

# LANDFORM HO!

**Grade Level:** Third Grade

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**Length of Unit:** Seven lessons, 40 - 50 minutes per lesson

## I. ABSTRACT

This unit explores the geography terms and features for Third Grade by applying them to the related history topics. The first four lessons are a general review and introduction. The remaining three lessons can be taught in conjunction with the related history topic, to practice and review the basic skills. For example, students will identify boundaries, straits, and channels on a map of the Mediterranean region (Ancient Rome).

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective. (*Colorado Model Content Standards, Geography*, Standard 1.1, Grade Level Expectations for First through Fourth Grades)
2. Students develop an understanding of Earth to locate people, places, and environments. (*Colorado Model Content Standards, Geography*, Standard 1.2, Grade Level Expectations for First through Fourth Grades)
3. Students understand that geographic terms and features can appear in many different regions. (Adapted from *Colorado Model Content Standards, Geography*, Standard 2, Grade Level Expectations for First through Fourth Grades)
4. Students understand how to use the reading process with specific types of informational texts. (Adapted from *Colorado Model Content Standards, Reading and Writing*, Standard 1, Grade Level Expectations for First through Fourth Grades)

### B. Content from the *Core Knowledge Sequence*

1. Language Arts: Reading and Writing: Reading Comprehension and Response (p. 65)
  - a. Independently read and comprehend longer works of nonfiction appropriately written for third grade or beyond.
2. History and Geography: World History and Geography: World Geography (p. 69)
  - a. Spatial Sense
    - i. Name your continent, country, state, and community.
    - ii. Understand that maps have keys or legends with symbols and their uses.
    - iii. Find directions on a map: east, west, north, south.
    - iv. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
    - v. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
    - vi. Locate: Canada, United States, Mexico, Central America.
    - vii. Locate: the Equator; Northern Hemisphere and Southern Hemisphere; North and South Poles.
    - viii. Measure straight-line distances using a bar scale.
  - b. Geographic Terms and Features (definitions provided on Appendix L)
    - i. Review from Grade 1 (p. 27)

- a) peninsula, harbor, bay, island
  - ii. Review from Grade 2 (p. 47)
    - a) coast, valley, desert, oasis, prairie
  - iii. New for Grade 3 (p. 69)
    - a) boundary, channel, delta, isthmus, plateau, reservoir, strait
- c. Canada (p. 69)
  - i. Hudson Bay
- d. Geography of the Mediterranean Region (p. 70)
  - i. Italy (peninsula)
  - ii. Strait of Gibraltar
  - iii. Bosphorus (strait)
- e. The Vikings (p. 70)
  - i. From an area now called Scandinavia (Sweden, Denmark, Norway)
  - ii. Locate Greenland, Canada, Newfoundland
- f. The Earliest Americans (p. 71)
  - i. Bering Strait
- g. Early Spanish Exploration and Settlement (p. 71)
  - i. Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
- h. Exploration and Settlement of the American Southwest (p. 71)
  - i. Geography: Grand Canyon and Rio Grande
- i. Search for the Northwest Passage (p. 72)
  - i. Geography: “New France” and Quebec; Canada; St. Lawrence River; the Great Lakes: Superior, Michigan, Huron, Erie, Ontario

C. Skill Objectives

1. Students will identify the characteristics and purposes of maps, globes, and other geographic tools. (*Colorado Model Content Standards, Geography, Standard 1.2.1, Grade Level Expectations for First through Fourth Grades*)
2. Students will read and interpret information from maps and globes. (*Colorado Model Content Standards, Geography, Standard 1.1.2, Grade Level Expectations for First through Fourth Grades*)
3. Students will find different directions on a map.
4. Students will interpret simple, unfamiliar maps.
5. Students will draw simple maps of familiar areas.
6. Students will identify symbols on a key or legend.
7. Students will identify major geographic features.
8. Students will demonstrate knowledge of topographical features such as boundaries, channel, delta, isthmus, plateau, reservoir, and strait.
9. Students will explain the meaning and purpose of boundaries.
10. Students will identify a specific location on a map using grids.
11. Students will measure straight-line distances using a bar scale.
12. Students will summarize informational texts.
13. Students will apply reading strategies to comprehend and respond to nonfiction text.
14. Students will find directions on a map: east, west, north, south.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *Enchanted Learning* (on-line), Available URL: <http://www.enchantedlearning.com/Home.html> , 2004.
- B. For Students
  - 1. Grade 1: History and Geography: Spatial Sense; Geographic Terms and Features, page 27
  - 2. Grade 2: History and Geography: Spatial Sense; Geographic Terms and Features, page 47

### IV. RESOURCES

- A. Wall map of the world (Lessons One, Three, Five, and Six)
- B. Wall map of North America (Lessons Four and Seven)

### V. LESSONS

#### Lesson One: A Look at What We Know (40 – 50 minutes)

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
    - b. Students develop and understanding of Earth to locate people, places, and environments.
    - c. Students understand that geographic terms and features can appear in many different regions.
  - 2. Lesson Content
    - a. Spatial Sense
      - i. Find directions on a map: east, west, north, south
      - ii. Identify major oceans: Pacific, Atlantic, Indian, Arctic
      - iii. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
      - iv. Locate: Canada, United States, Mexico, Central America
      - v. Locate: the Equator; Northern Hemisphere and Southern Hemisphere; North and South Poles
  - 3. Skill Objectives
    - a. Students will identify the characteristics and purposes of maps, globes, and other geographic tools.
    - b. Students will read and interpret information from maps and globes.
    - c. Students will find different directions on a map.
    - d. Students will identify major geographic features.
- B. *Materials*
  - 1. Appendix A – Map Skills Pretest, student copies
  - 2. Appendix L – Answer Key, *teacher reference*
  - 3. Wall map of the world
- C. *Key Vocabulary*
  - 1. **Hemisphere** - the northern or southern half of the Earth divided by the equator, or the eastern or western half divided by a meridian
  - 2. Definitions for additional geography terms provided in Appendix K
- D. *Procedures/Activities*
  - 1. Distribute student copies of Appendix A – Map Skills Pretest.
  - 2. Explain the directions and have students take the pretest.

3. When students have finished, collect the pretests and set them aside to be graded later. Use Appendix L – Answer Key for reference.
4. Display a wall map of the world.
5. Random Review: Review the geography terms and features from 1<sup>st</sup> and 2<sup>nd</sup> grade. You can set up partners or small groups as follows, to facilitate full participation. Keep the pace of the questioning quick and fun.
  - a. Assign partners or small groups of students who can work together. If you have special needs students, or students who have not been in a Core Knowledge school before, be sure to group them with someone who should be familiar with the information.
  - b. Tell students you will be asking them questions randomly. They should NOT raise their hands. You will pose the question to the whole class, then give everyone one minute to discuss the answer with their partners or teams.
  - c. Give them a 10 or 15 second warning, then at one minute, call time. You may use a bell or other signal if desired. Wait for the class to quiet.
  - d. Repeat the question, and then call on a student to give the answer. Don't say if the answer is correct or not. Acknowledge the response, and then call on at least two more students to share their answers. If all the answers agree, tell them they are correct and move on. If the answers don't agree or are not complete, review the information for the class.
6. You may use the following questions for review. Keep the wall map displayed for student reference.
  - a. Oceans:
    - i. Point to each of the four major oceans (*Pacific, Atlantic, Indian, and Arctic*) and ask: What is the name of this ocean?
    - ii. Which ocean is the largest? (*Pacific*)
  - b. Continents:
    - i. Point to each of the seven continents (*Europe, North America, South America, Africa, Antarctica, Asia, and Australia*) and ask: What is the name of this continent?
    - ii. What large land mass is actually divided into two continents? (*Asia/Europe*)
    - iii. Which continent is the smallest? (*Australia*)
  - c. Countries:
    - i. What is the name of the country we live in? (*U.S.A.*)
    - ii. Name a country in South America. (*for example: Brazil, Chile*)
    - iii. Name a country in North America. (*for example: USA, Canada*)
    - iv. Name a country in Europe. (*for example: England, France*)
    - v. Name a country in Africa. (*for example: Kenya, Egypt*)
    - vi. Name a country in Asia. (*for example: China, Russia*)
    - vii. Where is Central America?
  - d. Cardinal Directions:
    - i. On this map, which way is north? How did you know?
    - ii. In this classroom, which way is north? How did you know?
    - iii. Which way is south? East? West?
    - iv. What ocean is west of the United States? (*Pacific*)
    - v. What ocean is east of the United States? (*Atlantic*)
    - vi. What country is south of the United States? (*Mexico*)
    - vii. What country is north of the United States? (*Canada*)

- e. Poles, Equator, and Hemispheres:
  - i. In what country is the North Pole located? (*Canada*)
  - ii. What ocean is located near the North Pole? (*Arctic*)
  - iii. On what continent is the South Pole found? (*Antarctic*)
  - iv. Name two continents that are completely south of the equator. (*Antarctica and Australia*)
  - v. Name a continent that the equator crosses. (*Africa or South America*)
  - vi. Name a major ocean that the equator crosses. (*Atlantic, Pacific, or Indian*)
  - vii. Name a country that is south of the equator. (*for example: Kenya, Argentina*)
  - viii. Name a country that is north of the equator. (*for example: USA, Germany*)
  - ix. Name a country that is in the Southern Hemisphere. (Review definition of hemisphere if needed. See Key Vocabulary above.) (*for example: Australia, Chile*)
  - x. Name a country that is in the Northern Hemisphere. (*for example: Norway, Italy*)

E. *Assessment/Evaluation*

1. Have students answer this question as a “ticket out the door”. It can be answered in a journal, on a white board, or on a slip of paper. “What is a map?” (*Answers will vary – this question will be discussed in Lesson Two.*)
2. Grade and record the pretests. Use the information and your class discussion to determine if any additional review is needed for the next lesson.

**Lesson Two: What is a Map? (40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
  - b. Students develop an understanding of Earth to locate people, places, and environments.
  - c. Students understand how to use the reading process with specific types of informational texts.
2. Lesson Content
  - a. Reading Comprehension and Response
    - i. Independently read and comprehend longer works of nonfiction appropriately written for third grade or beyond.
  - b. Spatial Sense
    - i. Name your continent, country, state, and community.
3. Skill Objectives
  - a. Students will identify the characteristics and purposes of maps, globes, and other geographic tools.
  - b. Students will explain the meaning and purpose of boundaries.
  - c. Students will summarize informational texts.
  - d. Students will apply reading strategies to comprehend and respond to nonfiction text.

B. *Materials*

1. Appendix B – Mapping - Reading Comprehension, student copies
2. Appendix C – Where Am I in the World?, student copies

3. Appendix L – Answer Key, *teacher reference*
- C. *Key Vocabulary*
1. **Boundary** - a dividing line between cities, states and provinces, or countries
  2. **Map** - a picture of a place on a flat surface; most maps show a place drawn from above
  3. Definitions for additional geography terms provided in Appendix K.
- D. *Procedures/Activities*
1. On the board, write the question: “What is a map?”
  2. Discuss student responses to the question in Lesson One – “What is a map?” Have students recall or read their answers to share with the class. As they share, write a list of their ideas on the board under the question.
  3. Review terms and features from Lesson One, as needed.
  4. Distribute copies of Appendix B – Mapping-Reading Comprehension.
  5. Explain the directions and have students complete the worksheet.
  6. When the student have finished, correct the papers together and discuss their responses. Use Appendix L – Answer Key for reference. Use this opportunity to answer any questions.
  7. Compare the answers on the worksheet to the list on the board, and allow the class to share comments and questions.
  8. On the board, draw a set of eight concentric circles, large enough to write in. (See Appendix C for an example.)
  9. Write your name in the smallest circle.
  10. Tell students that you live at (home address), and write the street name on the 2<sup>nd</sup> circle.
  11. Continue with the neighborhood, city, state, country, continent, and finally the planet that you live on. Ask for volunteers to help you fill in the answers.
  12. Draw another set of circles and repeat the process for one of the students. Help them with any information they are not sure of. Leave both samples on the board for student reference.
  13. Write the word “boundary” on the board. Ask if students know what the word means or can give an example. Write reasonable answers on the board.
  14. Using your classroom as an example, ask volunteers to describe the “boundary” between your classroom and the next room (usually the wall).
  15. Have students think about the boundary between their house and the neighbors. Do they have a fence? Is it a street? How do they know where their property ends? Did anyone ever see the “pins” in the sidewalk that show the property line? What does the boundary look like in an apartment or condominium complex?
  16. Ask students to imagine a boundary between cities. Have they ever seen one? What about the walls around ancient cities? Have they seen signs that say “Welcome to (city or state name)”?
  17. Tell students that a boundary is a dividing line between cities, states, or countries. It can be a visible divider like a fence or a river, or it can be invisible.
- E. *Assessment/Evaluation*
1. Collect Appendix B – Mapping-Reading Comprehension and record scores.
  2. Distribute student copies of Appendix C – “Where Am I in the World?” Tell students to fill in each circle to show where they live.
  3. Check the work, and then have students color each circle a different color.
  4. If time allows, invite several students to share their work.

### **Lesson Three: Be a Map Reader (40 – 50 minutes)**

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
  - b. Students develop an understanding of Earth to locate people, places, and environments.
  - c. Students understand that geographic terms and features can appear in many different regions.
2. Lesson Content
  - a. Understand that maps have keys or legends with symbols and their uses.
3. Skill Objectives
  - a. Students will identify the characteristics and purposes of maps, globes, and other geographic tools.
  - b. Students will read and interpret information from maps and globes.
  - c. Students will interpret simple, unfamiliar maps.
  - d. Students will draw simple maps of familiar areas.
  - e. Students will identify symbols on a key or legend.
  - f. Students will identify major geographic features.

#### B. *Materials*

1. Variety of maps, such as travel brochures, atlases, desk maps, phone book maps
2. Wall map of the world
3. Appendix D – Treasure Map Rubric: one copy on an overhead transparency, and a set of student copies
4. Drawing paper; markers, crayons, or colored pencils for students

#### C. *Key Vocabulary*

4. **Compass Rose** – a circle marked with degrees or quarters to show directions on a map
5. **Map Key or Legend** - defines the symbols that are used on a map; it is usually found in a small box on the map
6. Definitions for additional geography terms provided in Appendix K

#### D. *Procedures/Activities*

1. Display the wall map of the world and review basic geography terms and features. (*See Lesson One.*)
2. Provide students with a variety of maps.
3. Point out simple common features of each map, such as the compass rose and the map key or legend.
4. Have volunteers point to their map key or legend and identify what one symbol stands for.
5. Have students find at least one place on their map where the symbol is located.
6. Once students are able to identify a symbol and find it on their map, invite them to identify the remaining symbols and find them on their maps.
7. Answer any questions, and then collect the maps and brochures.
8. Display the wall map of the world. Discuss the symbols on the key with the class.
9. Have volunteers identify the various symbols and locate examples of them on the map.
10. Tell students that they will be using what they have learned when they create a treasure map for the classroom.

11. Tell them to think of a place in the classroom where they could hide a treasure. Encourage students to keep the place a secret.
  12. Tell students they will be creating a treasure map with clues that will lead someone to the treasure (i.e. walk three paces north). Remind students to be creative so that the map does not lead a person straight to the treasure.
  13. Encourage students to use objects in the classroom as landmarks and to use symbols where possible. Have them create a map key or legend.
  14. Tell students to start with a plan. They need to decide how much of the room they want to show.
  15. Students need to decide where their treasure hunter should start and mark that on the map.
  16. Students need to identify any important “landmarks” in the area (teacher’s desk, window, bookshelf, etc.) and create symbols for those features. These symbols need to be drawn in the Key.
  17. They need to write clues to tell the treasure hunter where to go.
  18. Finally, they need to give the treasure hunter a clue to let them know when they have “found the treasure”. Take a few minutes to discuss student ideas and questions, but don’t let them give away their hiding places!
  19. Tell students you will be grading their Treasure Maps using a rubric so they need to take their time and do their best work.
  20. Display the overhead transparency of Appendix D – Treasure Map Rubric, and discuss the rubric with the class. Answer any questions they may have about the activity.
  21. Give each student a piece of drawing paper. Allow time to complete the activity.
  22. Invite students to share their map with the class and have classmates follow the clues on the map to determine where the student’s treasure is hidden.
- E. *Assessment/Evaluation*
1. Collect the maps and use the rubric on Appendix D – Treasure Map Rubric to grade the maps. You may wish to save these maps in student portfolios.

**Lesson Four: Land and Water Formations (40 – 50 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
    - b. Students develop and understanding of Earth to locate people, places, and environments.
    - c. Students understand that geographic terms and features can appear in many different regions.
  2. Lesson Content
    - a. Geographic Terms and Features
      - i. Review from Grade 1
        - a) peninsula, harbor, bay, island
      - ii. Review from Grade 2
        - a) coast, valley, desert, oasis, prairie
      - iii. New for Grade 3
        - a) boundary, channel, delta, isthmus, plateau, reservoir
    - b. The Earliest Americans
      - i. Bering Strait
  3. Skill Objectives
    - a. Students will read and interpret information from maps and globes.

- b. Students will identify major geographic features.
- c. Students will demonstrate knowledge of topographical features such as boundaries, channel, delta, isthmus, plateau, reservoir, and strait.
- d. Students will measure straight-line distances using a bar scale.

B. *Materials*

- 1. Wall map of North America
- 2. Appendix E – Map of United States, transparency
- 3. Appendix F – Map of United States, student copies
- 4. Appendix L – Key Vocabulary, *teacher reference*
- 5. Vis-à-vis markers
- 6. Markers, crayons, or colored pencils for students

C. *Key Vocabulary*


Definitions for geography terms provided in Appendix K




D. *Procedures/Activities*

- 1. Display a wall map of North America. Review the basic geography terms and features. (*See Lesson One.*)
- 2. Locate various basic landforms on the map, such as mountains, rivers, lakes, plains, etc.
- 3. Review the Map Key and discuss the symbols.
- 4. Display your copy of Appendix E on an overhead projector. Explain to students that this map uses symbols to identify different parts of the United States.
- 5. Discuss the meaning of the various symbols. For example, the Statue of Liberty means New York; the river boat means the Mississippi River; the cowboy boot means Texas; the oil rig means Oklahoma, etc. Use the wall map of North America for reference, if needed.
- 6. Work with the students to design a Map Key for the map. Fill in the Map Key with vis-à-vis markers on your transparency.
- 7. Return to the wall map of North America. Review 1<sup>st</sup> and 2<sup>nd</sup> grade geography terms and features, locating examples of each feature.

Land and Water Formations	Suggested Locations
Peninsula	Florida
Harbor	San Francisco, Boston, New York, New Orleans, etc.
Bay	Hudson Bay, San Francisco Bay, etc.
Island	Aleutian Islands off Alaska, Long Island
Coast	East or west coast
Valley	Upper Mississippi River valley near Minnesota, Wisconsin, Iowa, and Illinois
Desert	Arizona/Utah region
Oasis	Las Vegas or Lake Powell
Prairie	American Midwest

- 8. Distribute student copies of Appendix F – Map of United States.
- 9. Tell students they will be creating their own symbols and map key on this map. Encourage students to be creative in their symbols, like the map on the overhead. Give suggestions as needed. Sample Map Key:

Land and Water Formations	Possible Symbol or Color
Peninsula	pppp purple “p’s”
Harbor	 Boat shape

Bay	Half moon	purple
Island	+++	Palm tree
Coast	//	Outlined in pink
Valley	xxx	Green
Desert		Yellow
Oasis		water droplet
Prairie		buffalo

10. Discuss the following new terms for third grade. See Appendix K – Key Vocabulary for definitions.
11. Identify at least one example of each term on the wall map. List the new terms on the board for reference.

Land and Water Formations	Suggested Locations
Channel	East of Vancouver Island
Delta	Mississippi River delta
Isthmus	Isthmus of Panama, Mexico*
Plateau	The “Colorado Plateau”, in Arizona, Utah, Colorado, and New Mexico, including the “Four Corners” area
Reservoir	Lake Mead (Las Vegas)
Strait	Bering Strait, near Alaska

\*Students will not be able to mark the Isthmus of Panama on their maps of the United States, but it is the clearest example.

12. Tell the students to return to their worksheets and add the new terms to their maps. Tell students to add the new symbols to their map keys. Sample Map Key:

Land and Water Formations	Possible Symbol or Color
Channel	~~ Wavy lines, black
Delta	Δ blue triangle
Isthmus	∞ figure eight
Plateau	▼ upside down triangle
Reservoir	♥ red heart
Strait	◇ black diamond

13. Allow time for any questions and for students to complete the maps.
- E. *Assessment/Evaluation*
1. Collect student maps of United States. The maps should show at least one example of each feature listed above, with an appropriate symbol for each feature in the key.

**Lesson Five: Mediterranean Region (40 – 50 minutes) (use this lesson with your unit on “Ancient Rome”)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
  - b. Students develop and understanding of Earth to locate people, places, and environments.

- c. Students understand that geographic terms and features can appear in many different regions.
- 2. Lesson Content
  - a. Measure straight-line distances using a bar scale.
  - b. Geographic Terms and Features
    - i. Review from Grade 1
      - a) peninsula, harbor, bay, island
    - ii. Review from Grade 2
      - a) coast
    - iii. New for Grade 3
      - a) boundary, channel, isthmus, strait
  - c. Geography of the Mediterranean Regions
    - i. Italy (peninsula)
    - ii. Strait of Gibraltar
    - iii. Bosphorus (strait)
- 3. Skill Objectives
  - a. Students will read and interpret information from maps and globes.
  - b. Students will identify major geographic features.
  - c. Students will demonstrate knowledge of topographical features such as boundaries, channel, delta, isthmus, plateau, reservoir, and strait.
  - d. Students will measure straight-line distances using a bar scale.

B. *Materials*

- 1. Wall map of Europe (or world map)
- 2. Appendix G – Map of the Mediterranean Region, student copies
- 3. Appendix K – Key Vocabulary, *teacher reference*
- 4. Appendix L – Answer Key, *teacher reference*
- 5. Pieces of string, 4” long, one per student
- 6. One piece of string for teacher, cut to the scale on your wall map
- 7. Markers, crayons, or colored pencils for students

C. *Key Vocabulary*

Definitions for geography terms provided in Appendix K

D. *Procedures/Activities*

- 1. TEACHER NOTE: Before beginning the lesson, cut a piece of string to match the scale on your wall map. You can double the size and mark the halfway point if that is easier to work with.
- 2. Display a wall map of Europe or a world map. Review the basic geography terms and features. (*See Lesson One.*)
- 3. Locate various basic landforms on the map, such as mountains, rivers, lakes, etc.
- 4. Review the Map Key and discuss the symbols.
- 5. Discuss and/or review geography terms: boundary, channel, isthmus, strait.
- 6. Distribute student copies of Appendix G – Map of the Mediterranean Region.
- 7. Tell students to find the compass rose and fill in the missing directions.
- 8. Review the geographical features labeled on the map. Focus student attention on the two straits shown. Ask volunteers for ideas on why a strait might be an important region to control. Discuss the strategic value of controlling a strait in ancient times. Discuss Istanbul (Constantinople) and the Bosphorus strait, and their value to the Eastern Roman Empire.
- 9. Work with students to design a symbol for each feature labeled. For example, students could color the peninsula of Italy purple as on the map in Lesson Four. Review each feature listed to ensure students can apply their knowledge of geographic terms and features to this map.

10. Once you have reviewed all the terms and features, tell students to complete the Map Key with the appropriate symbols. Allow time for students to complete this activity. For early finishers, you could challenge students to identify additional examples of each feature. For example, Greece is another peninsula. There are many more islands to find. There is a long coast line circling the sea.
  11. Return to the wall map and point out the scale on the map.
  12. Explain that a scale allows the mapmakers to draw places much smaller than they are in real life and still communicate actual distances. A map scale tells us how much distance on the Earth's surface is represented by a unit of length on the map.
  13. Lay your piece of string along the scale line on the map with one end of the string at the zero mark on the scale. At each division on the scale, make a mark on the string.
  14. To find the distance between two places, lay the string on the map between the two locations and count the divisions along the string. If using a wall map of Europe, for example, you could measure the distance from Rome to Athens.
  15. Measure the distance between several other familiar locations to model a variety of strategies.
  16. Distribute pieces of string, one 4" piece per student.
  17. Tell students to make the same markings on their string with a marker. On their maps, each large division is equal to 400 miles. The smaller divisions are 200 miles. All distances will be APPROXIMATE.
  18. Using your wall map as a model, tell students to measure the distance across Italy on their worksheets. Share results and answer any questions.
  19. Choose several more distances to measure together.
  20. Tell students to return to their worksheets and measure the distances to complete the worksheet.
- E. *Assessment/Evaluation*
1. Collect student copies of Appendix G – Map of the Mediterranean Region. The maps should show at least one example of each feature listed above, with an appropriate symbol for each feature in the key.
  2. See Appendix L – Answer Key to correct the measurement portion.

**Lesson Six: The Frozen North (40 – 50 minutes) (use this lesson with your unit on “Canada”, “Vikings”, or “Search for the Northwest Passage”)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
    - b. Students develop and understanding of Earth to locate people, places, and environments.
    - c. Students understand that geographic terms and features can appear in many different regions.
  2. Lesson Content
    - a. Geographic Terms and Features
      - i. Review from Grade 1
        - a) peninsula, island
      - ii. Review from Grade 2 (p. 47)
        - a) coast
      - iii. New for Grade 3 (p. 69)
        - a) boundary, channel

- b. Canada
    - i. Hudson Bay
  - c. The Vikings
    - i. From an area now called Scandinavia (Sweden, Denmark, Norway)
    - ii. Locate Greenland, Canada, Newfoundland
  - d. Search for the Northwest Passage
    - i. Geography: “New France” and Quebec; Canada; St. Lawrence River; the Great Lakes: Superior, Michigan, Huron, Erie, Ontario
3. Skill Objectives
- a. Students will read and interpret information from maps and globes.
  - b. Students will identify major geographic features.
  - c. Students will demonstrate knowledge of topographical features such as boundaries, channel, delta, isthmus, plateau, reservoir, and strait.
  - d. Students will identify a specific location on a map using grids.
- B. *Materials*
- 1. Wall map of the world
  - 2. Appendix H – Map of the Frozen North, student copies and one overhead transparency
  - 3. Appendix K – Key Vocabulary, *teacher reference*
  - 4. Appendix L – Answer Key, *teacher reference*
  - 5. Markers, crayons, or colored pencils for students
- C. *Key Vocabulary*
- 1. **Grid** – a network of evenly spaced lines up and down and across, used for finding specific points on a map
  - 2. **Coordinates** - a set of letters and numbers that together describe the exact position of a place on a map
  - 3. Definitions for additional geography terms provided in Appendix K
- D. *Procedures/Activities*
- 1. Display a wall map of the world. Review the basic geography terms and features. (*See Lesson One.*)
  - 2. Locate various basic landforms on the map, such as mountains, rivers, lakes, plains, etc.
  - 3. Review the Map Key and discuss the symbols.
  - 4. Discuss and/or review geography terms: boundary and channel. Review each feature listed to ensure students can apply their knowledge of geographic terms and features to this map.
  - 5. Distribute student copies of Appendix H – Map of the Frozen North. Discuss the types of climates found in this region (many areas are frozen or snow-covered for part of the year). Invite students to share what they know about this region.
  - 6. Tell students to find the compass rose and fill in the missing directions.
  - 7. Display the overhead transparency of Appendix H – Map of the Frozen North.
  - 8. Point to the numbers down the side and the letters across the bottom.
  - 9. Write the word “grid” on the board and explain the definition.
  - 10. Repeat with the word “coordinates”.
  - 11. Review with students that coordinates help a person find a specific location on a map.
  - 12. Demonstrate for students how to find a location on the map by using the coordinates.
  - 13. Invite students to say a coordinate, such as (A, 3). Demonstrate how to find the coordinates and then slide your fingers on the map until they touch.

14. Read aloud the location at that coordinate.
  15. Repeat with additional coordinates. Use the words “coordinates” and “grid” frequently to help students incorporate the vocabulary.
  16. Tell students to return to their worksheets. Explain that the map shows the location of different places that you will be studying. At each location, there is a symbol that represents a special place. Tell students we are going to find out what is located at coordinates (B, 2). Tell students to find the symbol at coordinates (B, 2). What symbol do they see? Tell students to examine the Map Key to discover what that symbol stands for. Ask volunteers to share the correct answer (Hudson Bay).
  17. Answer any questions. Allow time for students to complete the worksheet.
- E. *Assessment/Evaluation*
1. Collect and review student copies of Appendix H – Map of the Frozen North. Use Appendix L – Answer Key to correct the papers.

**Lesson Seven: Exploring Middle America (40 – 50 minutes) (use with your unit on “Early Spanish Exploration and Settlement” or “Exploration and Settlement of the American Southwest”)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
  - b. Students develop and understanding of Earth to locate people, places, and environments.
  - c. Students understand that geographic terms and features can appear in many different regions.
2. Lesson Content
  - a. Geographic Terms and Features
    - i. Review from Grade 1
      - a) peninsula
    - ii. Review from Grade 2
      - a) coast, desert, oasis
    - iii. New for Grade 3
      - a) boundary, delta, isthmus, plateau
  - b. Early Spanish Exploration and Settlement
    - i. Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
  - c. Exploration and Settlement of the American Southwest
    - i. Geography: Grand Canyon and Rio Grande
3. Skill Objectives
  - a. Students will identify the characteristics and purposes of maps, globes, and other geographic tools.
  - b. Students will read and interpret information from maps and globes.
  - c. Students will interpret simple, unfamiliar maps.
  - d. Students will identify major geographic features.
  - e. Students will demonstrate knowledge of topographical features such as boundaries, channel, delta, isthmus, plateau, reservoir, and strait.
  - f. Students will find directions on a map: east, west, north, south.

B. *Materials*

1. Wall map of North America
2. Appendix I – Map of Middle America

3. Appendix K – Key Vocabulary, *teacher reference*
  4. Rulers, markers, crayons, or colored pencils for students
  5. Pictures of old maps (from books or atlases) to demonstrate artistic compass rose design
  6. Small plastic lids to share (10 – 15 lids) to use as template for compass rose design
- C. *Key Vocabulary*
1. **Middle America** – Mexico, Central America, and the West Indies
  2. Definitions for additional geography terms provided in Appendix K
- D. *Procedures/Activities*
1. Display a wall map of North America. Review the basic geography terms and features. (*See Lesson One.*)
  2. Locate various basic landforms on the map, such as mountains, rivers, lakes, plains, etc.
  3. Review the Map Key and discuss the symbols.
  4. Introduce the term “Middle America” (see definition above). Explain that our map work today will focus on this area.
  5. Using the wall map for reference, ask students to locate the following features:
    - a. Gulf of Mexico
    - b. Caribbean Sea
    - c. Pacific Ocean
    - d. Central America
    - e. Mexico
  6. Ask volunteers to identify any landforms they see. For example, can someone find a peninsula? A river? A mountain? A lake?
  7. Discuss and/or review geography terms: boundary, delta, isthmus, and plateau. Review each feature listed to ensure students can apply their knowledge of geographic terms and features to this map.
  8. Distribute student copies of Appendix I – Map of Middle America.
  9. Tell students to find the compass rose and fill in the missing directions.
  10. Review the map key. Discuss the various symbols and answer any questions.
  11. Tell students to color the map according to the instructions at the bottom of the worksheet.
  12. As students complete their maps, bring them back together to discuss the following activity.
  13. Explain to students that the maps of early explorers were considered beautiful works of art. Share with the class some pictures of these maps. Have students notice the colors and decorative pictures.
  14. Next, point out the compass rose on a map. Review the purpose of it. (It shows direction.) Have students notice the complex design of the compass rose, and ask them to describe any shapes or patterns they see. For example, students might see triangles, squares, or diamonds.
  15. Review with students the term symmetry. Tell students that a compass rose is symmetrical because both parts are the same when it is divided equally in half.
  16. Have students look at several maps to see how mapmakers used colors and lines to create a wide variety of designs for the compass rose, and point out the lines of symmetry in each example.
  17. Give each student a piece of drawing paper and a circular plastic lid. Have students place their lid in the middle of their paper and trace around it to make a circle.

18. Have students use a ruler to draw a horizontal line and a vertical line that intersect in the center to make a plus sign. Ask: *How many sections is the circle divided into?* (fourths) Then, have students draw two lines across the circle to form an X. Ask: *How many sections is the circle divided into now?* (eighths)
  19. Tell students to add lines and colors to make a symmetrical design for their compass rose. Have students label the appropriate locations on the compass rose: North, South, East and West.
  20. Invite interested students to add the labels Northwest, Northeast, Southwest, and Southeast.
  21. Invite students to color their designs.
  22. Display completed compass roses on a bulletin board.
- E. *Assessment/Evaluation*
1. Collect and review student maps. Maps should be colored neatly and correctly.
  2. Collect and display student compass rose designs.

## VI. CULMINATING ACTIVITY – GEOGRAPHY ASSESSEMENT

- A. *Materials*
1. Appendix J – Geography Assessment, student copies
  2. Appendix L – Answer Key, *teacher reference*
- B. *Procedures*
1. Distribute student copies of Appendix J – Geography Assessment.
  2. Review directions with students. Answer any questions.
  3. Allow time for students to complete the assessment.
- C. *Assessment/Evaluation*
1. Grade and record scores.

## VII. HANDOUTS/WORKSHEETS

- |    |             |                                       |                          |
|----|-------------|---------------------------------------|--------------------------|
| A. | Appendix A: | Map Skills Pretest                    | Lesson One               |
| B. | Appendix B: | Mapping - Reading Comprehension       | Lesson Two               |
| C. | Appendix C: | Where Am I in the World?              | Lesson Two               |
| D. | Appendix D: | Treasure Map Rubric                   | Lesson Three             |
| E. | Appendix E: | Map of United States (transparency)   | Lesson Four              |
| F. | Appendix F: | Map of United States (student copies) | Lesson Four              |
| G. | Appendix G: | Map of the Mediterranean Region       | Lesson Five              |
| H. | Appendix H: | Map of the Frozen North               | Lesson Six               |
| I. | Appendix I: | Map of Middle America                 | Lesson Seven             |
| J. | Appendix J: | Geography Assessment                  | Culminating Activity     |
| K. | Appendix K: | Key Vocabulary List                   | <i>Teacher Reference</i> |
| L. | Appendix L: | Answer Key                            | <i>Teacher Reference</i> |

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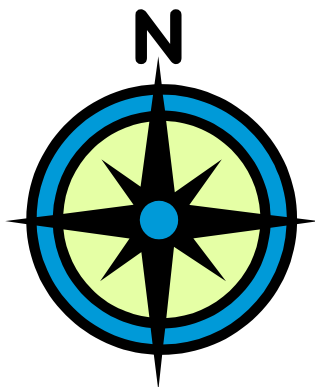
## Appendix A

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### MAP SKILLS PRETEST

1. The continent we live on is called:
  - a. Colorado
  - b. North America
  - c. Canada
  - d. United States
2. What do we call a piece of land that juts into a body of water and is surrounded by water on three sides?
  - a. Bay
  - b. Island
  - c. Peninsula
  - d. Coast
3. Canada is what direction from the United States?
  - a. North
  - b. South
  - c. East
  - d. West
4. Which of the following is NOT a continent?
  - a. Australia
  - b. Europe
  - c. North America
  - d. China
5. True or False: The equator is an imaginary place at the top of the world.
  - a. True
  - b. False
6. What direction is opposite of south?
  - a. North
  - b. East
  - c. South
  - d. West
7. Which one of these is NOT an ocean?
  - a. Pacific
  - b. Indian
  - c. Europe
  - d. Atlantic
8. Which of the following will be located on a world map?
  - a. Compass rose
  - b. Seven continents
  - c. All major oceans
  - d. All of the above
9. True or False: A globe is the shape of a sphere.
  - a. True
  - b. False
10. Which of the following is NOT a landform?
  - a. Valley
  - b. Coast
  - c. Island
  - d. City



## Appendix B, page 1

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### MAPPING – READING COMPREHENSION

*(adapted from “Map Skills” by Kim Cernek and Vicky Shiotsu)*

**Directions:** Read the story and then answer the ten questions.

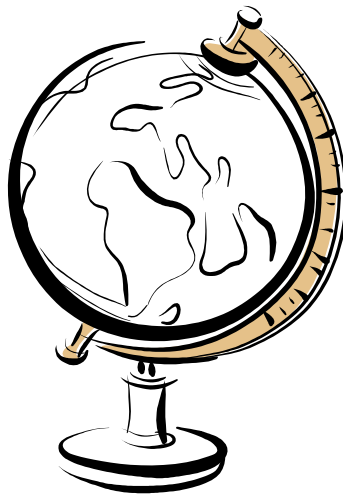
A globe is a model of the Earth. It is the same shape as the Earth, but it is many times smaller. A globe shows us the location of the continents, oceans, deserts, and mountain ranges. Often, it shows where different countries are. A globe is the best model of our world, but flat maps are more convenient and easier to use.

A flat map is a drawing that shows what a place looks like from above. This is called a “bird’s-eye view.” There are many different types of maps. Some maps are used for traveling from place to place. Other maps show small spaces, such as a classroom or a zoo. Some maps show large places, such as a continent or the world. There are maps that show trails, landforms, roads, and historical events. There are also maps that tell you information about a place or time in history. Other maps tell you how much rain falls throughout the year, or where groups of people once lived.

Most maps have a compass rose, which is the symbol on the map that shows north, south, east, and west. These are called the cardinal directions. A map might also have a small box called a key or legend. The map key, or legend, explains what each symbol stands for on the map. For example, a city map might use the symbol of a tree for a forest and a curvy line for a river.

An atlas is a book of maps. A world atlas contains maps of every country in the world. Some of the maps show landforms and important features. Other maps show countries and cities, streets and highways. Sometimes there are maps which show things about the weather, like how much rainfall an area has, or maps about population, which tells us how many people live in that region.

Learning to read maps is an important skill. If you learn to read a map, you are sure to know your way around!



## Appendix B, page 2

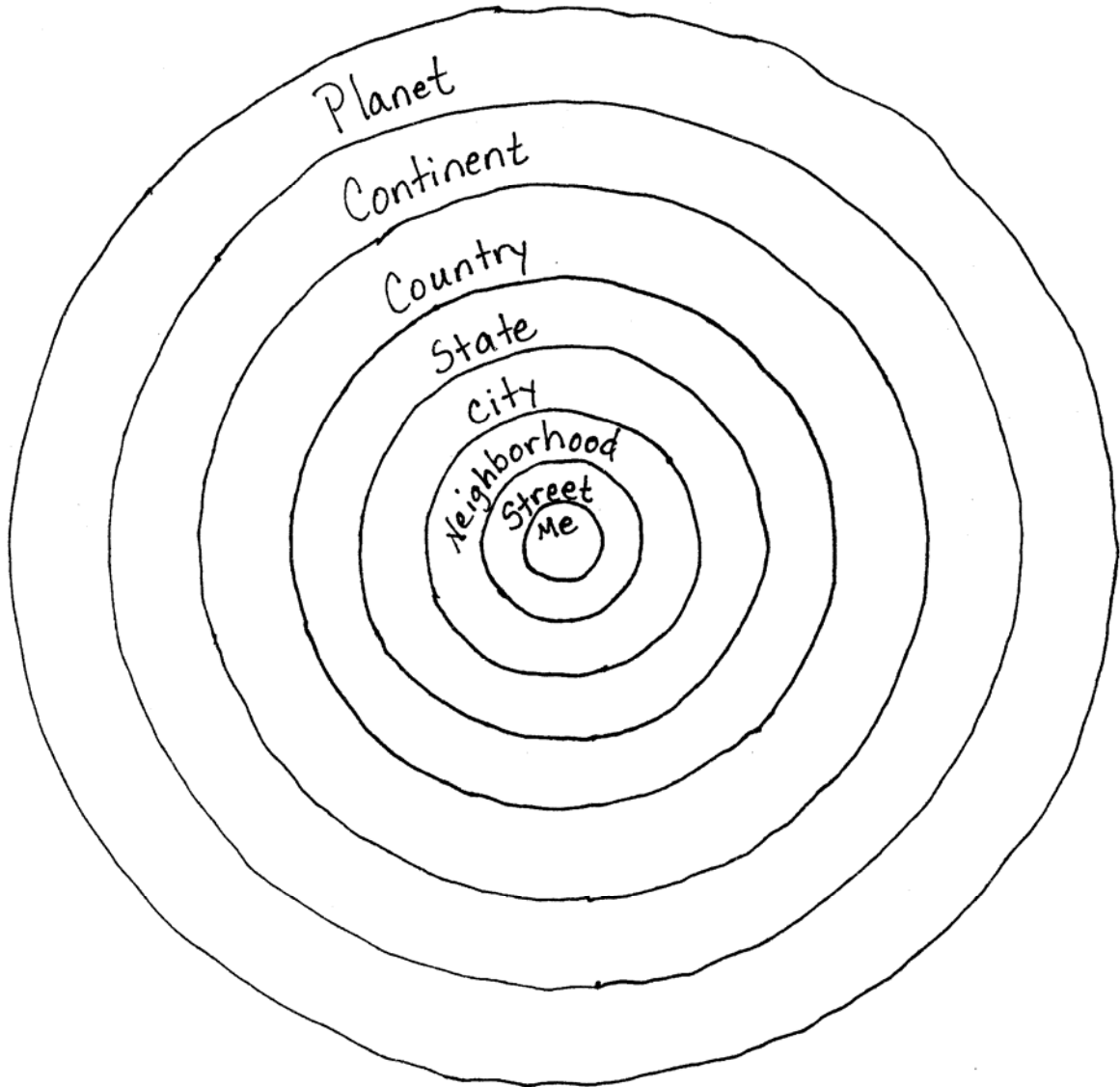
### MAPPING – READING COMPREHENSION



- Which of the following will NOT be located on a globe?
  - Continents
  - Oceans
  - Roads
  - Mountain ranges
- According to the story, which type of map is usually more convenient to use?
  - Globe
  - Flat map
- True or False: A globe is the same shape as the Earth.
  - True
  - False
- Which one of these is a cardinal direction?
  - Equator
  - West
  - Up
  - Compass
- True or False: A globe is the shape of a sphere.
  - True
  - False
- The symbol on a map that shows north, south, east, and west is called:
  - Compass rose
  - Grid
  - Legend
  - Globe
- According to the story, which type of symbol might appear in a key or legend to represent a forest?
  - Star
  - Oval
  - Tree
  - Dotted Line
- What kind of map would be best to use if you were going on a hike in the mountains?
  - Rainfall map
  - Trail map
  - Population map
  - World map
- Which of the following will be located on a world map?
  - Compass rose
  - Seven continents
  - All major oceans
  - All of the above
- A book of maps is called:
  - Key
  - Map
  - Population
  - Atlas

Appendix C

WHERE AM I IN THE WORLD?



## Appendix D

### TREASURE MAP RUBRIC

**Directions:** Make a check mark in one box for each row, in the column that best reflects the student's work. Add up the total points and use the scale below to determine the grade.

	Novice 1 point	Developing 2 points	Proficient 3 points	Advanced 4 points
<b>Carried out plan</b>	Lacked a plan; not complete  <input type="checkbox"/>	Completed with frequent assistance  <input type="checkbox"/>	Completed with little help  <input type="checkbox"/>	Followed through well; self-motivated  <input type="checkbox"/>
<b>Followed Directions</b>	No key or symbols  <input type="checkbox"/>	Incomplete or unclear key and symbols  <input type="checkbox"/>	Included a key and symbols  <input type="checkbox"/>	Included a key and inventive symbols  <input type="checkbox"/>
<b>Creativity</b>	Used others' ideas  <input type="checkbox"/>	Typical or clichéd response  <input type="checkbox"/>	Creative; added to more typical ideas  <input type="checkbox"/>	Unique ideas or response; novel, fresh  <input type="checkbox"/>
<b>Appearance</b>	Inadequate, not neat  <input type="checkbox"/>	Needs more attention to detail  <input type="checkbox"/>	Attractive; neat  <input type="checkbox"/>	Eye catching; beyond expectations  <input type="checkbox"/>
<b>Totals</b>				

Total Score \_\_\_\_\_

Total Score	% Score	Total Score	% Score
16	100	10	67
15	100	9	60
14	93	8	53
13	87	7	47
12	80	6	40
11	73	5	33

Rubric adapted from *Assessment: Time-Saving Procedures for Busy Teachers*, by Bertie and Jeffrey Kingore.



## Appendix F

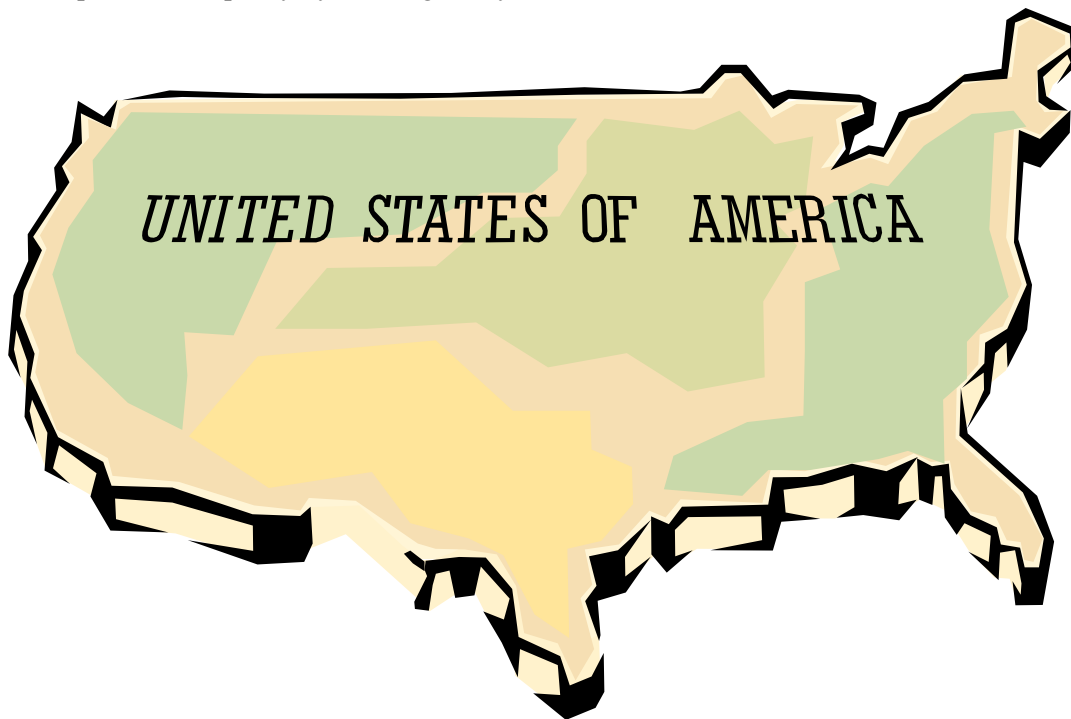
NAME \_\_\_\_\_

DATE \_\_\_\_\_

### MAP OF UNITED STATES – Student Copies

**Directions:**

1. Draw symbols on the map to show the geography terms and features listed.
2. Complete the Map Key by drawing the symbols for each term.



### Map Key

Peninsula	Harbor	Bay	Island
Coast	Valley	Prairie	Desert
Oasis	Boundary	Channel	Delta
Isthmus	Plateau	Reservoir	Strait

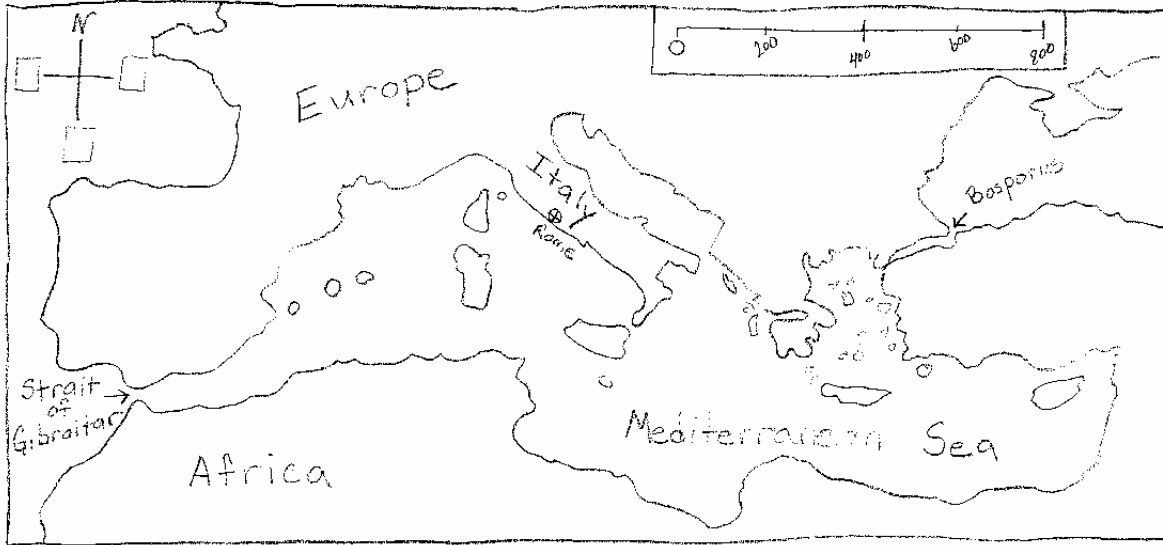
## Appendix G

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### MAP OF THE MEDITERRANEAN REGION

**Directions:**

1. Complete the Compass Rose.
2. Draw symbols on the map to show the geography terms and features listed.
3. Complete the Map Key by drawing the symbols for each term.



#### Map Key

Peninsula	Harbor	Bay	Island
Coast	Channel	Isthmus	Capital
River	Mountains	Strait	

#### How Far?

**Directions:** Use your string to measure the following distances.

1. From Rome to the Strait of Gibraltar, it is \_\_\_\_\_ miles.
2. From Rome to the island of Sicily, it is \_\_\_\_\_ miles.
3. From Rome to the tip of Italy's "boot", it is \_\_\_\_\_ miles.
4. From Rome to the Bosporus strait, it is \_\_\_\_\_ miles.
5. From the Strait of Gibraltar to the east coast of the Mediterranean Sea, it is \_\_\_\_\_ miles.

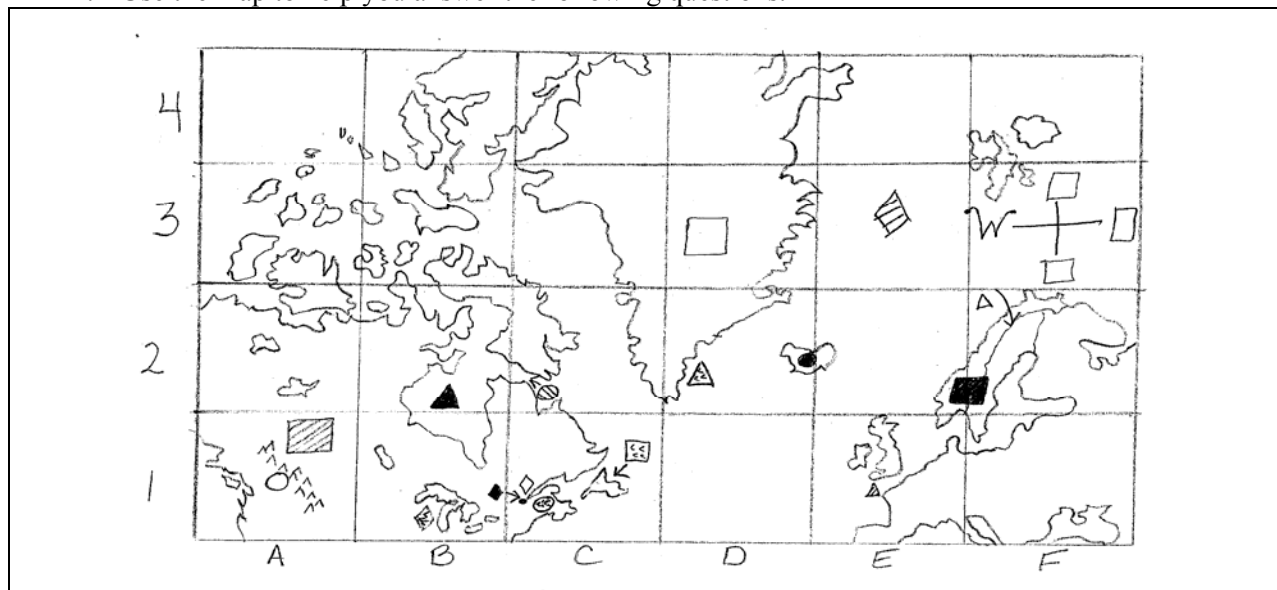
## Appendix H

















NAME \_\_\_\_\_ DATE \_\_\_\_\_

### MAP OF THE FROZEN NORTH

**Directions:**

1. Complete the Compass Rose.
2. Use the map to help you answer the following questions.



Scandinavia 	Greenland 	Canada 	Newfoundland 
Hudson Bay 	<b>Boundary</b> between Norway and Sweden 	English Channel 	Coast 
Island 	Rocky Mountains 	Hudson Strait 	Peninsula 
Quebec 	St. Lawrence River 	Atlantic Ocean 	Great Lakes 

1. What is located at coordinates (F, 3)?	
2. What is the symbol for Scandinavia?	
3. What are the coordinates for Hudson Bay?	
4. What mountain chain is shown on the map?	
5. What is the symbol for Canada?	
6. What city is found at (C, 1)?	
7. Where is Hudson Strait?	
8. What channel is found at (E, 1)?	
9. What are the coordinates for the Great Lakes?	
10. What island is found at (C, 1)?	

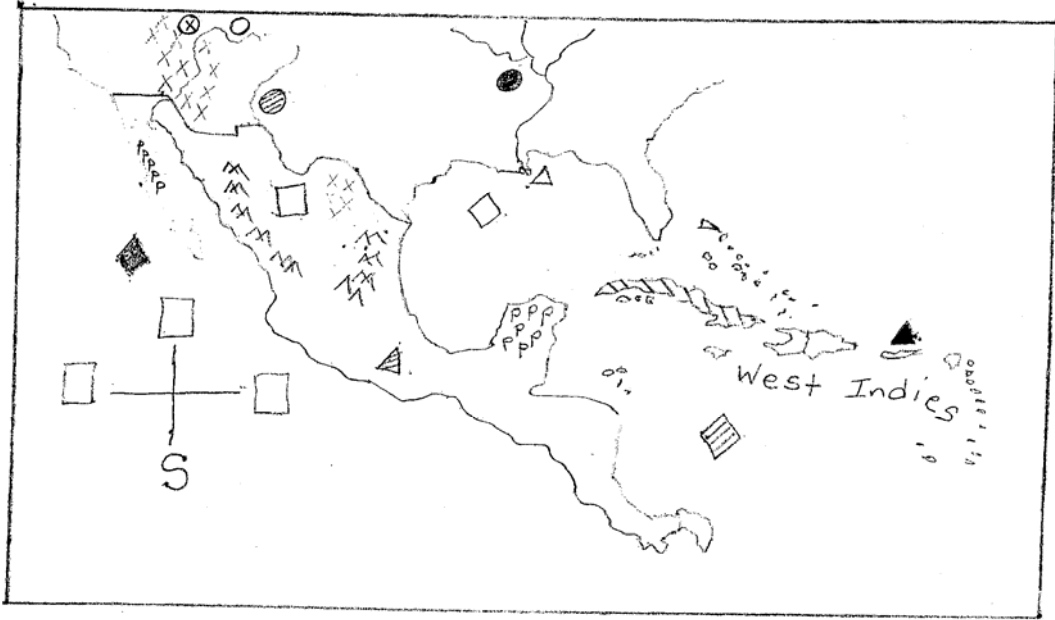
## Appendix I

NAME \_\_\_\_\_ DATE \_\_\_\_\_














### MAP OF MIDDLE AMERICA

**Directions:**

1. Complete the Compass Rose.
2. Follow the directions to color the map.



#### Map Key

Peninsula <i>pppp</i>	Desert <i>xxxx</i>	Isthmus of Tehuantepec 	Cuba 
Puerto Rico 	Mississippi River 	Rio Grande River 	Gulf of Mexico 
Caribbean Sea 	Pacific Ocean 	Grand Canyon 	Las Vegas (oasis) 
Mississippi River Delta 	Sierra Madre Mountain Ranges <i>^^^^^^</i>	Central Plateau 	Central America 
1. Color the Mississippi River pink.	2. Color the Isthmus of Tehuantepec orange.		
3. Color the Rio Grande River purple.	4. Color the Grand Canyon brown		
5. Color the Caribbean Sea green.	6. Color Central America tan.		
7. Color the Pacific Ocean light blue.	8. Color Cuba red.		
9. Color the Gulf of Mexico dark blue.	10. Color Puerto Rico gray.		
11. Outline the coast line in yellow.	12. Outline the boundary between Mexico and the United States in black.		

## Appendix J

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### ASSESSMENT GEOGRAPHY TERMS AND FEATURES

1. What country is directly south of the United States?
  - a. Canada
  - b. South America
  - c. Australia
  - d. Mexico
2. What do we call the box where the symbols of a map appear?
  - a. Lock
  - b. Compass rose
  - c. Key
  - d. Cardinal directions
3. What part of the map tells distance?
  - a. Legend
  - b. Scale
  - c. Continent
  - d. North
4. On a map, if one inch equals 100 miles, how far is three inches?
  - a. 300 miles
  - b. 100 miles
  - c. 30 miles
  - d. 50 miles
5. The line that divides cities, states or countries is called:
  - a. Boundary
  - b. Equator
  - c. Channel
  - d. Hemisphere
6. Which ocean is east of the United States?
  - a. Artic
  - b. Pacific
  - c. Atlantic
  - d. Indian

**Directions:** Draw a line from each word to the correct definition.

**7. Delta**

- a. A narrow body of water that connects two larger bodies of water

**8. Isthmus**

- b. A large, mostly level area of land that stands higher than the surrounding area

**9. Plateau**

- c. A narrow strip of land that connect two larger bodies of land

**10. Strait**

- d. An area of land shaped like a triangle where a river deposits mud, sand, or pebbles as it enters the sea

**Directions:** Write your world address below:

11. My name is \_\_\_\_\_ . I live on \_\_\_\_\_ (street),  
in \_\_\_\_\_ (neighborhood), in \_\_\_\_\_ (city),  
\_\_\_\_\_ (state), \_\_\_\_\_ (country),  
on the continent of \_\_\_\_\_, on the planet \_\_\_\_\_.

## Appendix K

### KEY VOCABULARY

- Bay** – a curved area along a coast or shore where the water juts into the land; a bay is usually smaller than a gulf and usually has a smaller opening
- Boundary** – a dividing line between cities, states and provinces, or countries
- Cartographer** – mapmaker
- Channel** – a body of water connecting two larger bodies of water
- Coast** – the land beside a sea or ocean
- Compass Rose** – a circle marked with degrees or quarters to show directions on a map
- Coordinates** – a set of letters and numbers that together describe the exact position of a place on a map
- Delta** – an area of land shaped like a triangle where a river deposits mud, sand, or pebbles as it enters the sea
- Desert** – a dry region, with fewer than 10 inches of precipitation annually
- Geography** – the study of the world, how it works, and how people use and change the world as they live in it
- Globe** – a sphere-shaped model of the Earth
- Grid** – a network of evenly spaced lines up and down and across, used for finding specific points on a map
- Harbor** – a part of a body of water, protected and deep enough to anchor boats
- Hemisphere** – the northern or southern half of the Earth divided by the equator, or the eastern or western half divided by a meridian
- Island** – a body of land completely surrounded by water
- Isthmus** – a narrow strip of land that connects two larger bodies of land
- Key** – also called a Legend, defines the symbols that are used on a map; it is usually found in a small box on the map
- Landform** – the natural features of the Earth’s land surface
- Legend** – also called a Key, defines the symbols that are used on a map; it is usually found in a small box on the map
- Map** – a picture of a place on a flat surface; most maps show a place drawn from above
- Oasis** – a place in a desert where there is a source of water that can support some plant life
- Peninsula** – a piece of land that juts into a body of water and is surrounded by water on three sides
- Plateau** – a large, mostly level area of land that stands higher than the surrounding area
- Prairie** – treeless, plain, usually covered by tall grass
- Reservoir** – a lake created by humans for storing water
- Scale** – the ratio of map size to ground distance, for example, one inch equals ½ mile
- Strait** – a narrow body of water that connects two larger bodies of water
- Valley** – a u-shaped lowland between hills or mountains

## Appendix L

### ANSWER KEY

#### Appendix A

1. B
2. C
3. A
4. D
5. B
6. A
7. C
8. D
9. A
10. D

#### Appendix B



1. C
2. A
3. B
4. C
5. A
6. B
7. B
8. D
9. A
10. D

#### Appendix D

*All distances are APPROXIMATE.*

1. 1000 miles
2. 200 miles
3. 300 miles
4. 800 miles
5. 2100 miles

#### Appendix H

1. Compass Rose
2. 
3. B,2
4. Atlantic Ocean
5. 
6. Quebec
7. C,2
8. English Channel
9. B,1
10. Newfoundland

#### Appendix J

1. D
2. C
3. B
4. A
5. A
6. C
7. D
8. C
9. B
10. A
11. *Answers will vary.*