

Teacher's Guide for CALLIOPE: *Where in the World*

November 2007

Teacher's Guide created by Peggy Epstein, Language Arts Teacher with 25 years experience from the Hickman Mills School District, Kansas City, Missouri. Epstein has a Master's Degree in Instruction and Curriculum from the University of Missouri at Kansas City.

For "What's a Map?" (pgs. 2-4)

In conjunction with reading through this introductory article, students might be more appreciative of the skills it takes to produce a map if they are given an opportunity to try their hands at cartography. Following is a list of maps they might enjoy creating--either individually or in pairs:

- a map of this class room showing location of door, windows, furniture, etc.
- a map of one floor of this school
- a map of the block on which this school sits, including the parking lot, any traffic signs, fire hydrants, etc.
- a map showing the way from your house to school with the streets labeled
- an outline map of your state with all of the states touching it labeled

For "Mountains of Gold" (pgs. 5-7)

After reading through the article, ask students to do the following:

1. Starting with Amennakht 's creation of the map, explain its journey before it was seen by Sami el-Raghy.
2. Describe the map using six specific details.

For "Medieval Monsters" (pgs. 8-9), "Sounding Out the Sea's Secrets" (pgs. 35-37), "Mapping the Moon" (pgs. 40-43), and "Martian Maps and More" (pgs. 44-46):

1. Divide the class into four groups, assigning each group one of the above articles.
2. Provide each group with a sheet of posterboard and markers.
3. Explain that each group will be giving a presentation to the National Cartographers' Annual Meeting.
4. Pretending that all the information, discoveries, etc. will be new to the ears of these mapmakers, ask students to create a report with an illustrated "Top Ten" list of what is fascinating about each of these ventures into mapmaking.
5. Ask students to present their list to the entire class, with each student reading at least one item aloud.

For "The Age of Discovery" (pgs. 10-14)

Study Guide to help students through material:

1. What was considered the Age of Discovery's greatest prize?
2. Who included the answer to Question #1 on a map?

3. What was included on this map to indicate that Portugal could make claim to these discoveries?
4. How did the secret get out?
5. What was the Cantino map used for?
6. What areas of Africa had been mapped before the 1400's?
7. What river was included on these early maps?
8. Who was Ptolemy?
9. Who organized Portugal's explorations?
10. Where did Bartolomeu Dias and Vasco da Gama go?
11. How did they contribute to mapmaking accuracy?
12. What did Henricus Martellus accomplish?
13. What was more difficult to map than the coastlines?
14. What did Dutch and Italian mapmakers do, using their imagination?
15. What did the Jesuit missionaries contribute to mapmaking?
16. What did the new group, founded in 1788, want to do?
17. When was the direction of the Niger River's flow finally determined?
18. For what four African rivers were mapmakers hoping to find the source?
19. What inaccuracy on Portuguese maps did David Livingstone discover?
20. Who continued Livingstone's work and what was finally revealed?

For "Truths and Untruths in Cartography" (pgs. 31-34)

After students have a chance to skim the article, invite them to contribute to a joint list you compile on the board of "map mistakes."