

4

Globes and Maps

Lesson Plan

Contents

- ▶ An overview of why we use globes and maps
- ▶ Understanding the difference between globes and maps and their usage

Objectives

- ▶ To understand the study of the Earth using globes and maps
- ▶ To learn about the significant items on a map: title, directions, scale, legends
- ▶ To know about the types of maps: Physical, Political, Thematic
- ▶ To appreciate the difference between globes and maps

Teacher's Aids

- ▶ Globe
- ▶ Pictures, atlas and wall maps
- ▶ Blackboard

Tips for Teacher

- ▶ Explain the differences in understanding the layout with reference to globes and maps.
- ▶ Use the internet and films to show satellite images and photographs of the Earth, comparing them to maps.
- ▶ Use a detailed wall map to explain legends, grid, etc.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., stopping to examine and explain the data in the diagrams and maps.
- ▶ Particularly focus on the concerned maps and diagrams while explaining the lesson. Use the blackboard freely.

Using Models

- ▶ Why we need to use physical models to explain the subject we are dealing with, in this case—the Earth.
- ▶ Globe as a model: Shows the Earth's tilt on its axis, the relative locations of land and sea, the approximate locations of countries in relation to each other, etc.

Maps

- ▶ Explain some of the terms that are significant in the chapter: origin of word 'map' from Latin mappa; basic elements of a map; etc.
- ▶ Qualities required for accurate maps: directions, shape of landmass and water bodies, proper relative sizes.
- ▶ Basic elements: title, directions, scale, legends and grid.
- ▶ Types of scales: Verbal, Representative Fraction, Linear.
- ▶ Types of Maps: (a) According to scale: Large-scale and small-scale. (b) According to functions: Physical, Political, Thematic.

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers.
The students can write down the answers if they like.

Written Assignment

- B–F. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask students to write the answers on their own. Then the teacher can announce the correct answers and students can ask their partners to cross check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

Think Tank

- G. **HOTS questions:** Discuss the three questions in class and let students write the answers to G and H as homework. Teacher should assess individual work.