to visualize the difference between latitude and longitude.

Overview: This activity uses oranges to demonstrate the difference between latitude and longitude.

Standards: Geography standard: 1

Materials Needed: One orange for each student plus one for the teacher.

Non-toxic markers.

Objectives:

Students will gain a visual understanding of the difference between latitude and longitude.

Procedures:

1. Give each student an orange and a marker.
2. Tell the students not to peel their oranges.
3. Explain that the stem end of the orange represents the North Pole and the blossom end (navel) represents the South Pole. Have the students label the stem end N and the blossom end S .
4. Have the students hold their oranges with the N up.
5. Have them draw a line around their oranges halfway between the North Pole and the South Pole. Ask them what this line represents. (the Equator).
6. Have them draw a line halfway between the North Pole and the Equator and another halfway between the South Pole and the Equator. Explain that these are the 45th parallels. Tell them that the 45th parallel north crosses through our state just north of New Meadows.
7. Have them draw lines halfway between the 45th parallels and the Equator. These lines represent the Tropic of Cancer and the Tropic of Capricorn and are the northern and southern borders of the Tropics.
8. Have them draw lines halfway between the 45th parallels and the North and South Poles. These lines represent the Arctic and Antarctic Circles and create the borders of the polar regions of the earth.
9. Ask the students what they notice about their lines on the oranges. (They are parallel and of equal distance apart.)
10. Explain to the students that these lines are called parallels and measure distance north and south of the Equator. These parallel lines are called latitude.
11. Ask the students what word rhymes with latitude and describes their feelings toward learning (both good and bad). **ATTITUDE**. If you have a bad attitude, what do you need to do? **GET RID OF IT**. Now peel your latitude with attitude off of your orange by peeling your orange.
12. Once everyone has peeled their oranges, ask them if they notice any natural lines on their new **globe**. They should answer the section lines of the orange. Explain that these lines run from the North Pole to the South Pole or from the South Pole to the North Pole and are farthest apart at the Equator. All of these lines intersect at the poles and are therefore not parallel. We call these lines meridians and they measure longitude or distance east and west of the Prime Meridian.
13. Have the students pick one of the section lines to be their Prime Meridian. Have them locate the meridian on the exact opposite side of their orange. This meridian would be the International Date Line and is 180° East and West of the Prime Meridian.
14. Let the students eat their oranges.

As an introduction to our study of World Geography this year, each student is required to complete a Five Themes of Geography Book Project. This sheet will provide you with the requirements and due date for this project.

Procedures:

1. Define each of the five themes of geography. Write the definitions on the research handout that you will receive today. (Use your notes that we took in class to help you!)
 1. Choose one country anywhere in the Eastern Hemisphere.
 2. Research **three** facts or details on your country for **each** of the five themes. All of this information goes on your research handout.
 3. Once all of your research is complete and your research handout is filled out, you will create a nice-looking book that displays all of your information.
 4. We will research and work on our books in class.
5. **Projects are due _____** (10 pts. off for each day it is late, up to three days. No projects accepted after September 20th. You will receive a zero).

What you must turn in to me:

- A completed research handout.
- A creative book that includes:
 1. The name of your country in large, attractive, colorful letters on the cover.
 2. One page for each of the five themes of geography boldly displayed with your three facts neatly outlined underneath. (Remember, the facts must be about the country you chose!)
 3. You may arrange your book anyway you wish as long as all requirements have been met. Use your imagination and have fun!
 4. Five pictures or drawings (one for each of the five themes that go along with your country).
 5. Pictures may be taken from the Internet, cut out from a magazine or drawn neatly by you.
 6. Your research handout stapled to the back of your book.
- Remember to make your book colorful and attention-grabbing!
- Projects may be displayed in the room during Parent-Teacher Conferences.

SAVE THIS PAPER AND TURN IT IN WITH YOUR PROJECT!!

Grading Rubric:

All lesson plans are tentative and subject to change without notice.

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_____ /5

_____ /50

_____ /15 _____ / 30

Title page in attractive, bold letters (with your name at the bottom!)

10 points for each theme boldly displayed with the three facts for that theme neatly listed

3 points for each picture

Research Handout

Total project worth: **100 points**

Parent Signature _____ / 5 *Five points extra credit for having a parent signature*



World Geography
Unit 1 – Introduction to World Geography
Five Themes of Geography
Research Handout

Directions: Choose a country anywhere in the world; study and research a little bit about that country. For each of the five themes of geography, explain what it means in the first box and list three facts about the country you chose in the second box.

Country I Choose: _____

Location <i>What does it mean?</i>	1. 2. 3.
Place <i>What does it mean?</i>	1. 2. 3.

Chapter 1:
The World of Geography

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Monday, September 10, 12

Chapter 1: What is Geography?

*It is the study of our earth; our home.

OR *Anything that can be mapped!

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It is the study of our earth; our *home.OR

*Anything that can be mapped!

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Monday, September 10, 12

*Geography mixes up the physical and human aspects of our world into one field of study.

*Geography shows the relationship between people and the environment.

*Geography mixes up the physical and human aspects of our world into one field of study.

*Geography shows the relationship between people and the environment.

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Monday, September 10, 12

What is a geographer?

- Someone who analyzes the Earth from many points of view.

What is a geographer? Someone who analyzes the Earth from many points of view.

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Monday, September 10, 12

The Five Themes of Geography



The Five Themes of Geography

There are five ways to look at the earth

When geographers work, they are guided by two basic questions:

1) _____? 2) _____?

To find these answers, geographers use five themes to organize information

There are five ways to look at the earth.
When geographers work, they are
guided by two basic questions: 1)

_____ ? 2)
_____ ?

To find these answers, geographers use
five themes to organize information

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Monday, September 10, 12

Things that geographers study:

- _____
- plant life
- landforms
- _____
- how the Earth and its people affect each other

Things that geographers study: ●
_____ plant life ● landforms ● ●
_____ ●
how the Earth and its people affect each ● other

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Monday, September 10, 12

The Five Themes:

The Five Themes:



- 1) _____ – Geographers begin to study a place by finding where it is, or its location.
- 2) _____ – Geographers study the physical and human features of a location.
- 3) _____ – Geographers study how people affect or shape physical characteristics of their natural surroundings and how does their surroundings (environment) affect them?

_____ 1)
_____ – Geographers begin to study a
place by finding where it is, or its location. 2)
_____ – Geographers study the
physical and human features of a location. 3)
_____ –
Geographers study how people affect or shape
physical characteristics of their natural
surroundings and how does their surroundings
(environment) affect them?

Monday, September 10, 12

2 ■ 4) _____ – Helps explain how people, goods, and ideas get from one place to another.

■ 5) _____ – Geographers compare the climate, land, population, or history of one place to another.

4) _____ – Helps explain how people, goods, and ideas get from one place to another.

5) _____ – Geographers compare the climate, land, population, or history of one place to another.

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Monday, September 10, 12

Location

Location

There are two ways to think about location:

1. absolute location – _____.
2. relative location – explains where a place is by describing places near it.

There are two ways to think about location:
absolute location – _____ 1.
relative location – explains where a place is by describing places near it. 2.

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Place

- This includes a location's physical and human features.
 - 1 – To describe physical features, you might say that the climate is hot or cold or that the land is hilly.
 - 2 – To describe human features, you might discuss how many people live there, what types of work they do, or what they do for fun.

Place This includes a location's physical and human features.

To describe physical features, you might say _
that the climate is hot or cold or that the land is hilly.
To describe human features, you might _
discuss how many people live there, what
types of work they do, or what they do for fun.

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Monday, September 10, 12

Human-Environment Interaction

- How do people adjust to and change their environment? How does the environment adjust to and change the people?

- _____.

Human-Environment Interaction

How do people adjust to and change their environment? How does the environment adjust to and change the people?

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Monday, September 10, 12

Movement

- Explains how _____.
- Helps geographers understand cultural changes.

Movement
Explains how _____.

Helps geographers understand cultural changes.

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Monday, September 10, 12

Regions

- A region has a unifying characteristic, like _____.
- On maps, geographers use color and shape or special symbols to show regions.

Regions A region has a unifying characteristic, like _____.

On maps, geographers use color and shape or special symbols to show regions.

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Monday, September 10, 12

The Geographer's Tools

- Globes and Maps:
 - As people explored the Earth, they collected information about it.

– _____.

–The best way was to put it on a globe, a round ball that represented the Earth.

The Geographer's Tools

● Globes and Maps:
As people explored the Earth, they _
collected information about it._

_____.

The best way was to put it on a globe, a _
round ball that represented the Earth.

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- 1 – Because globes are not practical or easy to use to carry, _____ were invented.
- 2 – However, the earth is round and a map is flat.
- 3 – Mapmakers had to find ways to make maps _____.

Because globes are not practical or easy _
to use to carry, _____ were invented.
However, the earth is round and a map _is flat.
Mapmakers had to find ways to make _
maps _____.

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Monday, September 10, 12

How Latitude and Longitude Form the Global Grid

How Latitude and Longitude Form the Global Grid

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Monday, September 10, 12

How Latitude and Longitude Form

Parallels of Latitude



the Global Grid

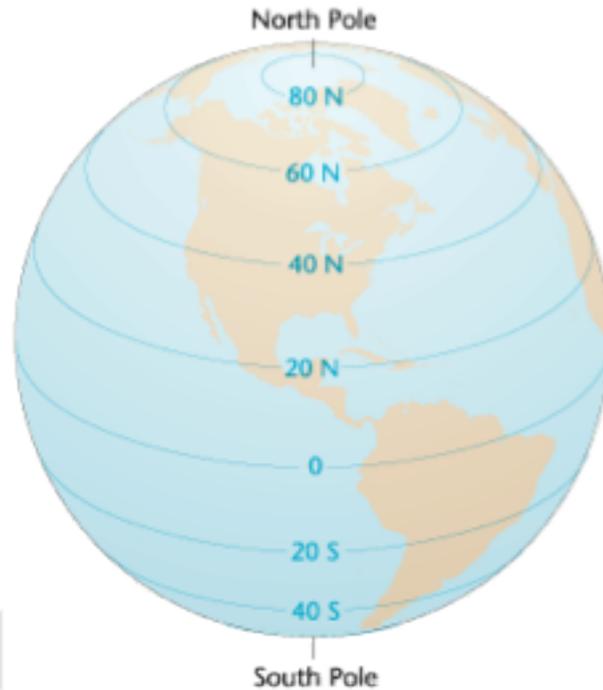
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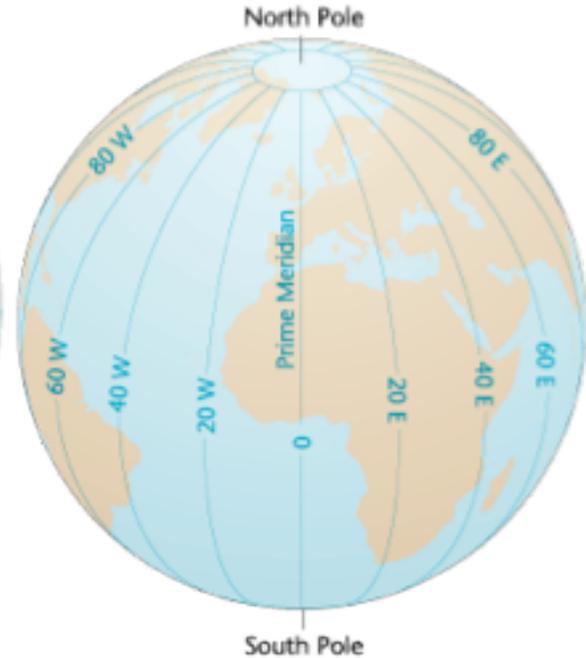
Monday, September 10, 12

How Latitude and Longitude Form

Parallels of Latitude



Meridians of Longitude



the Global Grid

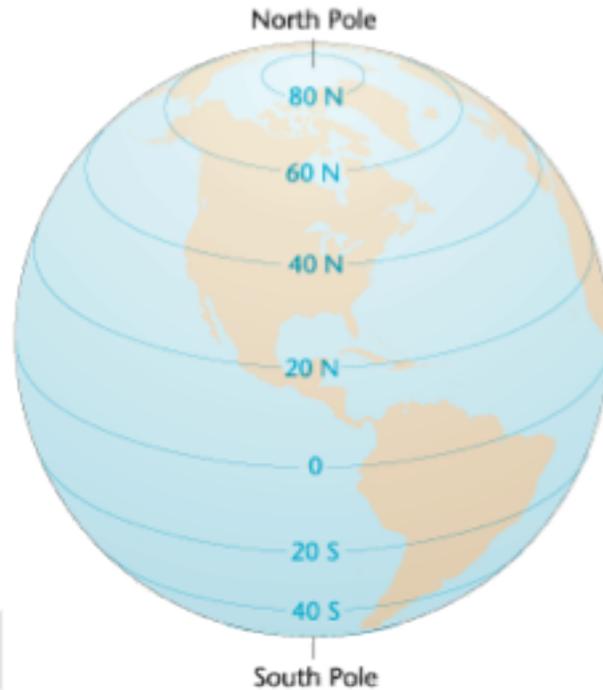
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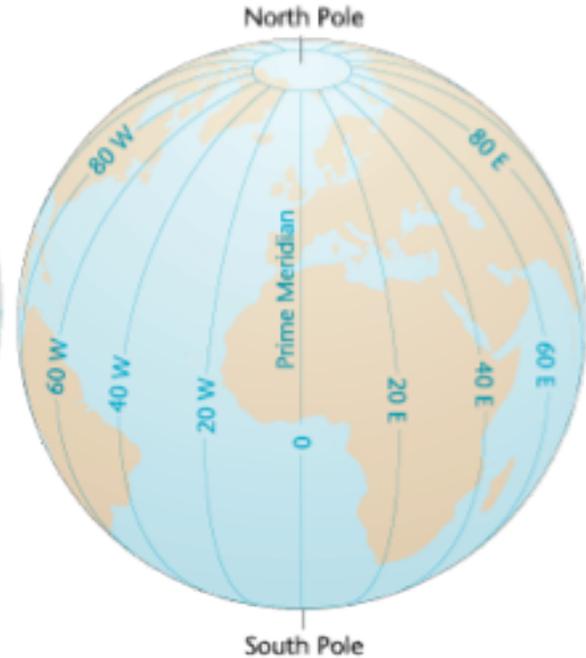
Monday, September 10, 12

How Latitude and Longitude Form

Parallels of Latitude

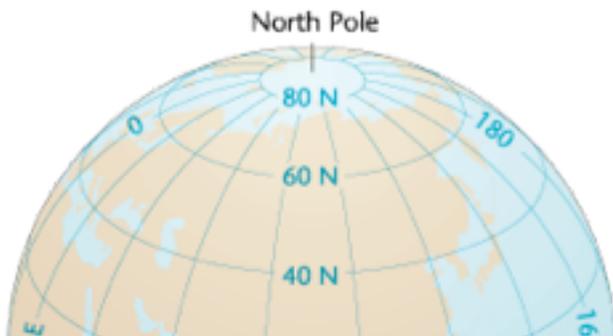


Meridians of Longitude



the Global Grid

Global Grid



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Monday, September 10, 12

The Hemispheres

The Hemispheres

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The Hemispheres

Southern Hemisphere

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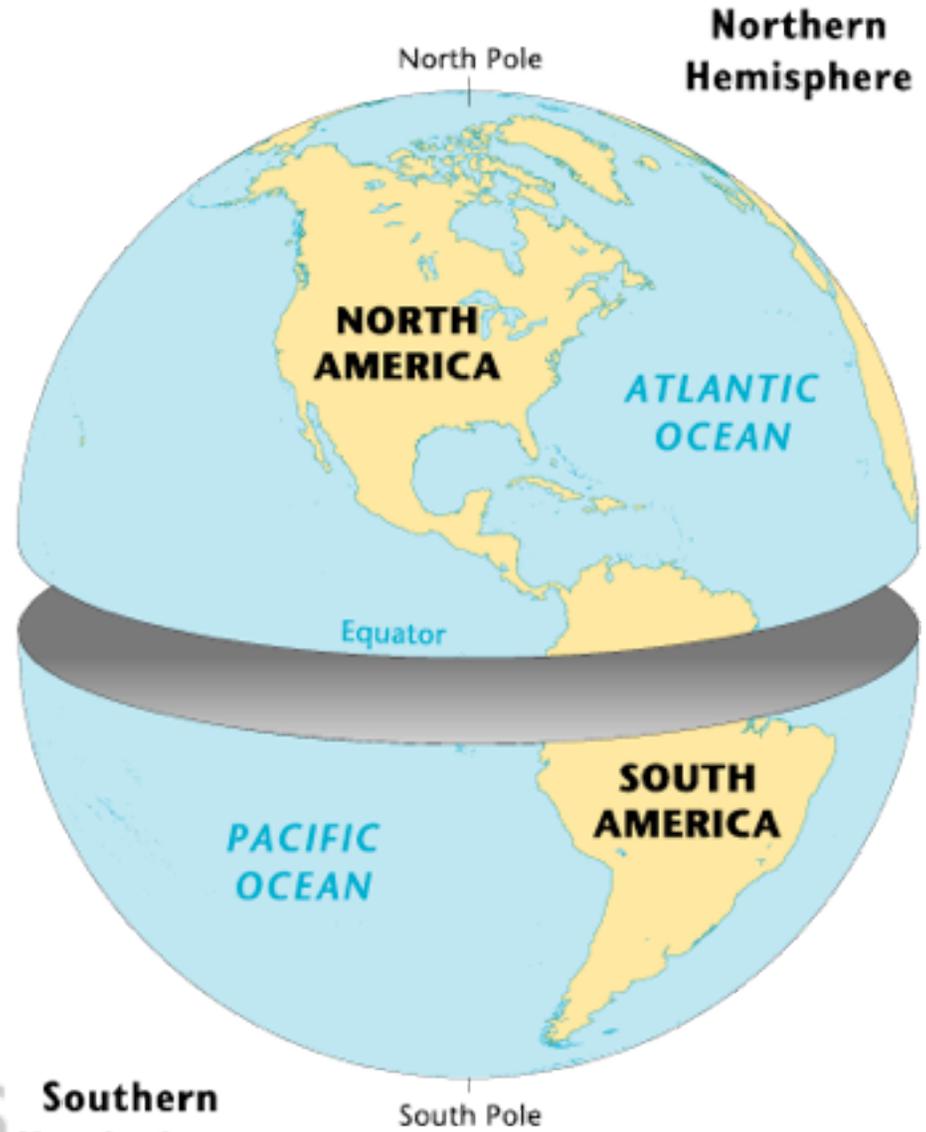
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Monday, September 10, 12

The Hemispheres



The Hemispheres

Southern Hemisphere

Eastern Hemisphere

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Globes and Maps

Globes and Maps

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Monday, September 10, 12

Globes and Maps

- The most accurate way to present information on the islands, continents, and bodies of water of the world is to put it all on a _____, a round ball like the Earth itself.

Globes and Maps

The most accurate way to present information on the islands, continents, and bodies of water of the world is to put it all _____, a round ball like the Earth on a _____ itself.

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Monday, September 10, 12

Globes and Maps

- The most accurate way to present information on the islands, continents, and bodies of water of the world is to put it all on a _____, a round ball like the Earth itself.
- The only difference between a globe and the Earth itself is the _____, or size, represented on the globe.

Globes and Maps

The most accurate way to present information on the islands, continents, and bodies of water of the world is to put it all _____, a round ball like the Earth on a _____ itself. The only difference between a globe and the Earth itself is the _____, or size, _____ represented on the globe.

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All lesson plans are tentative and subject to change without notice.

“Studium decendae voluntatae quae cogi non potest constat” - Cicero

- Globes have a disadvantage: They cannot be complete enough to be useful and at the same time be small enough to be convenient.

- Therefore, people invented _____.

Globes have a disadvantage: They cannot be complete enough to be useful and at the same time be small enough to be convenient. Therefore, people invented _____.

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- Maps try to show the Earth, which is round, on a flat surface.
- This causes *distortion*, or a change in accuracy of the shapes and distances of places.
- _____.

Maps try to show the Earth, which is round, on a flat surface. This causes distortion, or a change in accuracy of the shapes and distances of places.

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Getting It All On the Map

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Getting It All On the Map

The World: Mercator Projection



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Getting It All On the Map

The World: Mercator Projection

- In 1569, a geographer named Gerardus Mercator created a flat map to help sailors navigate long journeys across the globe.



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Getting It All On the Map

The World: Mercator Projection

- In 1569, a geographer named Gerardus Mercator created a flat map to help sailors navigate long journeys across the globe.
- The Mercator projection, or method of putting a map of the Earth onto a flat piece of paper, is used by nearly all deep-sea navigators.



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Getting It All On the Map

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- The Mercator projection is a conformal map, meaning that it shows correct shapes, but not true distances or sizes.



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Getting It All On the Map

The World: Mercator Projection

- In 1569, a geographer named Gerardus Mercator created a flat map to help sailors navigate long journeys across the globe.
- The Mercator projection, or method of putting a map of the Earth onto a flat piece of paper, is used by nearly all deep-sea navigators.
- The Mercator projection is a conformal map, meaning that it shows correct shapes, but not true distances or sizes.
- There are many types of other projections of the globe.



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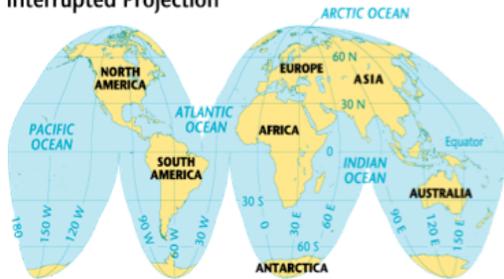
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The World: Three Projections

Interrupted Projection

The World: Three Projections

Interrupted Projection



Equal-Area Projection

Equal-Area Projection



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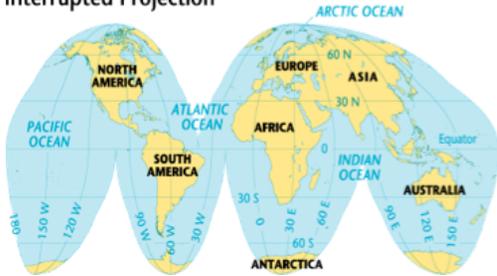
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The World: Three Projections

The World: Three Projections

Interrupted Projection



Interrupted Projection

There are many ways to show a globe on a flat map. The interrupted projection map, on the left, shows real sizes and shapes of continents. The equal area map , below left, shows size accurately. The Peters projection, below right, shows land and oceans areas and correct directions accurately

Equal-Area Projection

Equal-Area Projection



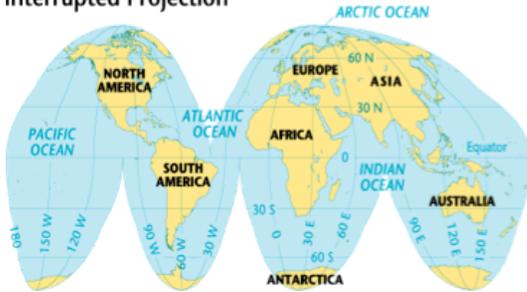
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The World: Three Projections

Interrupted Projection



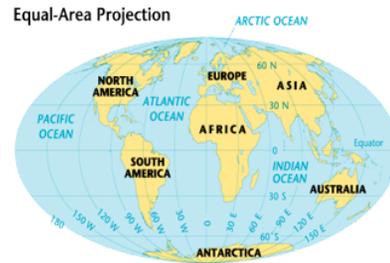
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Peters Projection



Equal-Area Projection



The World: A Robinson Projection

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[The Parts of a Map](#)

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[Compass Rose](#)

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The Parts of a Map

Compass Rose

A compass rose is a _____. It tells the cardinal directions, which are north, south, east, and west.

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The Parts of a Map

Compass Rose

•

Scale

The Parts of a Map

Compass Rose

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The Parts of a Map

Compass Rose

-

Scale

-

The Parts of a Map

Compass Rose

A compass rose is a _____. It tells the cardinal directions, which are north, south, east, and west.

A compass rose is a _____. It tells the cardinal directions, which are north, south, east, and west.

The scale on a map tells you the relative distance on the map to the real world. For example, a map's scale may tell you that _____.

The scale on a map tells you the relative distance on the map to the real world. For example, a map's scale may tell you that _____.

Key

•

Grids

•

Key

The key, or legend, on a map explains what _____.

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Grids

Some maps use a grid of parallels and meridians. On a map of a small area, letters and numbers are often used to help you find your location.

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