

Bringing Our World Home

Grade Level: Fourth Grade

Presented by: Walter Blea and Nancy Gordon, Cesar Chavez Academy, Pueblo, CO

Length of Unit: Four lessons (Lessons 1-3 = two class periods, one hour each, Lesson 4 = four class periods, one hour each)

I. ABSTRACT

This fourth grade unit focuses on geographical terms and definitions. In this unit geographical tools will be used to locate and derive information about people and places in the world. The students will be individually constructing a globe, labeling and identifying the major geographical parts of the world. The students will present their completed globes before the class. In the presentation, the students will be able to identify on their globes the location where their family ancestry originated. The students will work in small groups to play “Geography Jeopardy” which will reinforce geographical terms. This unit is comprised of four lessons in one hour increments spanning a two week period.

II. OVERVIEW

A. Concept Objective

1. Develop an understanding of how to use and construct maps, globes, and other geographic tools to locate and derive information about people and places. (Colorado Geography Standard # 1)

B. Content from the *Core Knowledge Sequence*-Fourth Grade, page 91

1. Understand that maps have keys or legends with symbols and their uses.
2. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
3. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
4. Locate: the Equator, Prime Meridian, Northern Hemisphere and Southern Hemisphere; North and South Poles.
5. Read maps and globes using longitude and latitude; coordinates; degrees.
6. Use an atlas and, if available, on-line sources to find geographic information.

C. Skill Objectives

1. The student will identify their background knowledge regarding maps globes and geographical terms.
2. The student will be able to read and interpret information regarding latitude and longitude from maps and globes.
3. The student will be able to identify the seven continents and four oceans on maps and globes.
4. The student will be able to identify the four hemispheres on maps and globes.
5. The student will understand and use geographical terms for maps and globes.
6. The student will be able to display information on maps, globes, and geographic models (for example; design a globe and identify specific geographic features).

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Hello Out There! All About Maps*, by Catherine Chambers
2. *Discovering Maps*, by Alma Graham and Robert Thomas
3. “Understanding World Geography Using Maps and Globes,” (video) by Vision Marketing

B. For Students

1. Familiarity with maps and globes.
2. Familiarity with the seven continents, the four oceans, the equator, Prime Meridian, and the four hemispheres.
3. Students need to know their left and right, north, south, east, and west directions.

IV. RESOURCES

- A. Video, “Understanding World Geography Using Maps and Globes” (Lesson One)
- B. *Hello Out There! All About Maps*, by Catherine Chambers (Lesson
- C. *Discovering Maps*, by Alma Graham and Robert Thomas (Lesson
- D. *Maps and Globes*, by Jack Knowlton (Lesson
- E. *Maps Getting From Here to There*, by Harvey Weiss (Lesson
- F. *First Picture Atlas*, by King Fisher Publications (Lesson
- G. *The Children’s Pictorial Atlas of the World*, by Daniela De Luca (Lesson

V. LESSONS

Lesson One: Introduction and Pre-Assessment (two class periods, one hour each)

- A. *Daily Objectives*
 1. Concept Objective
 - a. Develop an understanding of how to use and construct maps, globes, and other geographic tools to locate and derive information about people and places.
 2. Lesson Content
 - a. Understand that maps have keys or legends with symbols and their uses.
 - b. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - c. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - d. Locate: the Equator, Prime Meridian, Northern Hemisphere and Southern Hemisphere, North and South Poles.
 - e. Read maps and globes using longitude and latitude; coordinates; degrees.
 - f. Use an atlas and, if available, on-line sources to find geographic information.
 3. Skill Objectives
 - a. The student will identify their background knowledge regarding maps globes and geographical terms.
 - b. The student will be able to read and interpret information from maps and globes.
 - c. The student will be able to display information on maps, globes, and geographic models.
- B. *Materials*
 1. Pre-Assessment worksheets for each child (Appendix A)
 2. Pencils for each child
 3. Two maps of the world for each child (Appendix B)
 4. Globe
 5. Overhead projector
 6. Overhead transparencies of world map
 7. Video - “World Geography Using Maps and Globes”
 8. Crayons for each child
 9. Handout with the vocabulary words and definitions for each child (Appendix C)
 10. One 8 1/2” x 11” sheet of plain white paper for each child

C. *Key Vocabulary*

1. Geography - a science dealing with the study of the earth, especially describing the shape and size of the earth, the land, and water masses
2. Equator - an imaginary line that divides the world between the North and the South Poles, making the Northern and Southern Hemispheres; the equator is zero degrees latitude - it is exactly in the middle of the earth
3. Hemisphere- the world is shaped like a ball or sphere; half of a sphere is called a hemisphere; a hemisphere can be east, west, north, or south
4. Prime Meridian - an imaginary line that divides the world into two parts from the North Pole to the South Pole, making the Eastern and Western Hemispheres
5. Measurement of Degrees - a measurement term used to show the distance the latitude and longitude lines are from the equator and the Prime Meridian
6. Latitudes lines - imaginary lines that circle the earth running parallel to the Equator and tell how far north or south a place is; they measure the degrees north or south of the Equator
7. Longitude lines - imaginary lines that circle the earth running parallel to the Prime Meridian; each one passes through the North and South Poles and tell how far east or west a place is; they measure degrees east or west of the Prime Meridian

D. *Procedures/Activities*

Day One

1. Because we are a new school and our students will come from various backgrounds, the students will be assessed at the beginning of the unit to determine their previous knowledge of geographical terms and tools using Appendix A (Pre-Assessment Test) and Appendix B (World Map). (30 minutes)
2. Hand out the second copy of the world map and the handout of vocabulary definitions (Appendices B and C).
3. Review the geographical terminology using the overhead projector, pointing out the different terms on the overhead map transparency.
4. As the teacher reviews the geographical vocabulary, the students complete their world map, labeling the equator, Prime Meridian, northern, southern, eastern, and western hemispheres. (30 minutes)

Day Two

5. Have the students begin a chart on “What I know” and “What I want to learn” by folding a plain white piece of paper into thirds horizontally. The students will label column one with “What I know,” column two with “What I want to learn,” and the third column with “What I learned.”
6. The students will complete columns one and two now (column three to be completed after the video).
7. Show the video - “World Geography Using Maps and Globes” (Approx. 20 minutes)
8. Ask each student to complete the third column of their chart listing what they learned from the video.
9. Ask each student to share verbally with the class their favorite item from their chart.
10. Ask each student to put their name on their chart and hand them in for the teacher to review.

E. *Assessment/Evaluation*

1. Appendices A and B - Take note of what background knowledge the students already have.

2. “What I know,” “What I want to learn,” and “What I learned” charts - Take notes of what the students capture on their charts.

Lesson Two: Review and Locating Hemispheres (two class periods, one hour each)

A. *Daily Objectives*

1. Concept Objective
 - a. Develop an understanding of how to use and construct maps, globes, and other geographic tools to locate and derive information about people and places.
2. Lesson Content
 - a. Understand that maps have keys or legends with symbols and their uses.
 - b. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - c. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - d. Locate: the Equator, Prime Meridian, Northern Hemisphere and Southern Hemisphere, North and South Poles.
 - e. Read maps and globes using longitude and latitude; coordinates; degrees.
 - f. Use an atlas and, if available, on-line sources to find geographic information.
3. Skill Objectives
 - a. The student will be able to identify the four hemispheres on maps and globes.
 - b. The student will understand and use geographical terms for maps and globes.
 - c. The student will be able to display information on maps, globes, and geographic models.

B. *Materials*

1. Crayons for each child
2. Pencils for each child
3. One map of the world for each child (copy of map on page 87 from *What Your 4th Grader Needs to Know*)
4. One map of the world for each child (copy of map on page 88 from *What Your 4th Grader Needs to Know*)
5. Overhead projector
6. Overhead transparencies of world map (maps on pages 87 and 88 from *What Your 4th Grader Needs to Know*)
7. One large grapefruit and knife
8. Four globes (borrow three other globes from other classes)
9. Eight 24” length piece of yarn
10. Appendix B (students already have this)

C. *Key Vocabulary*

1. (Same as Lesson One)

D. *Procedures/Activities*

Day One (one hour)

1. Hand out world maps (copy of map on page 87 from *What Your 4th Grader Needs to Know*).
2. Place the map transparency on the overhead projector.
3. Ask the students to look at the map. Ask, “Have you ever seen your world pictured this way? You’ve already learned the name of the imaginary line that

divides the globe around the middle. It's the equator. But what about all those lines parallel to the equator?" (*They are lines of latitude.*) "The imaginary line that divides the globe from the North Pole to the South Pole is called the Prime Meridian. What are the lines called that run parallel to the Prime Meridian?" (*They are lines of longitude.*) Ask the students, "Can you really see these lines?" (*No, they are imaginary.*) "And what are these lines used for?" (*To locate places in the world.*) "Looking at the map, you can see that each line has its own number which is the number of degrees from the equator or Prime Meridian. Degrees is a measurement term used to show the distance the imaginary latitude and longitude lines are from the equator and the Prime Meridian."

4. Ask the students to color their maps.
5. While the students are coloring their maps, divide them into groups of four. Give each group a globe and two 24" pieces of yarn and ask the students to work with a partner (of their choosing) to place the yarn around the globe at the equator and the Prime Meridian. Ask the students to locate the northern, southern, eastern, and western hemispheres.

Day Two (one hour)

6. Tell the students that one of the problems with maps of the world is that the world is not flat, but round.
7. Show the students by using a grapefruit how to take a map of a round world and make it flat. Peel the skin off the grapefruit, into pieces of equal sizes. Show how the pieces are oval-shaped. With the whole peel removed you have a true picture of the surface of the world divided into a row of oval segments.
(Practice this activity before doing it in front of the class.)
8. Maps must artificially flatten the real round world to show the land parts and the water parts. Maps give us different information about our world, for example, different climates, where the mountains, lakes, and rivers in a country are. Some maps show us where things come from or are made. Maps also show us where different people or animals come from, or maps show us where different things are made or grow.
9. Ask the students to get out their map of the world (Appendix B). On your map of the world find the northern hemisphere. Now the area to the left of the Prime Meridian and up (North) from the equator - does anyone know what that area is called? (The top of your map is North, the bottom of your map is South, the right of the map is East, and the left of the map is West.) Tell the students that the front of the classroom is _____ (whatever the direction the front of the classroom is).
10. Have the students stand and you call out East, West, North, or South and have the students point to the appropriate direction.
11. Now call out the direction and have the students face that direction.
12. Optional activity: Have the students sit back down and give the different directions to show the different quarters of the world. Ask if anyone knows what the landmasses in those areas are called.

E. *Assessment/Evaluation*

1. Placing the yarn in the correct locations around the globe activity.
2. The students participating correctly in the standing direction activity.

Lesson Three: Locating and Identifying the Seven Continents and Four Oceans (two class periods, one hour each)

A. *Daily Objectives*

1. Concept Objective
 - a. Develop an understanding of how to use and construct maps, globes, and other geographic tools to locate and derive information about people and places.
2. Lesson Content
 - a. Understand that maps have keys or legends with symbols and their uses.
 - b. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - c. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - d. Locate: the Equator, Prime Meridian, Northern Hemisphere and Southern Hemisphere, North and South Poles.
 - e. Read maps and globes using longitude and latitude; coordinates; degrees.
 - f. Use an atlas and, if available, on-line sources to find geographic information.
3. Skill Objectives
 - a. The student will be able to identify the seven continents and four oceans on maps and globes.
 - b. The student will be able read and interpret information regarding latitude and longitude from maps and globes.
 - c. The student will be able to display information on maps, globes, and geographic models (for example: designing a globe and identify specific geographic features).

B. *Materials*

1. One 16" balloon for each child (to blow up)
2. Strips of newspaper for each child
3. Five pounds of flour
4. Enough water to make a thin paste
5. Large container (approximately five gallons) to mix glue in
6. Globe
7. Pencils for each child
8. Overhead transparency of Appendix B
9. Overhead projector
10. Two 12" (one blue and one yellow) and two 18" (one red and one green) pieces of yarn for each student
11. World Maps - Appendix B (students already have maps) and two new copies for each student
12. Copy of Geography Jeopardy questions (Appendix D)
13. One 8 1/2" x 11" piece of white cardstock for each student
14. Glue stick for each student
15. Old button in the front shirts for paper mache project
16. 6" pieces of string
17. 1" x 2" pieces of paper with a hole punched in a corner for each child
18. Scissors for each child

C. *Key Vocabulary*

1. Oceans - large bodies of water that cover the earth; the four oceans are the Pacific, the Atlantic, the Indian, and the Arctic
2. Continents - large land masses on the earth; the seven continents are North America, South America, Asia, Africa, Europe, Australia, and Antarctica

D. *Procedures/Activities*

Day One

1. Prepare the glue ahead of time by mixing the flour and water together in the large container to the consistency of a thin gravy. Have the materials for the paper mache globes on newspaper-covered tables in the back of the room to be used after the following activity.
2. Ask the students to get out their copies of Appendix B (world map) and their glue sticks. Hand out the yarn and cardstock. Instruct the students to glue their maps on the white cardstock, and then tie the blue yarn around the map where the Prime Meridian is and the yellow yarn around the map for a longitude line (anywhere they wish). Instruct the students to tie the red yarn around the map where the equator is located and the green yarn around the map for a latitude line (anywhere they wish). Ask the students to let you know by raising their hand when these tasks are completed to assess their work.
3. When the student has been given permission, they may put away their maps, put on their art/paint shirts and go to the paper mache table to begin their project. (It would be great to have a couple of parents present to assist with this part of this project.)
4. The students will write their names on the small pieces of paper and then blow up their balloon. After they blow up their balloon, tie them in a knot and have the students tie their nametags on their balloon. The students will wet the newspaper strips in the glue and then wrap them around a balloon until the whole balloon is covered and leave the project on the table. (The balloons will need to be turned over the next morning so they can dry on the other side.)
5. Then, instruct the students to hang their art/paint shirts on the back of their chair and go wash their hands. (1 hour)

Day Two

6. Hand out a new copy of the world map, Appendix B. Write on the chalk board the following list of animals:
 - a. Zebra
 - b. Cow
 - c. Seal
 - d. Kangaroo
 - e. Elephant
 - f. Polar bear
 - g. Armadillo
 - h. Llamas
 - i. Panda bear
 - j. Dolphin
4. Instruct the students to put the letter of the animal on a continent or ocean on their world map where they think the animal may live and be prepared to tell why they think the animal belongs there. (Give five minutes to complete this part of the activity.)
5. Ask the students the following questions, “Look at where you have placed your animal - does it need a certain type of climate? Does it need to be on land or in the water? Does it need a certain type of food to eat?”
6. Ask each student to choose their favorite animal and then give each of them the opportunity to tell where they placed the animal (naming the continent or ocean, or the latitude and longitude degrees) and why they put it there. Give feedback on their choices. (10 minutes)

7. Geography Jeopardy Game: Inform the class that they are going to play Geography Jeopardy. Divide the class into four groups. Allow the students two minutes to name their team. Instruct the students that each correct answer is worth 10 points, an incorrect answer is 0 points. Keep score on the chalkboard. Use Appendix D for questions. (Allow 15 minutes to play the game - questions can be used more than once to a different team.) (Winners get to line up first for recess or lunch today.)
 8. Hand out a new copy of the world map, Appendix B. Instruct the students to use a pencil and identify by printing the correct name on the correct continents. Instruct the students when they have the continents labeled to compare their work to the classroom globe. If they made a mistake in spelling or identification, they need to make the corrections before going to the next step. (This is a good opportunity to stress doing their best and taking pride in what they do. If correct, color and cut out the continents from the map neatly.)
 9. Homework: Instruct the students to write a one page report called: "Where in the World Did Our Family Come From" with their parents' help. Encourage the students to use their best penmanship, punctuation, and correct spelling. The reports will be due in two days. (30 minutes)
- E. *Assessment/Evaluation*
1. Geography Jeopardy - Take note of the accuracy in how the students answer the questions.
 2. Appendix B - Assess where the students place and evaluate the reason why they chose that location for their animals.
 3. Reports - Assess the content, grammar, punctuation, and penmanship.

**Lesson Four: Review: Locating and Identifying the Seven Continents and Four Oceans
(four class periods, one hour each)**

- A. *Daily Objective*
1. Concept Objective
 - a. Develop an understanding of how to use and construct maps, globes, and other geographic tools to locate and derive information about people and places.
 2. Lesson Content
 - a. Understand that maps have keys or legends with symbols and their uses.
 - b. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - c. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - d. Locate: the Equator, Prime Meridian, Northern Hemisphere and Southern Hemisphere, North and South Poles.
 - e. Read maps and globes using longitude and latitude; coordinates; degrees.
 - f. Use an atlas and, if available, on-line sources to find geographic information.
 3. Skill Objectives
 - a. The student will be able to identify the seven continents and four oceans on maps and globes.
 - b. The student will be able read and interpret information regarding latitude and longitude from maps and globes.

- c. The student will be able to display information on maps, globes, and geographic models (for example; designing a globe and identify specific geographic features).

B. *Materials*

1. One black fine line magic marker for each child
2. Blue poster paint-enough for each child
3. Bathroom size Dixie cup for each child to hold the poster paint
4. 1" paint brush for each child
5. Paper towels for clean up
6. Globe
7. Pencils for each child
8. Overhead transparency of Appendix B with the continents and oceans labeled
9. Overhead projector
10. Old button in the front (art/paint) shirts for paper mache project
11. Scissors for each child
12. Elmer's glue for each child

C. *Key Vocabulary*

(Same as previous lessons)

D. *Procedures/Activities*

Day One

1. Culminating Activity: Have the materials for this activity (paint, Dixie cups, paint brushes) in place on tables in the back of the room. Instruct the students to put on their art/paint shirts and go paint their globes with the materials provided.
2. **Instruct the students that they can only paint one side of the globe and then it must dry before painting the other side.** Once again stress doing their best and making sure the globe is covered with paint. (1 hour)

Day Two

3. Culminating Activity: Once again, have the materials for this activity (paint, Dixie cups, paint brushes) in place on tables in the back of the room. Instruct the students to put on their art/paint shirts and finish painting their globes with the materials provided. Instruct the students to look over the globe well and to paint any area that did not get covered before.
4. When the students are finished painting, direct them to the sink to clean up. (When they wash their hands, they could recite the names of the continents and oceans.) Remind the students their reports are due tomorrow. (1 hour)

Day Three

5. Culminating Activity: Instruct the students to glue the colored, cut out continents neatly on their paper mache globe in the correct location using the classroom globe as an example.
6. When they have finished gluing on the continents, instruct the students to label with a pencil the four oceans in the correct location. Upon completion, the students will check the spelling and location of the oceans on their globes by comparing them to the classroom globes. If they are correct, the students will trace over the pencil letters with a black magic marker.
7. When the students have finished their project they can use their scissors to cut the balloon and discard it in the trash. Have each student come before the class and present their globe telling what they enjoyed most about the activity, what one thing they learned by doing the project, and point to the location of their

family ancestry. Before leaving class, instruct the students to hand in their reports in the homework basket on the shelf. (1 hour)

Day Four

8. Use the Geography Jeopardy questions (Appendix D) and Appendix B as a final assessment. When each student is finished with answering the questions and labeling the continents and oceans on the world map, instruct them to get out their “What I know,” “What I want to learn,” and “What I learned” charts and see if they can add anything to them. Instruct the students to hand in their charts. (1 hour)
- E. *Assessments/Evaluation*
1. The completed Culminating Activity - Asses the students identification, neatness and presentation of the information on their globe.
 2. The Final Assessment (The Geography Jeopardy questions (Appendix D) and Appendix B). Goal: the student will complete the assessment with 90% accuracy.
 3. The “What I know,” “What I want to learn,” and “What I learned” charts - compare the difference between the two charts and the pre-assessment test from Lesson One.

VI. CULMINATING ACTIVITY

- A. This culminating activity will take more than one day to complete and will be worked on throughout the lessons in the unit. The students will construct a paper mache globe and label it with the seven continents and four oceans using information learned through out the unit. Students will work independently on this activity using various resources available to them in the classroom. Students will present before the class their completed globe stating what they enjoyed most about doing the project, what one thing they learned from doing the project, and demonstrating where their family ancestry originated.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Well, What Do You Know? - Pre-assessment Test
B. Appendix B: World Map #1
C. Appendix C: Vocabulary List
D. Appendix D: Geography Jeopardy Questions

VIII. BIBLIOGRAPHY

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APPENDIX A - BRINGING OUR WORLD HOME

Name: _____

Date: _____

WELL, WHAT DO YOU KNOW?

Here is a map of the world. Please label each section on the map.

1. **Continents - Please place the letter of the continent in the correct location on the map.**
 - a. North America
 - b. South America
 - c. Europe
 - d. Asia
 - e. Africa
 - f. Australia
 - g. Antarctica

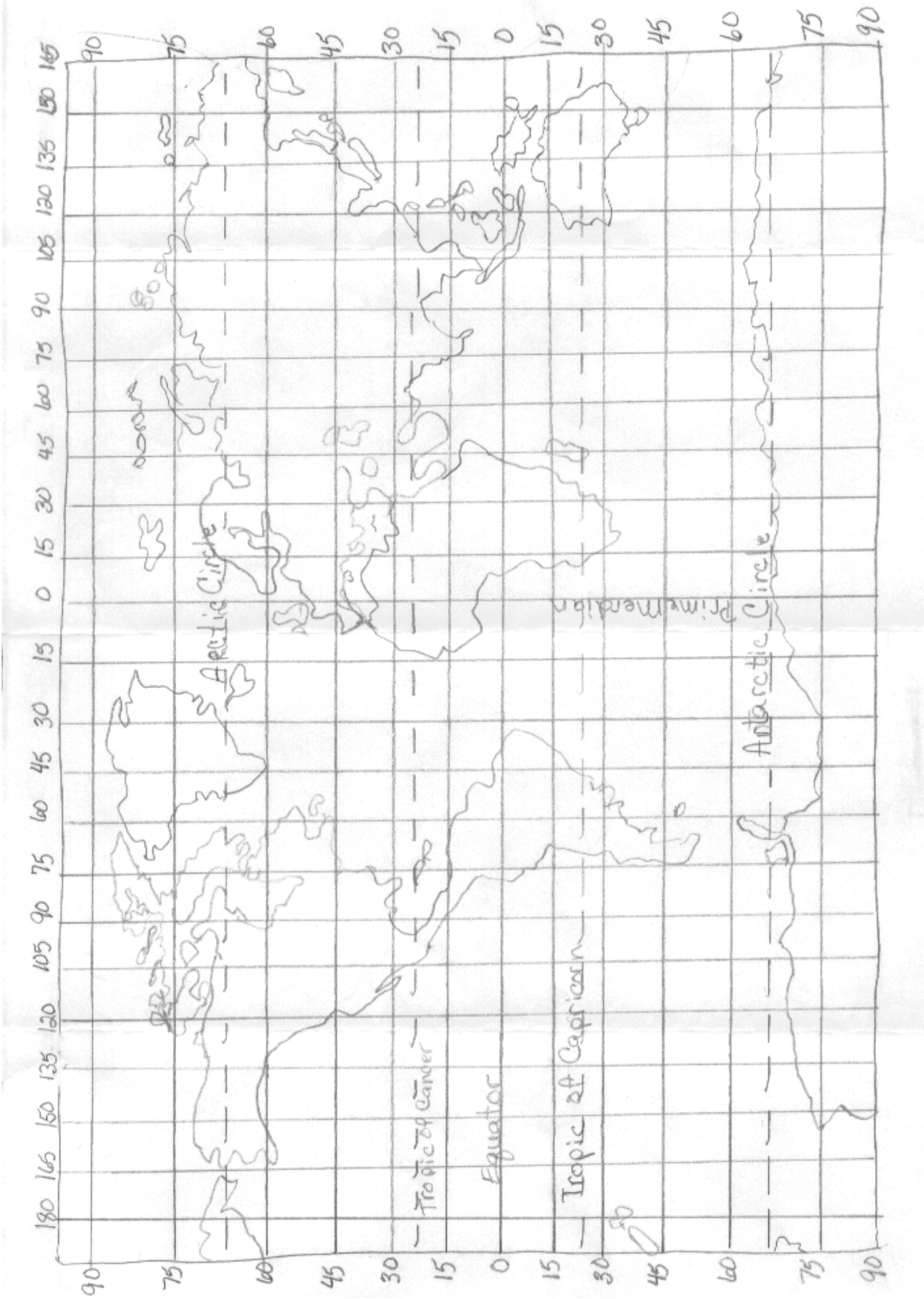
2. **Oceans - Please place the number of the ocean in the correct location on the map - then color them light blue.**
 - a. Pacific
 - b. Atlantic
 - c. Indian
 - d. Arctic

3. **Look at your map - Please color all of the land area that is in the Northern Hemisphere yellow.**

4. **Look at your map - Please color all of the land area that is in the Southern Hemisphere green.**

5. **Look at your map - Circle the letter of the name of the lines that go across the map from left to right.**
 - a. latitude lines
 - b. laughing lines
 - c. longitude lines

APPENDIX B - BRINGING OUR WORLD HOME



Adapted from Cindy Grooters, Mountain View Core Knowledge School, Canon City, CO

APPENDIX C - BRINGING OUR WORLD HOME

WORDS TO KNOW

1. Geography - Geography is a science of the earth especially describing the shape and size of the earth, the land, and water masses.
2. Equator - The Equator is an imaginary line that divides the world between the North and the South Poles making the Northern and Southern Hemispheres. The Equator is zero degrees latitude - it is exactly in the middle of the earth.
3. Hemisphere- The world is shaped like a ball or sphere. Half of a sphere is called a hemisphere.
4. Prime Meridian - The Prime Meridian is an imaginary line that divides the world into two parts from the North Pole to the South Pole making the Eastern and Western Hemispheres.
5. Measurement of Degrees - This is a measurement term used to show the distance the imaginary latitude and longitude lines are from the equator and the Prime Meridian.
6. Latitude - Latitude lines are imaginary lines that circle the earth running parallel to the Equator and tell how far north or south a place is. They measure the degrees north or south of the Equator.
7. Longitude - Longitude lines are imaginary lines that circle the earth running parallel to the Prime Meridian. Each one passes through the North and South poles and tells how far east or west a place is. They measure the degrees east or west of the Prime Meridian.

APPENDIX D - BRINGING OUR WORLD HOME
GEOGRAPHY JEOPARDY QUESTIONS

1. Tell me the meaning of the word continent. (The seven large land masses that cover the earth.)
2. Name the continent on which we live. (North America)
3. Name two continents that begin with the letter “A.” (Asia, Africa, Antarctica)
4. The United States in on what continent? (North America)
5. What continent is straight south of North America? (South America)
6. What continent starts with the letter “E?” (Europe)
7. On what continent would you find the Amazon rain forest? (South America)
8. What ocean borders the North America to the east? (Atlantic)
9. The largest ocean is called, what? (Pacific)
10. Name the deepest ocean. (Pacific)
11. What ocean has the same name as a group of people? (Indian)
12. Name the four oceans. (Atlantic, Arctic, Indian, and Pacific)
13. Name two continents next to the Indian Ocean. (Asia, Africa, Australia, Antarctica)
14. Name two continents in the Southern Hemisphere. (South America, Asia, Africa, Australia, Antarctica)
15. Name two continents in the Eastern Hemisphere. (Africa, Europe, Asia, Australia)
16. Give the meaning of the word, ocean. (A large body of water that covers the earth.)

APPENDIX F, page 2 - BRINGING OUR WORLD HOME

17. Give the meaning of the word, equator. (An imaginary line dividing the earth in half horizontally.)
 18. True or False - The equator is located in North America.
(False - South America)
 19. Identify by pointing to the Prime Meridian on the class globe.
 20. How many hemispheres do we have? (4) Bonus: 15 points for each correct name of a hemisphere. (northern, southern, eastern, western)
 21. Give the meaning of the words, Prime Meridian. (An imaginary line dividing the earth into two parts from the North Pole to the South Pole.)
 22. True or False - The earth is in the shape of a sphere. (True)
 23. Name two continents east of South America. (Europe, Asia, Africa, Australia, Antarctica)
 24. True or False - The Prime Meridian are real lines around the earth. (False - imaginary lines)
 25. Name the ocean that is mostly covered with ice. (Arctic)
- Bonus or deciding question: On what continent would you find China? (Asia)