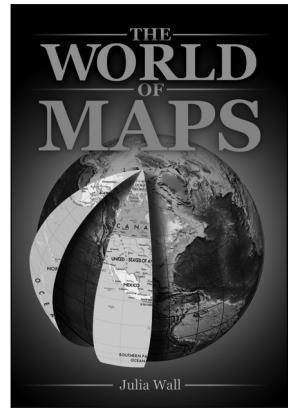


# The World of Maps

by Julia Wall



## Book Summary

Maps help us to locate places and find our way around. Today, many maps are available online. However, maps haven't always been accurate or easy to use. The information they provide is the result of thousands of years of exploration and technology.

## Features of the Book

- Report with introduction, generalisation, examples, and conclusion
- Historical and modern maps, diagrams, charts, and photographs with captions
- History of maps and mapping
- Explanation of latitude and longitude and of projections
- Glossary and index

## Purpose

*The World of Maps* can be used to introduce and reinforce the following skills and understandings:

- S** synthesising prior knowledge with new information;
- S** exploring the development of mapping processes and how we use maps in today's world;
- S** using graphic sources of information.

## Investigation Tools

- What's the Background? – Ptolemy's World, page 5
- Digging Deeper – Early Compasses, page 6
- Making Connections – A Route to the East, page 9
- Step by Step – Finding a Location on a Map, pages 14–15
- Looking Closer – Map Projections, pages 18–19
- Weighing Both Sides – GPS: Keeping You Safe or Invading Your Privacy?, pages 26–27

## The Guided Reading Lesson

- S** Synthesising prior knowledge with new information
- S** Exploring the development of mapping processes and how we use maps in today's world
- S** Using graphic sources of information

## Introducing the text

Review the students' knowledge of maps and how they are used. If possible, have a variety of maps, atlases, globes, charts, and websites available so the students can explore the ideas in the book as they read.

Explain to the students that they will be reading a book that explores the development of mapping processes and how we use maps in today's world. Tell them that as they read, they will be using their prior knowledge to understand and extend their knowledge of maps.

Ask the students to flip through *The World of Maps*, then use the table of contents to discuss what the book will be about.

## Reading and discussing the text

Read the introduction on page 3 with the students and share your experience of using maps. Prompt the students to talk about their own experiences.

- *How often do you use maps? What do you use them for?*
- *How do you think maps developed?*

Ask the students to read Chapter 1 independently.

Turn to page 6 and discuss the impact of the compass on early exploration and map making. Encourage the students to synthesise this information with their own knowledge, for example, the use of compasses in sports such as orienteering, hiking, or sailing.

Ask the students to read Chapter 2, following the routes on a globe or world map. Tracing the routes will help the students to understand the ideas.

Before reading Chapter 3, discuss the ways that people can find places on a map.

- *If you need to find a place in a street directory, what do you do?*
- *How do you find a city or country on a world map?*

As the students read Chapter 3, pause where necessary to help them understand new information. Show them how they can synthesise new ideas (such as latitude and longitude) with what they already know, for example, coordinates in maths. Students can work in pairs to find the coordinates of other towns on the map on pages 14 to 15.

The students can read Chapter 4 independently, using a globe to help them visualise the problems and solutions. Ask them to spend a few minutes to find places they know on the maps on pages 18 to 19 and discuss the different projections.

- *What are some of the advantages and disadvantages of these ways of showing the world?*

Ask the students to read Chapter 5, thinking about their own uses of the technology.

- *How has technology changed mapping?*
- *If you were looking for a particular address, would you use a traditional road map or an online view such as that on page 23? Why?*

Read the conclusion on page 30 with the students and encourage them to use what they already know to reflect on and synthesise the information. For example, “I knew that GPS and aerial photography could be used to track down criminals and to find targets in wars. Now I’m thinking that this technology could be used on aid projects, such as finding out where people need help after a disaster.”

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Using graphic sources of information

✎ The students can discuss the conventions of everyday maps (street, bus, train, building maps) to identify the features that help make maps easier to understand. They can use this information to complete the blackline master. If possible, provide a variety of maps to help the students find the different features.

### **S** Exploring the development of mapping processes and how we use maps in today’s world

The students can discuss the information on pages 18 to 19. They can then examine another kind of map, for example, a satellite weather map or online maps and record its features.

### **S** Exploring the development of mapping processes and how we use maps in today’s world

The students can use the information in the book to construct a timeline of the development of mapping from ancient times to the present.