

2012

Reading a Map in Any Language

Dawn Shattuck
Northeast Iowa Community College

Kathy Sundstedt

Copyright ©[2012?] Dawn Shattuck and Kathy Sundstedt



This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <http://scholarworks.uni.edu/oermaterials>

 Part of the [Geography Commons](#)

Let us know how access to this document benefits you

Recommended Citation

Shattuck, Dawn and Sundstedt, Kathy, "Reading a Map in Any Language" (2012). *Open Educational Resources*. 190.
<http://scholarworks.uni.edu/oermaterials/190>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Reading a Map in Any Language

Dawn Shattuck – NICC; Kathy Sundstedt – School not available

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 1 class period	Goal (Req.): Students will be able to accurately read a map.	
	Objective (Req.): The students will cooperatively use map-reading skills to discover the physical and political geography of Chile.	
Materials Needed (Req.):		New Vocabulary (Opt.):
<ul style="list-style-type: none"> • Color copies of Chile map, printed in Spanish, one copy for each group of students (optional) • Student worksheets, one copy for each group of students • Optional – Classroom map of Chile, printed in Spanish • Optional – Classroom map of Chile, written in English • Optional – Internet access to online maps of Chile • • 		<ul style="list-style-type: none"> • • • • •
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How much can one learn about a country using basic map “reading” skills, even if the map cannot be “read” in English?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. Distribute one copy of Chile map, written in Spanish, to each student group OR direct each group of students to access an online copy of a Chile map. 2. Together, as a class, review T.O.A.D.S. – an acronym for typical map contents: Is there a Title on the map (where?)? [Mapa Politico de Chile – Often at the top of the page of a printed map, the title may also be located in a digital file’s name.] What is the Orientation of the map? [Participants should determine north is toward the top of the page by reading the compass rose.] Who is the Author of the map? [Publisher may or may not be noted on the map.] What is the Date of publication of the map? [Published dated may or may not be noted on the map.] Discuss the Symbols and Scale [Sometimes provided in a separate digital file]. 3. Distribute one worksheet to each group of students for independent study. 4. As a class, discuss answers to questions 1-9; extend information. 5. Exchanging of original questions (#10). 6. Extension: Follow this lesson with a similar lesson, giving students regional maps to study in small groups. Small groups report back to the larger class what they have learned from the maps. 7. Enrichment Possibilities: Using Internet resources, or the GAI website, students can create 		

photo essays of each of the districts or specific cities or areas (Santiago, Concepcion, La Serena, Arica, etc.).

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Class discussion.

Assessment (Req.): After completing the map exercise and further discussing the geography of Chile, students can make an acrostic as a summary, using the word Chile. (See sample.)

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how physical and human characteristics create and define regions.
-
-
-
-
-
-
-
-

Common Core Curriculum Standards Used (Opt.):

-
-
-
-
-

NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
-
-
-
-
-
-
-
-

•	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Region • • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
21 st Century Universal Constructs (Opt.): Complex Communication, Productivity and Accountability	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.): NOTE: Printing original maps off websites below will offer better reproduction than copies of maps attached to this lesson.</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • Worksheet questions are associated with this map: http://www.visitingchile.com/mapas/mapa-politico-chile.htm • More maps of Chile: http://www.educarchile.cl/Portal.Base/Web/verContenido.aspx?ID=130639; http://www.visitingchile.com/mapas-chile.php; http://www.ipgp.fr/~dechabal/Geol-million.pdf; http://www.gochile.cl/Info_s/Map/MapIndex.asp; http://www.educarchile.cl/UserFiles/P0001/File/Planisferio%20200.jpg • General political statistical information: http://www.statoids.com/ucl.html • Spanish-English translator: http://www.spanishdict.com/translate/ 	

Student Response Sheet: Reading a Map in any Language

1. Identify, using cardinal (N, S, E, W) and intermediate directions (NW, SW, SE, NE) the number and location of countries that border Chile.

2. For political administration, nations are often divided into states, provinces, or divisions. Count the number of regions in Chile.

3. Just as you might give the name of your state and county, each region in Chile is further divided into provinces. Count the number of provinces.

4. Insets are small maps within larger maps. Describe in detail the information found in the insets on your map. Why was it a good decision to include this information in insets as opposed to including it in the map itself?

5. Take a look at the symbols used for cities. Using those symbols, locate the capital of Santiago, Chile. Describe the location of the capital.

6. Examine the network of primary and secondary roads. In which area—north, southeast, southwest, or central—does the road network seem less developed? How do you explain this?

7. Does there seem to be a connection between the concentration of those roads and the location of the capital? Explain.

8. In addition to roads, airports, and railroads, what other transportation system is very important in Chile? Why would that be an important transportation system?

9. Geographers examine connections. Does one division seem more remote (less connected) than the others? Explain your reasons.

10. After further map study, develop two original questions to use for class discussion or further research.

Teacher's Background: Reading a Map in any Language

1. Identify, using cardinal (N, S, E, W) and intermediate directions (NW, SW, SE, NE) the number and location of countries that border Chile.

Three countries border Chile. One (Peru) is to the north. A second country (Bolivia) borders Chile on the northeast. A third country (Argentina) borders Chile on the east.

2. For political administration, nations are often divided into states, provinces, or divisions. Count the number of regions in Chile.

There are thirteen regions reflected in this map. [Note that the map does not reflect the new division of Chile into 15 regions.]

3. Just as you might give the name of your state and county, each region in Chile is further divided into provinces. Count the number of provinces.

There are 51 provinces named in this map. [Note that the new division of Chile into 15 regions reaps 53 provinces.]

4. Insets are small maps within larger maps. Describe in detail the information found in the insets on your map. Why was it a good decision to include this information in insets as opposed to including it in the map itself?

The locations of four Pacific Islands are outlined and described in the insets in the left-hand side of the map. The inset on the right-hand side of the map outlines and describes Chilean territory in the Antarctic region near the South Pole. Because the locations of these five areas are remote and the distance from the mainland is great, to include them on the map without insets would use and waste a lot of space.

5. Take a look at the symbols used for cities. Using those symbols, locate the capital of Santiago, Chile. Describe the location of the capital.

Santiago lies between 32 and 34 degrees latitude and between 70 and 72 degrees longitude in central Chile. The city of Santiago is located in the Metropolitan Region. It lies inland mid-way between the Pacific Ocean and the border with Argentina.

6. Examine the network of primary and secondary roads. In which area—north, southeast, southwest, or central—does the road network seem less developed? How do you explain this?

The road system appears less developed along the eastern border, explained by the presence of the Andes Mountains. There is also less development across Region II where the Atacama Desert lies. Less development is also observed across the islands in the south and southwest.

7. Does there seem to be a connection between the concentration of those roads and the location of the capital? Explain.

Yes, there is a strong network of roads near the capital for ease of trade and transportation.

8. In addition to roads, airports, and railroads, what other transportation system is very important in Chile? Why would that be an important transportation system?

Port cities along the west coast would imply a strong shipping industry, which is important for trade between the regions and globally.

9. Geographers examine connections. Does one division seem more remote (less connected) than the others? Explain your reasons.

Obviously, the islands, the Atacama Desert area in the north, and the Antarctic region in the south are isolated because of their remoteness and the climatic conditions.

10. After further map study, develop two original questions to use for class discussion or further research.

Answers will vary.

Sample Acrostic

C oncepcion is the capital of Region VIII

H as territory in the Antarctic

I slands in Regions XI and XII are too numerous to count

L argest region in km² is Region II

E xtends west to 109° 26' latitude (Easter Island)