

DEVELOPING MAP SKILLS — BOOK 1

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TO THE TEACHER

Developing Map Skills is a new valuable tool that can help stimulate learning and achievement within the social studies curriculum.

The book is designed specifically to capture the attention of boys and girls in the primary grades. Its contents can effectively help make the basic skills of map-reading more meaningful for the individual child. A reproducible

certificate of completion is included as a motivational and inspirational award for all the children.

The purpose of **Developing Map Skills** is to present to the students a background of map-reading skills that are relevant and essential to the basic program. Several "hands-on" pages using cutouts and foldups help make the transition to the abstract world of maps a little easier. With almost every lesson are optional extension and enrichment activities which develop the skills still farther.

Developing Map Skills provides excellent experiences in using interpretive skills. Though each lesson is geared to a specific objective, it often includes variations of other basic map skills developed at this age level.

Each page of **Developing Map Skills** can be completed within the time limits of a normal class period. The material is flexible enough to be used independently at learning stations, or by small groups needing reinforcement, or by the whole class as they work together on a new concept.

Research tells us that map-reading skills are developmental in nature. These skills are not learned automatically as the child matures. Development comes only through continued teaching and application.

It is for this reason that the modern social studies curriculum requires a creative use of basic materials. **Developing Map Skills** meets those needs and can be an important addition to a map-reading program and our children's educational development.

A GUIDE TO DEVELOPING MAP SKILLS—Book 1

Developing Map Skills, Book 1, is a unit of first steps into the world of map reading. The lessons help develop the basic skills of locating, organizing, evaluating, acquiring information, communicating, and interpreting symbolic representations. They offer excellent opportunities in the development of a variety of skills necessary for independent thinking.

The main purpose of these lessons is to relate abstract concepts to the reality of a child's experience.

The lessons of **Developing Map Skills** promote the following skills:

1. The ability to express relative locations
2. The ability to align a map and learn directions
3. The ability to read map symbols
4. The ability to locate places on maps by means of a grid system
5. The ability to compare maps and make inferences from them
6. The ability to use the scale of a map to measure distances

Most pages of the unit suggest supplemental extension and enrichment activities for the class or the individual student. The optional exercises are contained within the boxed-in area on the workbook page.

The lessons provided in **Developing Map Skills** can also be expanded and used to stimulate further interest by incorporating activities such as these:

1. Visiting places shown on a map (the playground, a park, the neighborhood, the downtown, or an airport)
2. Studying local artificial and natural geographic features, if possible, from a high vantage point.
3. Developing a classroom glossary of terms and concepts associated with map reading and having the class illustrate them
4. Locating on maps the places where current news events are happening, or the locale of stories that the children are reading

PRESENTATION AND ANSWERS

Page 1.

Students follow the directions as indicated.

Page 2.

Students follow the directions as indicated.

Page 3.

Students follow the directions as indicated.

Page 4.

Answers: 1. north 2. north 3. south 4. north 5. south 6. east 7. west 8. east 9. east 10. west 11. west 12. north

Page 5.

Students follow the directions as indicated.

Page 6:

Fold the page at a 90° angle on the dotted line.

Location and direction words are relative. They are relative to a landmark. "The bird is above the car." "Car" is the landmark. Relative to the car, the bird is **above** it.

A different landmark changes the relative location. "The bird is **below** the balloon."

Location and direction words require precise thinking. The children are directed to think in more exact terms than they have in the past.

On the first level, the children must understand the meanings of the words. The folding of the paper on the dotted line helps the children to better understand these location and direction words.

The second level requires the children to follow directions that use location and direction words in reference to landmarks. "Kris, go **away from** your desk. Put this book **beneath** the globe."

The third level involves giving directions that others can follow. On this level, "Kris" becomes the instructor and guides the movements of other students.

The "Airport Game" is a good activity for the third level. A blindfolded child is placed in front of a "runway" containing several obstacles. The student in the "control

tower" tries to land the "plane" safely at the fog-covered airport.

Answers: 1. up 2. down 3. below 4. above 5. above 6. over 7. toward 8. out of 9. toward 10. west

Page 7:

This page introduces the concept that a map is a plan, diagram, or picture of part of our surroundings. A simple map is shown. More location and direction words are developed.

It would be a good idea to label the walls of the classroom with the cardinal directions—north, south, east, and west. The labeled walls will help orient the maps and the children.

Answers: 1. right 2. left 3. near 4. toward 5. away from 6. north 7. east

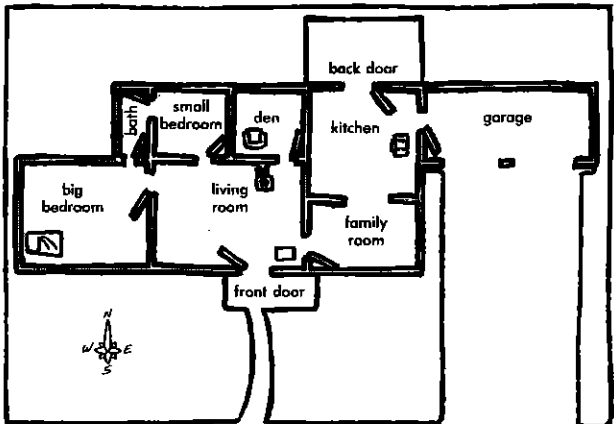
Page 8:

Scissors and crayons are needed.

Map reading is a verbal level skill. An action level lesson such as this can help guide the children into the verbal level of development.

After the models are completed, the houses and yards could be arranged on a table in the form of city blocks. It would be necessary to relabel the cardinal directions on the papers. The change would offer an opportunity to explain how our orientation to north changes when we face in different directions.

MY HOUSE 9



Locations may vary.

This is a map.
It is a map of my house.

1. Find the north wall of the living room.
Draw a TV there.
2. Find the east wall of the kitchen.
Draw a stove there.
3. Find the south wall of the den.
Draw a chair there.
4. Find the west wall of the big bedroom.
Draw a bed there.
5. Come through the front door.
Draw a table to the right of the door.

Use the back of this paper.
Draw a map of the place where you live.

Pages 9 and 10:

Map symbolism is introduced on these pages. Maps are representations of real regions. Key landmarks on the maps are represented by map symbols. Map symbols stand for the real things and places.

To bridge the gap to the more abstract symbols used on conventional maps and globes, page 9 makes use of pictorial and semipictorial symbols. The symbols on page 10 are increased to a slightly more abstract form.

Page 11:

Scissors and crayons are needed.

Three-dimensional models are a good way to relate the abstract to reality. The correct placement of the simple cut-out models according to the written instructions will orient the children to the cardinal directions. The "street signs" can be placed together to show the four directions. Using the buildings on this page as a sample, children can be encouraged to make other buildings of their own design. A larger model city could then be built on a table or on the floor.

Pages 12 and 13:

Most maps show a list of the symbols used and what the symbols represent. The list is called the key or the legend. Page 12 introduces a key. Even though the symbols are semipictorial, it is important that the children learn to study the key in order to be sure of what the symbols represent.

The lesson has gradually expanded the scope of the maps from a room to a neighborhood. The maps on pages 12 and 13 begin to look more conventional than the previous maps. The north-south and east-west pattern of streets makes a grid-like appearance that anticipates the more complicated maps.

Page 13 provides a little variation in locational skill development. It makes a game of reading a map similar to the one found on page 12.

Page 12 Answers: 1. Fourth Street 2. Main Street 3. South Avenue 4. Third Street 5. North 6. West 7. East 8. South

Page 13 Answers: Ann—**You**, Mark—**Can**, Jim—**Read**, Linda—**Maps**, Karen—**When**, Ann—**You**, Carol—**Try**, Ricky—**Real**, Dave—**Hard**

Page 14:

Crayons are needed. Fold the page at a 90° angle on the dotted line.

The concepts developed here are those of a river's source, a river's mouth, and an island. It would also be appropriate at this time to explain the concepts of "upstream" and "downstream."

Many cities are built near the mouths of rivers. The teacher might elicit thinking from the children regarding such a city's advantages compared to a city built near the source of the river.

Page 15:

An essential feature of maps and globes is a grid work. Maps of very large areas use latitude and longitude as the grid. Maps of smaller areas often use a system of numbered and lettered lines as their grid.

MY CLASSROOM 10

This is a map.
It is a map of my classroom.

1. Find the Reading Center.
Draw 4 chairs (○) on its north side.
Draw 4 chairs (○) on its south side.
2. Find the Map Center.
Draw 4 desks (□) east of it.
3. Find the Science Center.
Draw 4 desks (□) west of it.
4. Draw a teacher's desk. (▭)
Put it south of the Map Center.
5. Draw a movie screen. (▭)
Put it north of the Science Center.

Make a map of your classroom.
Draw it on the back of this paper.

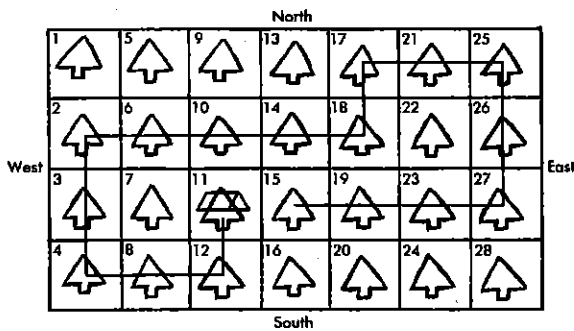
PINE MOUNTAIN 14

fold up

Pine River begins at S.
S stands for "source."
Pine River flows into Pine Lake at M.
M stands for "mouth."
I stands for "island."
The island has water all around it.

1. Put a black X by the river mouth.
2. Put a red X by the source of the river.
3. Which way is the river flowing? Circle the best answer.
a) uphill b) downhill
4. Color Pine Lake blue.
5. Color the island brown.
6. Draw 4 green trees to the east of the river.
7. Draw a black arrow to show which way the river is flowing.

Use the back of this paper.
Draw a simple map of a river near where you live.



The Jones family went camping.
The children became lost in the woods.
Help the children find their way back to camp.
Trace the trail with your pencil.

1. The children are in block 15. Find block 15.
2. From block 15 go 3 more blocks to the east.
3. Now go 2 more blocks north.
4. Go 2 more blocks west.
5. Go 1 block south.
6. Go 4 more blocks west.
7. Go 2 more blocks south.
8. Go 2 more blocks east.
9. Go 1 block north. Draw a tent here.
10. On what block number did you draw the tent? 11

Hide your camp in this woods someplace.
Write down some directions for your friends.
See if they can find your camp.

The ability to locate places on maps by means of a grid system is an important map-reading skill.

Page 15 uses a very elemental grid system, namely, numbered blocks. By carefully following directions the children will find the correct route that leads to camp.

The teacher can easily make a whole sheet of such numbered blocks (minus the trees) on a spirit master. About 100 such blocks can be drawn on an 8½ by 11 paper. With each child having a paper, directions are given orally either by the teacher or a pupil. "Start at block 10. Go 5 blocks south. Go 3 blocks west," and so on. Hopefully, all would end up on the same block number.

Page 16:

Crayons are needed.

This is a continuation of the camping theme featuring a more conventional map. Some new map symbols are introduced. Call attention to the symbols and their meanings. Explain through pictures or chalkboard diagrams the swamp, the waterfall, the rapids, and the reef.

Page 17:

The places and distances shown on maps must be smaller than their real size. Scaling is the process of making everything smaller by the same amount. The ability to use the scale of a map to measure distances is an important map-reading skill.

Page 17 emphasizes the fundamental process of measuring. A simple ruler is included on the page. Have the children cut it out. Less confusion will be generated if all children use this ruler rather than their own. Commercial rulers tend to become complicated with fractions of an inch or may include metric measurements.

The lesson could be extended by assigning a scale to the measurements of the distances. A simple scale would be: 1 inch = 1 mile. A scale requiring greater reasoning power would be: 1 inch = 5 miles.

The questions on the page could then be repeated, substituting the word "miles" for "inches." For example, "How many miles is it from A to B?"

- Answers: (1) 2 (2) 2 (3) 4 (4) 4 (5) 4 (6) 1 (7) no (8) yes (9) no (10) yes

Page 18:

- Answers: 1. 5 2. 3 3. 12 4. 4 5. 8 6. 20 7. 20 8. 16

Page 19:

Page 19 formally introduces the grid system. This system of numbered and lettered lines is often used in city and state maps.

Some maps use the individual lines as points of reference. However, by using the block system we find that children can more readily identify the areas named.

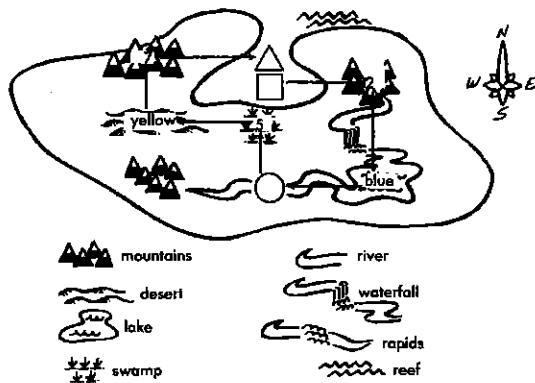
Preparing the children for page 20 can be done here by asking the children to draw certain figures in specific blocks:

"Draw a house in A-3."

"Draw a jack-o-lantern in B-6." etc.

- Answers: 2. B-2 3. E-6 4. A-7 5. D-3

The Jones family went camping. They went camping on this island.
Show where the family went. Trace their travels with your pencil.



1. They landed at Big Bay. Put a around the word "Bay."
2. Then they went east to the mountains. Write a "2" on these mountains.
3. Then they went south to the lake. Color the lake blue.
4. Then they went west to the rapids. Put a around the rapids.
5. Then they went north to the swamp. Write a "5" on this swamp.
6. Then they went west to the desert. Color the desert yellow.
7. Then they went north to the mountains. Write a "7" on these mountains.
8. Then they went east to Big Bay. Put a around the word "Big."

Make another map something like this.
Pretend to hide a treasure on it.
Write some directions for your friends.
See if they can find your treasure.

Page 20:

This page is an extension of page 19. On page 19 the location was found for the children, and the children read the coordinates. On page 20 the children must read the coordinates **and** find the locations.

Working together with the class in locating places on a city or state map is a good way of reinforcing this lesson.

Page 21.

Answers: 1. railroad 2. river 3. capital 4. city 5. road 6. jungle 7. bridge, ocean 8. lake

Page 22:

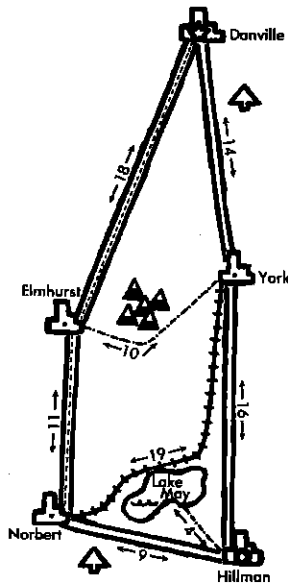
Some conventional map symbols are introduced on this page. It continues the reading of map coordinates and the finding of locations.

Page 23.

Answers: 1. F 2. T 3. F 4. F 5. T

Page 24:

This lesson teaches the rudiments of road map reading. Be sure the children understand the key. Further study can be done with actual state maps or local and city maps.



The U. S. interstate system is a dominant feature of most road maps. This system uses odd numbers for its north-south routes. Even numbers are used for the east-west routes.

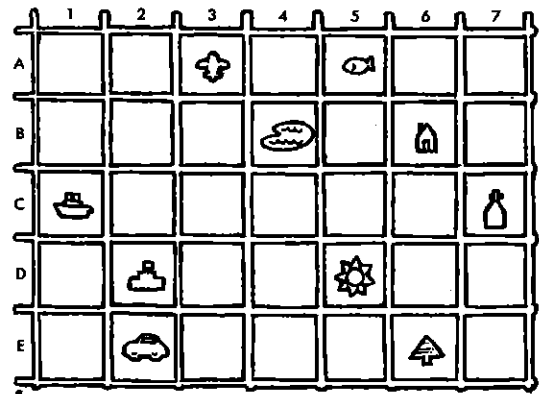
The numbers of the U. S. interstate system go from lowest to highest progressing from south to north and from east to west.

The important routes have one- or two-digit numbers. The longer routes have numbers ending in 0 or 5.

Page 25:

Many road maps show mileage between various points. Page 25 provides practice in reading the road map and calculating distances traveled by taking certain routes. It is a lesson that could easily be coordinated with a math lesson.

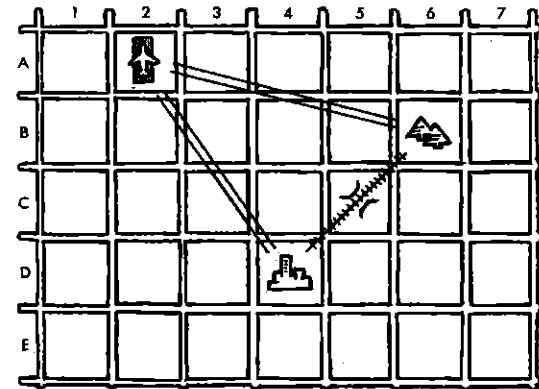
Answers: (1) 29 (2) 39 (3) 14 (4) 25 (5) 20 (6) 21 (7) 25 (8) 19 (9) 30 (10) 38



This is a map grid.
It can help you find places on a map.
Look across from the letters.
Look up (or down) from the numbers.

- Put a school () in D-2.
- Put a lake () in B-4.
- Put a church () in C-7.
- Put a tree () in E-6.
- Put a fish () in A-5.
- Put a boat () in C-1.
- Put a sun () in D-5.
- Put an airplane () in A-3.
- Put a car () in E-2.
- Put a house () in B-6.

Make a map grid of your playground.
Show where some playthings are found.



- State Park
- Railroad
- City
- Highway
- Airport
- Bridge

- Put an airport in the middle of A-2.
- Put a city in the middle of D-4.
- Put a highway from the city to the airport.
- Put a state park in the middle of B-6.
- Put a highway from the airport to the state park.
- Put a railroad from the city to the state park.
- Make a bridge for the railroad in C-5.

Play a game with a friend.
Make another map grid. Have your friend make one, too.
Hide a city, a state park, and an airport on each grid.
Take turns trying to guess the locations.
First one to name all the other's locations wins.

Pages 26-27.

Answers: 1. 2 2. 6 3. 10 4. 8 5. 11 6. no 7. yes 8. yes 9. no 10. yes

Pages 28-29.

Answers:

Part I: 2. Sioux Falls 3. Corbin 4. Des Moines 5. Grand Forks 6. Kingman 7. Albany 8. Nashville 9. Amarillo 10. Oakland

Part II: 2. N 3. S 4. S 5. W

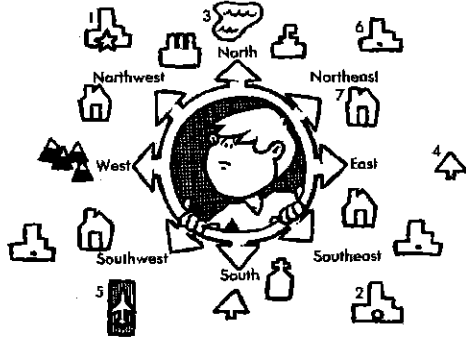
Page 30:

The children should by now have a good concept of cardinal directions. This page and the next page practice in working with intermediate directions. The symbols used are those from previous lessons. The children should be familiar with them.

INTERMEDIATE DIRECTIONS

North is toward the North Pole. South is toward the South Pole. East is toward the rising sun. West is toward the setting sun. Intermediate directions are between North, East, South, and West.

The boy in the center of the page is Tony. He is surrounded by directions. Tony is lost. Help him find his way home. Do what it says at the bottom of the page.



1. Put a "1" by the state capital northwest of Tony.
2. Put a "2" by the county seat southeast of Tony.
3. Put a "3" by the lake north of Tony.
4. Put a "4" by the roadside park east of Tony.
5. Put a "5" by the airport southwest of Tony.
6. Put a "6" by the city northeast of Tony.
7. Tony's house is directly southeast of the lake. Put a "7" by Tony's house.

Look around the classroom. List several children or things that are northeast of you. Make more lists for the other three intermediate directions.

Page 31:

This page expands the area covered by a map to include a large country—the United States. Read the names of the cities together with the children.

The intermediate directions are reinforced.

Answers: 2. New York 3. Chicago 4. Miami 5. Minneapolis 6. Seattle 7. Dallas 8. Los Angeles 9. Denver 10. Detroit

Page 32.

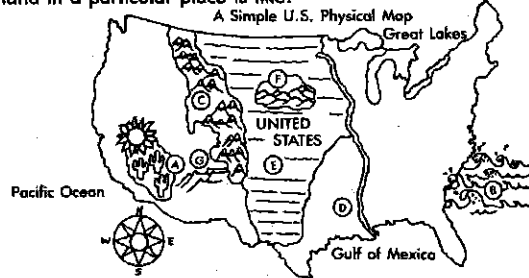
Answers: 1. b 2. d 3. a 4. c

Page 34:

Crayons are needed. Fold the page at a 90° angle on the dotted line.

PHYSICAL FEATURES

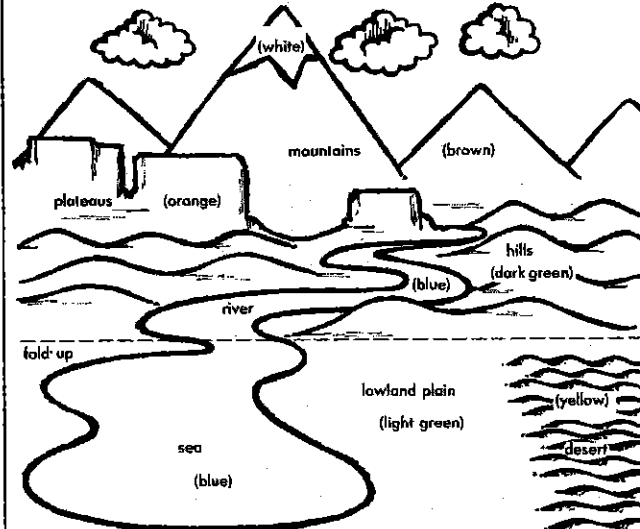
Physical maps help us identify important features on the earth's surface. These physical features, called **landforms**, come in many shapes and sizes. They include mountains, hills, plateaus, lowland plains, and deserts. Rivers, oceans, and other bodies of water are considered landforms, too. The United States has many different landforms within its boundaries. A physical map can help you find out what land in a particular place is like.



The definitions and examples below are clues. They can help you locate landforms. Write each letter where it belongs on the map.

- A. The Mojave Desert is dry land with harsh weather and few animals or plants.
- B. The Atlantic Ocean is a great body of salt water. It forms the eastern border of the United States.
- C. The Rocky Mountains rise high above the land around them.
- D. The Mississippi River is a large flow of water. It empties into the Gulf of Mexico.
- E. The Great Plains are broad, flat land that is low in height. This land is east of the Rocky Mountains.
- F. The raised land in the Black Hills of South Dakota is lower than mountains. It is north of the Great Plains.
- G. The top of the Grand Canyon is a plateau. This high, flat stretch of land is east of the Mojave Desert.

MAP COLORS AND LAND FORMS



Map colors are often used to show land forms.

1. Color the lowland plain light green.
2. Color the desert yellow.
3. Color the sea blue.
4. Color the river blue.
5. Color the hills dark green.
6. Color the plateaus orange.
7. Color the mountains brown.
8. Color some "snow" on the top of the tallest mountain.

List a few animals that might live in each of the different land forms.

Color is another feature of many maps. The colors act as symbols, generally depicting height above sea level. Show other maps and globes to the children to illustrate the use of colors.

Review the different land forms with the children. Explain the new concepts of "lowland plain" and "plateaus."

Page 35.

Answers: 1. C 2. F 3. E 4. A 5. B 6. D

Page 37.

Answers: 1. 1000 2. Fraggie 3. Swampezee 4. Friggle 5. country 6. Glump 7. Lavaland isn't a safe place to live. It has many active volcanoes. Swampezee has few places to live because it is mostly swamps.

Pages 38-39.

Answers: 1. 2 o'clock 2. 12 o'clock 3. 6 o'clock 4. 10 o'clock 5. 4 o'clock 6. 8 o'clock 7. 6 o'clock 8. 7 o'clock 9. 1 o'clock 10. 2 o'clock 11. 11 o'clock

Pages 40-41.

Answers: 4. Belize, Honduras, Guatemala, Nicaragua, El Salvador, Costa Rica, Panama 5. United States of America 6. Costa Rica 7. Mexico 8. Pacific 9. eastern 10. eastern 11. Belize 12. east

Page 42:

The concepts of continents, ocean, and the equator are introduced on this page. The abstract ideas of state, country, and continent are often confusing to this age group. Children will need patience and understanding as they develop their expanded environment, progressing from their home base to the world beyond.

Page 43:

Scissors and crayons are needed.

Page 43 develops the concept of the hemisphere. The word "hemisphere" refers to half of the globe. Geographers recognize other hemispheres besides the Eastern and Western Hemispheres. There are also the Northern and Southern Hemispheres, hemispheres of land and water, and also hemispheres of day and night.

The map cutout, though hardly a sphere or 100% accurate, will give to children a greater feeling of eastern and western "oppositeness" and distance than a flat map can convey. In addition, the map cutout gives the children something they can touch, feel, and handle; something tangible to help them understand concepts that are at least once removed from reality. Introduce a world globe if possible. Locate the continents.

Answers: 1. North America 2. South America 3. Africa 4. Australia 5. Antarctica 6. Europe 7. Asia

Page 44:

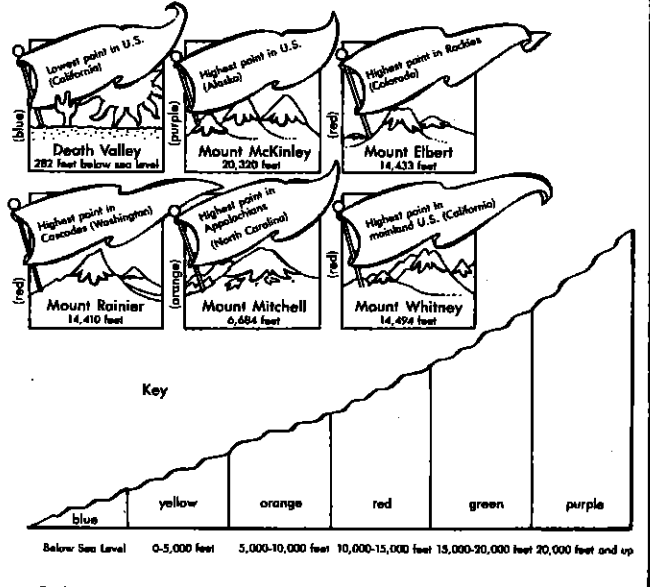
This puzzle page reviews some of the concepts and generalizations taught in **Developing Map Skills**. The page is meant as a fun page, a success-oriented activity that will leave the children with a warm feeling toward maps and their map-reading skills.

Part A:

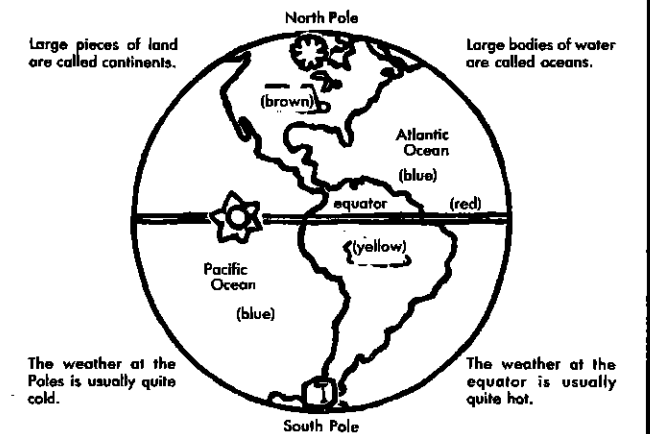
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|---|---|---|---|---|---|---|
| | E | | | | | |
| | Q | | L | | | |
| M | O | U | N | T | A | I |
| A | A | | K | | | O |
| P | T | R | E | E | | U |
| | | O | | | | T |
| | | R | I | V | E | R |
| | | | | | | H |

Physical maps help us identify different landforms on the earth's surface. Did you know physical maps provide some important measurements, too? Physical maps give you information about elevation: distance above or below the level surface of the ocean. Elevation is shown by different colors on a physical map. You can discover quickly how high a mountain is or how low a valley is by looking at the map key. You will find the number of feet above or below sea level called out beside each color!

Color in the map key. Look at the landforms shown on this page. Use the map key to color each one as it would look on a physical map.



The map shows the continents of North America (N.A.) and South America (S.A.) The United States is in North America.



1. Put a cold snowflake (❄) at the North Pole.
2. Put an ice cube (❄) at the South Pole.
3. Put a hot sun (☀) at the equator.
4. Color the equator line red.
5. Color North America brown.
6. Color South America yellow.
7. Color the Atlantic Ocean blue.
8. Color the Pacific Ocean blue.

How many words can you make from the letters in "NORTH AMERICA"? "Rice" and "came" are two of them. How many words can you make from the letters in "SOUTH AMERICA"? See who can find the most words.

Part B: 1. above 2. bay 3. city 4. desert 5. east 6. factory 7. grid 8. hill 9. island 10. Japan 11. key 12. lake 13. map 14. north 15. ocean

Part C: 1. ocean 2. continent 3. east 4. plain 5. source

Page 45.

Students follow the directions as indicated.

Pages 46-47.

Answers: 1. North, South, East, West 2. Northeast, Northwest, Southeast, Southwest 3. Northeast 4. New Orleans, New York City, Savannah, Cleveland 5. Phoenix 6. international 7. 2800 8. 1300 9. northwestern 10. South

Page 48:

We all look forward to the completion of a given task. Children, for whom time seems to go slowly, particularly relish finishing a book or a unit.

The children and the occasion deserve to be recognized. The children deserve a symbol of their time and effort.

This award can be both motivational and inspirational. It can encourage and promote the children's sense of self-value. It may even help develop a good feeling toward learning between the child and the school which will benefit all involved.

A Few Additional Activities

When time permits, the following activities could be incorporated in the lesson plans:

1. Name 5 cities located in a certain direction from you (5 north, 5 northeast, etc.).

2. Name 5 cities that end the same way (-ville, -town, -burg, etc.).

3. Pick 5 cities near to where you live and tell which roads to travel to get to them.

4. Locate an interstate highway near you. Trace its route and name some of the larger cities to which it goes.





One Last Word

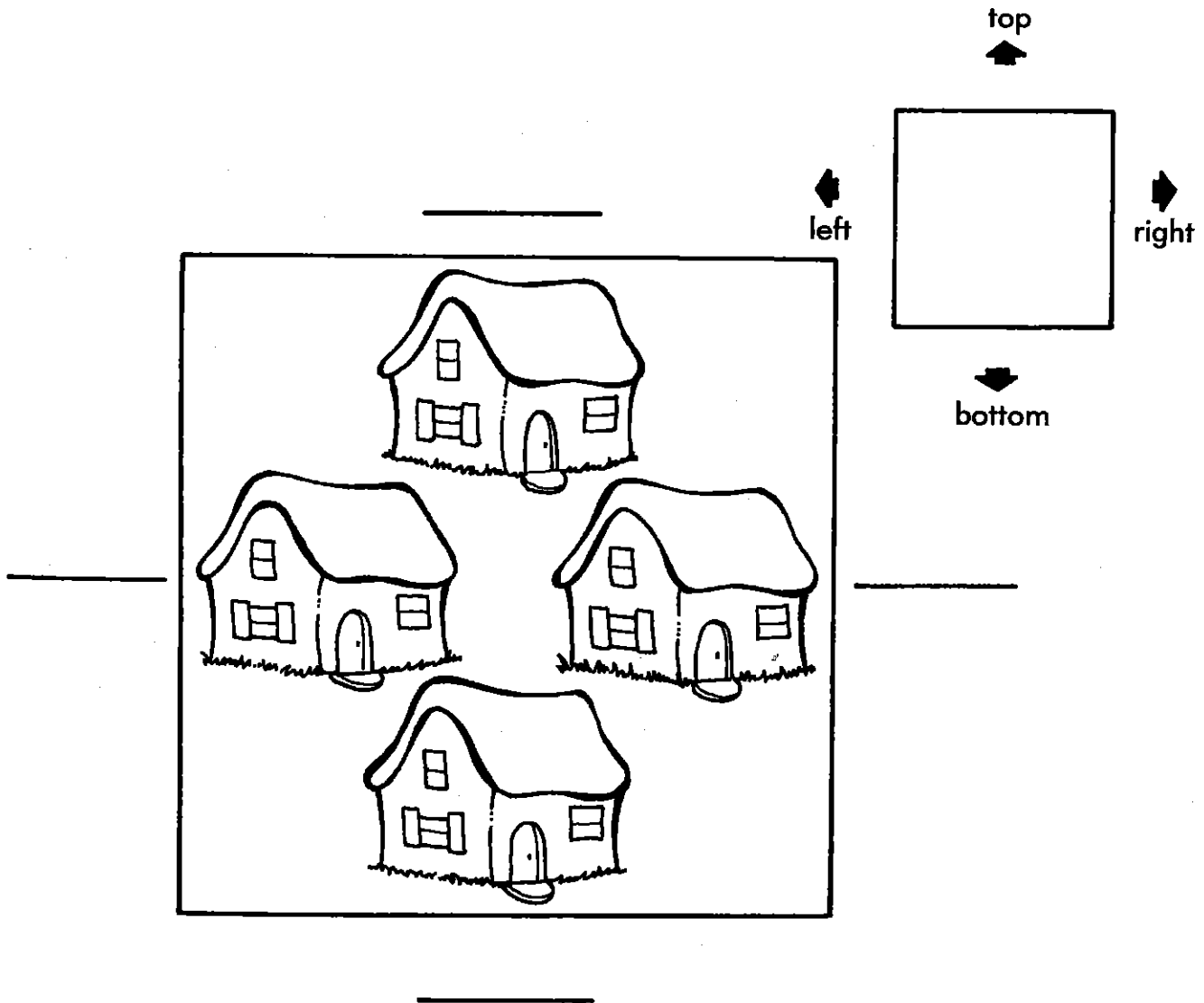
As a social studies teacher, you know that you cannot depend merely on incidental references as a way of teaching map-reading skills. Through the use of **Developing Map Skills** you have provided for the students a systematic opportunity to learn these basic skills.

But, most important, it is you, the teacher, who helps the children develop the skills in map and globe reading. You are the catalyst, and the one who knows which variations of skills should be taught at each level.

Whether preparing your class for textbook map reading, or a trip down the highway, or for standardized tests, it is you who generously gives our children the means whereby they can take giant steps into their future.

Top, bottom, left, and right are direction words.

1. Write **top**, **bottom**, **left**, and **right** on the blank lines around the frame of the picture below.
2. Color the house at the top yellow.
Color the house at the bottom green.
Color the house on the right red.
Color the house on the left blue.
3. Draw an arrow pointing  on top of the yellow house.
Draw an arrow pointing  at the bottom of the green house.
Draw an arrow pointing  to the right of the red house.
Draw an arrow pointing  to the left of the blue house.



Arrows are hidden in the pictures below.
Color the pictures with arrows.

Color each picture with an arrow pointing up ▲ yellow.

Color each picture with an arrow pointing down ▼ green.

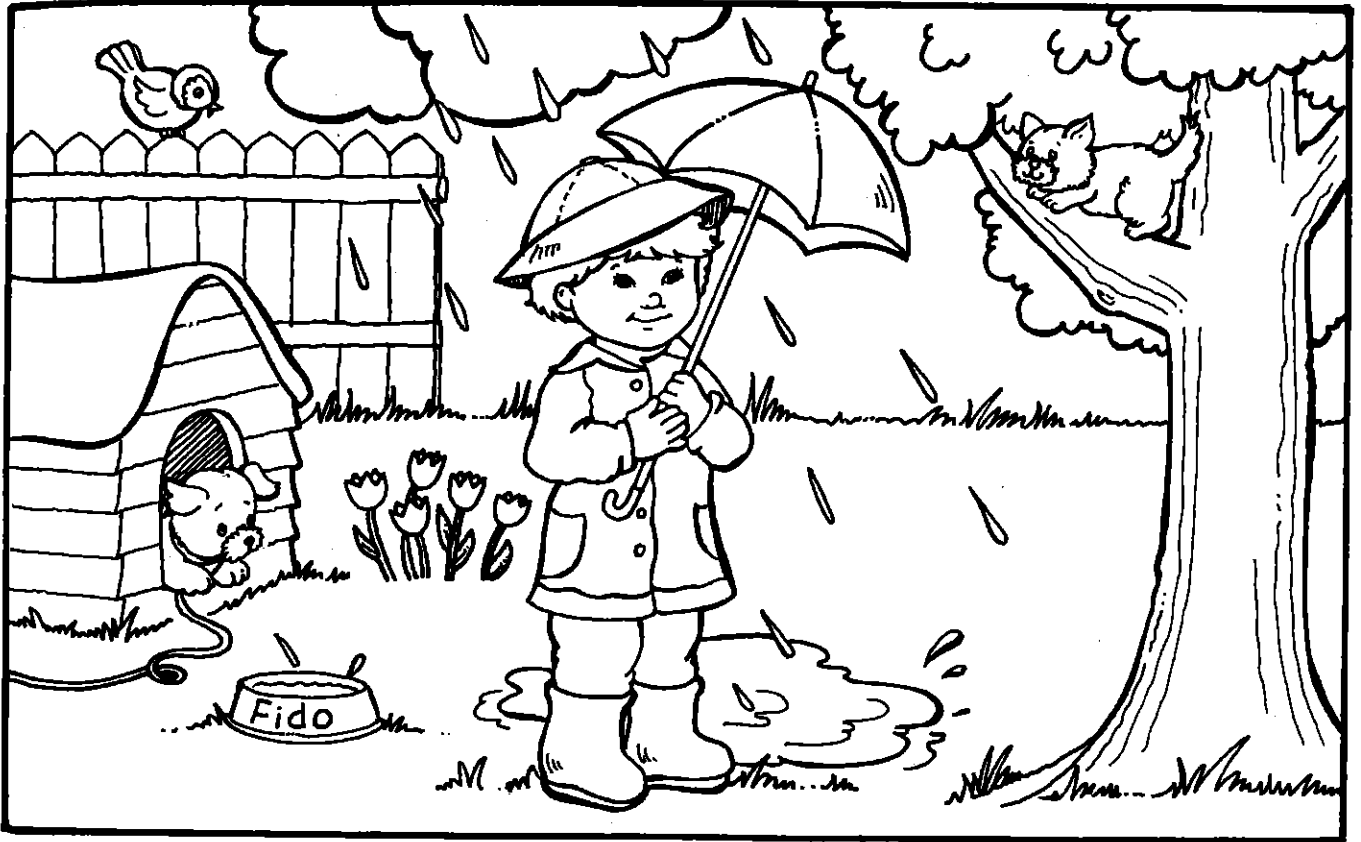
Color each picture with an arrow pointing left ◀ blue.

Color each picture with an arrow pointing right ▶ red.



Location words tell you where an object is. They also tell you where one thing is compared to another. Location words help you find things by giving you directions. You would be lost without them!

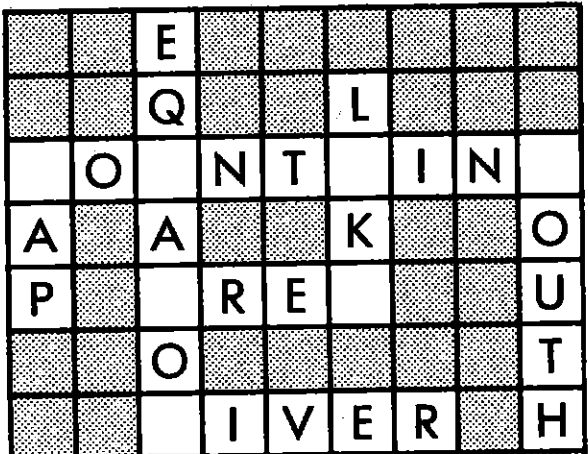
Look at the picture. Follow the directions to find each object.



1. Put an X in the clouds **above** the boy's head.
2. Color the flowers to the **right** of the dog house yellow.
3. Color the bird on **top** of the fence red.
4. Circle the kitten **up** in the tree.
5. Color the tree trunk **below** the kitten gray.
6. Draw a square around the **bottom** of the flowers to make a flower bed. Color it brown.
7. Draw blue lines for rain coming **down** from the clouds.
8. Color the umbrella **over** the boy's head orange.
9. Color the grass **under** the boy's feet green.
10. Color the mud puddle to the **left** of the tree brown.

A. Complete the puzzle.
Put these missing letters
into the right squares.

R A U S
E M T



B. Here are 15 map words.
Put them in alphabetical (ABC)
order.
Put them on the numbered
lines below.

- | | | |
|--------|--------|---------|
| island | desert | key |
| east | grid | city |
| lake | map | hill |
| bay | ocean | Japan |
| north | above | factory |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

C. Find the meanings.
Choose your answers from the Word Box.

1. A large body of water _____
2. A large piece of land _____
3. Where the sun rises _____
4. Land that is level _____
5. The place where a river begins _____

WORD BOX

- | |
|-----------|
| plain |
| continent |
| source |
| ocean |
| east |

Match the word to the picture. Draw a line from the word to the correct picture. The first one has been done for you.

Compass Rose

Map Scale

Physical Map

Globe

Street Map

Product Map

Grid

Land Form

