

USING MENTAL MAPS FOR EVALUATION, ASSESSMENT, REVIEW, NOTES, AND THEMATIC STUDY

Rationale:

As the world becomes an increasingly inter-connected place, students need to have a visual image of the world that can be flexible as the world changes and the types of interactions become more complex. When students study history, it is often difficult for them to perceive changing political boundaries and allegiances. When we discuss current events of the 21st century, students do not always understand the significance and speed of the changes occurring around the world. When considering the future, they need to combine the historical models of the past with the rapidly changing world of today and balance what they believe should evolve and what they believe can be predicted.

Application:

My belief is that mental maps can be an effective way of teaching any subject. I have used them as not only a pre and post world history and world geography evaluator (beginning and end of the year) but also as a means by which students can brainstorm information spatially, take notes, and do essay tests. The key part of this is not individual facts necessarily, but the ability of students to visualize the information and portray it in a way that demonstrates connections. Arrows, I tell them, are the most important demonstration to me of their knowledge that historical ideas flow in and out of places through time. I find that teaching students these visualization skills early in the year, leads to more critical thinking, greater memory retention and increased mental and physical interaction with the material. The following are just a few examples of this:

- * Students brainstorm their knowledge about a particular theme on a regional or world map. For example, technology/ communication in history-- students record on their maps places where inventions, the effects of inventions in other places (arrows)- railroad lines for ex., names of inventors, technology transfer (paper/ printing from China) etc.
- * Following a unit on the Renaissance and Reformation students displayed the knowledge of influences from around the world using arrows, specific facts and symbols as a quiz.
- * Students complete a geography regional unit test by writing an essay that has them traveling around the continent/ region seeing the people, historic sites, physical places, countries, crops etc. They attach a map with their essay that shows their journey and transportation types.
- * In an introductory unit on Western Imperialism, students used a global timeline of 19th century events to place on a hand-drawn world map, symbols, arrows and facts to demonstrate the worldwide influence of Imperialism. Or when studying Imperialism in Asia, students take notes on a map instead of in outline form.
- * Students draw a map of Africa adding to it prior knowledge and then taking notes on additional historic, economic, cultural, political and economic ideas.
- * Students read a chapter in their textbook and use a map to illustrate the main ideas.

* Students complete weekly current event journal entries where part of the entry is a world map. On this hand-drawn world map, students label their home-town and then place an arrow from there to the current event location (s). They additionally label 5 -10 additional pieces of information that they have not placed on earlier maps. They are encouraged to use historical facts from the current week of study but they also place some political, economic and physical information on it.

* Students play geo-pictionary as a review.

Process:

It is the beginning and end of the year maps that are most telling. During the course of the year, I use Marti Owens Symbolic Imaging clues with some adaptations to teach my students ways of drawing the world. I am not attempting to make them cartographers so I do not try for perfect renditions. This method requires relatively little time in class (for example, I introduce Asia on a day when I want them to draw an Asian map in class for notes). Over the course of the year, they continually practice their maps through some of the above ways and in their journals. The last week of school, they spend 45 minutes drawing a map from memory and labeling onto it approximately 100+ facts of their own choosing. These facts/ arrows include mostly historical information, arrows showing connections, physical features, political features and some economic features. Maps are assessed based on the inclusion of these facts in a global manner (Africa shouldn't be blank), on shape and on improvement since the first map. 99% of students feel a tremendous sense of accomplishment and demonstrate real- not memorized learning.

Mental mapping ideas for your classroom:

The World

Symbolic Imaging: A Means to Developing Cartographic Skills.



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Use Symbolic Imaging

1. Symbolic Imaging is the process of choosing familiar images which represent significant aspects of the cultural geography of an area. The symbols should reference major themes in geography.

- Location
- Place
- Human and Environmental Interactions
- Movement
- Regions

2. Most people can draw simple items:

thus, divide continents, land forms, and water masses, into images which the students know (easy-to-draw, familiar items). This is like the cloud game most everyone has played as a child.¹ Most people readily agree Italy looks like a boot. What do other parts of border or a continent or country or state look like? Symbolic Imaging is the process of first dividing coastlines and borders into simple images children and adults alike can draw (like boxes, birds, balls, or letters). You will find all people (artist or no) can successfully draw the world by drawing simple items one at a time.

Second, put the items together to create a continuous coastline or border.

3. Choose items which have symbolic meaning:

the choice of image should also symbolize significant aspects of the cultural geography of the area when possible. Example: New England looks like a question mark (the cape as its "tail") which reflects historical significance: Pilgrims and Puritans who founded this area *questioned* the authority of the English monarchy. Other symbols may be economically significant, like a sea gull for New York and New Jersey, which suggests the harbors in this area, which are important to world and local commerce.

- An important point. If the images are *all* pointless images which tie into nothing of significance, you will miss an opportunity to multiply your teaching efforts. Choose images which, for the most part, can be significant to YOUR students and those which they can easily recall and relate and learn.

¹There is a "Winnie the Pooh" story about the day Pooh broke the sky. In it Christopher Robin and Pooh play the cloud game. It is a wonderfully imaginative adventure you may want to share with your children.

Symbols

This booklet describes suggested images and symbols for each continent. The geographical symbols are listed at the end of each section.

NOTE: These suggested symbols in this booklet must be adapted to the level of your students, the content of your course, and the unit emphasis. One should NOT use any symbol without carefully reflecting on its meaning for your students, nor should one use all of the symbols in one lesson. The playful exercise would quickly become a reductionistic, overwhelming collection of detail which would deter learning rather than enhance it.² When you plan YOUR lesson, make sure it belongs to you and your students, not the curriculum.

Standard Practice: As the students work through each continent, every assignment completed will include their own "original" map. Make sure they are not traced. Even if they are not Rand McNally perfect, they will be their own work and will serve them better. Do all the assignments you would normally do in class with pre-printed maps:

Physical Geography:

Plate Tectonics, Regions, Land-Sat studies, Climates, (LOCATION)
Vegetation patterns, Soils, Landforms, Adiabatic Rates, etc.

Cultural Geography:

Population, Cultural Patterns, Languages, Future Global Perspectives,
Political History, Economics (MOVEMENT)

Building of Dams, landscaping (HUMAN and ENVIRONMENTAL INTERACTION)

A personal ATLAS for every course, whether it be the growth of the United States in History, tracking foreign policy in Government, or Physical Geography, students will appreciate compiling an ATLAS of their own. Using personalized covers (like the one on this handout) is appealing.

Examples of homework if one wants to be sure they learn it:

1. Send home simple line map
2. Students trace around outline 10 times;
3. 11th time, students should draw their own map and
4. Sign their masterpieces! (Students will be thrilled)

²19th century students who studied one method of geography had to memorize 170 precise numerical and geometric details to draw South America. Apgar's method was considered superior because "only 80 are necessary, or less than one half. All the memorizing is very easy, because one line usually suggests another." (King, C.F. 1888. *Methods and Aids In geography for the Use of Teachers and Normal School.* p. 116)

HOOK: (Anticipatory Set)

1. "Hide" all the maps in the classroom to be used in introductory session (obvious intent to cover them)
2. Give all participants a plain sheet of paper (mark it in such a way as to indicate this is the pre-test).

DO NOT mark the paper "TEST"

- the negative connotation will hinder student performance.
Use a stamp or particular color of paper.

3. Give students x minutes (about 7-10, depending on age) to draw the world free hand (or the United States for lower grades).
This enlightening exercise usually heightens students' levels of geographical awareness.

It may be an anxious moment; be sure to plan sufficient time for teaching some part of the program in order to insure students can see progress before they leave the classroom.

Drawings will be collected and kept throughout the program. These original can used for "aids" on their final exercise when they will draw the entire world from memory.³ The exercise gives students opportunity to delight in realizing how much they have learned.

BOOK: (Presentation)

Tell the students "We aren't going to study today; we're just going to play!" Proceed with the appropriate content for the Part of the program you are going to teach. Use images and symbols appropriate for your group (consider those in this booklet; then adapt accordingly). You may want to teach one Part of the program at the beginning of each regional study.

Every successive map students use throughout the unit should be one which they draw free hand, by themselves. Students may copy from an atlas or a sample map, but they may NOT trace the map. Tracing the map should only be used as practice to hone shapes, size, proportions for a given area. Students' precision will increase as time passes. The map they "hand in" or use as the final draft should be of their own drawing, or they will never learn.

The prescribed symbols for each area are included in this booklet. Students may participate in the image building process. For example: one could outline the commonwealth of Virginia and allow children to share what they see. One Virginia fourth grader articulately proclaimed, "It is clearly a dead pterodactyl with his tail blown off!" Prior to the lesson, the researcher had perceived the same image: one which could affirm a child's interest (dinosaurs) and allow them to see the veins and arteries of the main highways as well as the heart--Charlottesville--their home. These symbols led to a discussion of economic infrastructures of transportation systems in the commonwealth and its relationship to the world (i.e., harbor at Hampton Roads, Virginia).

³On their final exercise give the students this first map about half way through the activity or while they draw the Eastern Hemisphere which is the most difficult. I have found students are reminded of how much they have learned. As a result, their confidence increases.

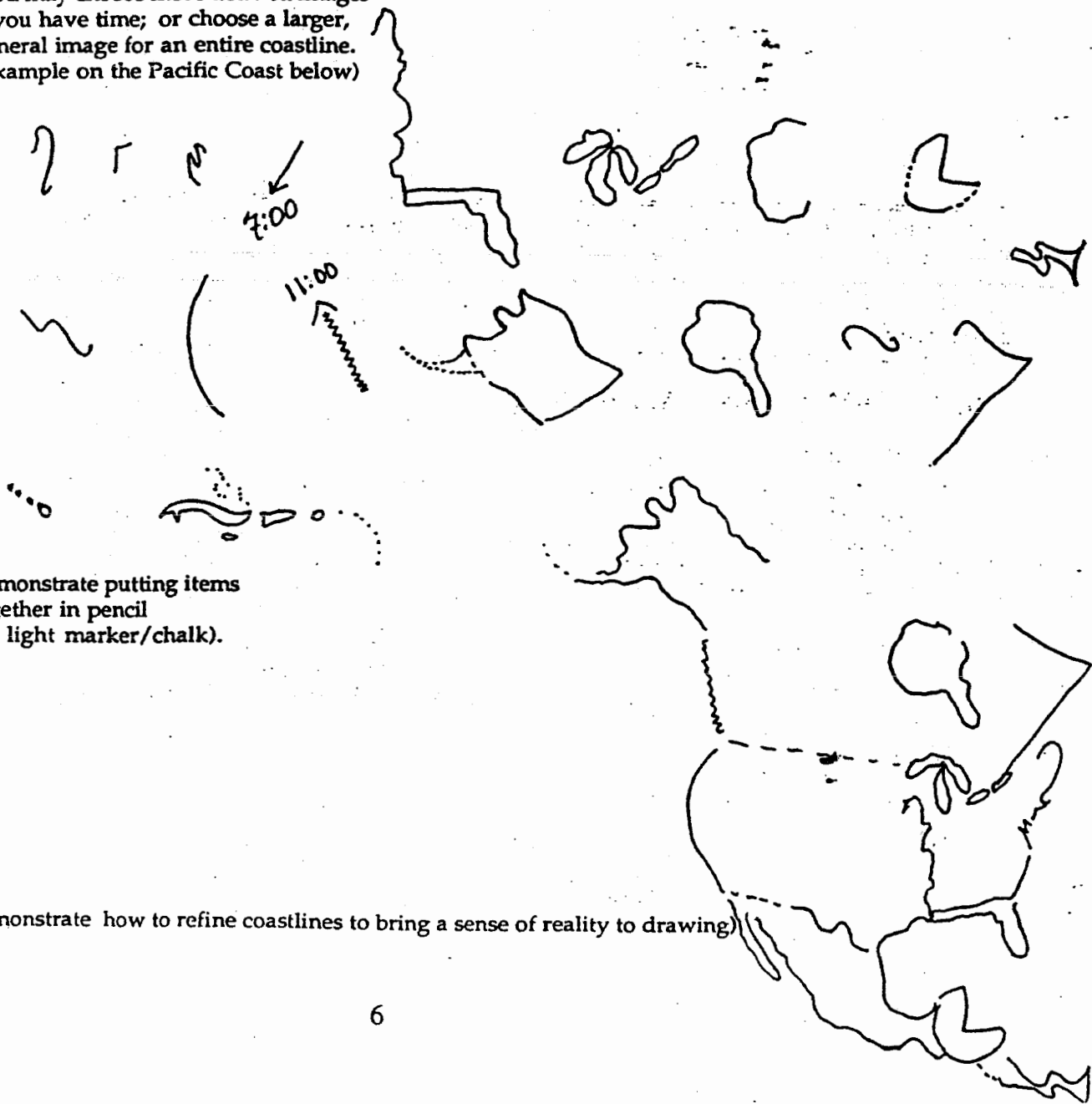
Part I: How to draw the United States and North America.

NORTH AMERICA:

If you can draw a "7", a bird doing a 360 (degrees, that is), an "M" on the side of a mountain, the "big" hand pointing to 7 o'clock (analog), a gun with smoke swirling from its barrel, a flower with two petals missing, a large "C", Pac-Man about to gobble up Cuba, a crooked trumpet; an upside down saddle, a pregnant lady's tummy, a jagged line pointing to 11:00, a thunderbird; a deciduous tree blowing in the wind, a small question mark lying on its "back", a "7"; then a chain of bubbles, and a dolphin in the sea pushing a disc, you can draw the United States and North America.

Model: While students "play" on scratch paper, teacher should model these forms.
— (Overhead, blackboard, whiteboard.)

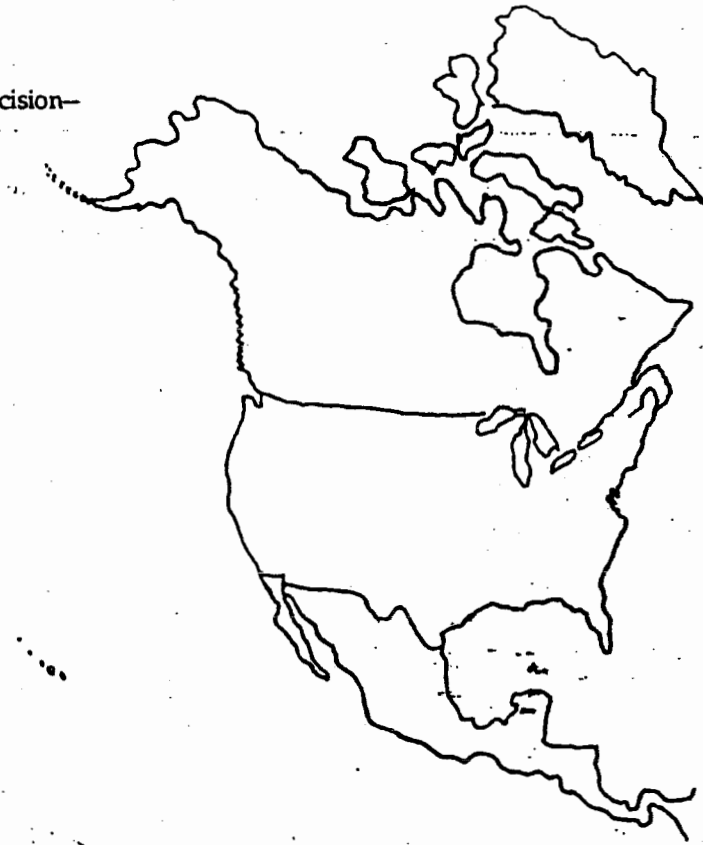
You may choose more detailed images if you have time; or choose a larger, general image for an entire coastline. (Example on the Pacific Coast below)



Demonstrate putting items together in pencil (or light marker/chalk).

Demonstrate how to refine coastlines to bring a sense of reality to drawing)

Do not be concerned about precision—most people cannot begin to draw even a basic outline; general shape and size are the only focus.



WARNING: These suggested symbols in this booklet must be adapted to your students, the content of your course, and the unit emphasis. One should NOT use any symbol without carefully reflecting on its meaning for your students; one should NOT use all of the symbols in one lesson. When you plan YOUR lesson, make sure it belongs to you and your students, not the curriculum.

NORTH AMERICAN SYMBOLS:

1. New England's "7": the colonists questioned the power of the English monarchy
2. a bird doing a 360°: the gulls in the New York Harbor (Statue of Liberty, trade port)
3. an "M" (Chesapeake Bay): M represents middle colony or Mercantilism (Jamestown)
4. the big hand pointing to 7 o'clock (analog):
5. a gun with smoke swirling from its barrel: The 1814 guns used by Jackson to fight the Seminoles and the Spanish for Florida (today it's new western border cuts the gun down to a hand gun)
The smoke makes up the Mississippi - a careful study of the Mississippi with the state's borders displays a man in boots, pants, shirt, with a cap looking to the East. This "Frenchman" creates the border of the USA after Jefferson agreement with the French (Louisiana Purchase of 1803).
6. and a flower with two petals missing: the Great Lakes (Wildflowers of Wisconsin and states surrounding the Great Lakes are beautiful)
7. a "C": The beginning of the Caribbean Sea
8. Pac-Man: the Yucatán
9. A crooked trumpet: (Nicaragua, Costa Rica and Panama) Panama was formerly Columbia;
in the early 20th century Columbia is "cut" off when Panama "wins" her independence.

10. an upside down saddle: the legacy of the Texas cowboys or Texas Rangers (not the baseball team)
- 11a. a **BIG Question Mark**: From the Alaskan Peninsula to Baha, the Pacific Coastline creates a question mark: Historically, the claim to land (one highly disputed between at least five nations); Anthropologically, the first location for the new American immigrants from Mongolia as they questioned what the new world would hold for them; Legally, the question of California electoral power with increase population. Environmentally, the question of our environment and the historic interplay between groups such as Southern California urban and suburban areas with a rapid immigrant increase (revenues) and Northern California with the resource issue.

OR

- 11b. **THE BREAKDOWN** of this BIG Question Mark (The choice would be based upon how precise you choose to be with this area. This serves as an example for other areas which may be imagined with a larger image or precision, depending on the intent of your lesson.)
11. a pregnant lady's tummy: California's fast growing population
L.A. is now the largest city in the United States with 9.6 million inhabitants
11. a jagged line pointing to 11:00: the coastline to British Columbia
11. a thunderbird on its side: the mighty thunderbird is a powerful totem and rich symbol of the heritage of the Native Americans in Alaska and those who ventured further south, along the coastline
12. deciduous tree blowing the wind: The Hudson Bay - a heavily forested area, moving north to the tundra
13. a small question mark lying on its "back": The Ungava Peninsula - The question of the Northern Passage and the discovery of the Hudson Bay is historically poignant.
14. a "7" - New Foundland and the St. Lawrence River along the coast of Quebec.
15. a chain of bubbles: South of Alaska is a chain of islands, the largest at the far east end is Hawaii, then Maui, Honolulu, Oahu, Kauai (the state of Hawaii) and others out to Midway (the second to the last in the chain, and nearly the oldest, which is, of course, also Midway between _____ and _____). These bubbles come from the sea; their origin, of course, are the magnificent volcanoes of the "Ring of Fire." Where will the "next" island be located? Why?
16. a dolphin in the sea, pushing a disc: the Caribbean islands, the disc is Puerto Rico.

How do students apply what they have practiced
in order to learn?

LOOK: Now what? (Application: students need to USE the new information in meaningful activities in order to "cement" the images into their minds. If students do not use this newly acquired skill, they will soon forget.)

The following suggestions are ALWAYS completed on an ORIGINAL map completed by the student, FREE HAND. (Tracing is *only* used for practice; original maps are free hand.)

In Geography:

1. Match coordinates with major league baseball/football/hockey teams. (Right out of the morning newspaper), including Canadian teams.
2. Draw the borders for and label the states which they have visited... or to/from which a friend has just moved

- or to which they would like to travel.
3. Label major waterways (good basis for later city development and centers of conflict)
 4. Write a letter to the editor of a published atlas to inquire as to how they make decisions about how an Atlas is designed. . . or a weather reporting station about their maps.
 5. Read portions of James Michner's *Centennial* when describing mountain formations
 6. Read Peter Jenkin's *Walk Across America* (I or II)
 7. Read portions of *Life on the Mississippi* by Samuel Clemens
 8. Compare life-styles in America with seasons (How would they compare with those in the Southern hemisphere at "mirrored" coordinates?)
 9. Read stories by Jack London, the famous high school "dropout."
 10. Imagine where the next island will erupt ("bubble up") in the chain near Hawaii.
 11. Or...

In History:

1. Draw ONLY the eastern seaboard during colonial times (squiggle the rest to demonstrate our ignorance of the terrain at that time...be sure to leave Spain, to the south of the English colonies, apart from England.
2. Draw the colonies of America as English, French, Spain, Russia, (stripe the overlap as a basis for discussion of "claim jumping")
3. Draw "Virginia" from the perspective of the James Company, the Native Americans, and other English Colonists.
4. Draw parallels between expectations of Northern, Middle, and Southern colonists and the realities of their confrontation with the land.
5. Add Florida in 1814 when "I took a little trip, along with Colonel Jackson down the mighty Mississippi" with bacon and beans...use the music of the era. (America's top 40)
6. The Louisiana Purchase will demonstrate the tension over lands claimed by rival nations (and presently states like Colorado and Texas).
With America's attitude toward Manifest Destiny, what lies ahead for the mushrooming Mexico and the USA?
7. Fill up the frontier as groundwork for Assistant Secretary of the Navy Roosevelt's decision to sail to "Hong Kong" in 1898 and as President, to "take Panama."
8. Good luck drawing the border between Mexico and Texas (are you sure it's the Rio Grande?)
The people of El Paso and Ciudad Juarez may see the "border" differently. (Maybe the new global economic trends will erase national borders our next 200 years)...What if . . .
or
The saddle of Texas brings many historical fiction and non-fiction stories to mind.
9. Read Jack London stories (reading across the curriculum) His salty life fascinates potential drop outs (he was one, if you recall).
10. Find the Native American reservations of today (major minority issue) and discuss the ethical choices of our history (Jackson's Indian Removal Act after the Supreme Court decision regarding the Five Civilized Tribes)
11. What was the geographical impact of the world's rotation on the economic development of the Federal Reserve System of 1913?
12. Draw Central America (include Pac Man on the Yucatán), locate the countries at which American industrialists, or invaders, or military sallied "ho".
13. Track the adventures of men like Cornelius Vanderbilt in Nicaragua and "*El Presidente Gringo*", "*General*" William Walker in Central America as a foreshadow to the Central American crisis.
14. Or...

In Government:

1. Ditto letter "10" under history. Does the check and balance system always work?
2. Write a letter to Washington.
3. Consider the rights of "minorities" in a frontier?
4. Consider the economic impact if "as the world turns" reversed?
(Why is the power where it is?)
5. Discuss the Caribbean Ring's history and American foreign policy toward the Contradora.
6. Or...

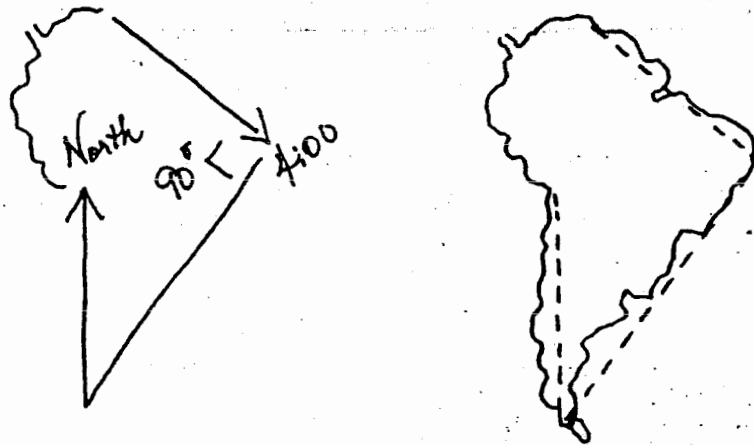


Part 2: How to draw South America.

SOUTH AMERICA: If you can draw a hand pointing to 4 o'clock (analog clock), right angle with the "big hand" pointing north, your favorite ice cream cone (no drips or licks), you can draw South America.

Model: While students "play" on scratch paper, teacher should model these forms. (Overhead, blackboard, whiteboard.)

Demonstrate putting items together in pencil (or light marker/chalk).



Demonstrate how to refine coastlines to bring a sense of reality to drawing)
Do not be concerned about precision
—most people cannot begin to draw even a basic outline; general shape and size are only focus.
Revise the Strait of Magellen as you tell his story.



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SOUTH AMERICAN SYMBOLS

1. 4:00 - What would the Brazilians or Venezuelans be doing at 4:00 p.m.? How would that compare with our time schedules?
2. Right Angle - at Recife, an important coastal city of Brazil.
3. North - the story of Magellen's voyage around the world provides opportunity to teach directions. Demonstrating the instruments used on the ships to tell direction (as from the North Star) will help students remember this due North line.
4. Ice Cream Cone - It is HOT on the equator (similar to the name Equador, of course). Playing with the idea of wanting a nice cold ice cream cone there seemed appropriate. Remind students that the cone cannot be too large or it will drip into the Pacific Ocean. One should not take "too many licks" either.
5. P.S. This is NOT a symbol, but a means of remember the location of Columbia (vital for the discussion of the Panamanian Canal) - it is a little trick to help them remember: "When you travel south on the Panamanian Highway and drive into Columbia, DON'T TOUCH the Orange Frogs. (See National Geographic Magazine, _____) for the story of the deadly one inch poisonous and cute little frogs of the rain forests of Columbia.

Examples of homework if one wants to be sure they learn it:

1. Send home simple line map
2. Students trace around outline 10 times;
3. 11th time, students should draw their own map and
4. sign their masterpieces! (Students will be thrilled)

How do students apply what they have practiced
in order to learn?

LOOK: Now what? (Application for students in a classroom setting or at home - to get them to really LOOK at what they have learned and use it!)
ALWAYS on an original map by free hand.

In Geography:

1. Fill in ecosystem(s) (could be a collage for "filler" - higher level)
2. Fill in major waterways
3. Fill in Amazon with descriptive news article (writing across the curriculum) warning of the dangers of deforestation
4. Label cities/countries in the news (Columbia, Peru)
5. But don't touch the orange frogs!
6. Discuss my cousin's Peace Corps efforts to teach cayman "ranching" - try the *Readers' Guide to Periodical Lit* about 1977 (*National Wildlifer*)

7. Plan a trip south on the Panamanian Highway -
Elaborate on mileage, landforms, countries, cities, cultures, etc.
8. Map the world-cup winners of Latin America's *futbol*
9. Discuss population pyramids of Latin America
10. Fill in the 13 countries. After Brazil, it is easy, moving counter-clockwise.
11. Pick a country or countries with a "report" about its/their _____
(Choose a TOPIC or THEME from cultural geography to fill in the blank)
12. Map language groups - discuss linguistics as cultural factor
13. Or ...

In History:

1. Study Early American Culture
 - a. Mayan hieroglyphics are still a mystery - what fun to challenge their minds to solve the mysteries of the masks
 - b. Early civilizations and their contributions
2. European exploration (careful, this may be over-done)
3. Listen to "Evita" and discuss the political turmoil
4. Discuss the Argentine and German Nazi ties - the Eichmann days
5. The Pappillon story of French Guiana as a penal colony (sharks and all) makes a fascinating study. Portions of the movie with Steve McQueen will take your students to the heart of the rain forests - including slimy swamps and beautiful butterflies which originally provided the unusual "blue" dye for America's greenbacks. This also serves as an excellent springboard in government to discuss penal systems.
6. Or ..

In Anthropology - pick a culture!

Find the similarities between cultures.

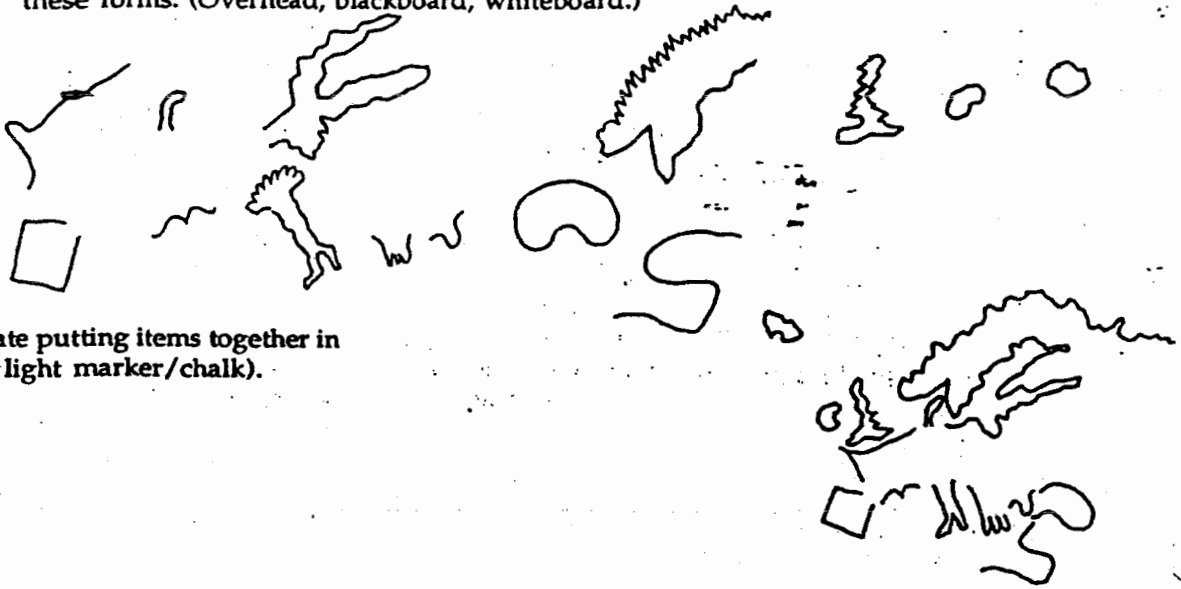
Find RELATIONSHIPS among nations and people.

.....

Part 3: How to draw Europe.

EUROPE: If you can draw a box, bird, boot, a "U", a goat's udder, a kidney bean, a giant S, a long division sign, finger, bunny rabbit looking in a hole, twitching his ears (okay so maybe it looks more like an alligator - or a . . . what do you think it looks like?)⁴, a dragon with his "back up about to bit off the finger, a metal bell mangled in the garbage disposal, and a ball, you can draw Europe.

Model: While students "play" on scratch paper, teacher should model these forms. (Overhead, blackboard, whiteboard.)



Demonstrate putting items together in pencil (or light marker/chalk).

Demonstrate how to refine coastlines to bring a sense of reality to drawing)

Do not be concerned about precision—except Gibraltar, the Pillars of Hercules, of course—most people cannot begin to draw even a basic outline; general shape and size are only focus.



⁴This is not an error. This is modeling what a teacher would do in the classroom. The sooner your students begin to tell you what they "see" (like the child's game of cloud formations), they will learn the trick to drawing any geographical land form and will learn more quickly. Ask them what they see, if time permits.

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THE SYMBOLS OF EUROPE:

1. box, (Spanish boxing in of ideas during the Inquisition)
Consider the dilemma for a people when pat, "packaged" answers are mandated by others.
2. bird, (French Riviera - gulls flying overhead)
3. boot, (Italy - where many leather shoes are produced)
4. a "U", (The "U" of Turkey)
5. a goat's udder, (Greek goat's - major part of Greek culture)
6. a kidney bean, (The Black Sea)
7. a giant S, (The Seashore of Sand through Turkey, the eastern end of the Mediterranean and Northern Sahara)
8. a long division sign, (Northern coast of France- France has historically been divided from Germany by the Maginot Line and war; philosophically from Germany and Britain --look at their art, literature, and music.)
9. the finger, Denmark is the number one country in the world -- it is, after all, the most important country of the world (that's where my Grandma Petersen came from).
(P.S. Tracing one's roots to ANY former location, gives meaning to the term migration, immigration, and emigration for students. It is a wonderful tie to another time and place for all of us. It will add additional integrity to your students' lives.)
10. bunny rabbit looking in a hole; the snow-white rabbits of the Baltic Area
11. a dragon with his "back up about to bit off the finger, (The tale of Bell the dragon)
12. a metal bell mangled in the garbage disposal,
England's big ben (the clock, not the tower)
or the bells on the ships of England,
or the Belle of England, Queen Elizabeth or Victoria
13. and a ball: the Irish love a good football game (a.k.a. soccer in the USA)

Examples of homework if one wants to be sure they learn it:

1. Send home simple line map
2. Students trace around outline 10 times;
3. 11th time, students should draw their own map and
4. sign their masterpieces! (Students will be thrilled)

How do students apply what they have practiced
in order to learn?

LOOK: Now what? (Application for classroom setting)
ALWAYS on an original map.

In Geography:

1. Memorize 37 countries in alphabetical order (not so tough with letters)
(List next to map) Label any 10 or ____
2. Label and indicate borders for any 10 countries as they plan a tour through Europe as a "vacation" (A terrific partnership assignment with Parents)
(\$\$ is no issue; social status is no issue - have tea with Princess Di)
Describe activities in 10 major sites in different countries (writing across the curriculum)
 - (a) Hone mileage and keying skills
 - (b) Locate major cities or major land forms (like the Matterhorn)
 - (c) _____
3. Locate major natural resources
4. Write pen pals around the world through LINK or ...
5. Locate several famous art galleries with samples of the masterpieces which reflect something of the culture - the Louvre, the Museo del Prado, and _____
6. Complete drawings of and adiabatic lapse rate studies for major mountains like Mont Blanc or the Matterhorn
7. Or ...

In History (World or American) (or Humanities)

1. Locate Sarejevo/Serbia (now Yugoslavia) for the Great War.
How will the secession movement in Yugoslavia impact the county. How did the circumstances of the Great War (WW I) foreshadow their struggles in 1991?
2. What are the relationships of the sweep of democracy in Eastern Europe?
3. Locate countries swept by Hitler's counterclockwise whirlwind
4. Locate settings for world-famous stories (Use their knowledge base)
 - (a) Transylvania - M. Shelley's *Frankenstein*
 - (b) Denmark - Shakespeare's *Hamlet* or Hans Christian Andersen's tales
 - (c) England - Dickens' *Tale of Two Cities* or "Christmas Carol"
 - (d) Russia - Tchaikowsky's *Swan Lake* or *Nutcracker Suite*
or Chekov's "Cherry Orchard"
 - (e) Soviet Union's Siberia - Dostoyevsky's *Crime and Punishment*
5. Study your family roots - migration patterns to USA
6. Or ...

In Government or Economics

1. Find Geneva (all those conventions since the 1860's)
 2. Find Moscow or the Warsaw Pact nations in turmoil (like Lithuania and Azerbaidzhan or)
 3. Find the European Community (What two nations were responsible for what famous Common Market product? (the Concorde)
 4. Or ...
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**Part 4: How to draw Africa.
(more difficult)**

AFRICA: If you can draw the "big hand" pointing to 5 o'clock (analog), a horse's ear and head with a large main (tougher) with a bite taken out of it, you can draw Africa. (Working on Africa should probably come after other successes with South America or Europe which are decidedly easier. Once the students understand the premise, however, you will be pleased how quickly they will "see" for themselves. Encourage this!)

Model: While students "play" on scratch paper, teacher should model these forms.
(Overhead, blackboard, whiteboard.)



Demonstrate putting items together in pencil (or light marker/chalk).

Demonstrate how to refine coastlines to bring a sense of reality to drawing. Do not be concerned about precision—except Gibraltar, the Pillars of Hercules, of course—most people cannot begin to draw even a basic outline; general shape and size are only focus.



WARNING: These suggested symbols in this booklet must be adapted to your students, the content of your course, and the unit emphasis. One should NOT use any symbol without carefully reflecting on its meaning for your students; one should NOT use all of the symbols in one lesson. When you plan YOUR lesson, make sure it belongs to you and your students, not the curriculum.

AFRICAN SYMBOLS:

1. 5:00 - Discuss time zones - When it is 5:00 p.m. in Ethiopia, it is 9:00 a.m. in states in the Eastern Time Zone (about time school begins). If we were in Ethiopia, we would be out of school already and getting ready to eat dinner. An understanding of the rotation of the earth (physical geography) is fundamental here. (THEME: Absolute Location)
2. A Horse's Ear. Many people call this the horn of Africa, appropriately so with the rhinoceros as a key player in Kenyan National Forest areas. Discussion of endangered species can tie into this. A Horse's Ear is part of the entire picture. Let students discuss the appropriate symbol. Their choice will enhance their remembering it.
3. The Horse's head can represent the historical discussion of the Hittites (the rulers of the Middle Kingdom of Egypt in ancient history) who brought the horse and chariot to Egypt.

Examples of homework if one wants to be sure they learn it:

1. Send home simple line map
2. Students trace around outline 10 times;
3. 11th time, students should draw their own map and
4. sign their masterpieces! (Students will be thrilled)

How do students apply what they have practiced
in order to learn?

Look: Now what? (Application for a classroom setting)

Always on an ORIGINAL MAP:

In Geography:

1. List the 50 or so countries (most of which are new since 1960) in alpha-order. (Students like the challenge of memorizing them).
2. Label 10 important countries; Tell some stories they will remember-- at least Egyptian mummies or Tarzan - please remember what the terrain is like.
3. Trace the reality of drought (the growth of the Sahara)
4. Trace the steps of Tarzan (show parts of the old movie)-Check "errors". Hollywood's Tarzan ran hundreds of miles from the Zambeze Falls to the Veldt (Which reminds me of a great story by Ray Bradbury for mature students, "The Veldt").
5. Locate major waterways (story of Manza Musa and the search for the "Big Waters" is a fascinating tale of greed, fame and fortune, and the "Safeway" of Africa.)

6. Zoology comes alive in accurate collages. Finding precise pictures to represent abstractions is a challenge and requires high level thinking. It need not be a "cut 'n paste" trivial activity.
7. Trace the tragic ventures of Vasco de Gama in his race to India
(The masthead story will capture anyone's attention)
(Ocean currents and basic hemispheric wind patterns are part of the tale to find a new route to the East, also)
8. "Mine" the treasures of Africa to indicate major resources - the Colonial pattern of land-choice
9. Climb a mountain (Kilimanjaro - or is that "kill a man, and put him in a jar-o") and trace the adiabatic lapse rate (from savannas to snow-topped peaks on the equator) - Don't forget Hemmingway's great saga of the *Snows of Kilimanjaro*.
10. Or ...

In History:

1. Locate major ports of slave trade.
2. Let Vasco sail again!
3. Trace the tragic triangular trade of humans as slaves (do both coasts)
4. Tip Africa on its side to analyze why it was called the "Dark Continent".
5. Read the life of David Livingston or Stanley and trace their adventures
(read across the curriculum)
6. Or ...

In Economics or Government:

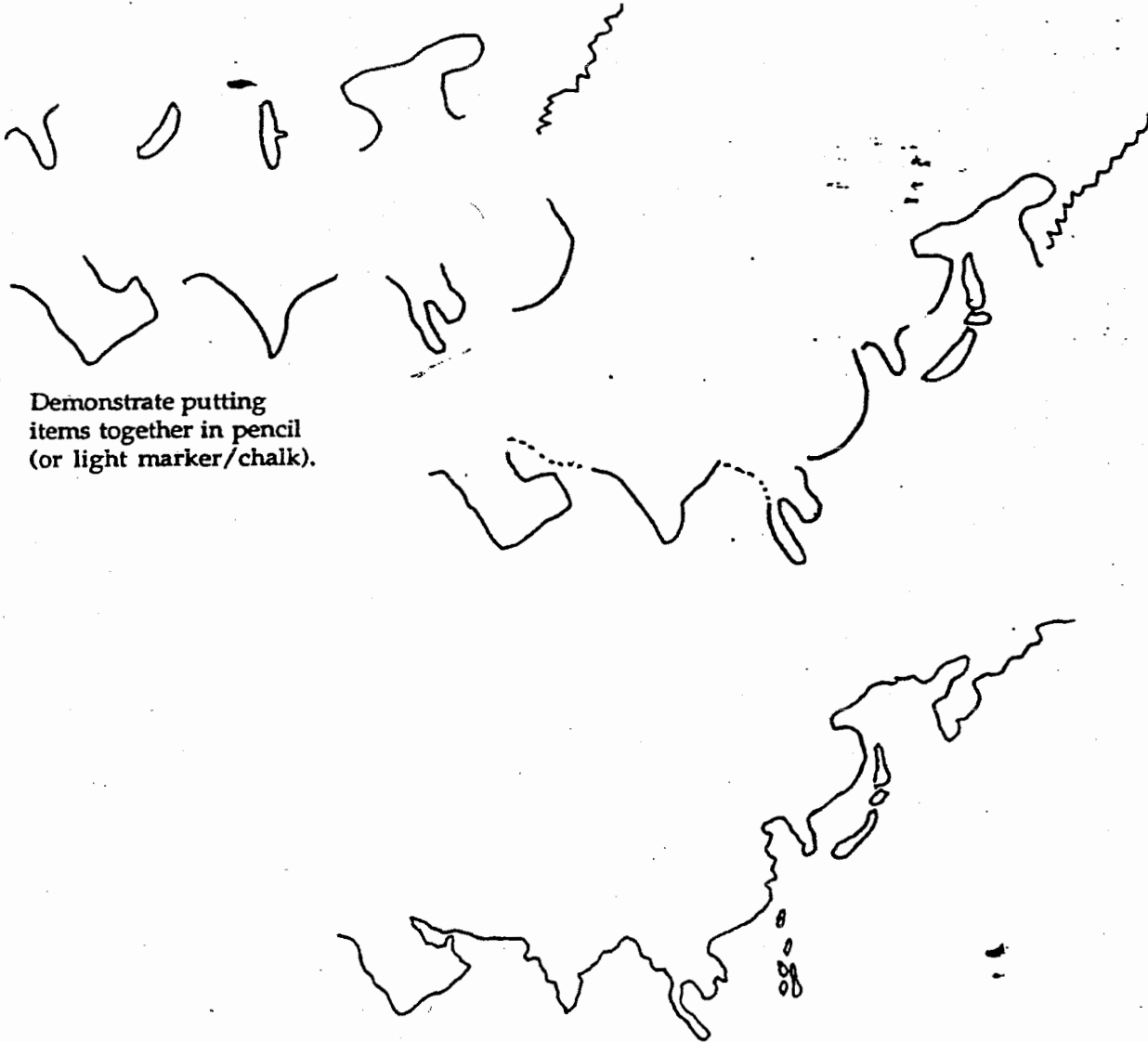
1. Consider the "mines" of South Africa (gold, diamonds, manganese, etc.) and our economic connection
2. Trace the "dart board" method (ignoring all logical borders such as natural boundaries, language groups, or tribal groups, such as in Ethiopia and Somalia) of designating borders for the birth of "nations" as political entities during the European colonization and discuss ethical ramifications of colonization.
3. Discuss present and past of apartheid.
4. Or ...

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**Part 5: How to draw Asia.
(most difficult)**

A. ASIA: If you can draw Santa's boot, a "V" (for victory), a pouting turtle, a pregnant lady's tummy, a ghost hanging by his toes, a hot dog, a ship, a mushroom, and squiggles, you can draw Asia.

Model: While students "play" on scratch paper, teacher should model these forms. (Overhead, blackboard, whiteboard.)



Demonstrate putting items together in pencil (or light marker/chalk).

Demonstrate how to refine coastlines to bring a sense of reality to drawing)
Do not be concerned about precision—most people cannot begin to draw even a basic outline; general shape and size are only focus.

WARNING: These suggested symbols in this booklet must be adapted to your students, the content of your course, and the unit emphasis. One should NOT use any symbol without carefully reflecting on its meaning for your students; one should NOT use all of the symbols in one lesson. When you plan YOUR lesson, make sure it belongs to you and your students, not the curriculum.

ASIAN SYMBOLS:

1. Santa's boot: Who celebrates Christmas around the world. Not Saudi Arabia. The 3 Kings "of Orient are" from Baghdad - just north of Santa's boot.
2. a "V" (for victory): The struggle of Ghandi (all of the Ghandi's) in India to Victoriously create a democratic nation, free from colonization and foreign control. Or Yishnu, the second god of the Hindu triad called the Preserver.
3. a pouting turtle with his lower lip sticking out
4. a pregnant lady: the population control policies of China allow only one child per family.
5. a ghost hanging by his toes: Korea
6. a hot dog: Japan
7. a ship on its bow's end: the Kamchatka Peninsula - a discussion of the harbors of Vladivostok (THEME: Movement)
8. a mushroom: the discussion of nuclear mushrooms may work here, recall the history of the Chinese nuclear test in the 1970s and how that impacted our view of power
9. and jagged squiggles: the Northern border of Soviet union is frozen all of the time. The coast line eaten away by ice and seas. I doubt anyone has a totally accurate coastline configuration. Discuss the impact of frozen lands on a nation. (THEME: Regions or Human and Environmental Interaction)

Examples of homework if one wants to be sure they learn it:

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3. 11th time, students should draw their own map and
4. sign their masterpieces! (Students will be thrilled)

How do students apply what they have practiced
in order to learn?

Look: Now what? (Application for a classroom setting)

Always on an ORIGINAL MAP:

Continue your ATLAS.

In Geography:

Asia is often taught as four or more major regions:

Southwest Asia; South Asia; Southeast Asia; Eastern Asia; "Northern" Asia

1. Memorize major countries in alpha-order as you move through each section. Students love telling you about a country they heard about in the news which they just memorized—places becomes real!

2. Label most major countries –or at least a few (Who is in the news?)
3. Think Basic Cultural elements (appreciate another approach to life)
4. Study Land form - plate tectonics give rise to the Himalayas!
5. Celebrate two birthdays (my niece did!) - teaching International Dateline
6. Write across the curriculum: What if the world's spin were opposite?
 - a. Understand the relationship of geography to economics/politics
(would Wall Street be in San Francisco)
 - b. Who would have discovered America? (Consider winds & currents)
7. Or...

In History:

1. Trace/discuss/discover World religious diffusion patterns
2. Analyze the locations for the Cradles of Civilization
3. Discuss the ramifications of a waking nation which Napoleon once called "The Sleeping Giant."
4. Read world biographies or comparative biographies
 - a. Mother Teresa (read my best friend's book: Joan Graff Clucas. *Mother Teresa*, Chelsea House Publishers, World Leaders–Past and Present Series, New York, 1988.)
 - b. Ghandi
 - c. Several major leaders of China Sun Yat Sen and Mao
 - d. Lawrence of Arabia
 - e. Buddha
5. Map the sweep of the Japanese through Asia during the 1930's Movie, *Empire of the Sun*
6. Map the US Naval strategy for the Pacific's "retrieval" during WW II
7. Or...

In Government:

1. Map "Ping-pong" politics between China and the USA in the 1970s
2. Trace the Long March of the Communists in China and analyze the ramifications for resulting Sino-Soviet Relations.
3. Discuss the geographical impact on the political systems of Bangladesh or India or Tibet as compared with China.
4. Or...

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History and Geography: The Use of Maps in Teaching

(Notes taken from a presentation by Gerald Danzer at the American Historical Association, January 2000.)

The contribution that world history is trying to make is to see events, movements, ideas in global terms.

First things first:

1. Students (and teachers) must ground their understandings of historical events and movements on accurate geographical knowledge.
2. Teachers can't assume that students know where places are, and their geographical relationships with other places. (Example: what countries are within the Indian Ocean "system"? What are their major features, natural resources, and products?)
3. Begin (and periodically supplement) a study of world history with exercises calculated to increase knowledge about physical and human geography.
4. The "Mercator Projection Rearranged" is a map activity as a sample exercise designed to get students to look at the world with more critical eyes.

Basic Questions:

1. How are local systems connected to each other?
2. Do these connections amount to systems of systems?
3. How does the fact of exchange affect or change local systems?
4. What historical events, movements, issues can we find that stem from systemic changes brought about by exchange? (Examples: movement of foodstuffs and changes in diets; disease decimates populations.)
5. Historically (using old maps), how did humans envision themselves in relation to the rest of the world? How has that visualization changed?