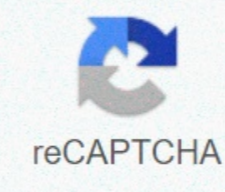




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Finding relative location worksheet

For Educators & Students Young Explorers Project Team, Student Program Plan, Education Handbook, Special Credit Purpose, Standard, Procedure Assessment, Extended Step/Resource Level Adjustment: 5th to 12th Subjects: Geographic time required for success: two to three periods of ninety minutes each. The purpose of obtaining knowledge of the work of geographic concepts: absolute position, relative position, longitude and latitude, to analyze the main sources that show the physical and human characteristics of the location along the path of the Harriman Alaska Expedition of 1899 to create a route map using sequencing skills. Standard geography: Relative to the standards set by the National Geographic Education Council. The world in spatial terms - how to use maps and other geographic representatives to obtain, process and report data from spatial perspectives (standard 1) location and region - the physical and human characteristics of the place (standard 4) materials, each student must have a copy of the outline map of Alaska with longitude and latitude lines, and a list of 1899 Harriman Alaska Expedition Port Stops ready coordinates and tables for the description of the visited port. These are included in the below. Students must have colored paper (construction copier chart) and cardboard color markers and scissors for the class, teachers should prepare the transparency of the port items visited by the elderly on the go and the Harrisman coordinates included below. Overhead projector computer with Internet access Step overview: This lesson plan introduces or reviews the concept of both absolute and relative locations, longitude and latitude. Students will plan a map with the coordinates of the port stops and places visited by Harriman Expedition to Alaska in 1899. Using a narrative written by a real travel member, they will map the route of the journey. Part 1 Introduction 1. Introduce absolute and relative vocabulary to students (15-20 minutes) absolute: the exact location provided about the origin or known place and use a standard measurement system such as longitude and latitude coordinates. Relative: The location that is described only in reference to another location. Note to teachers: Steps 2-5 are designed to help students understand the concept of absolute place. Step 6- 8 is designed to help students understand the concept of relative location 2.Introducing longitude vocabulary and latitude to students (15-25 minutes), longitude and latitude are a set of imaginary lines that slice the world into sections. The latitude line is called And the line of longitude is called Meridian Miscellaneous! Both places on opposite sides of the earth are called Arctic and Southern antipodes as antibodies. Latitude describes your position north or south associated with the equator. The equator is at 0 degree latitudes, the North Pole at 90 degrees north and the South Pole at 90 degrees south. Longitude: The Meridian longitude runs vertically from the North Pole to the South Pole, meridian is used to describe the location and measure distance in degrees east or west of the Meridian, which runs through Greenwich, England. Meridian extends to 180 degrees east and 180 degrees west around the world and meets at international date lines. 3. Displays how coordinates are used to locate a location on the map (10-15 minutes), using an overhead projector, placing transparency of the U.S. outline map on the screen. and practicing locating the following U.S. cities (Appendix 3) 87°68'W, 41°84'N - Chicago, IL 71°02'W, 42°34'N - Boston, Massachusetts 76°71'W, 37°27'N - Williamsburg, VIRGINIA 122°35'W, 47°62'N - Seattle, Washington 149°18'W, 61°19'N - Anchorage, Alaska 99°50'W, 27°55' Personal practice and reinforcement (20-30 minutes) distributes the outline map of Alaska with the coordinates of the port stop made by the 1899 Harriman Expedition to Alaska, allowing students to work individually to plot coordinates on the outline map, then in a double confer before the teacher reveals the map with the coordinates plotted to the entire class to compare, edit and adjust. 5. Identify ports through the use of the main source description (25-40 minutes), divide the classes into groups and give each group a description of one port to research their port (Internet, atlas, etc.). (Appendix 4) when the group is confident that they have identified their port, let them place their description next to their port on a large map of Alaska. 6. Map the route (35-45 minutes) although not as precise as in the location map, route maps, such as those created by medieval religious pilgrims using paper strips with their paths shown as straight lines. The route map reads from bottom to top. A look at the land and coast charts found on this website's travel map page. This is not a typical route map, but there are elements of one, including illustrations and symbols. Using a class map with / description of the various stages of the 1899 Harriman Alaska Expedition and Record their journey, take note of the landscapes (landmarks such as mountains, forests, rivers and glaciers). Community (city/village/culture) and wildlife or anything else interesting. 7. Draw the waterway down the middle of a large piece of chart paper, decide the symbol to represent the elders and make one for each major port stop during the trip. You'll need to determine how and if you want to show the time on your route map. 8. Start at the bottom of your map, add paper/cardboard symbol that shows different stages of 1899 Alaska Harrisman Expedition of example: Symbols for Skagway may include mining equipment, bars or gold nuggets or structures representing the city. The evaluation/evaluation students are accurately assessed for the ability to plot the longitude coordinates and latitude of the stop port made by G.W. Elder. Students will receive points (rubric) for participating in cooperative group assignments: port identification, through the use of primary source descriptions, students will receive points for their route map. Make sure to make sure that they've placed the event in the correct sequence extension. Students list their birth place and plot latitude and longitude for these locations. Alaska Resources on the map, Atlas Print by University of Alaska, Fairbanks, 2000; CD-ROM by The Alaska Geographic Alliance Northern Institute 2000 GIS for Schools and Libraries Version 5 - ArcVoyager; William and Sloane, Kay, look far north: Harrisman's journey to Alaska, 1899, in 1899. Sigel, Alice and Malone, Marco, Almanac Children of Geography, Blackbirch Press, Inc., Connecticut, © 2000 Encyclopedia of D-I-S-C-O-E-R-Y and Artifacts, Map: Plot Locations on Earth, Lucent Books, Inc., California, California, 1995. Reporting by Dean S. S. Shiroro; Editing by Manokotak Manokotak School, Alaska, 1899 Harrisman Alaska Port Stop Port Longitude Latitude Cape Fox 131°W 55°N Juneau 134°W 58° N Kodiak Island 152°W 57°N New Metlakahla 131°W 55° Shumagin Islands 160°W 55°N Sitka 135°W 57°N Skagway 135°W Lawrence Island 170° W 63° N St. Matthew Island 172° W 60° N St. Paul & Pribilofs 170° W 57° N Unalaska 166° W 53° N Glacier Bay Prince William Sound Outline Map of Alaska: Alaska in Maps Click image for larger view (above) (above)

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