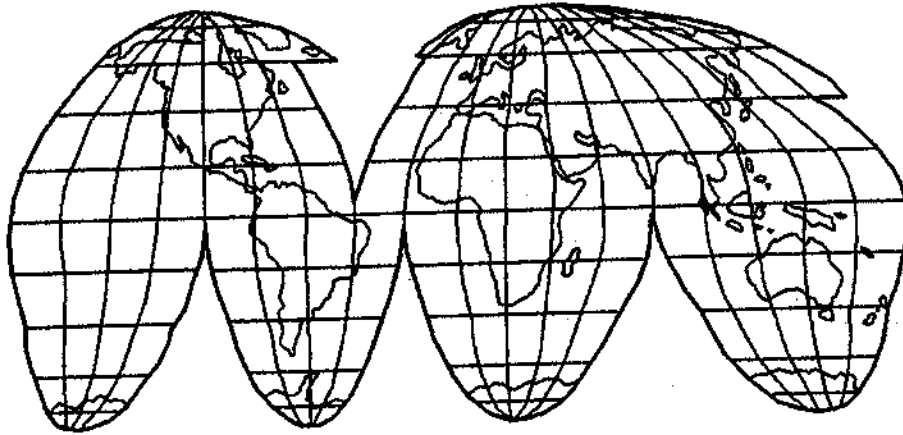


*The real voyage of discovery consists not in seeking
new landscapes but in having new eyes." - Marcel Proust.*

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CONQUERING CARTOGRAPHY



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OVERVIEW

As cartographers, students become involved in a fun and very effective approach to learn location. This activity can be as simple as mapping a student's route to school or as involved as drawing the entire world. Freehand maps can be used to supplement curriculum already in place or serve as the basis for a course.

CONNECTION WITH THE CURRICULUM

Geography, History, Social Studies, Foreign Language

TEACHING LEVEL

Materials in this packet are used in a 7th grade Geography curriculum, but the freehand map concept can be adapted to other grade levels.

GEOGRAPHY THEMES

Location, Regions

GEOGRAPHY STANDARDS

(1) How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. (2) How to use mental maps to organize information about people, places, and environments in a spatial context. (5) That people create regions to interpret Earth's complexity.

MATERIALS

- * Pencils
- * Outline maps of regions to be drawn
- * Grid of each region studied
- * Transparency with grid from each region

OBJECTIVES

Students will draw regional maps of the world from memory. The culminating activity involves drawing the entire world from memory, labeling countries and major bodies of water.

The strong mental image of the world that results from the freehand maps is used only as a spatial base. Many physical and human overlays are added when the themes of Place, Movement, Human Interaction, and Regions are looked at in each unit of study.

Outlined below are the basic steps followed in mapping the entire world:

1. Students begin the year by sketching a mental map of the world, labeling the continents, countries, and major bodies of water as best they can. Students should be told they are not being graded on the map, but that it will be used as a measurement of their knowledge base at the start of the year.

2. As each region is studied, students are given an outline map with borders simplified to make the map easier to draw. This map serves as an example of what is to be drawn.

The teacher draws and labels the map step by step, using overhead transparencies printed with the grid lines. Students follow along with their own grids. A pattern is established in how the countries are drawn. Students are responsible for drawing 6 to 10 practice maps before taking the test. The number of practice maps required is dependent on the difficulty of the region. (South America has only 12 countries and one colony and requires less practice than Africa, with over 40 countries and a complex layout of borders.) Giving students time to work on their practice maps in class provides opportunity for the teacher to check the accuracy and progress of each student and give immediate feedback on their work. Students need *lots* of encouragement with their first regional maps, as the task may seem overwhelming to many. By the time students get to the second or third region, they become confident cartographers and are able to do the maps with little assistance.

3. Testing: Students are given a checklist and a blank grid. Students are graded on the accuracy of the map and the labeling. Most students do very well, as completing the practice maps ensures they are well prepared.

4. Year-end World Map: (or "The Big Map Attack") Students are given large grids for the entire world. Three to four practice maps are all that are necessary before the final exam. Students are not given a checklist to use. Two class periods are set aside for completing the world map test.

5. Both the final exam map and the map drawn the first week of school are handed back. Students are able to clearly see the progress made during the course of the year. It is a rewarding day for both students and teacher.

HAPPY MAPPING!!!!

Below are listed mnemonics and "loaded" sentences used to help identify countries.

CENTRAL AMERICA:

By Gosh Eating (Spicy) Hot Nachos Causes (Real) Pain

Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama

FORMER SOVIET REPUBLICS:

ELL is a BUM from GEORGIA who broke his ARM in AZERBAIIAN when he visited the five members of the STANley family from RUSSIA.

Estonia, Latvia, Lithuania (in alphabetical order N to S), Belarus, Ukraine, Moldova, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Russia.

MIDDLE EAST/ASIA:

SLI JORDAN has a high IO and RAN for the AFGHAN to PAK it.

Syría, Lebanon, Israel, JORDAN, IraQ, IRAN, AFGHANISTAN, PAKistan.

MIDDLE EAST/AFRICA:

MATLE: Morocco, Algeria, Tunisia, Libya, Egypt

M & M's are a Nice Chocolate Snack

Mauritania, Mali, Niger, Chad, Sudan

CANADIAN PROVINCES:

Buy Canadian And Save Money Qn Quilts Now

British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Newfoundland

MENTAL MAPPING QUIZ

1. Name the country located to the south of the continental United States.
2. Which of the Great Lakes is located the farthest to the east.
3. What two countries border Ecuador?
4. Name the largest country in land size in South America.
5. Name the two landlocked countries in South America.
6. What countries border Italy?
7. Name the five African countries which border the Mediterranean Sea.
8. Name four island countries of Asia.
9. Which African countries are crossed by the Equator?
10. Which lies farther east, Iraq or Iran?
11. Which states would you pass through if you traveled from Washington state to Wisconsin?
12. Name the seven Asian countries that end in "-stan".
13. Name the three African countries that begin with the letter "z".
14. What country borders Cambodia to the east?
15. Name three countries that border the Persian Gulf.

Certificate of Geography Skills

Congratulations

You have survived the
BIG MAP ATTACK!

Your efforts and hard work
have made you a
World Class Geographer.

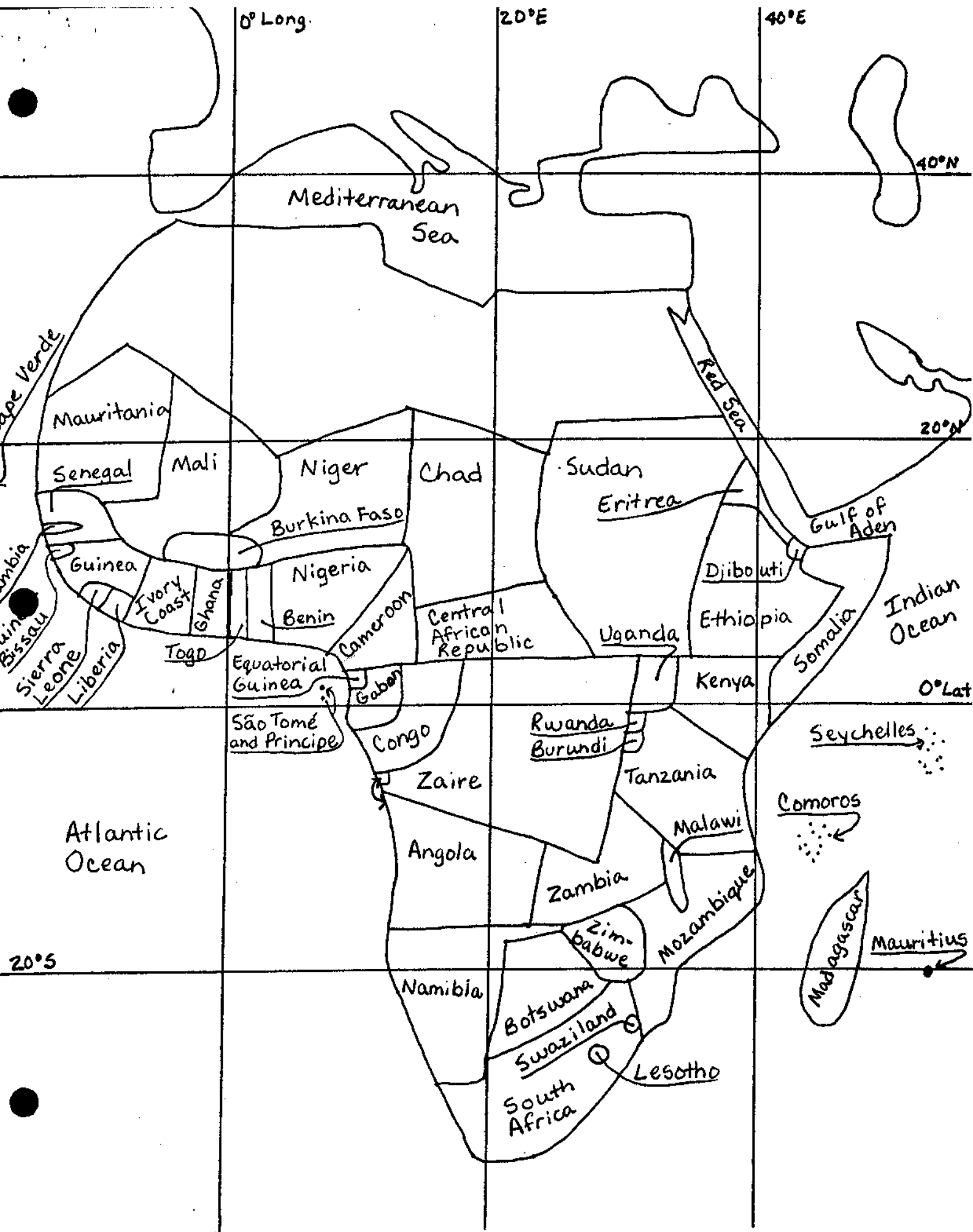


**GEOGRAPHY 8
MIDDLE EAST AND NORTH AFRICA
FREEHAND MAP CHECKLIST**

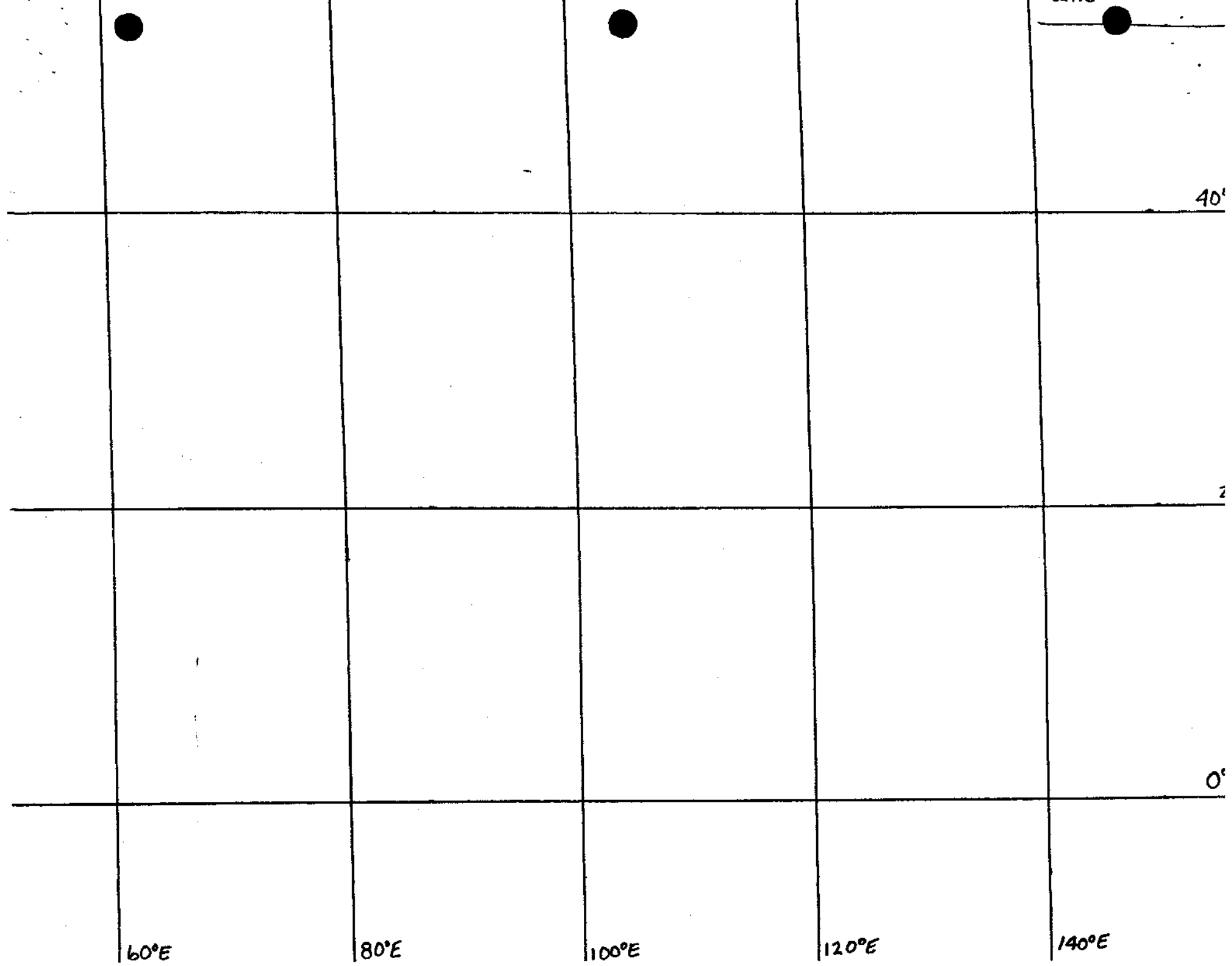
- | | | |
|---------------|----------------------------|-------------------------|
| _____ Algeria | _____ Qatar | _____ Georgia |
| _____ Bahrain | _____ Saudi Arabia | _____ Greece |
| _____ Cyprus | _____ Syria | _____ Pakistan |
| _____ Egypt | _____ Tunisia | _____ Turkmenistan |
| _____ Iran | _____ Turkey | _____ Atlantic Ocean |
| _____ Iraq | _____ United Arab Emirates | _____ Black Sea |
| _____ Israel | _____ Yemen | _____ Caspian Sea |
| _____ Jordan | _____ Africa | _____ Gulf of Aden |
| _____ Kuwait | _____ Afghanistan | _____ Gulf of Oman |
| _____ Lebanon | _____ Armenia | _____ Mediterranean Sea |
| _____ Libya | _____ Azerbaijan | _____ Persian Gulf |
| _____ Morocco | _____ Bulgaria | _____ Red Sea |
| _____ Oman | | |

**GEOGRAPHY 8
SUB-SAHARAN AFRICA
FREEHAND MAP TEST**

- | | | |
|--------------------------------|-----------------------------|-------------------------|
| _____ Angola | _____ Guinea | _____ Seychelles |
| _____ Benin | _____ Guinea-Bissau | _____ Sierra Leone |
| _____ Botswana | _____ Ivory Coast | _____ Somalia |
| _____ Burkina Faso | _____ Kenya | _____ South Africa |
| _____ Burundi | _____ Lesotho | _____ Sudan |
| _____ Cameroon | _____ Liberia | _____ Swaziland |
| _____ Cape Verde | _____ Madagascar | _____ Tanzania |
| _____ Central African Republic | _____ Malawi | _____ Togo |
| _____ Chad | _____ Mali | _____ Uganda |
| _____ Comoros | _____ Mauritania | _____ Zaire |
| _____ Congo | _____ Mauritius | _____ Zambia |
| _____ Djibouti | _____ Mozambique | _____ Zimbabwe |
| _____ Equatorial Guinea | _____ Namibia | _____ Atlantic Ocean |
| _____ Eritrea | _____ Niger | _____ Indian Ocean |
| _____ Ethiopia | _____ Nigeria | _____ Mediterranean Sea |
| _____ Gabon | _____ Rwanda | _____ Gulf of Aden |
| _____ Gambia | _____ São Tomé and Príncipe | _____ Red Sea |
| _____ Ghana | _____ Senegal | |



	0° Long.	20° E	40° E
			40° N
			20° N
			0° Lat.
20° S			



40'

20'

0'

60°E

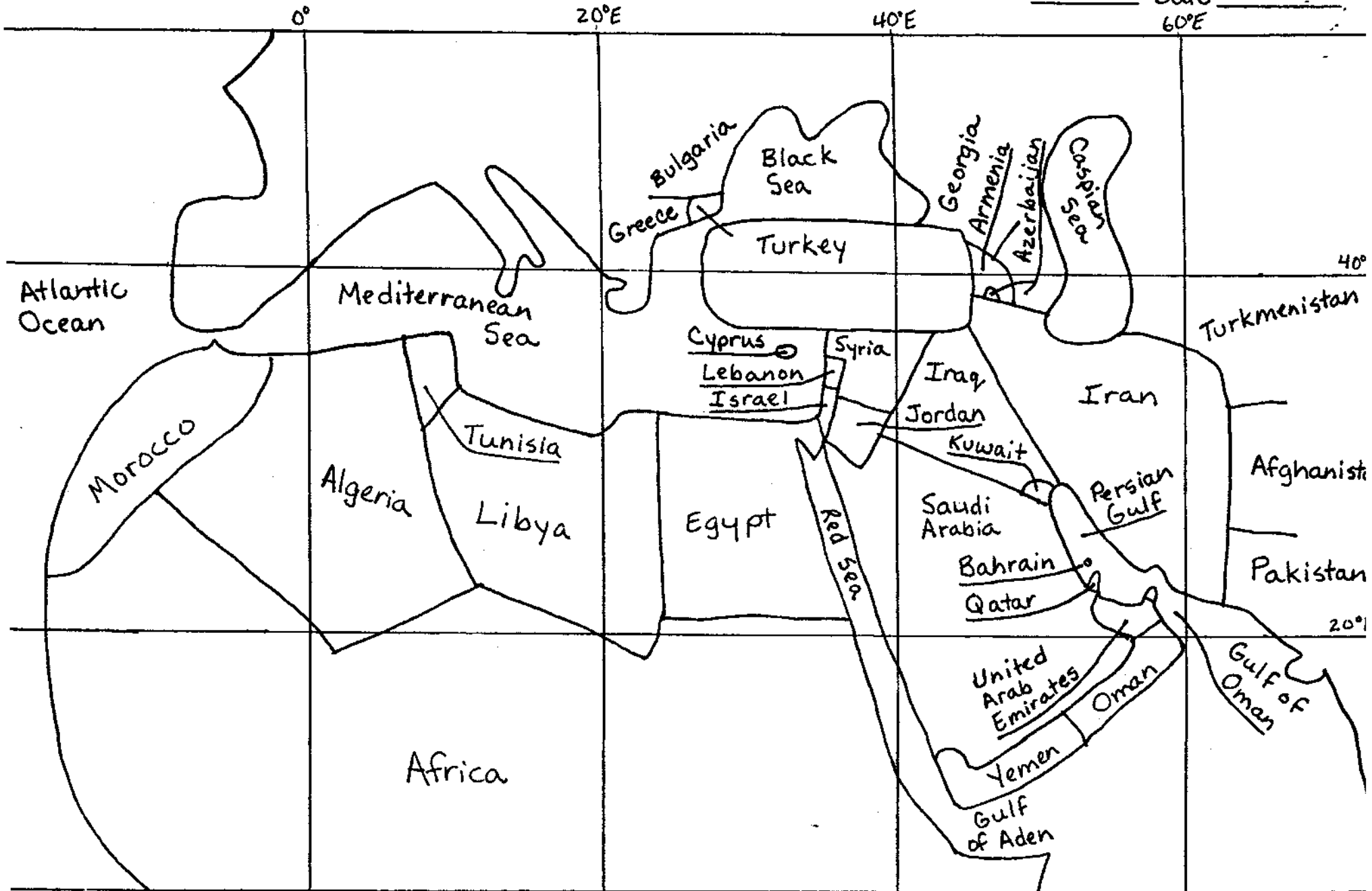
80°E

100°E

120°E

140°E





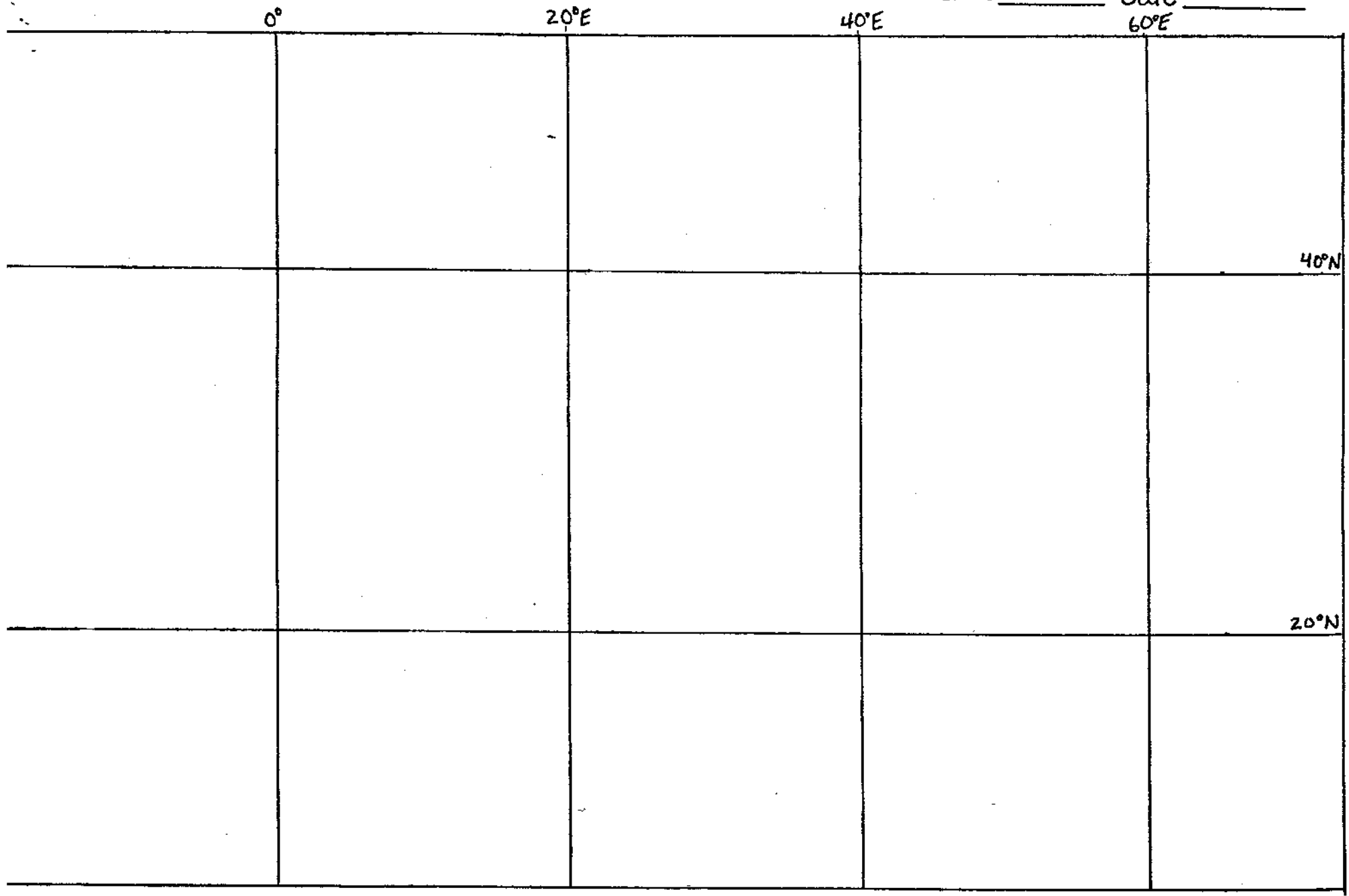
- KEY: 1. _____ 3. _____ 5. _____ 7. _____
 2. _____ 4. _____ 6. _____ 8. _____

Name _____

Period _____

Date _____

60°E



KEY: 1. _____

3. _____

5. _____

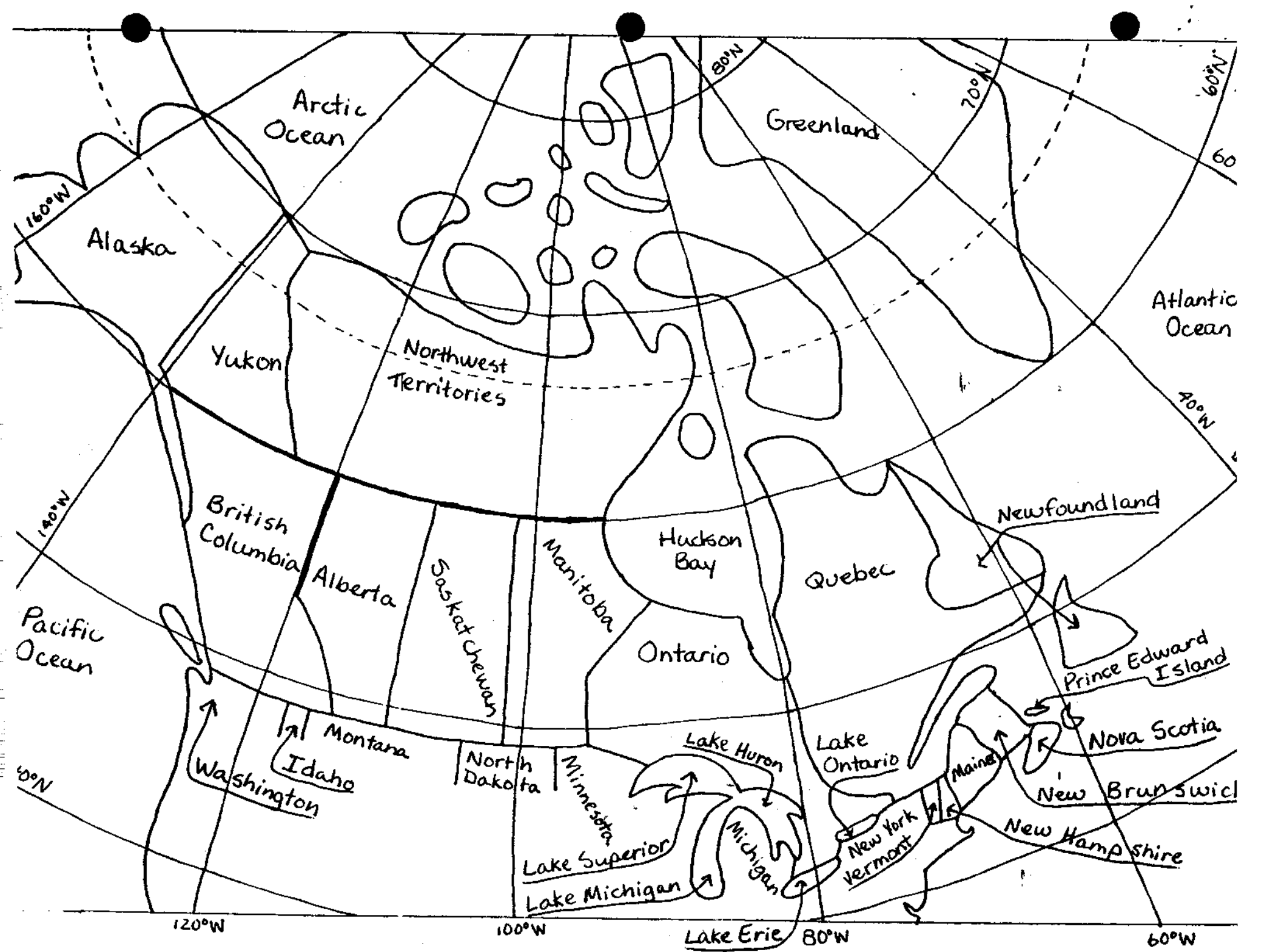
7. _____

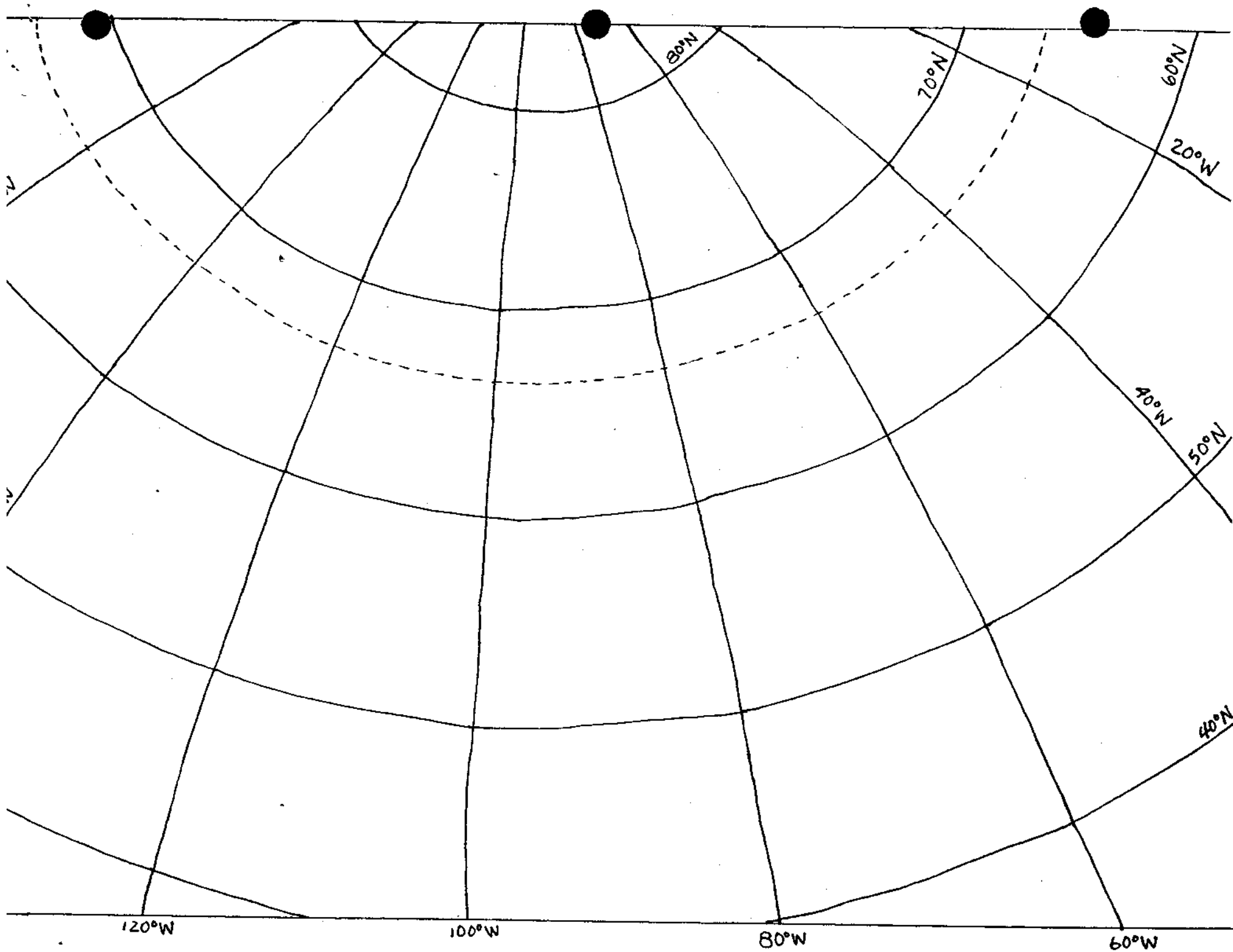
2. _____

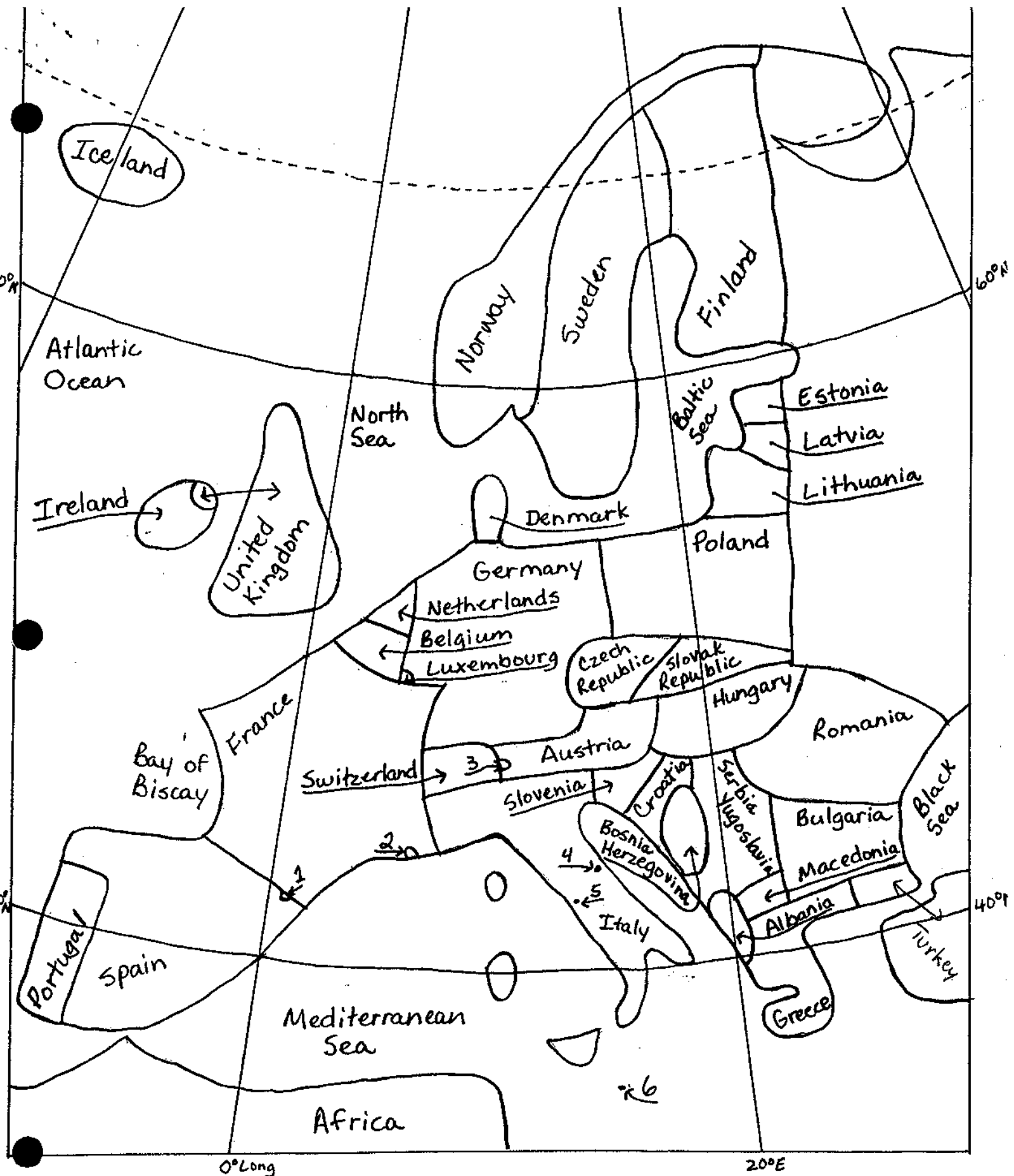
4. _____

6. _____

8. _____

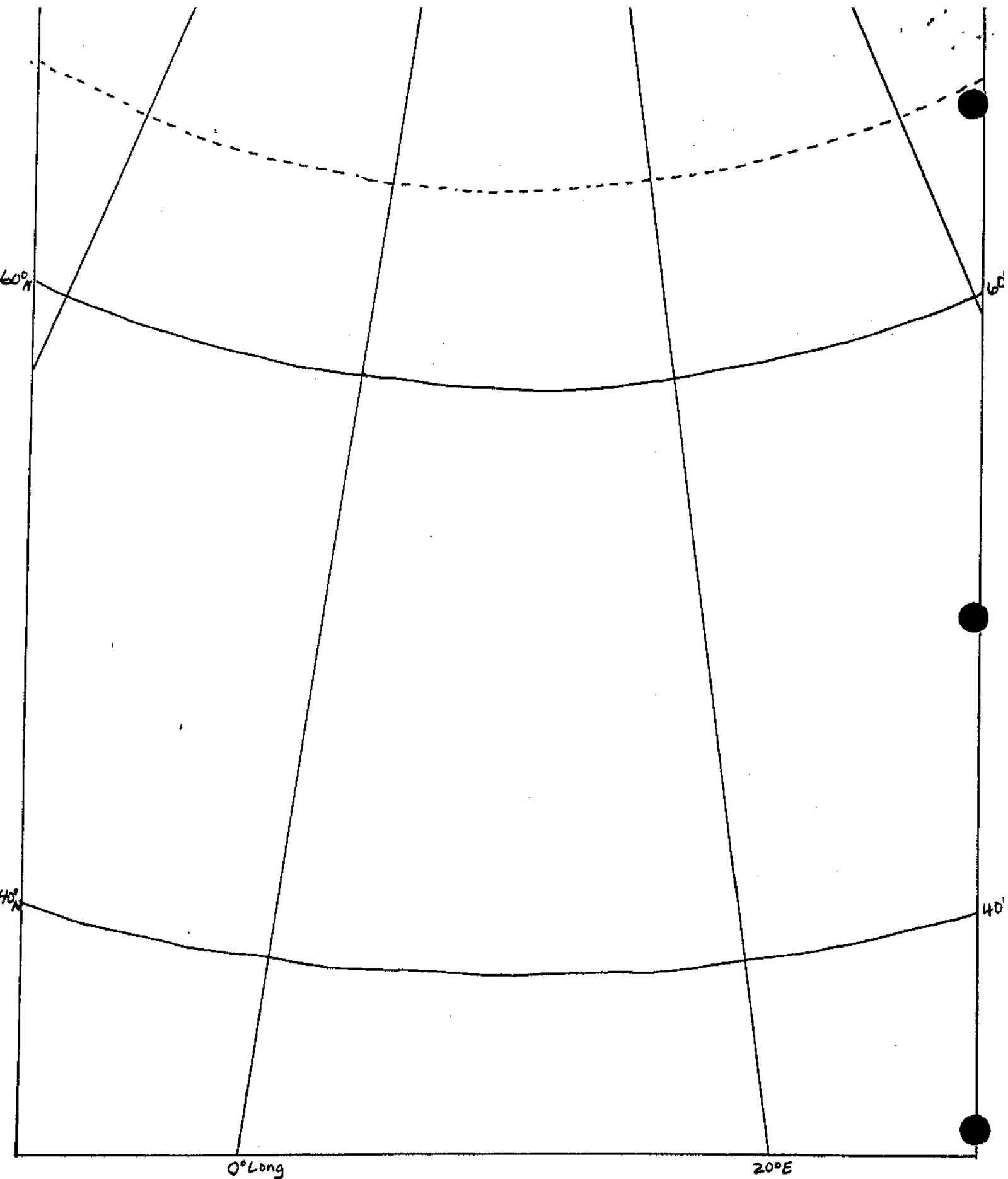






Microstates:

- | | | |
|-------------------|-------------------------|------------------------|
| 1. <u>Andorra</u> | 3. <u>Liechtenstein</u> | 5. <u>Vatican City</u> |
| 2. <u>Monaco</u> | 4. <u>San Marino</u> | 6. <u>Malta</u> |



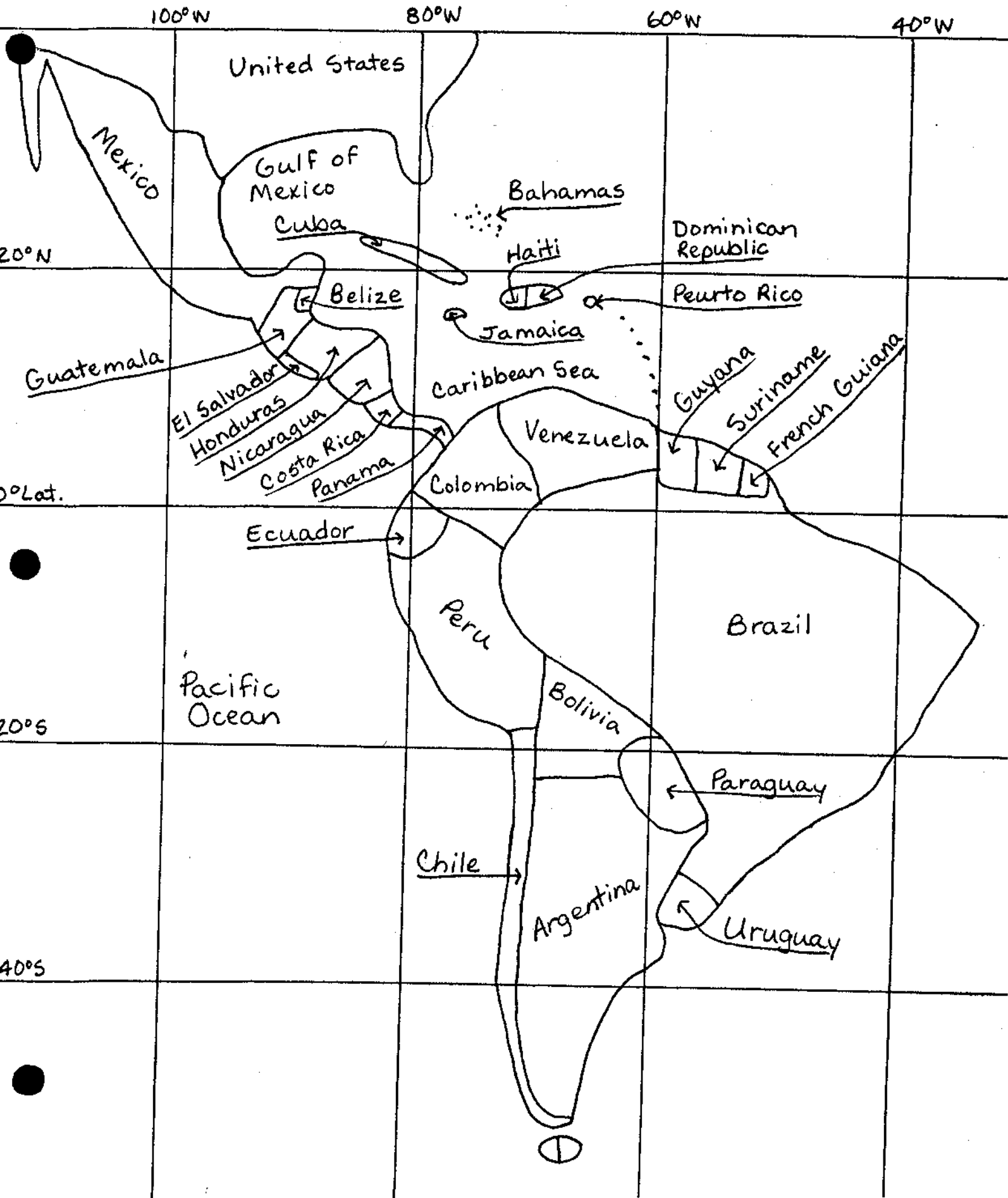
Microstates:

1. _____
2. _____

3. _____
4. _____

5. _____
6. _____

Period _____



100°W

80°W

60°W

40°W

United States

Mexico

Gulf of Mexico
Cuba

Bahamas

Dominican Republic

20°N

Haiti

Puerto Rico

Belize

Jamaica

Guatemala

Caribbean Sea

El Salvador

Honduras

Nicaragua

Costa Rica

Panama

Guyana

Suriname

French Guiana

0°Lat.

Venezuela

Colombia

Ecuador

Peru

Brazil

20°S

Pacific Ocean

Bolivia

Paraguay

40°S

Chile

Argentina

Uruguay

Period _____ Date _____

100°W

80°W

60°W

40°W

20°N

0° Lat.

20°S

40°S

CHRISTY GELDBACH

1. Mexico
2. Ontario
3. Peru + Colombia
4. Brazil
5. Bolivia + Paraguay
6. France, Switzerland, Austria, Slovakia
7. Morocco, Libya, Algeria, Tunisia, Egypt
8. Philippines, Indonesia, Hawaii, Japan, Singapore, Taiwan
9. Gabon, Congo, Zaire, Uganda, Kenya, Somalia
10. Iran
11. ~~the~~ Idaho, Montana, N.D., S. Dakota, Minnesota
12. Kazakhstan, Tajikistan, Kyrgyzstan, Turkmenistan
13. Zaire, Zimbabwe, Zambia
14. Vietnam
15. Saudi Arabia, Iran, Iraq, Qatar, Kuwait, UAE, Oman

IT'S ALL YOURS!



We all make a difference!