

Maps, Part 2:

Reading the Globe; Understanding Longitude and Latitude

(2 hours)

Lesson at a Glance

SUMMARY

It's old news to say that today's world is a global village. But do we know our neighbors? Apparently not. According to recent surveys, Americans generally score poorly on geography tests.

The GED contains a social studies section that assumes the test-taker is, at the very least, capable of reading a world map. This lesson capitalizes on the map-reading strategies learned in Part 1 and helps learners navigate a globe or world map with greater ease.

GOALS

- To have a basic familiarity with a globe and/or world map
- To understand the use of the points of the compass
- To understand longitude and latitude

LEARNER OUTCOMES

Students will...

- Identify the seven continents and four major oceans.
- Learn about the significance and locations of the equator and lines of longitude and latitude.
- Learn the difference between neighborhood, state, country, continent, and globe.
- Understand global measurement and distances between continents.

MATERIALS

VIDEO:

Sports Smarts: Reading a World Map
Episode 25: Length: 4:15, Start Time: 19:25

Math Play: Longitude/Latitude
Episode 25: Length: 0:23, Start Time: 24:15
(immediately following *Sports Smarts*)

PRINT:

A Global Society
Issue 25, pp. 4-5

Meet the Harlem Globetrotters
Issue 25, p. 11

LARGE WORLD MAP
INDIVIDUAL GLOBES OR MAPS OF THE WORLD
ATLAS

LEARNER OUTCOMES (cont.)

- Learn vocabulary related to the representation of key features of the earth on a map or globe.

ACTIVITIES

- View and discuss two [TV411](#) video segments.
- Read two *In Print* articles related to the video.
- Review eight vocabulary words or terms.

“You name it,
we’ve been there.”

READING AND MATH

Maps, Part 2: Reading the Globe; Understanding Longitude and Latitude

Step by Step

1. INTRODUCING THE CONTENT - VIDEO 1

Pre-Viewing Activities

Discuss

Ask the native-born Americans in the class where their families originated. Ask those born elsewhere where they come from.

Prompt students to talk about their homeland or their family's homeland (its continent, capital city, language or languages, system of government, etc.). Ask them to locate these places on a world map or in an atlas.

While it's fun to hear about the histories of people in the class, there's also a practical side to the exercise. The GED contains a social studies section; and the more students can learn about the geography of our planet, the better.

VOCABULARY REVIEW

(for videos 1&2)

- globetrotter
- country
- continent
- ocean
- Mongolia
- equator
- longitude
- latitude

2. MODELING THE STRATEGY - VIDEO 1

View Video

Sports Smarts: Reading a World Map
Episode 25: Length: 4:15
Start Time: 19:25

Three members of the renowned basketball team the Harlem Globetrotters play around with a bouncing globe and in the process explore continents, major oceans, the equator, and lines of longitude and latitude.



3. MINING THE STRATEGY - VIDEO 1

Post-Viewing Activities

Discuss

Have any members of the class heard of or seen the Harlem Globetrotters? If so, prompt them to explain briefly how this basketball team is different from other American teams like the Atlanta Hawks.

Maps, Part 2: Reading the Globe; Understanding Longitude and Latitude

Step by Step (cont.)

Discuss (cont.)

[Rather than play competitively, the Globetrotters are performers; they travel the world demonstrating their extraordinary basketball skills.]

What did students learn from the video?

Possible answers:

- there are seven continents
- there are four major oceans
- one of the Globetrotters is from Mongolia, a country "sandwiched" between Russia and China
- the equator is an imaginary line that divides the globe in half
- 70% of the planet Earth is water

4. EXTENDING AND PRACTICING THE STRATEGY VIDEO 1

Workbook Activity

Working in small groups, students read and complete *A Global Society* (*In Print* Issue 25, pp. 4–5). The activity reinforces what's taught in the video segment and includes a final section that requires use of a world map or globe to complete.

Have students compare their answers as a whole group.

5. INTRODUCING THE CONTENT - VIDEO 2 Pre-Viewing Activities

Discuss

Ask students to explain the concept of longitude and latitude that was introduced in the *In Print* activity. Explain that the next short [TV411](#) segment presents the concept in visual ways.

Maps, Part 2: Reading the Globe; Understanding Longitude and Latitude

Step by Step (cont.)

6. MODELING THE STRATEGY - VIDEO 2

[View Video](#)

*Sports Smarts: Reading a
World Map*
Episode 25: Length: 0:23
Start Time: 24:15
(immediately following
Sports Smarts)



7. MINING THE STRATEGY - VIDEO 2

Post-Viewing Activities

Discuss

- Which are the lines of latitude? Which direction do they run?
[Lines that run from east to west, or side to side, are lines of latitude.]
- Which are the lines of longitude? Which direction do they run?
[Lines that run from north to south, or up and down, are lines of longitude.]
- What is the purpose of crisscrossing the map with these lines?
[When the lines intersect, they pinpoint a specific location on the earth.]
- What is the equator?
[The line of latitude that divides the earth into halves: North and South.]
- Does anyone in the class come from Ecuador, a country that lies right on the equator?

Maps, Part 2: Reading the Globe; Understanding Longitude and Latitude

Step by Step (cont.)

8. EXTENDING AND PRACTICING THE STRATEGY VIDEO 2

The following activity can be a competition or simply a collaborative project for the class.

Divide learners into at least four groups (pairs or more). Distribute globes or atlases and assign each group six different letters of the alphabet (excluding W and X, and noting that only one country begins with the letter O). Instruct the groups to write down one country per letter and to locate it on the map or globe. Then switch lists among the groups. Can the next group come up with six more countries for each letter?

You may wish to extend this lesson with an activity that prompts students to pinpoint the coordinates of latitude and longitude for each country.

9. PORTFOLIO

Students save their work in their portfolio. If class time runs out, they can pick up where they left off next time you meet.

10. HOMEWORK

Distribute copies of *Meet the Harlem Globetrotters* (In *Print* Issue 25, p. 11) for learners to read at home. If you wish, give the writing assignment as homework.

11. WEB CONNECTION

For a Web lesson on map reading, go to www.tv411.org, click on **Reading** and then on **Reading Maps**.

Encourage students to search the Internet for Web sites (such as the National Geographic site), which have information about, and pictures of, remote places.