

Theme

A

Capital Connections

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PURPOSE

To review basic geographic understandings and skills on location and terminology; to develop a “sense” of direction and distance from a given location.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

Two or three class periods of fifty minutes each.

KEY VOCABULARY & CONCEPTS

Compass rose, cardinal and intermediate directions, relative and absolute locations, hemisphere, perceptual region, primate city (see Teacher Background #1).

MATERIALS NEEDED

For the entire class to share: floor maps of world, small outline maps of world, colored string, compass, directions signs.

For individual small groups to share: inflatable globes, rigid string, scissors, tape, atlases, charts (Student Handouts #1 and #2).

BACKGROUND INFORMATION

Teachers might want to review map scale and terminology prior to this lesson, or it can be inserted into the lesson after students realize that they need instruction.

INITIATION (Inquiry, Preview, Involvement)

1. Give students broad categories of distances in miles or kilometers: 100-1000 miles; 1000-5000 miles; 5000-10,000 miles; 10,000-25,000 miles; 25,000-50,000 miles. Ask them to sign their names under the range which they think represents the miles from their state capital to Beijing, China.

SUMMARY

Adaptable Levels
Grades 3-9

Related Themes
USGC

Values
Appreciation of likenesses and differences

Skills
Applying relative/absolute location skills; estimating distance by scale; researching and organizing data

Integration
Geography, math, reading, language

2. Use the above groupings of students' names to form research groups. Supply each group with an inflatable globe, atlas, and string/cord to measure the distances between capitals and to roughly determine the distance using a given scale on the globe or in the atlas. If no scale is given on the globe, caution students that the map scales given in the atlas may be different; encourage them to find their own reference points to compare and determine the scale for the globe.
3. Compare findings of the groups.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Assign groups to major East Asian capitals. Provide each groups with a string, ranging from short to long, which represents the fuel that they will have to fly from the capital in all directions (cardinal and intermediate). They determine:
 - how far they can fly
 - the eight terminal countries and/or bodies of water
 - hemispheres
 - absolute locations (latitude and longitude)
 - nearest primate cities

These data are then recorded on the grid or spoke web charts (Student Handouts #1 or #2).

2. To conserve time, individuals within each group may be assigned to research in atlases the natural and human features of their locations. All data are recorded on the charts.
3. Charts are reviewed by each group in order to identify similarities and differences among the eight sites and to explain why.
4. Incorporate the key questions below at appropriate times to stimulate thinking and summaries.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

As representatives of each country, each group then identifies the terminal sites they would choose if they were traveling for one or more purposes: (1) a business trip to establish trade relations, (2) a vacation, (3) a goodwill mission, or (4) a data-gathering study. Using the charts, groups share their selected sites, major features and motives.

ASSESSMENT OF ACHIEVEMENT

Display all charts. Students circulate among them to determine which sites would be best suited, along with two or three supporting factors, for categories such as: "New Industrial Development," "Tourist Travel," "Raw Materials," "Senior Retirement Environs," "Quality Lifestyles," "Wilderness Lovers," etc.

Students assess their performance and product with rubrics adapted from the following (select whichever items in parentheses apply to the given assessment):

4 = Our (chart and summaries) (process) reflect(s) (a comprehensive understanding of people and places in a variety of environments) (high standards of cooperation within our group).

3 = Our (chart) (process) will be improved by making the following revisions:

student explains revisions.

2 = Our group needs guidance in improving our (chart and summaries) (cooperative processes).

1 = Our group needs immediate assistance with the (chart and summaries) (working relationships and responsibilities).

KEY QUESTIONS

- Which of the eight sites you researched in your group were most similar? most different? What human and physical features contributed to the comparisons?
- In comparing features of people and places along the east-west lines (latitude) with those on the north-south lines (longitude), which showed the greatest similarities and differences? Explain the major contributing factors.
- Highlight natural resources and people resources at each site which will be advantageous in global trade arrangements and tourist attractions.

ALTERNATIVES

- Adapt the activity by supplying increasingly definitive clues to mystery locations and involving groups in completing the chart to determine which of the eight locations is the mystery site.
- Involve each group of students in preparing a generic packing list for a suitcase tagged to go to each of their eight locations, along with necessary adjustments to the list as features of the natural and human environment are researched. Emphasize that the packed suitcase is limited to 70 pounds in most international travel.

REFERENCES & RECOMMENDED RESOURCES

A variety of atlases and travel brochures (the latter which can usually be obtained free of charge from international travel agencies and/or consulates). Contacts for the Midwest are listed below; contact your local library for information on consulates serving other parts of the United States.

Consulate General of the Republic of Korea
455 North City Front Plaza Drive, NBC Tower
Chicago, IL 60611
Tel.: (312) 822-9485

Consulate General of Japan
Japan Information Center
737 North Michigan Avenue, Suite 1100
Chicago, IL 60611
Tel.: (312) 280-0430

Chinese Consulate
104 North Michigan Avenue, Suite 1200
Chicago, IL 60603
Tel.: (312) 346-0287

TEACHER BACKGROUND #1:

Quick Reference Chart for Key Vocabulary

Antarctic Circle: latitude 66.5° S encircling the continent of Antarctica

artifacts: material manifestations of a culture (tools, clothing, foods)

country: unit of political space (often called a “state”)

culture: learned behavior of people (beliefs, languages, social relationships, institutions, organizations, material goods)

cultural diffusion: spread of cultural elements (people, ideas, technology, and products) from one culture to another

database: compilation, structuring, and categorization of information for analysis and interpretation

directions:

cardinal direction: four main points of the compass (N, E, S, W)

intermediate direction: points of the compass that fall between cardinal points (NE, SE, SW, NW)

equator: latitude 0°; an imaginary line running east and west around the globe and dividing it into two equal parts known as the Northern Hemisphere and Southern Hemisphere

globe: small-scale model of the Earth that correctly represents area, relative size and shape of physical features, distance between points, and true compass direction

grid: pattern of lines on a chart or map (identified by numbers and letters; latitude and longitude) which helps determine distribution patterns and absolute location

hemisphere: half of a sphere; (Northern and Southern divided at the equator; Eastern and Western at the prime meridian [0° longitude] and 180° meridian)

International Date Line: imaginary line that roughly follows the 180° meridian in the Pacific Ocean (west of the line is one day ahead on the calendar)

location:

absolute location: location of a point on the Earth’s surface which can be expressed by a grid reference (letter/number; latitude/longitude)

relative location: location of a place or region in relation to other places or regions (northwest, downstream)

nation: cultural concept for a group of people bound together by shared values and cultural characteristics (language, religion, and common history)

North Pole: geographic point farthest north on Earth; point in Northern Hemisphere where meridians converge

perceptual region: area of Earth (Middle East, Pacific Rim) identified by expressions of feelings, attitudes, and images

physical features: aspect of a place or area that derives from the physical environment (plains, plateau, fresh water)

places: locations having distinctive characteristics which give meaning and character and distinguish them from other locations

primate city: most important city in a country or state

prime meridian (Greenwich meridian): 0°; standard meridian from which longitude is measured

principle meridians: prime meridian and the International Date Line

principle parallels: equator, the Tropic of Cancer (23.5°N), the Tropic of Capricorn (23.5°S), the Arctic Circle (66.5°N), and Antarctic Circle (66.5°S)

region: partitioning of an area by one or more characteristics of homogeneity which make it (or them) different from surrounding regions

scale: relationship or ratio between linear measurement on a map or globe and the corresponding distance on Earth's surface; also size of places or regions

site: specific place or setting (e.g., floodplain) where something is located

South Pole: geographic point farthest south on Earth; place where meridians converge in the southern hemisphere

ADD YOUR OWN:

STUDENT HANDOUT #1:

Database Grid

PURPOSE: To visualize connections, directions, and distances from given locations.

Approximate distance traveled: _____ miles _____ kilometers

<i>DIRECTIONS</i> (Cardinal & Intermediate)	<i>HEMISPHERE</i> (Northern, Eastern, Southern, Western) <i>(list two)</i>	<i>LOCATION</i> (relative & absolute)	<i>PLACE NAME</i> (continent, nation and/or state, capital, primate cities)	<i>MAJOR PHYSICAL FEATURES</i> (of land, water and natural resources)	<i>MAJOR HUMAN FEATURES</i> (of people & cultures)
Given Location					
Point due NORTH					
Point due NORTHEAST					
Point due EAST					
Point due SOUTHEAST					
Point due SOUTH					
Point due SOUTHWEST					
Point due WEST					
Point due NORTHWEST					
Closest Point in U.S.A.					

STUDENT HANDOUT #2:

Spoke Web

Record the information from your database grid along the line pointing toward each direction. Be sure to include hemisphere, relative and absolute locations, place names, major physical features, and major human features.



