

LESSON DESIGN

ARCHAEOLOGY

WORLD MAP

OVERVIEW: Students will learn to read the world map.

OBJECTIVE: Given a world map the learner will be able to locate positions by pointing to the spot(s) on the map, or by marking the positions on a photocopy, with 90% accuracy.

SET: The teacher will ask, “Do you know how to read a world map? In order for archaeologists to do their jobs they need to know how to read all kinds of maps. Today we are going to begin to learn how to read a world map.

INSTRUCTION AND ACTIVITIES: The teacher will point out items on the world map such as the legend, the compass rose, Prime Meridian, Equator, longitude and latitude, the seven continents, mountain ranges, cities, rivers, etc. As student knowledge increases, the teacher can begin to ask them to locate coordinates on the map, such as 125 degrees N, 60 degrees W.

TEST OF OBJECTIVES: The teacher will call on individuals or groups to come to the map and locate items that have been discussed. The students can also write in the names of the items on photocopies of world maps. The students can also write a paragraph on each item, such as what is the Prime Meridian and what does it do?

EXTENSION: You can ask questions about time zones. Higher students may take turns in leading activities.

GRADE LEVEL, MATERIALS AND TIME: 1st through 3rd. World map, photocopies of world map, pencil and paper. Time will vary. This can be taught over several time periods. The learning is incremental. This can also be a once a day 5 minute lesson. Each day call students up to review yesterday’s lesson.

GENERAL COMMENTS: You may also refer to the map as you teach other areas in the curriculum, for instance, “With a quiet hand, who can show me on the map what country we read about in our social studies yesterday that grows bananas?” The world map can also be taught as a grid or graph with the lines of longitude and latitude.

ANY QUESTIONS? E-mail me at glschneiderg@sbcglobal.net
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