

2012

## Fun with Longitude and Latitude

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# Fun with Longitude and Latitude

Created by: Angela Groene  
School and District not available

Grade Level (Req.): 5th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 45 minutes	Goal (Req.): To help students strengthen their skills in plotting points on a map using longitude and latitude in two different activities.	
	Objective (Req.): Students will be able to use longitude and latitude to locate points on a map.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> <li>• Dry erase markers</li> <li>• Laminated desk maps</li> <li>• Designated points to plots (on Smartboard or overhead projector)</li> <li>• Transparency/picture of a world map that includes the numbered latitude and longitude lines to display to the class</li> <li>• Overhead projector, LCD projector and/or Smartboard</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do people locate places around the world quickly?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> <li>1. 1st Activity: (students can work in groups if not enough maps) Have students plot the following points: 1) 50°N, 60°W; 2) 20°N, 120°W; 3) 20°S, 80°W; 4) 40°S, 20°W; 5) 40°S, 20°E; 6) 20°S, 80°E; 7) 20°N, 120°E; 8) 50°N, 60°E. (see Assessment for completion of activity)</li> <li>2. 2nd Activity: Obtain a transparency or picture of a world map that includes the numbered latitude and longitude lines. Explain to the students that the game is similar to tic-tac-toe except that a team must have five Xs and Os in a row to win a round. To play, divide the class into two teams. The first player from Team X names a set of coordinates such as “20 degrees north and 60 degrees west.” The teacher writes an X on the location where those two lines intersect. Then a player from Team O takes a turn. If a player names a set of coordinates that has already been used, his team loses a turn. A team wins the round when it has five marks in a straight line on the map. Students will want to block the other team’s moves.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>		

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Formative Evaluation (Req.): Activity #2 is a formative assessment that requires teacher observation.

Assessment (Req.): When completed with Activity #1, they should have created a smiley face! (Easy to check!)

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to analyze the spatial organization of people, places, and environments on the Earth's surface
- The physical and human characteristics of places
- That people create regions to interpret Earth's complexity
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Five Themes of Geography Used (Req.):

- Location

School District Standards and Benchmarks (Opt.):

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<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	